



Ettington Primary School Progression Document

RE – Religion and Worldviews



Religious Education allows children the opportunity to gain a broader, in depth understanding of different religions and what other believe, as well to consider and share their own beliefs. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it enables all to flourish as it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. Opportunities are used to make links to and reflect on our key values of love, respect and trust.

Through providing high-quality, explicit RE teaching, children have the opportunity to reflect on and analyse a variety of different beliefs and world views, gaining a knowledge and understanding of diversity within and across religions to follow our vision of everyone being loved, valued, celebrated and represented. Children are encouraged to consider, express and evaluate their own views on a range of issues. We look at different worldviews through the 3 disciplinary areas of theology, philosophy and human and social sciences. This means children are given the opportunities to reflect on how beliefs shape the way humans see themselves, the world and others, investigate what humans claim to know and ways in which religion and belief impact on living.

Through critically engaging with Biblical texts and exploring core theological concepts, children are given opportunities to develop knowledge and understanding of Christian beliefs and practices and the influence this can have on believer's lives. Children consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide. Children develop knowledge and understanding of other major world religions and worldviews, and their impact on society and culture. This allows children to have greater understanding of diversity and the wider world.

Opportunities for enhancing the spiritual well-being of learners are developed through the RE curriculum. Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
R	Understanding Christianity God/Creation Why is the Word 'God' so important to Christians?	Understanding Christianity – Incarnation Why do Christians perform nativity plays at Christmas?	F1 How can people show they belong together? Christian Worldviews Muslim Worldviews	Understanding Christianity – Salvation Why do Christians put a cross in an Easter garden?	F2 Who are the people in sacred (special) stories and why might they still be important today? Christian Worldviews Muslim Worldviews Hindu Worldviews	F3 How do people treat each other? Christian Worldviews Muslim Worldviews
1	Understanding Christianity – God What do Christians believe God is like?	Understanding Christianity – Incarnation Why does Christmas matter to Christians?	Layover unit- Islam	Understanding Christianity- Who made the World?	K1.1 How might your worldview be seen in the choices you make? Christian Worldviews Muslim Worldviews	K1.2 Where do people turn for guidance in life? Christian Worldviews Muslim Worldviews
2	Layover unit- Judaism	Understanding Christianity – Gospel What is the good news Jesus brings?	K1.3 How do people with similar worldviews share and celebrate their beliefs? Christian Worldviews Muslim Worldviews Jewish Worldviews	Understanding Christianity – Salvation Why does Easter matter to Christians?	K1.5 What is most important for different people? Christian Worldviews Muslim Worldviews Buddhist Worldviews	K1.6 Why has Coventry Blitz Shaped Christian Worldviews globally and locally? Christian Worldviews
3	Layover unit- Sanantan Dharma	L2.1 Why are nature and the seasons significant for religion and worldviews? Christian Worldviews Muslim Worldviews Jewish Worldviews	L2.2 How are Worldviews shaped through art and architecture? Christian Worldviews Muslim Worldviews Jewish Worldviews Hindu Worldviews	Understanding Christianity – Salvation Why do Christians call the day Jesus died 'Good Friday'?	L2.3 What can Worldviews tell us about conflict, peace, forgiveness and reconciliation that is important? Christian Worldviews Muslim Worldviews Jewish Worldviews Hindu Worldviews	Understanding Christianity- Creation/Fall What do Christians learn from the Creation story?
4	L2.4 How might your worldview lead you to do hard things for good reasons?	Understanding Christianity – Incarnation What is the Trinity?	L2.5 What is God and how is the divine understood in theistic religions? Muslim Worldviews	Understanding Christianity Gospel- What kind of World did Jesus want?	L2.6 Do you have to be part of a faith community to hold an organised worldview? Christian Worldviews	L2.7 How have religion and history entwined in this area? Christian Worldviews Pagan Worldviews

	Christian Worldviews Muslim Worldviews Jewish Worldviews		Jewish Worldviews Sikh Worldviews Hindu Worldviews Buddhist Worldviews		Muslim Worldviews Jewish Worldviews Sikh Worldviews Hindu Worldviews	
5	Layover Unit- Sikhi	Understanding Christianity – Incarnation Was Jesus the Messiah?	U2.2 Why might ancient stories still be important in some worldviews today? Christian Worldviews Muslim Worldviews Jewish Worldviews Hindu Worldviews	Understanding Christianity – Salvation What did Jesus do to save human beings?	U2.3 Do religions change or stay the same? Christian Worldviews Jewish Worldviews Sikh Worldviews Hindu Worldviews	U2.4 What might it mean to live well? Christian Worldviews Sikh Worldviews Hindu Worldviews Buddhist Worldviews Muslim Worldviews
6	U2.5 How do beliefs and ideas about land shape the way human beings live? Christian Worldviews Muslim Worldviews Sikh Worldviews Hindu Worldviews	Understanding Christianity - Gospel What would Jesus do?	U2.6 How might your worldview impact on the way you understand death and beyond? Christian Worldviews Muslim Worldviews Hindu Worldviews Buddhist Worldviews	Understanding Christianity - Salvation What difference does the Resurrection make for Christians?	U2.7 What do organised worldviews have to tell us about what truth is and where it might be found? Christian Worldviews Muslim Worldviews Hindu Worldviews	Understanding Christianity- Creation. Creation and Science: Conflicting or complementary?

Key Unit Autumn – Year Reception	Knowledge	Skills	Vocabulary
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<p>Understanding Christianity God/Creation Why is the Word 'God' so important to Christians?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christians believe God is special and important because He created the whole world from nothing. • The Bible contains stories about how God made the world. • God made people to take care of the world. • It is important to say "thank you" to God at different times of the year, like at Harvest Festival time. • The Lord's Prayer is one way of saying "thank you" to God. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils begin to know some special stories from ancient texts that still hold value for many people today. 	<ul style="list-style-type: none"> • Remember something that happens in a Bible story • Talk about something interesting in a Bible story • Recognise that Christians use God's name with care because God is their Creator. • Talk about when and where people use my name and why. 	<p>Creator, Bible, Christian, God, Pray, Harvest, Lords Prayer</p>
<p>Understanding Christianity – Incarnation Why do Christians perform nativity plays at Christmas?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christian believe Jesus was a very special baby and is called the "Son of God". • The story of the birth of Jesus is found in the Bible and is important to Christians who celebrate the birth of Jesus in different ways. • Christians believe that Jesus did lots of special that when he grew up. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils begin to know those stories often have links to what people do (e.g. wearing certain things or visiting places of worship) and what they celebrate (e.g. festivals such as Christmas, Eid-al-Fitr and Diwali) 	<ul style="list-style-type: none"> • Tell part of the nativity story. • Recognise something a family is doing at Christmas because they are Christians. • Recognise an image of Jesus. 	<p>Jesus, Nativity, Bible, Church, believe, God, Christmas</p>
<p>Key Unit Spring– Year Reception</p>	<ul style="list-style-type: none"> • Knowledge 	<p>Skills</p>	<p>Vocabulary</p>

