

Bempton Primary School

# Religion and Worldviews Curriculum



## Intent

The principal aim of Religion and Worldviews is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

We want our children to enjoy the Religion and Worldview curriculum and develop resilient responses to misunderstandings, stereotyping and division. We want to offer the children a place where difficult or 'risky' questions can be tackled within a safe but challenging context.

We aim to provide our children with religious literacy where they will develop their knowledge and understanding of Christianity, other religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society. We encourage our children to ask questions about the world and to reflect their own beliefs, values and experiences. We include and promote **British Values**, ensuring that children are aware of their rights and responsibilities as UK citizens and **PSHE** in promoting social awareness and understanding in our children.

We shall help our pupils prepare for their future by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions by referring to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study

The curriculum for Religion and Worldviews aims to ensure that all pupils develop religious literacy through:

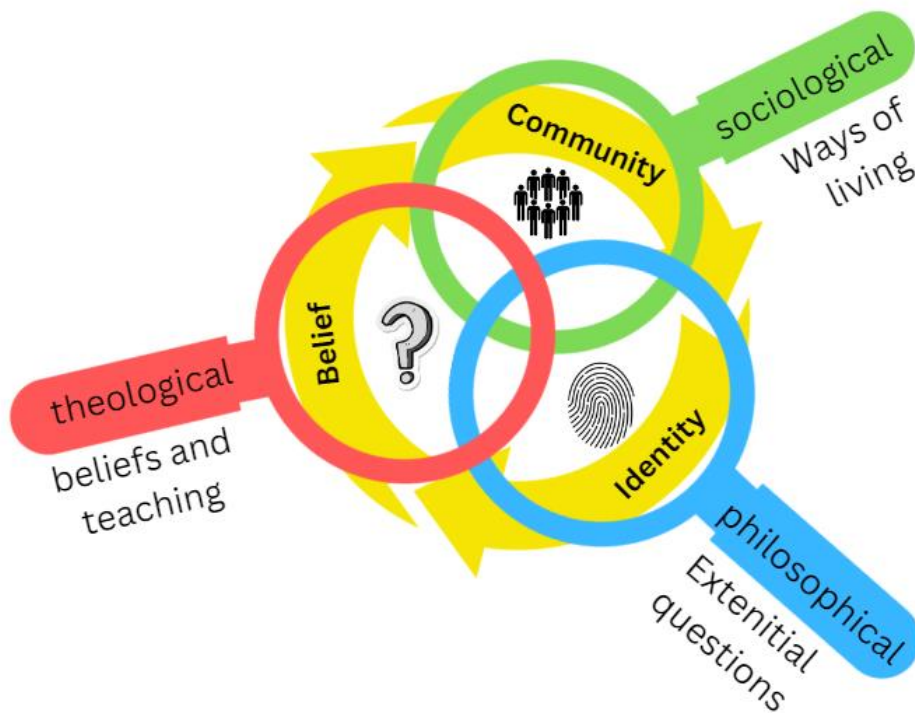
- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology, Philosophy** and **Social Sciences**
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of **Theology, Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews

Our Religion and Worldviews curriculum at Bempton Primary School focuses on:

- What it means to **get better at RE**, across three types of knowledge: 'substantive' (content); 'disciplinary' (how pupils learn to learn in RE); and 'personal', which reflects a worldviews approach, thinking about where theirs and others' ideas come from and what influences them.
- How **content is sequenced** to give pupils an overall conception of religion or non-religion, building on and developing prior learning. Sequencing is especially important when introducing sensitive or controversial issues, start with the similarities / common ground before introducing the differences and the controversy.
- **Building pupils' schemata** within units and across their learning in RE, and (as teachers) being aware of how this develops within the RE curriculum.

Our main principles are:

- To study religions and worldviews discretely.
- To introduce thematic units in each phase to build schemata & allow for wider study.
- To focus on the importance of asking good questions. Behind our curriculum lie these golden threads, ensuring that pupils explore their learning in RE from 3 different perspectives – through the lenses of theology, philosophy and sociology.



**RE is 'balanced' and multi-disciplinary**

### **Looking at RE through the lens of Theology**

Theology is derived from the Greek '*theologia*' which combines *theos* (god) and *logia* (sayings or utterances') and literally means 'words of god'. More broadly, theology is interpreted as the study of religion.

The study of religion and religious belief is concerned with questions about the nature of god and religious perspectives on the relationship of god to humanity and of humanity with the universe. It requires engagement with the rich and diverse texts and sources of authority found in the religious traditions to be studied. In the classroom, opportunities should be given to thinking about the beliefs and concepts underpinning different faiths, and where those beliefs come from. It means that consideration should be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything.

### **Looking at RE through the lens of Philosophy**

Philosophy is from Greek *philo* meaning love and *sophos* wisdom, or literally, 'the love of wisdom'. Philosophy asks questions about the meaning of life, about existence and reality, questions such as '*What is it to be human?*' Many other questions follow from this:

*'Who am I?', 'How should I live?', 'Is there life after death?', 'What kind of world do we live in?'*

Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils develop their powers to reason, to engage in dialogue and discussion, to deepen

understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong. It has a powerful effect on children's thinking and learning, not just in RE but across the curriculum.

### **Looking at RE through the lens of Social Sciences**

The Social Sciences lens is concerned with understanding and analysing the part that religion plays in the lives of people, communities and societies. RE uses methodological approaches from both the humanities and the Social Sciences for the exploration of religion – its history, its art, its ideas, its distinctive social institutions and the ways religion and religious belief impact human lives.

Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.

At Bempton Primary School we have **3 Golden threads** that run through our curriculum. These Golden Threads run throughout our all our learning.

