



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.

Progression is broken down into the following key areas:

- **Substantive knowledge** – learning about a range of organised religions and worldviews; examining key religious concepts; identifying similarities and differences between some religions and worldviews.
- **Personal knowledge** – developing a sense of the children's own worldviews, personal knowledge and ideas about life's meaning and purpose.
- **Disciplinary knowledge** – using a variety of methods to understand religions and worldviews; observing religious practices.

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.

The RE coverage at Dane Ghyll Community Primary School aims to:

- ▶ provoke challenging questions;
- ▶ teach pupils to develop respect for others;
- ▶ encourage pupils to explore their own beliefs;
- ▶ prompt pupils to consider their responsibilities.
- ▶ enable pupils to build their sense of identity and belonging;

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
- 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.

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
- 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:

Personal

- Talking about simple ideas and things that puzzle them about belief in God.
- Sharing opinions respectfully about what is important to them and what is important to others.
- Expressing their own ideas and opinions based on personal experience and the beliefs of family members.
- Using various art forms to express their ideas.
- Asking their own questions about the world around them.
- Discussing their ideas about what is right and wrong.
- Appreciating diversity in images, art, artefacts and videos used.

Over the year, children will develop the following skills:

Personal

- Asking questions about what puzzles them about religious and non-religious stories and texts they have read.
- Expressing their own ideas and opinions, considering worldviews studied.
- Explaining how they have expressed their ideas through art.
- Asking thoughtful questions relating to their learning.
- Explaining why they feel something is right or wrong and comparing their ideas to others.

Disciplinary

- Asking questions about things that interest them.
- Beginning to ask 'big' questions (e.g. Why are we here? What is real?).
- Know there are different types of questions
- Listening to stories and discussing what happens in them.
- Exploring simple scripture quotes and considering how they might help people.
- Beginning to notice important information
- Know stories, images and objects can help us learn about beliefs.
- To know diversity is often evident in sources (e.g. different ways of welcoming babies)
- Retelling stories in their own words.
- Recognising lessons or teachings within stories and relating to their own experiences.
- Finding religious symbols in stories and other sources.
- Recognising some religious terminology in sources.
- Thinking about the meaning of what people do.
- Beginning to notice similarities and differences within and between religions and worldviews.
- Making links between religious and non-religious beliefs and practices.
- Know similarities and differences help us understand worldviews better.
- Know we all notice different things in stories and sources.
- Listening to others' ideas and comparing them to their own.
- Talking about what their answer to a question is based on.
- Identifying things that are important to people.
- Noticing differences and using respectful language to discuss them.
- To know it is helpful to ask questions about sources.

- Showing respect when looking at evidence about other people's ideas and beliefs.

Disciplinary

- Asking questions about what other people think and do.
- Asking questions in response to a question
- Know that some questions do not have a simple answer.
- Listening to stories and discussing what they mean.
- Examining simple scripture quotes and interpreting what they mean.
- Identifying important information from different sources
- To know stories, texts, images, artefacts and accounts can help us understand different beliefs.
- Identifying main characters and events in a story.
- Suggesting what lessons or teachings they understand from stories.
- Understanding that some symbols have meaning beyond the literal.
- Recognising and understanding some religious phrasing
- 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.
- Know there are links between and within religious and non-religious beliefs and practices.
- Know we all have different ideas about what stories or sources might teach us.
- Commenting respectfully on things that they notice that may be surprising or different.
- Beginning to talk about why things are sometimes similar and sometimes different.
- Making links to sources when explaining their ideas.
- Explaining why some objects, places, practices and stories are important to people.
- Know questioning sources can help us to learn.