<p>How can people show they belong together? Christian Worldviews Muslim Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Some people choose to belong to religious communities. • People can show their worldview through symbols or what they choose to wear. • Some people go to places of worship to feel close to God e.g. church, mosque/masjid, gurdwara. • Some people remember special times by celebrating together and we call those times festivals. • Many people feel it is important to work together to care for the world and help others. • Some people think it is important to be respectful to God by wearing particular clothes or doing certain things. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils begin to know those stories often have links to what people do (e.g. wearing certain things or visiting places of worship) and what they celebrate (e.g. festivals such as Christmas, Eid-al-Fitr and Diwali) • Pupils begin to know there are different ways that human beings can show they belong together and hold similar beliefs, and that these may differ depending on place and time 	<ul style="list-style-type: none"> • Read simple texts with their adults and are beginning to talk about what they might mean • Start to explore specific expressions of what it might mean to be part of a community and what 'belonging' might mean (e.g. being together in a place of worship, wearing certain things or celebrating festivals together) 	<p>Belong Celebrate Welcome Diwali Faith God Christian Community Sikh Church Muslim Mosque Hindu Masjid Humanist Gurdwara Festival Symbol</p>
<p>Understanding Christianity – Salvation Why do Christians put a cross in an Easter garden?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christian believe Jesus was a very special baby and is called the "Son of God". • The story of the birth of Jesus is found in the Bible and is important to Christians who celebrate the birth of Jesus in different ways. 	<ul style="list-style-type: none"> • Remember something that happens in the Easter story. • Recognise the cross as a special Christian symbol. • Talk about how Easter is celebrated by Christians. 	<p>Hosanna, Palm Sunday, Festival, Easter, cross, forgiveness</p>

	<ul style="list-style-type: none"> Christians believe that Jesus did lots of special that when he grew up. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Pupils begin to know those stories often have links to what people do (e.g. wearing certain things or visiting places of worship) and what they celebrate (e.g. festivals such as Christmas, Eid-al-Fitr and Diwali) 		
Key Unit Summer – Year Reception	<ul style="list-style-type: none"> Knowledge 	Skills	Vocabulary
<p>Who are the people in sacred (special) stories and why might they still be important today?</p> <p>Christian Worldviews Muslim Worldviews Hindu Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Sacred stories impact people today, through celebrations, festivals or lived experience. Jesus is an important figure for those with Christian worldviews. The Nativity story (the birth of Jesus) has a connection with Christmas celebrations in Britain and worldwide. Sacred stories are often important in religious worldviews and the people in them are often seen as good leaders/examples. Muhammad (PBUH), Rama and Guru Hargobind Ji are special leaders who are sacred in Muslim, Hindu and Sikh worldviews and stories about them can be found in sacred texts and often link to celebrations. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Pupils begin to know some special stories from ancient texts that still hold value for many people today. 	<ul style="list-style-type: none"> Start to read simple texts with their adults and are beginning to talk about what they might mean. Starting to apply what is learned from sacred texts and are beginning to understand these as offering guidance for some people in real life situations. 	<p>Sacred Special Festival Celebrate Christian Muslim Hindu Bible Qur'an Christmas Rama Jesus Prophet Guidance Choices Leader Moral</p>

	<ul style="list-style-type: none"> • Pupils begin to know those stories often have links to what people do (e.g. Christmas activities) and what they celebrate (e.g. the Nativity). 		
<p>How do people treat each other?</p> <p>Christian Worldviews</p> <p>Muslim Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Confucius was an ancient Chinese philosopher who taught that wisdom involved treating others with kindness and respect. • Jesus and the stories he told are important for most people with Christian worldviews and can provide inspiration for how to treat others. • Muhammad (PBUH) and the stories he told are important for most people with Islamic worldviews and can provide inspiration for how to treat others. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils begin to know that people have different sources for their ideas about right and wrong (e.g. the 'Golden Rule' or stories from sacred texts) but that these often line up and show agreement on how to treat each other. • Pupils begin to know some special stories from ancient texts that still hold value for many people today (such as the parables of Jesus or stories of Muhammad or Guru Nanak). 	<ul style="list-style-type: none"> • Start to apply what is learned from sacred texts and are beginning to understand these as offering guidance for some people in real life situations (such as how to treat other people). • Start to engage in simple reasoning, using 'because' to justify some conclusions (such as reasons for showing kindness). 	<p>Values Christian Community</p> <p>Muslim Sacred texts Worldviews</p>
<p>Understanding Worldviews</p> <p>End of EYFS</p>	<ul style="list-style-type: none"> • Pupils begin to understand what a worldview is and what their own worldview and that of their family might be • Pupils know how people with similar worldviews might connect with each other e.g. festivals, rituals and ceremonies • Pupils begin to understand how stories can be important for worldviews 		

	<ul style="list-style-type: none"> Pupils begin to understand how worldviews can influence behaviour e.g. kindness, right and wrong, Golden Rule
Links to values and aims	<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Mutual respect – Respecting different worldviews</p> <p>Tolerance - listening and respecting beliefs, ideas and opinions of others</p>

Key Unit Autumn – Year 1	Knowledge	Skills	Vocabulary
<p>Understanding Christianity – God</p> <p>What do Christians believe God is like?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people 	<ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	<p>Parable</p> <p>forgiveness praise</p> <p>worship prayer</p>

<p>Understanding Christianity – Incarnation Why does Christmas matter to Christians?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people 	<ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. • Recognise that stories of Jesus’ life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. 	<p>Advent Bethlehem gospel gratitude church crib incarnate incarnation</p>
<p>Key Unit Spring– Year 1</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>Layover unit Islam</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • The five pillars of Islam are the most important beliefs and practises of Islam and those with Muslim Worldviews usually try to keep them: Shahada (declaration of one God-Allah– and his prophet Muhammad (PBUH), Salat (prayer). Zakat (giving). Sawm (fasting). Hajj (pilgrimage). • Those with Muslim Worldviews can learn how to live well from the Qur’an (the Muslim Holy Book). Muslims usually believe that the Angel Gibril revealed the Qur’an to Muhammad (PBUH) and it is God’s Word. • Those with Muslim Worldviews often gather at the local mosque/masjid. 	<ul style="list-style-type: none"> • Develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews. • Begin to ask ultimate questions and sharing their own possible answers to these. 	<p>Mosque/masjid Qur’an Allah prophet Muhammad (PBUH) Shahada Salat Zakat Sawm Hajj Angel Gibril hijab</p>

	<ul style="list-style-type: none"> • Those with Muslim Worldviews believe in one God they refer to as 'Allah'. • The Qur'an contains 99 Beautiful Names of Allah that provide insights into what God is like for those with Muslim worldviews. These are often written in beautiful calligraphy. • Muslim women and girls might choose to wear a hijab but they might not. In the UK they can make their own decisions about clothing. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people • Pupils know that people can have similar beliefs but may live them out in different ways. • Pupils know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews) 		
<p>Understanding Christianity- Who made the World?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. • Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice. 	<ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. 	<p>creator creation universe unique relationship sustainer</p>