They are:

- Beliefs
- Community
- Identity

For more about the lenses and Golden Threads please see Appendix 1 and 2.

### **Religion and Worldviews in EYFS**

Religious Education in Early Years should allow exploration of the world and respond to children's natural curiosity about things around them. We use resources from NATRE and Understanding Christianity for group learning and enhance the areas of provision when necessary to ensure children can continue their learning through their play.

The children in Reception encounter religions and world views through special people, books, times, places and objects. They enjoy a range of activities including exploring artefacts, tasting foods and learning stories related to a variety of festivals. The children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Reception pupils have a weekly RE lesson which follows the Local Agreed Syllabus including elements from NATRE and Understanding Christianity.

In the Early Years Foundation Stage, we respond to the diverse religious and cultural backgrounds within our school community and have visitors and share celebrations such as Chinese New Year. The children explore seasonal festivals including Christmas and Easter and the stories associated with them.

Religion and Worldviews predominantly comes under Personal, Social and Emotional Development and Understanding the World within the EYFS Statutory Framework.

## Personal, Social and Emotional Development

RE sits firmly in PSED within the EYFS framework. This enables children to develop a positive sense of themselves and others and to learn how to form positive and respectful relationships. Children begin to understand and value the differences between individuals and groups within their immediate community. They will have the opportunity to develop their emerging moral and cultural awareness.

### Early Learning Goals (By the end of EYFS)

Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Managing Self ELG Children at the expected level of development will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships ELG Children at the expected level of development will:

- Show sensitivity to their own and others' needs

## Understanding the World

### Early Learning Goals (By the end of EYFS)

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## Religion and Worldviews in KS1 and KS2

### At the end of KS1 at Bempton through the Theology Lens

Pupils are taught -  
name some beliefs of two different faiths  
recognise beliefs that are the same for different faiths  
recognise and name the holy books of different faiths  
retell a story from two different faiths and say what they mean for the believer  
retell faith stories about the value of each individual  
talk sensitively about people of different faiths  
suggest reasons why festivals are important  
talk about how stories are celebrated at different religious festivals  
identify names for god in different faiths

### At the end of KS2 at Bempton through the Theology Lens

Pupils are taught -  
identify key events in the lives of faith founders and their impact on those around them  
explain the relevance of different faith founders for their followers today  
explain the significance of the key teachings of faith founders for faith members  
describe the teachings of key religious figures, identifying some similarities and differences  
reflect on the teachings of key religious figures and how these teachings impact on society  
identify the stories celebrated at festivals from different faiths  
explain the meaning behind the celebration of festivals and rituals from different faiths

<p>express what believers say god is like</p> <p>describe how religious people may express their beliefs in action</p> <p>consider a prayer or text that expresses belief</p>	<p>explain how people of different faiths describe what god is like</p> <p>identify what different sacred writings say about the attributes of god</p> <p>show understanding of what is sacred for believers in religious places</p> <p>describe the uses of sacred places, symbols and artefacts by believers and the community</p> <p>explain how activities at local places of worship create a sense of community</p> <p>compare key places of pilgrimage and identify why a faith member might go there</p> <p>describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</p> <p>suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</p> <p>identify the impact of a religious teaching such as forgiveness on a believer's actions</p> <p>describe the ways in which people of faith have demonstrated forgiveness and reconciliation</p> <p>identify the impact that reconciliation has on community harmony</p>
<p><b>At the end of KS1 at Bempton through the Philosophical Lens</b></p> <p>Pupils are taught -</p> <p>recall some creation stories from different traditions</p> <p>identify similarities and differences between creation stories</p> <p>talk about the meaning of two different creation stories</p> <p>say why the world is a special place for faith members</p> <p>talk about ways that everyone can play their part in caring for the world</p> <p>understand that some questions have no simple answers</p> <p>ask and talk about big questions and suggest some answers</p> <p>know that religions may offer different answers to the same question</p> <p>talk about how people make choices</p> <p>talk to faith members about how they make moral choices</p>	<p><b>At the end of KS2 at Bempton through the Philosophical Lens</b></p> <p>Pupils are taught -</p> <p>identify what makes some questions ultimate</p> <p>offer answers to an ultimate question from different faith perspectives</p> <p>compare different beliefs about how the universe began, making reference to sacred texts</p> <p>compare religious teachings to see how faith members should care for the Earth</p> <p>show understanding of stewardship and suggest actions everyone can take</p> <p>explain what freedom means to people of faith</p> <p>show understanding of the beliefs and feelings of faith members who have experienced injustice</p> <p>explain their hopes and dreams for a just world</p> <p>identify the responses of different religions to ethical questions</p>
<p><b>At the end of KS1 at Bempton through the Social Sciences Lens</b></p> <p>Pupils are taught -</p> <p>describe different ways people may worship</p>	<p><b>At the end of KS2 at Bempton through the Social Sciences Lens</b></p> <p>Pupils are taught -</p> <p>explain the values that motivate people of faith to respond to a cause</p>