Religion and World Views KS 2

Year 3	Year 4	Year 5	Year 6
<p><u>What makes us human?</u> Children will be:</p> <ul style="list-style-type: none"> • Exploring ideas about spirituality, inner self and the soul. • Expressing beliefs through art <p><u>Where do our morals come from?</u> Children will be:</p> <ul style="list-style-type: none"> • Reflecting on why people make choices about how to live • Investigating how Jewish people use a tallit and explore similar objects. <p><u>Is scripture central to religion?</u> Children will be:</p> <ul style="list-style-type: none"> • Investigating how scripture is used by people <p><u>What happens if we do wrong?</u> Children will be:</p> <ul style="list-style-type: none"> • Exploring the meaning of consequences. • Exploring beliefs about reincarnation. <p><u>Why is water symbolic?</u> Children will be:</p> <ul style="list-style-type: none"> • Exploring the use of water in ceremonies • Reading stories from scripture about water. <p><u>Why is fire used ceremonially?</u> Children will be:</p> <ul style="list-style-type: none"> • Exploring the use of fires in ceremonies • Designing candles to in remembrance. 	<p><u>Are all religions equal?</u> Children will be:</p> <ul style="list-style-type: none"> • Exploring the origins of religions • Investigating Sikh and Bahá'í beliefs and practices. <p><u>What makes some texts sacred?</u> Children will be:</p> <ul style="list-style-type: none"> • Looking at different ways scriptures are used. • Exploring how Guru Granth Sahib is treated like royalty <p><u>Just how important are our beliefs?</u> Children will be:</p> <ul style="list-style-type: none"> • Finding out how people show commitment to their beliefs. • Exploring ceremonies of commitment, diet, charity and clothing. <p><u>Who was Jesus really?</u> Children will be:</p> <ul style="list-style-type: none"> • Using accounts from the Bible to explore how Jesus was represented. • Reflecting on parables shared <p><u>Why is the Bible the best-selling book of all time?</u> Children will be:</p> <ul style="list-style-type: none"> • Exploring how the Christian Bible developed. • Finding out how some Christians use their Bibles. <p><u>Does the language of scripture matter?</u> Children will be:</p> <ul style="list-style-type: none"> • Finding out about the different languages scriptures are used. 	<p><u>Why do people have to stand up for what they believe in?</u> Children will be:</p> <ul style="list-style-type: none"> • Researching people who have fought for their beliefs. • Discussing controversial issues. <p><u>Why doesn't Christianity always look the same?</u> Children will be:</p> <ul style="list-style-type: none"> • Exploring the spread of Christian beliefs worldwide. • Examining why Christian practices vary in the UK and around the world. <p><u>What happens when we die?</u> Children will be:</p> <ul style="list-style-type: none"> • Interpreting different sources and beliefs about what happens when we die. • Finding out what non-religious people do to mark someone's death. • Considering the concepts of heaven and hell through art. • Learning the meaning of reincarnation and enlightenment. <p><u>Who should get to be in charge?</u> Children will be:</p> <ul style="list-style-type: none"> • Investigating how different religions chose their leaders. • Consider religious and non-religious laws, special messages and traits when thinking about what makes a good leader. <p><u>Why are some places in the world significant to believers?</u> Children will be:</p> <ul style="list-style-type: none"> • Investigating why some places are significant to some religions. 	<p><u>What does religion look different around the world?</u> Children will be:</p> <ul style="list-style-type: none"> • Discovering how some religious practices are observed. • Considering how things can affect how someone practices their religion. • Explore different Buddhist schools. <p><u>Why is it better to be there in person?</u> Children will be:</p> <ul style="list-style-type: none"> • Finding out about significant journeys and pilgrimages. • Investigating the challenges of pilgrimage experiences. <p><u>Why is there suffering?</u> Children will be:</p> <ul style="list-style-type: none"> • Discussing suffering, sin and free will. • Analysing different stories and texts. • Exploring why some people turn to God in times of suffering. • Exploring alternative ideas and responses to suffering and how reactions are influenced. <p><u>What place does religion have in our world today?</u> Children will be:</p> <ul style="list-style-type: none"> • Using census data and digital mapping to investigate what this can suggest about religion • Considering the importance of freedom of religion or belief.