Key Unit Summer – Year 1	Knowledge	Skills	Vocabulary
<p>How might your worldview be seen in the choices you make?</p> <p>Christian Worldviews Muslim Worldviews</p>	<p>Substantive Knowledge: People may show their belonging to an organised worldview through what they choose to wear.</p> <ul style="list-style-type: none"> • People may show their belonging to an organised worldview through the actions they choose to take. <ul style="list-style-type: none"> • The ‘Golden Rule’ is a way of living that can be applied across many religious and non-religious worldviews. • People can choose to express personal responsibility through different rituals, for example: worship, prayer and service. • People’s worldviews can influence the way they choose to live, leading to diverse lived expressions of both religious and non-religious worldviews. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people. <ul style="list-style-type: none"> • Pupils know that people can have similar beliefs but may live them out in different ways. • Pupils know that asking individuals questions about their practices/lived expressions (e.g. the prayer/reflection they engage in or the charity work they do) can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews). <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people. 	<ul style="list-style-type: none"> • Read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. • Develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews. • Observe individual and communal worldviews in action within the context of local place of worship and use this to better explain phenomena from organised worldviews (e.g. prayer) and comment on what this might mean to individuals and the community. 	<p>Right Wrong Serve Service Duty Sewa Values Zakat Express</p>

	<ul style="list-style-type: none"> • Pupils know that people can have similar beliefs but may live them out in different ways. • Pupils know that asking individuals questions about their practices/lived expressions (e.g. the prayer/reflection they engage in or the charity work they do) can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews). 		
<p>Where do people turn for guidance in life? Christian Worldviews Muslim Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Philosophy is one of the disciplines that can be used to study religion and worldviews. The other main ones are theology (sacred texts and beliefs) and human & social sciences (lived expressions of worldviews). • There are more non-religious people living in the UK now than ever before. These are sometimes called 'Nones' and there can be different types: spiritual, campaigning and tolerant . • Those with religious worldviews often turn to sacred texts for guidance. For example: Bible (Christian worldviews), Torah (Jewish worldviews), Qur'an (Muslim worldviews) • The same story can be expressed differently in different sacred texts, such as the story of Noah/Nuh in Abrahamic worldviews as told in the Old Testament (Bible) Torah and the Qur'an. • Angels can be an important part of religious worldviews such as Christian, Muslim and Jewish, but they can also be part of non-religious worldviews or Pagan worldviews. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are sources of beliefs (such as beliefs about God and ideas about guidance) and 	<ul style="list-style-type: none"> • Read simple passages from sacred texts (such as the Bible, Torah and Qur'an) and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. • Begin to make links between passages from sacred texts and examples of ritual and practice. • Begin to ask ultimate questions and sharing their own possible answers to these. • Begin to use simple frameworks for logic and justifying their own position beliefs. 	<p>Philosophy Guidance Aristotle Humanism New Testament Bible Torah Qur'an Non-religious Spiritual Campaigning Tolerant Angels supernatural</p>

	<p>are beginning to understand the authority and power these can hold for some people.</p> <ul style="list-style-type: none"> • Pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life. 		
Links to values and aims		<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Mutual respect – Respecting different worldviews</p> <p>Tolerance - listening and respecting beliefs, ideas and opinions of others</p>	

Key Unit Autumn – Year 2	Knowledge	Skills	Vocabulary
Layover unit- Judaism	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • The Torah is an important text for most people with Jewish worldviews and is often found in scroll form. • Those with Jewish worldviews usually believe that the Torah was given to the Jewish people via Moses on Mount Sinai and all of Judaism (the Jewish faith) is based on the Torah. This is celebrated at Shavuot (Passover). • Covenant (a promise) is an important idea within Jewish worldviews and the story of Noah and the Flood is one example of this. The rainbow represents the covenant between G-d and humans that the earth will not be destroyed by G-d again. • Remembering is an important concept for most people with Jewish Worldviews and is at the centre of rituals and celebration of festivals. Chanukah is a 	<ul style="list-style-type: none"> • Develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews. • Begin to ask ultimate questions and sharing their own possible answers to these. 	<p>Mitvah Shabat</p> <p>Seder plate</p> <p>Mezuzah Shavuot</p> <p>Passover Torah</p> <p>Chanukah covenant</p>

	<p>special festival in December usually celebrated by people with Jewish</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people • Pupils know that people can have similar beliefs but may live them out in different ways. • Pupils know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews) 		
<p>Understanding Christianity – Gospel What is the good news Jesus brings?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus’ teachings make people think hard about how to live and show them the right way. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. • Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice. 	<ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus’ ‘good news’ is only good 	<p>Good news friendship forgiveness peace instructions community sharing thankful</p>

		news for Christians, or if there are things for anyone to learn, exploring different ideas.	
Key Unit Spring– Year 2	Knowledge	Skills	Vocabulary
How do people with similar worldviews share and celebrate their beliefs? Christian Worldviews Muslim Worldviews Jewish Worldviews	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • There is freedom of religion in the UK expressed through worship, holidays, diet/food, clothes, rituals, buildings, sharing of texts and adjustments to laws. • Worship is often important in individual and communal worldviews and is a way of showing devotion to God/a deity. It can be influenced by the geographical location and ethnicity of those who are worshipping. • Worship can be done in places of worship or at home and often involves using sacred objects and artefacts that are special for those worshipping. • There are specific ceremonies which showcase personal/community connection with organised worldviews. • There are festivals which showcase personal/community connection with organised worldviews. • Many people have or use certain objects which showcase personal community connection with organised worldviews. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people. • Pupils know that observing worldviews in action (e.g. celebration of a festival or the actions of a communal worldview in a specific place of worship, such as use of artefacts for worship) can help them to better understand what is happening and why it is important for believers. 	<ul style="list-style-type: none"> • Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice (such as those linked to ceremonies and festivals). • Pupils can develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews. • Pupils can observe individual and communal worldviews in action within the context of a local place of worship and use this to better explain phenomena from organised worldviews (e.g. how different festivals are celebrated or how different ceremonies are conducted) and comment on what this might mean to individuals and the community. 	<p>Ceremony Festival</p> <p>Rite of passage</p> <p>Belong Religion</p> <p>Belief ritual</p> <p>Buildings Worship</p>

<p>Understanding Christianity – Salvation Why does Easter matter to Christians?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice. 	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<p>Incarnation holy week worship festival symbol cross crucifix suffering forgiveness lent</p>
<p>Key Unit Summer – Year 2</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>What is most important for different people? Christian Worldviews Muslim Worldviews Buddhist Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Many worldviews (including Christian and Muslim) believe in one God. <ul style="list-style-type: none"> Buddhist traditions are almost exclusively non-theistic worldviews, meaning it is a worldview without a God but with an inspired individual, namely the Buddha. In different worldviews, there are inspirational individuals that provide guidance to believers (e.g. Jesus, Prophet Muhammad, Guru Nanak). Inspirational books are important to many religious and non-religious worldviews. What might be important to individuals can depend on their background, location, history of belief. <p>Disciplinary Knowledge:</p>	<ul style="list-style-type: none"> Read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. Begin to ask ultimate questions and sharing their own possible answers to these. Engage in simple debates and discussions, using statements as a focus for talk and the formulation of reasons. 	<p>Faith Wrong Guidance Value Human rights Right God Inspiration Importance</p>