<p>recognise aspects of worship common to more than one faith</p> <p>reflect on the importance of worship in the life of a believer</p> <p>name the parts of two places of worship for different faiths</p> <p>describe how the building and its artefacts are used in different ways</p> <p>say why religious people celebrate an important life event</p> <p>think about what matters most in a religious ceremony, including symbols and artefacts</p> <p>say why people of faith make promises</p> <p>reflect on what is special to themselves and others</p> <p>identify connections to religion and belief in the community</p> <p>identify precious things for people of faith</p> <p>explain how a person shows religion in their life</p> <p>talk about the lives of children from two different faith communities</p> <p>make links between religious rules and values for living</p> <p>name some religious festivals and say how faith members celebrate them</p> <p>describe and explain some traditions linked to religious festivals</p>	<p>give reasons why people may choose to make sacrifices to improve the lives of others</p> <p>give examples of beliefs and values from different faiths</p> <p>describe the impact of religious beliefs, values and rules on the life of a believer</p> <p>suggest how the milestones of life give a sense of identity and belonging for faith members</p> <p>explain why significant people of faith acted according to their commitments</p> <p>explain how people are inspired by actions of significant people of faith</p> <p>compare the experience of participating in a religious festival or celebration around the world</p> <p>reflect and share how religious celebrations and rituals have an impact on the community</p> <p>identify symbols and artefacts which are important for at least two different faiths</p> <p>explain how artefacts and symbols express the beliefs of faith members</p> <p>recognise different forms of religious and spiritual expression</p> <p>describe some different ways people communicate with their god</p> <p>consider the meaning of different forms of religious worship and how they are expressions of belief</p>
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### **Links with Spiritual, Moral, Social and Cultural (SMSC)**

RE nurtures SMSC development and pupils' understanding of diversity. The children discuss challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. A holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century.

#### **Spiritual development** of pupils in RE develops their

- Ability to be reflective about their own beliefs and perspectives on life.
- Knowledge of, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

#### **Moral development** of pupils in RE develops their

- Ability to recognise the difference between right and wrong and to readily apply this.
- Understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England (British Values).
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

**Social development** of pupils in RE develops their

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings.
- Respect and tolerance of those with different faiths and beliefs (*British values*).

**Cultural development of pupils** in RE develops their

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (British Values).
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural events and opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Links with British Values**

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

"A key part of our plan for education is to ensure children become valuable and fully rounded members of society who **treat others with respect and tolerance**, regardless of background."

"We want every school to promote the basic British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.**"

"This ensures young people **understand the importance of respect** and leave school fully prepared for life in modern Britain."

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.





### **Respect**

Treating others as you want to be treated. Respect for each other and working together.



### **Discovery and tolerance**

Listen to others' views and learn about different faiths and cultures, and diversity.



### **Individual Liberty**

Freedom of speech for all and the right to make their own choices.



### **Democracy**

Making decisions together and the right to an opinion.

## **Links to PSHE (Jigsaw)**

PSHE, Religion and Worldviews and British Values work complimentary to provide our children with the knowledge they need to look after their own physical and mental health, their personal safety and wellbeing both now and in their future. We believe that by enabling children to develop an understanding of the world around them, they better understand that the choices they make have consequences. This helps us prepare our children for their adult lives and is very important to us. It also helps our children fully develop their social and communication skills, and understand the different types of relationships they will form throughout their lives, and to recognise what is and is not a positive relationship. We endeavour that our **PSHE (Personal, social, health and economic)** curriculum will help enable our children to become confident, independent members of society with an awareness of their rights and responsibilities as individuals and as part of a diverse society.

## **Cultural Capital**

Our Religion and Worldviews curriculum is designed to equip children with the knowledge and cultural capital to succeed in life. It provides children with essential knowledge about world religions and different communities so that they are well-informed citizens ready for the real world, in line with their more advantaged counterparts. Our Religion and Worldviews cover a wide range of topics that link to religious and non-religious views that allow children to broaden their learning about different communities beyond their own.

Our RE curriculum also provides children with plenty of opportunities to develop their critical and reflective thinking which will support them in discovering their own journey of purpose and meaning in the future. All children get the opportunity to visit places of worship to broaden their experiences with religion.

## Implementation

### **Pedagogy: How the Curriculum is Taught**

At Bempton Primary, our Curriculum gives full coverage of our Locally Agreed Syllabus for Religion and Worldviews using resources from NATRE and Understanding Christianity which covers all aspects of the National Curriculum. It provides an innovative progression framework where Religion and Worldviews content (concepts, knowledge, skills and objectives) has been organised into spiralling curriculum ensure learning is recapped and built on frequently.

Our RE curriculum provides children with **enquiry** opportunities to find out about, and understand, a range of religions and worldviews. The religions and themes studied are recurrent, allowing pupils to build on their long-term **memories** within the year, as well as year on year. Pupils will be taught appropriate and progressive vocabulary so that they are able to consider and express their personal views and beliefs articulately and respectfully. They will understand that our views and beliefs may change over time.

The main Religions and Worldviews that are studied are:

EYFS: Christianity, Islam, Hinduism (Diwali), Judaism (Hanukkah) and Humanism

KS1: Christianity, Judaism, Islam and Humanism

KS2: Christianity, Judaism, Islam, Hinduism and Humanism

We will provide 36 hours of RE tuition over the school year in KS1 (equivalent to 60 minutes a week), and 45 hours (equivalent to 75 minutes a week) over the school year in KS2. This will be delivered using a combination of weekly RE lesson, RE focus days, trips to religiously significant places, and by inviting visitors into school. Pupils will study up to three main world religions in KS1 and up to five in KS2, as well as exploring a range of world views. Our RE curriculum will also provide opportunities to learn about and explore British values, such as democracy, the rule of law, liberty, mutual respect and tolerance.

## Impact

Our teaching promotes the Spiritual, Moral, Social and Cultural development of our pupils. It exposes children to other cultures and viewpoints and allows them to gain an understanding of some of the key religions represented in Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values and be able to express these confidently whilst remaining considerate and respectful of others. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

By following the East Riding Agreed Syllabus and incorporating the NATRE Curriculum, RE Today and Understanding Christianity resources we hope to provide our children with an understanding of the importance and value of religious education, with on-going benefits for an open, articulate and understanding society.

