



# Religion and World Views KS 1

Religious Education is not a statutory part of the National Curriculum, and every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Lessons follow the Kapow Primary Scheme of Work and ensure that skills and subject knowledge build upon previous learning. The curriculum aims to ensure that all children:

**Know about and understand a range of religions and worldviews, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion or a worldview.

**Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

The Kapow Primary Religion and worldviews curriculum covers a number of organised worldviews with increasing depth and breadth. In line with government guidance and Census 2021 information, the curriculum will 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' Exploring concepts through an enquiry based approach, children will investigate a variety of worldviews, including but not limited to: Christian, Muslim, Hindu, Sikh, Jewish, Buddhist and Humanist.

At certain times of the year, teachers across all year groups often connect subject content to seasonal celebrations, festivals and awareness days, enhancing pupil engagement with learning.

## Religion and World Views – KS1

### Year 1

**How did the world begin?**

Children will be:

- Exploring a range of creation stories
- Considering how creating stories help people understand what God is like

**What do some people believe God looks like?**

Children will be:

- Exploring how different people understand God on Earth
- Considering religious art and images

**What is God's job?**

Children will be:

- Investigating the roles of God through stories and texts

### Year 2

**Why do we need to give thanks?**

Children will be:

- Exploring beliefs about using offerings to show gratitude
- Exploring artefacts

**What do candles mean to people?**

Children will be:

- Investigating the ways light is used in religious contexts
- Exploring different festivals

**How do we know some people have a special connection to God?**

Children will be:

- Listening to stories from diverse perspectives

- Examining the action of God

**Why should we care for the world?**

Children will be:

- Studying religious stories between humans and nature
- Investigating how people care for Earth

**How do we know new babies are special?**

Children will be:

- Exploring different ceremonies to welcome a baby
- Investigating symbolism in ceremonies

**Why should we care for others?**

Children will be:

- Exploring stories that inspire people to care for others
- Investigating different ways people show they care.

- Understanding symbolism within religious stories

**What is a prophet?**

Children will be:

- Asking questions about stories they read about significant people
- Creating their own definitions of what a prophet is

**How do some people talk to God?**

Children will be:

- Investigating the importance of communication
- Exploring objects used in prayer

**Where do some people talk to God?**

Children will be:

- Examining buildings within our local area and beyond
- Considering what different features tell us about people's beliefs about God

**Key Skills Progression**

Over the year, children will develop the following skills:

- Expressing their own ideas and opinions based on personal experience and beliefs of family members
- Asking questions about the world around them
- Listening to, discussing and retelling stories
- Finding religious symbols in stories
- Recognising some religious terminology
- Beginning to notice similarities and difference within religions
- Listening to others ideas, noticing differences, comparing them to their own and using respectful language to discuss them
- Identifying what things are important to people
- Talking about what they believe
- Respectfully sharing opinions
- Talking about simple ideas and things that puzzle them about belief in God.
- Recognising lessons or teachings within stories and relating to their own experiences.
- Exploring simple scripture quotes and considering how they might help people.
- Expressing their ideas using symbols, drawings and choosing appropriate words.
- Making links between religious and non-religious beliefs and practices.

Over the year, children will develop the following skills:

- Asking questions about what puzzles them about religious and non-religious stories and texts they have read.
- Expressing their own ideas and opinions, including considering worldviews studied.
- Asking thoughtful questions relating to their learning and about what other people think and do.
- Explaining why they feel something is right or wrong and comparing their ideas to others.
- Listening to stories and discussing what they mean.
- Identifying important information from different sources
- Suggesting what lessons or teachings they understand from stories.
- Understanding that some symbols have meaning beyond the literal.
- Thinking about what people's actions can represent
- Identifying similarities and differences within and between religions and worldviews.
- Making links between religious and non-religious beliefs, practices and symbols.
- Commenting respectfully on things and beginning to talk about why things are sometimes similar and sometimes different.
- Explaining why some objects, places, practices and stories are important to people.

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|  | <ul style="list-style-type: none"><li>• Explaining how beliefs may influence behaviour and decisions.</li><li>• Recognising links with prior learning when encountering new content.</li><li>• Responding sensitively to people whose experiences are different to theirs.</li></ul> |
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