	<ul style="list-style-type: none"> • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people. • Pupils know that people may interpret sacred texts differently (leading to different things being important for different people) and that the way in which sacred texts are understood can change over time. • Pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life (e.g. such as about God or what is most important in life). • Pupils know that ideas about right and wrong/good and evil often come from ancient texts or the ideas of philosophers of the past (including sources of inspiration and guidance for those with Humanist worldviews). 		
<p>Why has Coventry Blitz Shaped Christian Worldviews globally and locally?</p> <p>Christian Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Coventry’s medieval cathedral was destroyed by German incendiary bombs during the Coventry Blitz in November 1940. • Two symbols emerged from the rubble and carry lasting significance as signs of peace and reconciliation: the charred cross and the cross of nails. • Provost Howard used the words of Jesus on the Cross as a call to forgiveness towards the Germans and everyone involved in the war: Father Forgive. • Coventry Cathedral is an important place for many people locally from a range of worldviews and has significance for some people from outside of this local area and in the wider world. • Reconciliation is an important term meaning bringing two parties back together after there has been a conflict, but can also be about bringing people who are different together. 	<ul style="list-style-type: none"> • Make simple interpretations of sacred religious art and symbols- simply thinking about what art might be showing to the viewer. • Explain historical events simply, making connections with their significance and meaning today 	<p>Cathedral Blitz Reconciliation Forgiveness Peace</p>

	<ul style="list-style-type: none"> • Peace and forgiveness are often important in worldviews but can be understood differently. Disciplinary Knowledge: <ul style="list-style-type: none"> • Pupils know that religious art and symbols can have theological and spiritual meanings. • Pupils know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews). 		
Understanding Worldviews End of KS1		<p>Pupils begin to understand whether or not you can 'see' somebody else's worldview through their actions</p> <p>Pupils begin to understand what might shape a worldview Pupils begin to understand how worldviews might be celebrated and shared</p> <p>Pupils begin to understand that people with different worldviews can have differing ideas about the same thing</p> <p>Pupils begin to understand the important questions a worldview might seek to answer Pupils begin to understand how a local area can shape a communal worldview</p>	
Links to values and aims		<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Mutual respect – Respecting different worldviews</p> <p>Tolerance - listening and respecting beliefs, ideas and opinions of others</p>	

Key Unit Autumn – Year 3	Knowledge	Skills	Vocabulary
Layover unit- Sanantan Dharma	Substantive Knowledge: <ul style="list-style-type: none"> • Brahman is a creative conscious and eternal force or energy, worshipped as one God but in many forms. • Those with Hindu worldviews often worship God in the 	<ul style="list-style-type: none"> • Engage in simple exegesis of sacred texts, making simple interpretations of what they may mean 	Karma, Trimurti, Brahma, Vishu, Shiva, atman, samsara, moksha,

	<p>form of the Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyed). They might also worship murti representing other gods and goddesses (called avatars).</p> <ul style="list-style-type: none"> • Most people with Hindu worldviews believe the atman (soul) is born and reborn in a cycle of birth and death called samsara and to leave this cycle they must achieve moksha. • Dharma is a Hindu concept which means 'righteous path' or 'eternal duty'. It is the way to good karma, achieve moksha (liberation) and avoid punar janma (rebirth). • Kala is the Hindu concept of time and offers an explanation for different periods of time in world history. • The Bhagavad Gita is an important story for those with Hindu worldviews and it tells the story of the great battle between cousins and an epic conversation between Arjuna and Krishna. • Many people with Hindu worldviews do puja (worship) at home or in the mandir (Hindu place of worship). • Puja involves the worship of murti (deities), chosen by the Hindu family. Items used in puja include: <ul style="list-style-type: none"> Bell (rung to let the deity know the worshippers are ready to begin their puja), incense and incense holder (to purify the air), kum kum powder (paste used to mark the forehead of a worshipper), Aarti lamp (lit to symbolise God's presence, water, container and spoon (offered to show respect) <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts contain ideas about God/the Divine that are often hard for those outside of the faith community to understand and may be 	<ul style="list-style-type: none"> • Make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine) • Create longer surveys (e.g. 5-6 questions) that ask questions aimed at exploring lived expressions of worldviews and how beliefs may be interpreted • Ask questions when interviewing individuals that will help them to better understand the 	<p>dharma, punar janma, Bhagavad Gita, Mandir, puja, murti</p>
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	<p>metaphorical or built on images.</p> <ul style="list-style-type: none"> • Pupils know that routine and repetition are often important to worldviews and can be observed (e.g. the cycle of festivals, the routine of ritual) via ethnographic study. 		
<p>Why are nature and the seasons significant for religion and worldviews? Christian Worldviews Muslim Worldviews Jewish Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Nature and the seasons can be important in both religious and non religious worldviews • The Christian festivals of the nativity (Christmas) and Easter (Pascha) are based on lunar cycles and special times of the year. • Darkness can be as important as light, especially when it comes to festivals in religious worldviews. • Pesach (Passover) is a special time for those with Jewish worldviews and is calculated by the cycles of the moon. • Ramadan is a special month in the Islamic calendar when those with Muslim worldviews will often fast before celebrating Eid-al-Fitr at the end of the fast. • Shabbat is a weekly celebration for many with Jewish worldviews and is a time of rest and family. • Kala is the Hindu concept of time and offers an explanation for different periods of time in world history. • Nature and the seasons are central to pagan worldviews and are celebrated through rituals and festivals, as well as the belief of 'living in circle' with all of nature. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. time and the significance of how times passes in cycles. • Pupils know that routine and repetition are often important to worldviews and can be observed (e.g. the cycle of festivals, the routine of ritual associated with celebrations) via ethnographic study. 	<ul style="list-style-type: none"> • Know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. time and the significance of how times passes in cycles. • Know that routine and repetition are often important to worldviews and can be observed (e.g. the cycle of festivals, the routine of ritual associated with celebrations) via ethnographic study. • Know that ritual is an important aspect of many festivals and may include clothing, food and the use of artefacts (such as during the celebration of Christmas and Easter, Eid-al-Fitr, shabbat, Tu B'Shvat and pagan festivals according to the seasons). 	<p>Nature Lunar Seasons Cycle Nativity Ramadan Pascha Eid-al-Fitr Shabbat Kala Pagan Karma Solstice</p>