Religion and Worldviews is integral in creating a broad and balanced curriculum and provides children with the opportunity to learn about the world and other people's beliefs and experiences, allowing children to become open minded, independent and confident thinkers that enjoy engaging with challenging questions and learning new things.

## **Assessment**

We use a multi-faceted approach to assessment within Religion and Worldviews.

- Retrieval practice to take place at the beginning of every lesson.
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback.
- Pupil voice to support the evidence that pupils know and remember more over time.
- Teacher assessment is placed within our curriculum tracker.
- Knowledge Organisers are used to introduce new learning and vocabulary, they are used by children to refer back to embed their knowledge and understanding. These are also shared with parents, enabling them to support their children.
- Sticky Knowledge quizzes at the end of each unit
- End of unit assessment activity within the final lesson of the unit

## **Inclusion - the importance of RE for pupils with SEND**

Religion is the experience and expression of faith. Learning about religion and learning from religion are important for all pupils, as RE helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. It provides opportunities to engage with religious concepts alongside other worldviews.

For many SEND children, learning is about overcoming barriers, recognising the limitations that their needs may put on their understanding of the world and trying to extend this little by little. In particular, there needs to be recognition that abstract thought or seeing things from the viewpoint of another person is often very difficult for them.

In particular, RE offers pupils with identified SEND to

- Develop their self-confidence and awareness.
- Understand the world they live in as individuals and as members of groups.
- Bring their own experiences and understanding of life into the classroom.
- Develop positive attitudes towards others, respecting their beliefs, culture and experience.
- Reflect on and consider their own values and those of others.
- Deal with issues that form the basis for personal choices and behaviour.

In response to these opportunities, pupils can make progress in RE

- By moving from a personal to a wider perspective.
- By increasing their knowledge of religious beliefs, practices and experiences.
- Through developing understanding of the meaning of stories, symbols, events and pictures.
- Through developing and communicating their individual responses to a range of views.

## **Withdrawal from Religion and Worldviews**

Parents/Carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this and the school must comply with the request. It has a responsibility to supervise any pupils who are withdrawn from RE but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided at the school in question or another local school. The pupil may receive external RE teaching provided that this does not significantly impact on his/her attendance.

### **Career Professional Development**

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and Religion and Worldviews pedagogy.

## Progression – Skills and Knowledge

End of Key Stage 1 Expectations:

Theology	
Exploring	Learning outcomes
What do people of faith believe?	name some beliefs of two different faiths recognise beliefs that are the same for different faiths
What makes a holy book special?	recognise and name the holy books of different faiths retell a story from two different faiths and say what they mean for the believer
What do faith stories say about the value of each individual?	retell faith stories about the value of each individual talk sensitively about people of different faiths
What stories are told at different religious festivals?	suggest reasons why festivals are important talk about how stories are celebrated at different religious festivals
Who is god to people of faith?	identify names for god in different faiths express what believers say god is like
What are the different ways in which people of faith express their beliefs?	describe how religious people may express their beliefs in action consider a prayer or text that expresses belief

Philosophy	
Exploring	Learning outcomes
Why are creation stories important to faith members?	recall some creation stories from different traditions identify similarities and differences between creation stories talk about the meaning of two different creation stories
How do different faiths say the world should be cared for?	say why the world is a special place for faith members talk about ways that everyone can play their part in caring for the world
What are life's big questions?	understand that some questions have no simple answers ask and talk about big questions and suggest some answers know that religions may offer different answers to the same question
How do people decide what is right and wrong?	talk about how people make choices talk to faith members about how they make moral choices

Social Sciences	
Exploring	Learning outcomes
How and why do people of faith worship?	describe different ways people may worship recognise aspects of worship common to more than one faith reflect on the importance of worship in the life of a believer
How is a place of worship used?	name the parts of two places of worship for different faiths describe how the building and its artefacts are used in different ways
What are the religious rituals and ceremonies connected with important times in life?	say why religious people celebrate an important life event think about what matters most in a religious ceremony, including symbols and artefacts say why people of faith make promises
Why are symbols and artefacts important to some people?	reflect on what is special to themselves and others identify connections to religion and belief in the community identify precious things for people of faith
How does a person of faith live their life?	explain how a person shows religion in their life talk about the lives of children from two different faith communities
What are the special rules and values that religious people follow?	make links between religious rules and values for living
Which festivals are important to faith members?	name some religious festivals and say how faith members celebrate them describe and explain some traditions linked to religious festivals

End of Key Stage 2 Expectations:

<b>Theology</b>	
Exploring	Learning outcomes
How do the lives of faith founders influence believers?	<ul style="list-style-type: none"> <li>identify key events in the lives of faith founders and their impact on those around them</li> <li>explain the relevance of different faith founders for their followers today</li> </ul>
What do key religious figures teach?	<ul style="list-style-type: none"> <li>explain the significance of the key teachings of faith founders for faith members</li> <li>describe the teachings of key religious figures, identifying some similarities and differences</li> <li>reflect on the teachings of key religious figures and how these teachings impact on society</li> </ul>
What is the significance of religious festivals and rituals?	<ul style="list-style-type: none"> <li>identify the stories celebrated at festivals from different faiths</li> <li>explain the meaning behind the celebration of festivals and rituals from different faiths</li> </ul>
Who is god?	<ul style="list-style-type: none"> <li>explain how people of different faiths describe what god is like</li> <li>identify what different sacred writings say about the attributes of god</li> </ul>
What makes a place sacred?	<ul style="list-style-type: none"> <li>show understanding of what is sacred for believers in religious places</li> <li>describe the uses of sacred places, symbols and artefacts by believers and the community</li> <li>explain how activities at local places of worship create a sense of community</li> </ul>
Why do people of faith make a pilgrimage?	<ul style="list-style-type: none"> <li>compare key places of pilgrimage and identify why a faith member might go there</li> <li>describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</li> <li>suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</li> </ul>
What do religions teach about forgiveness and reconciliation?	<ul style="list-style-type: none"> <li>identify the impact of a religious teaching such as forgiveness on a believer's actions</li> <li>describe the ways in which people of faith have demonstrated forgiveness and reconciliation</li> <li>identify the impact that reconciliation has on community harmony</li> </ul>