	<ul style="list-style-type: none"> • Trying Arabic calligraphy. 	<ul style="list-style-type: none"> • Exploring how this has sometimes led to conflicts. 	
--	--	--	--

Key Skills Progression

<p>Over the year, children will develop the following skills:</p> <p><u>Personal</u></p> <ul style="list-style-type: none"> • Presenting different views thoughtfully and creatively, using evidence from learning. • Asking open questions and suggesting responses. • Discussing their own and others' ideas about deciding what is right and wrong. • Suggesting ideas about the right ways to treat others. • Discussing their own views about belonging, meaning, purpose and truth. • Thinking about their own ideas in light of their learning, experiences and discussions. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> • Asking questions about what others think and do and how they show their beliefs. • Considering how different sources of information can help answer specific questions. • Exploring scripture and stories. • Comparing and contrasting stories or teachings from different religions to identify common themes. 	<p>Over the year, children will develop the following skills:</p> <p><u>Personal</u></p> <ul style="list-style-type: none"> • Presenting different views thoughtfully and creatively, using evidence from learning. • Asking open questions and suggesting responses. • Discussing their own and others' ideas about deciding what is right and wrong. • Suggesting ideas about the right ways to treat others. • Discussing their own views about belonging, meaning, purpose and truth. • Thinking about their own ideas in light of their learning, experiences and discussions. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> • Asking questions about what others think and do and how they show their beliefs. • Considering how different sources of information can help answer specific questions. • Exploring scripture and stories. • Comparing and contrasting stories or teachings from different religions to identify common themes. 	<p>Over the year, children will develop the following skills:</p> <p><u>Personal</u></p> <ul style="list-style-type: none"> • Making links and comparisons between their own and others' views. • Using creativity to present their own and others' ideas, explaining their choices. • Asking and exploring questions from different perspectives, including their own. • Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. • Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. • Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. • Expressing their own thoughts about the existence and nature of God. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> • Asking challenging questions and reflecting on the origins of their questions. 	<p>Over the year, children will develop the following skills:</p> <p><u>Personal</u></p> <ul style="list-style-type: none"> • Making links and comparisons between their own and others' views. • Using creativity to present their own and others' ideas, explaining their choices. • Asking and exploring questions from different perspectives, including their own. • Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. • Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. • Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. • Expressing their own thoughts about the existence and nature of God. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> • Asking challenging questions and reflecting on the origins of their questions.
---	---	---	---

<ul style="list-style-type: none"> • Discussing how various sources provide different pieces of information. • Discussing the meaning of historical and modern events and practices. • Recognising some common religious symbols, such as light, water and fire, and considering what they represent. • Exploring how language may have special religious meaning and convey beliefs and teachings. • Exploring similarities and differences within and between religions and worldviews. • Using different sources of evidence to build ideas about a concept. • Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. • Justifying their ideas and opinions using evidence from current and prior learning. • Explaining links between religious and non-religious practices. • Recognise similarities in concepts and beliefs even when practices and expressions differ. • Exploring how beliefs can impact people's lives and actions. • Commenting on links with prior learning when encountering new content. • Drawing on knowledge to respond thoughtfully to big questions. 	<ul style="list-style-type: none"> • Discussing how various sources provide different pieces of information. • Discussing the meaning of historical and modern events and practices. • Recognising some common religious symbols, such as light, water and fire, and considering what they represent. • Exploring how language may have special religious meaning and convey beliefs and teachings. • Exploring similarities and differences within and between religions and worldviews. • Using different sources of evidence to build ideas about a concept. • Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. • Justifying their ideas and opinions using evidence from current and prior learning. • Explaining links between religious and non-religious practices. • Recognise similarities in concepts and beliefs even when practices and expressions differ. • Exploring how beliefs can impact people's lives and actions. • Commenting on links with prior learning when encountering new content. • Drawing on knowledge to respond thoughtfully to big questions. 	<ul style="list-style-type: none"> • To know that some answers to questions can change over time and reflect on why this might be the case. • Identifying key information from a broad range of sources independently. • Explaining why interpretations of scripture and stories vary among different people. • Synthesising information from different sources to suggest ideas about beliefs. • To know a person's perspective influences how they interpret sources of evidence. • To know it is necessary to use a variety of sources to achieve a well-rounded representation of beliefs and practices. • Recognising how the historical and cultural context of stories can influence their meaning. • Considering the intention of the storyteller and the impact of the story. • Reflecting on how stories are interpreted differently by different audiences and why. • Recognising further symbols and their representations within and across religions. • Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife). 	<ul style="list-style-type: none"> • To know that some answers to questions can change over time and reflect on why this might be the case. • Identifying key information from a broad range of sources independently. • Explaining why interpretations of scripture and stories vary among different people. • Synthesising information from different sources to suggest ideas about beliefs. • To know a person's perspective influences how they interpret sources of evidence. • To know it is necessary to use a variety of sources to achieve a well-rounded representation of beliefs and practices. • Recognising how the historical and cultural context of stories can influence their meaning. • Considering the intention of the storyteller and the impact of the story. • Reflecting on how stories are interpreted differently by different audiences and why. • Recognising further symbols and their representations within and across religions. • Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife).
--	--	---	---