	<ul style="list-style-type: none"> • Pupils know that ritual is an important aspect of many festivals and may include clothing, food and the use of artefacts (such as during the celebration of Christmas and Easter, Eid-al-Fitr, shabbat, Tu B'Shvat and pagan festivals according to the seasons). 		
Key Unit Spring– Year 3	Knowledge	Skills	Vocabulary
<p>How are Worldviews shaped through art and architecture?</p> <p>Christian Worldviews</p> <p>Muslim Worldviews</p> <p>Jewish Worldviews</p> <p>Hindu Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Icons are of great importance for many Orthodox and some other denominations of Christians and are venerated in a variety of ways. • The art and architecture of Coventry Cathedral represents three important beliefs for most of those with Christian worldviews: incarnation, salvation and reconciliation. • Islamic art does not represent God in the same way that Christian artists might do. Only Allah is perfect and can create perfectly, so instead Islamic expressions are represented through calligraphy and geometric patterns. • Dance is important in many religion and worldviews; some religious examples are Navaratri in Sanatan Dharma and the Sufi dance of the whirling dervish. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the 'situatedness' of which matters. • Pupils know that places (such as places of worship) can encourage actions and reactions from people's bodies in response to the ideas they encounter. 	<ul style="list-style-type: none"> • Use 'engaged looking' at sacred/religious art to explore its theological significance and the manner in which the historical-social geographical context of the art architecture shapes its meaning. 	<p>Icon Cathedral</p> <p>Architecture</p> <p>Orthodox</p> <p>Worldview Allah</p> <p>Represent</p> <p>Mosque/masjid</p> <p>Theological</p> <p>Calligraphy</p> <p>Salvation Sufi</p> <p>Reconciliation</p> <p>Synagogue Symbol</p> <p>Embodied</p>
Understanding Christianity – Salvation	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, 	<ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts 	

<p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>were important in showing the disciples what Jesus came to earth to do.</p> <ul style="list-style-type: none"> • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean • Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine) • Pupils are able to make links between sacred texts and the contexts in which people live 	<p>about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <ul style="list-style-type: none"> • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, · Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	
<p>Key Unit Summer – Year 3</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>What can Worldviews tell us about conflict, peace, forgiveness and reconciliation that is important? Christian Worldviews Muslim Worldviews Jewish Worldviews Hindu Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • 'Reconciliation' typically means the restoration of friendly relations, often after conflict. • Those with Christian worldviews usually believe that Jesus's death and resurrection is what reconciled humans back to God the Father. • Rosh Hashanah and Yom Kippur are festivals that often have significance for those with Jewish worldviews. Forgiveness is a central aspect of these special times. • 'Ummah' is an Arabic word meaning 'community' which is central for many with Muslim worldviews. The Ahmadiyya Muslim community have a particular focus on peace. 	<ul style="list-style-type: none"> • Make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about peace, forgiveness and reconciliation). • Make links between sacred texts and the contexts in which people live (e.g. peace and reconciliation in action). 	<p>Peace Ahimsa Forgiveness Ummah Reconciliation Conflict Yom Kippur Worldview Non-violence Rosh Hashanah</p>

	<ul style="list-style-type: none"> • The Five Pillars are different ways those with Muslim worldviews can practice ummah. These are the shahada, zakat, salat, sawm and hajj. • ‘Ahimsa’ is a Sanskrit word that means ‘non-violence’ and it is often an important concept in Sanatan Dharma for those with Hindu worldviews. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace. • Pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually. • Pupils know that important concepts and beliefs (such as those to do with peace and reconciliation) can be drawn from several different places in a sacred text. 		
<p>Understanding Christianity- Creation/Fall</p> <p>What do Christians learn from the Creation story?</p>	<p>Substantive Knowledge:</p> <p>Christians believe that</p> <ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. • As human beings are part of God’s good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). • God made our wonderful world and so we should look after it. <p>Disciplinary Knowledge:</p>	<ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. 	<p>Creation creator stewards commandments Garden of Eden Adam and Eve Genesis Eco-church</p>

	<ul style="list-style-type: none"> • Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean • Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine) • Pupils are able to make links between sacred texts and the contexts in which people live 		
Links to values and aims		Curiosity, Collaboration, Communication and Perseverance Mutual respect – Respecting different worldviews Tolerance - listening and respecting beliefs, ideas and opinions of others	

Key Unit Autumn – Year 4	Knowledge	Skills	Vocabulary
How might your worldview lead you to do hard things for good reasons? Christian Worldviews Muslim Worldviews Jewish Worldviews	Substantive Knowledge: <ul style="list-style-type: none"> • Sacrifice and making hard choices are important parts of many worldviews. • The Five Pillars are of spiritual significance to those with Muslim worldviews. The pillars are faith, prayer, charity, fasting and making the pilgrimage to the holy city of Makkah. • Sawm (fasting) is especially important for those with Muslim worldviews during Ramadan. • many people with religious and non-religious worldviews engage in charity work, for example, Tzedakah is a Jewish belief in doing things to help others. <ul style="list-style-type: none"> • Pilgrimage can be an important part of religious worldviews. For example, Muslims make the hajj to Mecca. Disciplinary Knowledge:	<ul style="list-style-type: none"> • Engage in simple exegesis of sacred texts, making simple interpretations of what they may mean. • Make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine). • Make links between sacred texts and the contexts in which people live. • Begin to explain simple philosophical arguments for/against ... • Explain how communal worldviews might differ from or express organised 	Sacrifice Tzedakah Fasting Zakat Sawm Pilgrimage Ramadan Hajj Lent Non-violence Charity Worldview Resist Sacred

	<ul style="list-style-type: none"> • Pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually. • Pupils know that important concepts and beliefs can be drawn from several different places in a sacred text. • Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace. • Pupils know that an individual worldview may deviate from an organised worldview as life is lived out. 	worldviews differently, using ethnographic study as a method.	
<p>Understanding Christianity – Incarnation What is the Trinity?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean 	<ul style="list-style-type: none"> • Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	The trinity Father Son Holy Spirit baptism gospel

	<ul style="list-style-type: none"> • Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine) • Pupils are able to make links between sacred texts and the contexts in which people live • 		
Key Unit Spring– Year 4	Knowledge	Skills	Vocabulary
<p>What is God and how is the divine understood in theistic religions?</p> <p>Muslim Worldviews Jewish Worldviews Sikh Worldviews Hindu Worldviews Buddhist Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • There are different types of power e.g. transcendent, supernatural, natural, theistic, ultimate • Christians believe in one God in 3 persons (The mystery of the Holy Trinity.) • Some things cannot be fully explained and these are referred to as mysteries • In Islam, the Shahadah is the declaration of faith in Allah and that his messenger is the prophet Muhammad (PBUH). • The Qur’an teaches that Allah has 99 names (it is difficult to represent or describe Allah in a few words). Each name relates to a particular attribute of Allah, making him easier to understand and relate to. • Sikhs believe in One Supreme Being who creates and sustains everything. That One Supreme Being is inside them, is everywhere and they can be connected to it. • In Sanatan Dharma, Brahman is a creative, conscious and eternal force or energy. Worshipped as one God but in many forms. • Buddhists do not believe in any kind of god, although there are supernatural figures who can help or hinder people on the path towards enlightenment. • ‘Nones’ can be categorised into 3 broad groups. “Campaigning Nones” are atheists; “Tolerant Nones” are 	<ul style="list-style-type: none"> • Engage in simple exegesis of sacred texts, making simple interpretations of what they may mean. • Make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine). • Use ‘engaged looking’ to explore sacred/religious art to explore its theological significance and the manner in which the historical-social geographical context of the art architecture shapes its meaning. • Develop simple metaphors and similes for metaphysical philosophical ideas. • Create longer surveys (e.g. 5-6 questions) that ask questions aimed at exploring lived expressions of worldviews and how beliefs may be interpreted. • Begin to summarise and question data related to religion more independently. 	<p>Divine Holy Trinity Deity Prophet Theistic Transcendent Monotheistic Immanent Polytheistic Genderless Pantheistic Eternal Non-theistic Puja Worship Avatar Absolute Soul</p>