<b>Philosophy</b>	
Exploring	Learning outcomes
What is an ultimate question?	<ul style="list-style-type: none"> <li>identify what makes some questions ultimate</li> <li>offer answers to an ultimate question from different faith perspectives</li> </ul>
How did the universe begin?	<ul style="list-style-type: none"> <li>compare different beliefs about how the universe began, making reference to sacred texts</li> </ul>
Why is it important to look after the Earth?	<ul style="list-style-type: none"> <li>compare religious teachings to see how faith members should care for the Earth</li> <li>show understanding of stewardship and suggest actions everyone can take</li> </ul>
What is the meaning of justice and freedom?	<ul style="list-style-type: none"> <li>explain what freedom means to people of faith</li> <li>show understanding of the beliefs and feelings of faith members who have experienced injustice</li> <li>explain their hopes and dreams for a just world</li> </ul>
Why should people be good?	<ul style="list-style-type: none"> <li>identify the responses of different religions to ethical questions</li> </ul>

## Social Sciences

Exploring	Learning outcomes
What motivates people to get involved in different causes?	explain the values that motivate people of faith to respond to a cause give reasons why people may choose to make sacrifices to improve the lives of others
Which religious rituals show identity and belonging for different traditions?	give examples of beliefs and values from different faiths describe the impact of religious beliefs, values and rules on the life of a believer
How do religious values provide rules for living? Which religious rituals show identity and belonging for different traditions?	suggest how the milestones of life give a sense of identity and belonging for faith members
How is commitment demonstrated in the lives and work of significant people of faith?	explain why significant people of faith acted according to their commitments explain how people are inspired by actions of significant people of faith
What is the value of participating in a religious festival or ritual?	compare the experience of participating in a religious festival or celebration around the world reflect and share how religious celebrations and rituals have an impact on the community
How do people express their beliefs?	identify symbols and artefacts which are important for at least two different faiths explain how artefacts and symbols express the beliefs of faith members recognise different forms of religious and spiritual expression
How do believers worship?	describe some different ways people communicate with their god consider the meaning of different forms of religious worship and how they are expressions of belief

## Study Overview

### Class 2 Cycle B

		First Half Term	Second Half Term
Autumn	Our Curriculum	<p>Year 1 Unit 7 <b>Creation</b>  <b>Who do Christians say made the world?</b>                      In this unit, they will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.</p>	<p>Year 1 Unit 8 <b>Incarnation</b>  <b>Why does Christmas matter?</b>                      Pupils will start to think about the terms secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p>
	LA Syllab	<p>Why are creation stories important to faith members?                      How do different faiths say the world should be cared for?                      What do faith stories say about the value of each individual?                      What are the special rules and values that religious people follow?</p>	<p>Which festivals are important to faith members?                      What stories are told at different religious festivals?</p>
Spring	Our Curriculum	<p>Year 2 Unit 15 <b>Islam</b>  <b>Who is a Muslim and how do they live? Part 1</b>                      In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p>	<p>Year 2 Unit 17 <b>Islam</b>  <b>Who is Muslim and how do they live? Part 2</b>                      In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p>
	LA Syllabus	<p>What do people of faith believe?                      Who is god to people of faith?                      What are the different ways in which people of faith express their beliefs?                      How and why do people of faith worship?                      What are the religious rituals and ceremonies connected with important times in life?                      How and why do people of faith worship?                      What are the religious rituals and ceremonies connected with important times in life?</p>	
Summer	Our Curriculum	<p>Year 1 Unit 11 <b>Thematic</b>  <b>What does it mean to belong to a faith community?</b>                      Pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.</p>	<p>Year 1 Unit 12 <b>Thematic</b>  <b>How should we care for the world and for others, and why does it matter?</b>                      Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world.                      Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.</p>
	LA Syllabus	<p>Why are symbols and artefacts important to some people?                      How does a person of faith live their life?                      What are the religious rituals and ceremonies connected with important times in life?                      What do faith stories say about the value of each individual?                      How does a person of faith live their life?                      What are the special rules and values that religious people follow?</p>	<p>What do people of faith believe?                      What do faith stories say about the value of each individual?                      What stories are told at different religious festivals?                      Why are creation stories important to faith members?                      How do different faiths say the world should be cared for?                      What are life's big questions?                      How do people decide what is right and wrong?                      Why are symbols and artefacts important to some people?                      What are the special rules and values that religious people follow?</p>