<ul style="list-style-type: none"> • Developing the ability to use empathy to identify and understand the feelings of others. • Beginning to discuss their own and others' spiritual experiences and beliefs. • Showing respect when hearing about other people's beliefs. • Explaining their learning taking into account different perspectives and evidence. • Expressing thoughts, ideas and opinions clearly in a variety of ways. • Recognising underlying themes in stories, such as kindness or forgiveness. • To know that it is important to express factual information about different worldviews, rather than opinion. 	<ul style="list-style-type: none"> • Developing the ability to use empathy to identify and understand the feelings of others. • Beginning to discuss their own and others' spiritual experiences and beliefs. • Showing respect when hearing about other people's beliefs. • Explaining their learning taking into account different perspectives and evidence. • Expressing thoughts, ideas and opinions clearly in a variety of ways. • Recognising underlying themes in stories, such as kindness or forgiveness. • To know that it is important to express factual information about different worldviews, rather than opinion. 	<ul style="list-style-type: none"> • Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews. • Analysing events and issues and how these might impact people's lives. • To know the same concept can be expressed in different ways. • To know there is value in different interpretations of a source and that no one interpretation is correct. • Considering representation in sources and how this might affect their usefulness. • Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. • Forming conclusions based on a range of sources. • Making connections between religious and non-religious traditions, beliefs and practices. • Appreciating the value of diversity within religions and worldviews. • To know some evidence has limitations. • Analysing how beliefs and values shape behaviours and relationships in different contexts. • Identifying increasingly subtle links with prior learning when encountering new content. 	<ul style="list-style-type: none"> • Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews. • Analysing events and issues and how these might impact people's lives. • To know the same concept can be expressed in different ways. • To know there is value in different interpretations of a source and that no one interpretation is correct. • Considering representation in sources and how this might affect their usefulness. • Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. • Forming conclusions based on a range of sources. • Making connections between religious and non-religious traditions, beliefs and practices. • Appreciating the value of diversity within religions and worldviews. • To know some evidence has limitations. • Analysing how beliefs and values shape behaviours and relationships in different contexts. • Identifying increasingly subtle links with prior learning when encountering new content.
--	--	--	--

		<ul style="list-style-type: none">• Debating challenging issues with reference to learning and respect for content being debated.• Using examples from their learning alongside their personal worldview to answer big questions.• Explaining their own and others' spiritual experiences and beliefs.• Considering the thoughts, feelings, experiences, beliefs and values of others.• Presenting arguments, conclusions and perspectives with supporting evidence.• Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.• To know that using neutral language is essential to discuss observations without conveying judgement or bias.• To know it is important to use respectful language when challenging others' ideas but a person's beliefs should never be challenged.	<ul style="list-style-type: none">• Debating challenging issues with reference to learning and respect for content being debated.• Using examples from their learning alongside their personal worldview to answer big questions.• Explaining their own and others' spiritual experiences and beliefs.• Considering the thoughts, feelings, experiences, beliefs and values of others.• Presenting arguments, conclusions and perspectives with supporting evidence.• Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.• To know that using neutral language is essential to discuss observations without conveying judgement or bias.• To know it is important to use respectful language when challenging others' ideas but a person's beliefs should never be challenged.
--	--	---	---