	<p>broadly atheists but accept religion; and “Spiritual Nones”, who share a variety of spiritual beliefs and practices.</p> <ul style="list-style-type: none"> • Jewish people traditionally believe that God is only one, and has established a special covenant with them, and is both transcendent and immanent. Most, but not all, Jewish people do not accept Jesus as the Son of God. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually. • Pupils know that sacred texts contain ideas about God/the Divine that are often hard for those outside of the faith community to understand and may be metaphorical or built on images. • Pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the ‘situatedness’ of which matters. • Pupils know that the reasons for belief in God and the supernatural can vary and that people may turn to logic, reason, revelation and tradition as they talk about and try to justify those beliefs. 		
<p>Understanding Christianity Gospel- What kind of World did Jesus want?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social 	<ul style="list-style-type: none"> • Identify the ‘Gospel’, which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. • Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. 	<p>Gospel parables justice leprosy disciples</p>

	<p>justice.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean • Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine) • Pupils are able to make links between sacred texts and the contexts in which people live 	<ul style="list-style-type: none"> • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 	
Key Unit Summer – Year 4	Knowledge	Skills	Vocabulary
<p>Do you have to be part of a faith community to hold an organised worldview?</p> <p>Christian Worldviews</p> <p>Muslim Worldviews</p> <p>Jewish Worldviews</p> <p>Sikh Worldviews</p> <p>Hindu Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • A person's worldview is based on a combination of individual circumstances, community and/or organised worldviews (such as belonging to faith traditions). • There can be variations in practice and belief within communal and organised worldviews. Symbols and practices can be common when expressing organised worldviews but not universal. For example, not all Muslims pray 5 times a day and not all Sikhs are Khalsa-affiliated and wearing the 5 Ks. • Having a communal or organised worldview can form part of a person's identity. • Places of worship can be public, home-based or simply be a gathering of like-minded people online or in person. Home-based family worship is especially important in Jewish (shabbat) and Hindu (puja at the home shrine) communal worldviews. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that routine and repetition are often important to worldviews and can be observed (e.g. rituals 	<ul style="list-style-type: none"> • Make links between sacred texts and the contexts in which people live. • Create longer surveys (e.g. 5-6 questions) that ask questions aimed at exploring lived expressions of worldviews and how beliefs may be interpreted. • Ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice. • Explain how communal worldviews might differ from or express organised worldviews differently (e.g. in worship, prayer, what is worn or not worn), using ethnographic study as a method. 	<p>Sahajdhari Mezuzah</p> <p>Keshdhari Shabbat</p> <p>Khalsa Synagogue</p> <p>Amrit Personal</p> <p>Langar Aid</p> <p>Worldview</p> <p>Gurdwara</p> <p>Communal</p> <p>Organised</p> <p>worldview</p> <p>Worldview</p>

	<p>and routines for worship at home and at a local place of worship) via ethnographic study.</p> <ul style="list-style-type: none"> • Pupils know that an individual worldview may deviate from an organised worldview as life is lived out (for example, some people may not regularly worship with the rest of the faith community or do all the set prayers of their organised worldview). 		
<p>How have religion and history entwined in this area? Christian Worldviews Pagan Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • The historical-social-geographical context shapes the way religion and worldviews are lived out and how they develop and change over time. There are clues about religion and worldviews of the past that can be explored in the present e.g. art and architecture, religious texts, burial rituals and old laws. • Coventry and Warwickshire have many well-established religious communities and places of worship, some of which are from medieval times, such as St Mary's Priory and Polesworth Abbey. • The religion and worldviews of individuals from the past, such as William Shakespeare, can be hard to define or know with any certainty but sometimes there are clues in what is left behind e.g. their writings. • Sometimes similar religion and worldviews can be in conflict despite their similarities. This happened between Catholics and Protestants in the past and led to Henry VIII establishing the Church of England, the Dissolution of the Monasteries and the Gunpowder Plot, all of which had an impact in Coventry and Warwickshire. • Local places of worship and faith communities have been established in Coventry and Warwickshire over several decades and in response to the different needs of communities. <p>Disciplinary Knowledge:</p>	<ul style="list-style-type: none"> • Explain historical events simply, making connections with their significance and meaning today. • Ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice. 	<p>Architecture Ritual Monastery Catholic Dissolution Metta Sewa Reconciliation Century Priory Medieval Protestant Humanist Synagogue Chaplaincy</p>

	<ul style="list-style-type: none"> • Pupils are beginning to understand that religion and history can often intertwine and what happens in the past can still be significant in the present. • Pupils know that an individual worldview may deviate from an organised worldview as life is lived out. 		
<p>Understanding Worldviews End of Lower KS2</p>		<p>Pupils understand that worldviews are often expressed within seasons and cycles Pupils understand that there are different ways a worldview can be shown to other people Pupils understand that peace and reconciliation might be important in different worldviews Pupils understand that worldviews aren't just made up of good, easy things Pupils understand the roles beliefs and faith might play in worldviews Pupils understand that people with similar worldviews often want to find people with worldviews like their own in order to live a happy life Pupils understand that the evidence of worldviews from the past can be seen in the present day</p>	
<p>Links to values and aims</p>		<p>Curiosity, Collaboration, Communication and Perseverance Mutual respect – Respecting different worldviews Tolerance - listening and respecting beliefs, ideas and opinions of others</p>	

<p>Key Unit Autumn – Year 5</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
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Layover Unit- Sikhi	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Sikhs usually believe in one supreme being (Waheguru, meaning Wonderful Lord) who creates and sustains everything. That one supreme being is inside them, is everywhere and they can be connected to it. • In Sikh traditions, gurus are inspirational teachers that show the right way. Guru Nanak Ji is the founder of Sikhi and he is an inspirational figure for many with Sikh worldviews. • The Guru Granth Sahib Is the holy book of Sikhi. It is known as the 'living guru' as the 10th Guru names the holy book as his successor. • Sewa is usually an important concept for those with Sikh worldviews. It means 'service'. It is often expressed through the langar meal– a daily meal often served in the gurdwara (Sikh place of worship) for anyone to enjoy. • The Gurdwara is a place of worship where those with Sikh worldviews and values will often gather for worship, the langar and social reasons. • Not all Sikhs are Khalsa affiliated and wear the 5ks. There are three kinds of Sikhs: Sahajdhari, Keshdhari and Khalsa Sikhs. • Sikhi is an organised worldview with a good example of shared values with its teachings on equality based on its founder Guru Nanak and the focus on the langar. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews • Pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions of adherents and institutions. 	<ul style="list-style-type: none"> • Make simple links between sacred (and other) texts and today's world, exploring how texts are used in both religious and nonreligious worldviews • Debate and discuss ideas from organised worldviews that are applied to current issues • Engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors). 	
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	<ul style="list-style-type: none"> • Pupils increasingly know and understand that worldviews are 'embodied'. 		
<p>Understanding Christianity – Incarnation</p> <p>Was Jesus the Messiah?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation). <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews • Pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions of adherents and institutions. 	<ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' • Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. 	<p>Incarnation messiah salvation gospel prophecy</p>
<p>Key Unit Spring– Year 5</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>Why might ancient stories still be important in some worldviews today?</p> <p>Christian Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Hermeneutics means the art or skill of interpretation and humans are interpreting beings. • Interpretations of sacred texts can be passed on via tradition and new interpretations can come from revelation. 	<ul style="list-style-type: none"> • Become increasingly confidently applying hermeneutics – exploring different interpretations of texts (e.g. Creation and Flood narratives in the Bible and Qur'an) and begin to 	<p>Hermeneutics Interpretation Mesh Tradition Revelation Midrash Bible Qur'an Bhagavad Gita Myth Literal</p>