Class 2 Cycle A

		First Half Term	Second Half Term
Autumn	Our Curriculum	<p>Year 2 Unit 13 <b>Gospel</b>  <b>What is the good news Christians believe Jesus brings? Part 1</b>                      In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider. This unit is made up of two parts and learning covering the above content will continue in part 2.</p>	<p>Year 2 Unit 14 <b>Gospel</b>  <b>What is the good news Christians believe Jesus brings? Part 2</b>                      In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.</p>
	LA Syllabus	<p>What do people of faith believe?                      What makes a holy book special?                      What do faith stories say about the value of each individual?                      How do people decide what is right and wrong?                      How does a person of faith live their life?                      What are the special rules and values that religious people follow?</p>	<p>What do people of faith believe?                      What makes a holy book special?                      What do faith stories say about the value of each individual?                      How do people decide what is right and wrong?                      How does a person of faith live their life?                      What are the special rules and values that religious people follow?</p>
Spring	Our Curriculum	<p>Year 1 Unit 9 <b>Judaism</b>  <b>Who is Jewish and how do they live?</b>                      Pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah,</p>	<p>Year 1 Unit 10 <b>God</b>  <b>What do Christians believe God is like?</b>                      In this unit pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.</p>
	LA Syllabus	<p>How and why do people of faith worship?                      How is a place of worship used?                      What makes a holy book special?                      What are the religious rituals and ceremonies connected with important times in life?                      Why are symbols and artefacts important to some people?                      How does a person of faith live their life?                      Who is god to people of faith?                      What do faith stories say about the value of each individual?</p>	<p>How and why do people of faith worship?                      What makes a holy book special?                      How does a person of faith live their life?                      What are the special rules and values that religious people follow?                      How do people decide what is right and wrong?</p>
Summer	Our Curriculum	<p>Year 2 Unit 16 <b>Salvation</b>  <b>Why does Easter matter to Christians?</b>                      In this unit, pupils will recognize that the concepts of God, Incarnation, Gospel, and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter.</p>	<p>Year 2 Unit 18 <b>Thematic</b>  <b>What makes some places special to believers?</b>                      Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.</p>
	LA Syllabus	<p>Which festivals are important to faith members?                      What stories are told at different religious festivals?</p>	<p>What do people of faith believe?                      What are the different ways in which people of faith express their beliefs?                      How is a place of worship used?                      How does a person of faith live their life?                      Why are symbols and artefacts important to some people?                      What are the religious rituals and ceremonies connected with important times in life?</p>

Class 3 Cycle B

		First Half Term	Second Half Term
Autumn	Our Curriculum	<p>Year 3 Unit 19 <b>People of God</b>  <b>What is it like for someone to follow God?</b>                      Pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.</p>	<p>Year 3 Unit 20 <b>Incarnation/ God</b>  <b>What is Trinity and why is it important for Christians?</b>                      In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impact their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today</p>
	LA Syllabus	<p>Who is god?                      What do religions teach about forgiveness and reconciliation?                      Why should people be good?                      What motivates people to get involved in different causes?                      How is commitment demonstrated in the lives and work of significant people of faith?</p>	<p>What do key religious figures teach?                      What is the significance of religious festivals and rituals? Who is god?                      Why should people be good?                      Which religious rituals show identity and belonging for different traditions?                      How do religious values provide rules for living?                      Which religious rituals show identity and belonging for different traditions?                      What is the value of participating in a religious festival or ritual?</p>
Spring	Our Curriculum	<p>Year 4 Unit 27 <b>Hindus</b>  <b>What do Hindus believe God is like?</b>                      In this unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p>	<p>Year 4 Unit 29 – <b>Hindus</b>  <b>What does it mean to be Hindu in Britain today?</b>                      This unit develops and extends the learning from Unit L2.7 (Unit 27) entitled How do Hindus describe the divine? In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir, and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in UKS2.</p>
	LA Syllabus	<p>Who is god?                      What motivates people to get involved in different causes?                      How is commitment demonstrated in the lives and work of significant people of faith?                      How do people express their beliefs?</p>	<p>Who is god? What makes a place sacred?                      What is the significance of religious festivals and rituals?                      What motivates people to get involved in different causes?                      How is commitment demonstrated in the lives and work of significant people of faith?                      How do people express their beliefs?</p>
Summer	Our Curriculum	<p>Year 3 Unit 23 <b>Creation/ Fall</b>  <b>What do many Christians learn from the creation story?</b>                      This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.</p>	<p>Year 3 Unit 24 - <b>Thematic</b>  <b>How and why do people try to make the world a better place?</b>                      In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.</p>
	LA	<p>Who is god?                      What is an ultimate question? How did the universe begin?                      Why is it important to look after the Earth?                      What is the meaning of justice and freedom?</p>	<p>Who is god?                      What is an ultimate question? How did the universe begin?                      Why is it important to look after the Earth?                      Why should people be good?                      What is the meaning of justice and freedom?</p>

Class 3 Cycle A

		First Half Term	Second Half Term
Autumn	Our Curriculum	<p>Year 4 Unit 25</p> <p><b>What kind of world did Jesus want?</b></p> <p>In this unit, pupils will learn about the concept of ‘Gospel’* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus’ actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus’ good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. *note the concept of Gospel in this unit is referring to the life and teaching of Jesus and the meaning for Christians of the ‘good news’ they believe he brought. This includes but is not limited to the first 4 books of the New Testament.</p>	<p>Year 4 Unit 26 <b>Kingdom of God</b></p> <p><b>For Christians, when Jesus left; what was the impact of the Pentecost?</b></p> <p>In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.</p>
	LA	<p>How do the lives of faith founders influence believers?</p> <p>What do key religious figures teach? Who is god?</p> <p>What is an ultimate question? How do believers worship?</p> <p>How is commitment demonstrated in the lives and work of significant people of faith?</p>	<p>What is the significance of religious festivals and rituals?</p> <p>Who is god?</p> <p>How is commitment demonstrated in the lives and work of significant people of faith?</p>
Spring	Our Curriculum	<p>Year 3 Unit 21 <b>Islam</b></p> <p><b>How do festivals and family life show what matters to a Muslim?</b></p> <p>In this unit, Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p>	<p>Year 3 Unit 22 <b>Judaism</b></p> <p><b>How do festivals and family life show what matters to Jewish people?</b></p> <p>In this unit pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</p>
	LA Syllabus	<p>What do key religious figures teach? Who is god? What makes a place sacred?</p> <p>Why should people be good?</p> <p>How do religious values provide rules for living?</p> <p>Which religious rituals show identity and belonging for different traditions?</p> <p>How is commitment demonstrated in the lives and work of significant people of faith?</p> <p>How do people express their beliefs? How do believers worship?</p>	<p>What is the significance of religious festivals and rituals?</p> <p>What makes a place sacred? Who is god?</p> <p>What do religions teach about forgiveness and reconciliation?</p> <p>What is the value of participating in a religious festival or ritual?</p> <p>How do religious values provide rules for living? How do people express their beliefs?</p> <p>Which religious rituals show identity and belonging for different traditions?</p>
Summer	Our Curriculum	<p>Year 4 Unit 28</p> <p><b>Why do Christians call the day Jesus died ‘Good Friday’?</b></p> <p>Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do</p>	<p>Year 4 Unit 30 <b>Thematic</b></p> <p><b>How and why do people mark the significant events of life?</b></p> <p>In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.</p>
	LA	<p>What is the significance of religious festivals and rituals? Who is god?</p> <p>What do religions teach about forgiveness and reconciliation?</p> <p>What is the meaning of justice and freedom?</p> <p>Which religious rituals show identity and belonging for different traditions?</p> <p>What is the value of participating in a religious festival or ritual?</p>	<p>What is the significance of religious festivals and rituals?</p> <p>What makes a place sacred?</p> <p>Which religious rituals show identity and belonging for different traditions?</p> <p>How is commitment demonstrated in the lives and work of significant people of faith?</p> <p>What is the value of participating in a religious festival or ritual?</p>

Class 4 Cycle B

		First Half Term	Second Half Term
Autumn	Our Curriculum	<p>Year 5 Unit 31 <b>God</b>  <b>What does it mean if Christians believe God is holy and loving?</b>                      Learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Study passages from Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils learn how to use key vocabulary e.g. 'omnipotent, omniscient and eternal' to describe the Christian view of God. They link their learning to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers and explain for most Christians, getting to know God is like getting to know a person.</p>	<p>Year 5 Unit 32 <b>Islam</b>  <b>What does it mean to be a Muslim in Britain today?</b>                      In this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</p>
	LA Syllabus	<p>What do key religious figures teach? Who is god? What makes a place sacred?                      Why should people be good?                      What is the value of participating in a religious festival or ritual?                      How do believers worship?</p>	<p>What do key religious figures teach? Who is God? What makes a place sacred                      Why do people of faith make a pilgrimage?                      Why should people be good?                      How is commitment demonstrated in the lives and work of significant people of faith?                      What is the value of participating in a religious festival or ritual?                      How do people express their beliefs?</p>
Spring	Our Curriculum	<p>Year 6 Unit 39 <b>Hindus</b>  <b>Why do Hindus want to be good?</b>                      Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'What do Hindus believe God is like?' and 'What does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.</p>	<p>Year 6 Unit 40 <b>Salvation</b>  <b>What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?)</b>                      Pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils spend time researching connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. They will carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways. Pupils will also make links between the resurrection and forgiveness. Pupils will also learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.</p>
	LA	<p>What do key religious figures teach? Who is god?                      What do religions teach about forgiveness and reconciliation?                      How do people express their beliefs?                      How do believers worship? How do religious values provide rules for living?</p>	<p>What is the significance of religious festivals and rituals?                      What do religions teach about forgiveness and reconciliation?                      How do religious values provide rules for living? How do people express their beliefs?                      Which religious rituals show identity and belonging for different traditions?                      What is the value of participating in a religious festival or ritual?</p>
Summer	Our Curriculum	<p>Year 5 Unit 35 <b>People of God</b>  <b>How can following God bring freedom and justice?</b>                      Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.</p>	<p>Year 5 Unit 36 <b>Thematic</b>  <b>What matters most to humanists and Christians?</b>                      In this unit, pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and differences between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>
	LA	<p>Who is god? What do religions teach about forgiveness and reconciliation?                      What is the meaning of justice and freedom? Why should people be good?                      What motivates people to get involved in different causes?                      How do people express their beliefs?</p>	<p>What is the meaning of justice and freedom? Why should people be good?                      What motivates people to get involved in different causes?                      What motivates people to get involved in different causes?                      How do religious values provide rules for living? How do people express their beliefs?                      Which religious rituals show identity and belonging for different traditions?</p>