<p>Muslim Worldviews Jewish Worldviews Hindu Worldviews</p>	<ul style="list-style-type: none"> • Those with Muslim worldviews believe the holy Qur’an was revealed to Muhammad (PBUH) via the Angel Gibril as God’s word. • The Tanakh and the Old Testament of the Bible contain the same stories. • The Midrash is a collection of often contradictory interpretations of stories from the Tanakh. • Some of the stories in the Qur’an are similar to those in the Tanakh/Old Testament and figures have different names. • Those with Christian worldviews interpret the Creation and Flood stories literally, symbolically or metaphorically but this does not make the stories less meaningful. • Many scholars and those with Abrahamic worldviews may see certain stories as being myths, such as the Creation story and the story of Noah/Nuh and the flood. The Bhagavad Gita is an important story for those with Hindu worldviews <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts (e.g. Creation & Flood narratives in the Bible and Qur’an) and the Bhagavad Gita) that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time. • Pupils know that religious art can interpret sacred texts (e.g. Creation and Flood narratives) and stories in different ways, revealing the worldview of the artist. • Pupils know that surveys and polls can reveal certain things about worldviews (e.g. the type of interpretation they might favour) but not the complexities of individual worldviews (what 	<p>take the historical-social situations into account.</p> <ul style="list-style-type: none"> • Engage in religious art criticism through ‘engaged looking’ for interpreting religious art work on Creation and the Flood, taking religious texts into account. • Make simple links between sacred (and other) texts (e.g. Creation and Flood narratives in the Bible and Qur’an and the Bhagavad Gita) and today’s world, exploring how texts are used in both religious and non religious worldviews. • Engage in more confident quantitative and qualitative data analysis. • Plan for and execute sociological methods such as simple polling/surveying and interview to find out what interpretations different people might make of sacred stories 	<p>Symbolic Abrahamic Sacred</p>
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<p>Understanding Christianity – Salvation What did Jesus do to save human beings?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. The Gospels give accounts of Jesus’ death and resurrection. The New Testament says that Jesus’ death was somehow ‘for us’. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews Pupils know that interpretations of sacred texts can be and often are- still applied to situations today to justify the actions of adherents and institutions. 	<ul style="list-style-type: none"> Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. 	<p>Salvation sacrifice stations of the cross resurrection holy communion eucharist Mass</p>
<p>Key Unit Summer – Year 5</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>Do religions change or stay the same? Christian Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Religions change over time for a variety of reasons including significant events, influences from different people and power dynamics. 	<ul style="list-style-type: none"> Engage in more confident quantitative and qualitative data analysis, such as the 2021 Census data. 	<p>Census Gurdwara Langar Oneness of humanity Diversity Renaissance</p>

<p>Jewish Worldviews Sikh Worldviews Hindu Worldviews</p>	<ul style="list-style-type: none"> • Governments collect data about people’s beliefs and worldviews as part of a census and this shows numerical changes. Social scientists try to interpret why these changes have happened and what they might mean for society as a whole. • Religions and worldviews can have shared practices and values e.g. charity work or teachings on morality. Sikhi is a good example of this with its teachings on equality based on its founder, Guru Nanak, and the focus on the langar. • People do not always change their views or practices, in spite of institutional changes to their religion or worldview. • Religions may change and adapt as they interact with specific cultures. Buddhist traditions are a good example of this. • Christian worldviews are very diverse and have been changed over centuries of historical change as well as the influence of geographical location and culture. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils increasingly know and understand that worldviews are ‘embodied’, for example through choices around headwear and clothing. • Pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics (using Sikhi and Buddhist traditions as case studies). • Pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews (referring to Humanist worldviews and the global and local diversity of Christianity as examples). 	<ul style="list-style-type: none"> • Engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors or engaging with case studies of local religious communities). 	<p>Reformation Enlightenment Agnostic Atheist Theist Ethics Values</p>
<p>What might it mean to live well?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • People can show their worldview through rituals 	<ul style="list-style-type: none"> • Become increasingly able to put forward alternative ideas and 	<p>Embodied religion Dharma Karma Puja</p>

<p>Christian Worldviews Sikh Worldviews Hindu Worldviews Buddhist Worldviews Muslim Worldviews</p>	<ul style="list-style-type: none"> • People from various worldviews base their decisions on the Golden Rule and this can be lived out in different ways • In Dharmic traditions, dharma means the righteous path to help some escape the cycle of moksha • In Sikhi traditions, gurus are inspirational teachers that show the right way, including Guru Nanak and Guru Granth Sahib (the living Guru) • In Muslim worldviews, Prophet Muhammad is an inspirational person and through Sunnah and Hadith Muslims can learn how to live a good life • Non-religious people can still pray <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed. • Pupils know that what it means to live well can and will be interpreted differently and that people will draw upon different types of knowledge, values and ethics. • Pupils increasingly know and understand that worldviews are 'embodied' (explored through the concept of prayer). • Pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews. • Pupils know that lived expressions of worldviews can be accessed via ethnography (observation and participation) and that people can play an important role in shaping organised and institutional worldviews. 	<p>statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner.</p> <ul style="list-style-type: none"> • Develop an awareness of morality – gaining knowledge of values, ethics and deciding what these mean for them and for others. • Plan for and execute sociological methods such as simple polling/surveying and interviewing. • Engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors). 	<p>Guru Granth Sahib Prayer Sunnah Ritual Artha Moksha Guru Nanak Hadith Ethics Morality</p>
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance Mutual respect – Respecting different worldviews Tolerance - listening and respecting beliefs, ideas and opinions of others</p>		