Class 4 Cycle A

		First Half Term	Second Half Term
Autumn	Our Curriculum	<p>Year 6 Unit 37 <b>Gospel</b>  <b>Christians and how they live: What would Jesus do?</b>                      Pupils learn about the 4 gospels, noting some of the similarities and differences. They learn about the context of the gospels and Christian tradition that Matthew, Mark &amp; Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources &amp; includes long reflections on Jesus' teaching. They learn the differences between Jesus' direct teaching and his teaching through parables and other stories he told. Talk about the meanings of different biblical texts and what they mean for Christians today. Focus on what Christians believe 'good news' of Jesus is, giving e.g's of the example of Jesus' behaviour that Christians try to follow. Pupils will spend time discussing how Christian communities today act &amp; how this is based on Jesus' teachings</p>	<p>Year 6 unit 38 <b>Incarnation</b>  <b>Why do Christians believe that Jesus was the Messiah?</b>                      In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.</p>
	LA	<p>How do the lives of faith founders influence believers? What do key religious figures teach?                      Who is God? What do religions teach about forgiveness and reconciliation?                      How do people express their beliefs?                      How is commitment demonstrated in the lives and work of significant people of faith?</p>	<p>How do the lives of faith founders influence believers?                      What do key religious figures teach?                      What do religions teach about forgiveness and reconciliation?                      How do people express their beliefs?</p>
Spring	Our Curriculum	<p>Year 5 Unit 33 <b>Judaism</b>  <b>Why is the Torah so important to Jewish people?</b>                      Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.</p>	<p>Year 5 Unit 34 <b>Creation/ Fall</b>  <b>Creation and science, conflicting or complimentary?</b>                      In this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers.</p>
	LA	<p>What do key religious figures teach? What makes a place sacred?                      How do religious values provide rules for living?                      Which religious rituals show identity and belonging for different traditions?                      How is commitment demonstrated in the lives and work of significant people of faith?                      How do people express their beliefs? How do believers worship?</p>	<p>What is an ultimate question?                      How did the universe begin?</p>
Summer	Our Curriculum	<p>Year 6 Unit 41 – <b>Kingdom of God</b>  <b>For Christians, what kind of king is Jesus?</b>                      Find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Learn about different ways Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Focus on the parable of the great banquet and parable of the unforgiving servant. Explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world and that forgiveness and mercy is at the heart of what it is to live under God's rule. Find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust</p>	<p>Year 6 Unit 42 <b>Thematic</b>  <b>Why do some people believe in God and some not? How does faith help people when life gets hard?</b>                      Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as religion and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>
	LA	<p>How do the lives of faith founders influence believers? What do key religious figures teach?                      What do religions teach about forgiveness and reconciliation?                      How do religious values provide rules for living? How do people express their beliefs?                      How is commitment demonstrated in the lives and work of significant people of faith?</p>	<p>What do key religious figures teach? Who is god?                      What do religions teach about forgiveness and reconciliation?                      What is the meaning of justice and freedom?                      Why should people be good?</p>

## Implementation – 3 types of Knowledge

### Substantive

Knowledge about various religious and non-religious traditions which includes:

- Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions.
- Knowledge about artefacts and texts associated with different religious and non-religious traditions.
- Concepts that relate to religious and non-religious traditions.
- The very concepts of 'religion' and 'non-religion' and debates around these ideas
- Concepts that are common to religious and non-religious experience (such as 'interpretation').
- Concepts that are common to multiple forms of religious experience (such as 'sacrifice').
- Concepts specific to a religious tradition (such as the Christian notion of 'incarnation') associated with different religious and non-religious traditions.

### Disciplinary

Ways of 'knowing'

E.g. Mosque

#### Theology (Belief)

What a mosque tells us about Muslim beliefs, about God and

#### Sociology (community)

How a mosque is used; how it has different functions in different contexts; how a mosque relates to communal identity for Muslims.

#### Philosophy (Identity)

How a mosque relates to questions of morality in Islam. E.g. how coming together in a mosque can function as part of what it means to be a 'good' Muslim.



#### Respect

Treating others as you want to be treated. Respect for each other and working together.



#### Discovery and tolerance

Listen to others' views and learn about different faiths and cultures, and diversity.



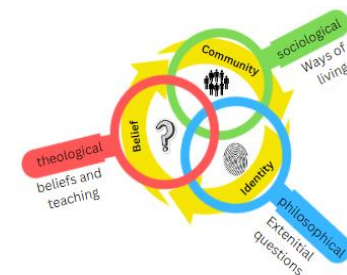
#### Individual Liberty

Freedom of speech for all and the right to make their own choices.



#### Democracy

Making decisions together and the right to an opinion.



### Personal Knowledge

Build awareness of our own ideas and values relating to those which they learn about in religious and non-religious context.

# Golden Threads

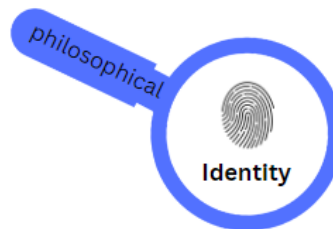
Our learning experiences at Bempton Primary School develop children's understanding of the Golden Threads of

**'Belief'** **'Community'** and **'Identity'** and are encouraged to:

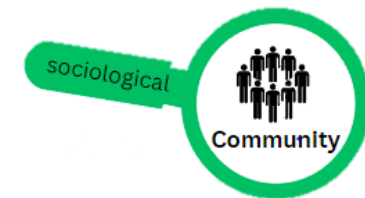
- KS1 children explore core concepts and beliefs for Christian, Jewish and Muslim people and that some people call themselves 'non-religious'.
- In KS2 children build on the concepts and beliefs explored in KS1 and also explore Hindus and Humanism.
- Develop subject specific vocabulary.
- Encounter how different people view the world in different ways.
- Encounter and respond to ways in which people express their beliefs (e.g. stories, artefacts and other media such as art and music – and what they may mean).
- Begin to understand the importance and value of religion and belief for different people, especially other children, their families and the community they belong to.
- Ask relevant questions and develop a sense of wonder and curiosity about the world around them, using their imagination.
- Ask questions and express their own views about what it means to be human: What's important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.



- Talk about core beliefs and concepts and what they mean.
- Use specific subject-specific vocabulary when they talk.
- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Retell religious, spiritual and moral stories.
- Identify how stories/ symbols/ objects might show what people believe.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.



- Respond sensitively and imaginatively to questions about being human and their own place in the world.
- Ask thoughtful questions about their own and others' ideas, feelings and experiences.
- Recognise that some questions about life are too difficult to answer.
- Respond to questions about e.g. 'right'/'wrong', 'real'/'true'.



- Talk about different communities of people.
- Give examples of how people put their beliefs into practice, in the home, in places of worship or in their living lives.
- Give a reason of why something maybe of value to themselves and/ others, recognising different viewpoints.
- Articulate clear beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.