Key Unit Autumn – Year 6	Knowledge	Skills	Vocabulary
<p>How do beliefs and ideas about land shape the way human beings live?</p> <p>Christian Worldviews</p> <p>Muslim Worldviews</p> <p>Sikh Worldviews</p> <p>Hindu Worldviews</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Christians can make different interpretations of the Genesis Creation accounts, leading to different actions regarding the Earth and responsibility for its nurturing. Eschatological beliefs about what happens at the end of the world can vary in Christian worldviews and will often shape responses to climate change and the environment. 'Lands of Belonging' (including India, Bangladesh and Pakistan) are important for many people living in the UK today, including those from Hindu, Sikh, Muslim, Christian and other faith backgrounds. People with Muslim worldviews regard Mecca as a sacred Islamic site and make pilgrimage there. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics. Pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews. Pupils increasingly know and understand that worldviews are 'embodied' (specifically considering topics of slavery, colonisation and pilgrimage to sacred lands as events involving bodies). Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time (such as the Doctrine of Discovery). 	<ul style="list-style-type: none"> Become increasingly confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. Engage in more confident quantitative and qualitative data analysis Plan for and execute sociological methods such as simple polling/surveying and interviewing. 	<p>Political</p> <p>Environmental</p> <p>Creation</p> <p>Eschatology</p> <p>Doctrine of Discovery</p> <p>indigenous</p> <p>Partition</p> <p>pilgrimage</p> <p>Jerusalem</p> <p>Mecca</p> <p>Abrahamic</p>

	<ul style="list-style-type: none"> • Pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions of adherents and institutions (such as regarding rites to access certain sites). • Pupils know that surveys and polls can reveal certain things about worldviews (e.g. where people have visited) but not the complexities of individual worldviews (why they have visited those places). 		
<p>Understanding Christianity - Gospel</p> <p>What would Jesus do?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews • Pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions of adherents and institutions. 	<ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. 	<p>Gospel</p> <p>commandment</p> <p>parable narrative</p> <p>forgiveness healing</p>
Key Unit Spring– Year 6	Knowledge	Skills	Vocabulary
How might your worldview impact on the way you	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Transcendence’ is about something beyond oneself and this is often part of religious worldviews, usually 	<ul style="list-style-type: none"> • Debate and discuss ideas from organised worldviews that are applied to current issues (such as 	<p>Transcendence Soul</p> <p>Afterlife Heaven</p> <p>Paradise</p>

<p>understand death and beyond?</p> <p>Christian Worldviews Muslim Worldviews Hindu Worldviews Buddhist Worldviews</p>	<p>expressed as a belief in God or a deity of some kind</p> <ul style="list-style-type: none"> • Many religious worldviews include concepts about the 'soul' and what makes the 'self' unique • The concept of 'heaven' or 'paradise' is an important part of life after death in Muslim and Christian worldviews respectively. • Dharmic worldviews (including Buddhist worldviews and Sanatan Dharma) often have an understanding of rebirth after death as 'reincarnation' (called samsara) and the concept of karma (the necessary effect of actions taken) is an important part of how that works. Those with Dharmic worldviews often seek to be released from the cycle of birth and rebirth, known as 'moksha' in Sanatan Dharma and 'nirvana' or 'reaching enlightenment' in Buddhist traditions <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that the ideas of philosophers past and present may provide a basis upon which people choose to live their lives. • Pupils know that people have different ideas and beliefs about the self (e.g. soul spirit and its relationship with the body), death, life after death and the supernatural/ spiritual. • Pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews. • Pupils know that religious art (such as that showing life after death or the concept of the after life) can interpret sacred texts and stories in different ways, revealing the worldview of the artist. 	<p>what happens after we die and how our ideas about death and the afterlife can impact upon how humans live).</p> <ul style="list-style-type: none"> • Developing an awareness of morality (such a karma in Sanatan Dharma)– gaining knowledge of values, ethics and deciding what these mean for them and for others. • Confidently examine their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter). • Plan for and execute sociological methods such as simple polling/surveying and interviewing. • Engage in religious art criticism through 'engaged looking' for interpreting religious art work (such as that showing life after death or the concept of the after life), taking religious texts into account. 	<p>Reincarnation Rebirth Moksha Nirvana Funeral</p>
<p>Understanding Christianity - Salvation What difference does</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. 	<ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. 	<p>Salvation gospels incarnate resurrection restoration hope</p>

<p>the Resurrection make for Christians?</p>	<ul style="list-style-type: none"> • The Gospels give accounts of Jesus’ death and resurrection. • Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews • Pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions of adherents and institutions. <p>Pupils know that people have different ideas and beliefs about the self (e.g. soul/spirit and its relationship with the body), death, life after death and the supernatural/ spiritual.</p>	<ul style="list-style-type: none"> • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. 	
<p>Key Unit Summer – Year 6</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>What do organised worldviews have to tell us about</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Different worldviews may have different beliefs about what truth is. • Philosophers have different ideas about truth. 	<ul style="list-style-type: none"> • Make simple links between sacred (and other) texts and today’s world, exploring how texts are used in both religious and non-religious 	<p>Truth Relative Salvation Freedom Vedas Dharma</p>

<p>what truth is and where it might be found?</p> <p>Christian Worldviews</p> <p>Muslim Worldviews</p> <p>Hindu Worldviews</p>	<ul style="list-style-type: none"> • Non-religious people might get ideas about truth from sources such as science and logic. • Those with Christian worldviews might get ideas about truth from the Bible and believe in the concept of Jesus as ‘the way, the truth and the life’. • Those who follow the Sanatan Dharma tradition might use visual images such as the banyan tree and paths up the mountain to explain ideas about the truth. • In Islamic worldviews sources of truth include the Qur’an, Sunnah and Hadith. Legal scholars are the only ones who can make an interpretation of the Qur’an for modern times and this must be done through the light of the Qur’an’s whole message and only by those with years of study in Islamic law and sources. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time (in particular, how an understanding of what ‘truth’ is has changed over time). • Pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed. • Pupils know that the ideas of philosophers past (in particular, Socrates and Plato) and present may provide a basis upon which people choose to live their lives. • Pupils knowing that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics. • Pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews (i.e. your ‘truth’ is shaped by where and when you were born). 	<p>worldviews (in particular regarding sources of ‘truth’).</p> <ul style="list-style-type: none"> • Debate and discuss ideas (i.e. what truth is and where it can be found) from organised worldviews that are applied to current issues. • Put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner. • Confidently examine their own positionality (what do they understand as ‘truth’ and why) in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter). • Plan for and execute sociological methods such as simple polling/surveying and interviewing. 	
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	<ul style="list-style-type: none"> • Pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews. 		
<p>Understanding Christianity- Creation and Science: Conflicting or complementary?</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews • Pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions of adherents and institutions. <p>Pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed</p>	<ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. 	<p>Science evolution big bang cosmology creator interpretation</p>
<p>Understanding Worldviews End of Upper KS2</p>		<p>Pupils understand that worldviews can express the same things in different ways Pupils understand how and why worldviews today are shaped by ancient stories</p>	

	<p>Pupils understand how a worldview might change over time</p> <p>Pupils understand how worldviews are more than just how you 'see' the world</p> <p>Pupils begin to understand worldviews are not just about the here and now or the place where they live</p> <p>Pupils begin to understand whether an individual worldview can make a difference in this world and possibly beyond</p> <p>Pupils understand people may not be absolutely certain about their worldview</p>
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Mutual respect – Respecting different worldviews</p> <p>Tolerance - listening and respecting beliefs, ideas and opinions of others</p>