



Kapow Primary's Religion and worldviews curriculum is used throughout The Stoke Poges School to develop deep thinkers who are open-minded about religion and worldviews. The curriculum is relevant to our pupils, reflecting and preparing them for life in modern Britain. Through the scheme, our children will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.



RE Overview							
	AYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	See progression documents and website under Teaching and Learning - EYFS	How did the world begin? Christian, Jewish, Hindu	Why do we need to give thanks? Hindu, Christian, Humanist	What makes us human? Hindu, Christian, Buddhist, Humanist	Are all religions equal? Baha'i, Sikh, Hindu	Why do people have to stand up for what they believe in? Christian, Muslim, Sikh	Why does religion look different around the world? (Part 1) Jewish, Muslim, Christian
Autumn 2		What do some people believe God looks like? Christian, Hindu, Muslim	What do candles mean to people? Christian, Hindu, Jewish	Where do our morals come from? Christian, Jewish, Buddhist, Muslim, Hindu, Humanist	What makes some texts sacred? Sikh, Hindu, Buddhist	Why doesn't Christianity always look the same? Christian	Why does religion look different around the world? (Part 2) Hindu, Sikh, Buddhist, Jain
Spring 1		What is God's job? Jewish, Zoroastrianist, Muslim, Hindu, Christian	How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu	Is scripture central to religion? Jewish, Muslim, Christian	Just how important are our beliefs? Sikh, Muslim, Jewish, Hindu, Christian	What happens when we die? (Part 1) Jewish, Christian, Muslim, Humanist	Why is it better to be there in person? Muslim, Jewish, Christian, Humanist
Spring 2		Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist	What is a prophet? Christian, Muslim, Jewish, Sikh	What happens if we do wrong? Hindu, Muslim, Humanist, Christian, Jewish	Who was Jesus really? Christian, Jewish, Muslim	What happens when we die? (Part 2) Hindu, Buddhist, Sikh	Why is there suffering? (Part 1) Jewish, Christian, Zoroastrianist, Buddhist
Summer 1		How do we know that new babies are special? Muslim, Hindu, Christian, Humanist	How do some people talk to God? Muslim, Jewish, Hindu	Why is water symbolic? Christian, Sikh, Muslim, Shinto	Why is the Bible the best-selling book of all time? Christian	Who should get to be in charge? Muslim, Sikh, Christian	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh, Humanist
Summer 2		Why should we care for others? Christian, Jewish, Muslim, Sikh, Humanist	Where do some people talk to God? Hindu, Alevi, Muslim, Sikh	Why is fire used ceremonially? Hindu, Sikh, Zoroastrianist	Does the language of scripture matter? Christian, Muslim, Jewish	Why are some places in the world significant to believers? Christian, Jewish, Buddhist, Muslim, Sikh, Hindu	What place does religion have in our world today? Multiple worldviews







Progression of Knowledge: Reception

Beliefs	<ul style="list-style-type: none">• To know that beliefs are things that people think are true• To know that some people have different beliefs about God• To know that there are groups of people who have similar beliefs
Practices	<ul style="list-style-type: none">• To know that some objects are special to different people for different reasons• To know that special objects should be treated carefully• To know how and why some people celebrate special times
Wisdom and morality	<ul style="list-style-type: none">• To know that stories can help to learn how to behave• To know that some stories are special to different people for different reasons• To know that speaking to others can help us to learn
Community and belonging	<ul style="list-style-type: none">• To know that some places are special to different people for different reasons• To know that there are people in the community who help others to explore their beliefs and guide them• To know that being part of a community is important to many people



Progression of Knowledge: Substantive concepts

Concept	Summary
 <p>Beliefs</p>	<p>Students learn that beliefs are the core ideas and understandings that religious and non-religious people hold about life, the universe, God/gods, and the human experience.</p> <p>Studied within this concept: Key beliefs in major world religions (e.g. God in Christianity, Allah in Islam, Dharma in Hinduism), Creation stories and ideas about where the world came from, How religious beliefs help people make sense of life, suffering, and joy, Learning that people may have different beliefs, including non-religious worldviews (e.g. Humanism).</p>
 <p>Practices</p>	<p>Students understand that practices are the ways in which beliefs are expressed through actions, rituals, ceremonies, and everyday behaviour.</p> <p>Studied within this concept: Worship practices (e.g. prayer, meditation, attending places of worship like churches, mosques, or temples), Religious festivals and celebrations (e.g. Diwali, Christmas, Eid, Hanukkah), Special foods, clothing, and customs connected to religion, Rites of passage such as weddings, naming ceremonies, or coming-of-age rituals.</p>
 <p>Wisdom and Morality</p>	<p>This concept explores how religions and worldviews offer guidance about how to live, how to treat others, and how to make moral decisions.</p> <p>Studied within this concept: Stories from sacred texts (e.g. the Good Samaritan, the Buddha's life, the story of Moses), Moral lessons from religious teachings (e.g. kindness, honesty, forgiveness), Comparing how different religions teach similar values in different ways, Discussing their own ideas of right and wrong, and how these are influenced by others.</p>
 <p>Community and Belonging</p>	<p>Students explore how individuals are part of larger faith communities, and how religion provides identity, support, and shared purpose.</p> <p>Studied within this concept: The roles of leaders and members in religious communities (e.g. priests, imams, monks), How communities worship, celebrate, and care for each other, Exploring how children and families take part in religious life, Learning about how religion can create a sense of belonging and shared responsibility.</p>



Progression of Knowledge: Beliefs

Year 1

A1: Curriculum framework attainment target for KS`1

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3: Curriculum framework attainment target for KS1

Notice and respond sensitively to some similarities between and within different religions and worldviews.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> To know that to believe is when we accept something as true, especially when we do so without proof To know that some people believe God exists as a powerful, non-human being To know that in some religions, followers believe in one supreme being or God who is loving To know that people have different ways of understanding God on earth (incarnation) To know that some people believe that humans have a special relationship with God To know that there are different names for God To know that there are different ways to refer to and represent God To know that people have different ideas about the role of God 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> Believe in one existence of one God Believe that God created the world and the first people Believe that God made humans stewards over nature Believe that God has a special relationship with the Jewish people <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> Believe in the existence of God Believe that Jesus is the son of God and that God is present on Earth Believe that God created the world and the first people Believe that God made humans stewards over nature Believe that all people are children of God and therefore equal Believe that God performed miracles through Jesus 	<p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Believe in the existence of one God Believe that God created the world and the first people Believe that God made humans stewards over nature Believe that God is the creator of all things <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> Believe in the existence of one God Believe that God created the world and everything in it and this is part of a cycle of many universes that will be created Believe that God has many forms which help them understand and engage with God Believe that God is in all living things <p>To know that some people who follow the Zoroastrian worldview:</p> <ul style="list-style-type: none"> Believe in the concept of a spiritual entity called Ahura Mazda – Lord of Wisdom to help them distinguish right and wrong and to make their own choices Believe that God created the universe Believe God to be fighting the battle between good and evil

Year 2

A1: Curriculum framework attainment target for KS`1

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3: Curriculum framework attainment target for KS1

Notice and respond sensitively to some similarities between and within different religions and worldviews.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that some people believe God performed miracles in the past • To know that some people believe there are people who are chosen for a special purpose by God • To know that a prophet is someone who talks about God's plan or will • To know that a saviour is someone who is sent to save a group of people • To know that some people believe that God has made a promise between himself and his people • To know that prayer means communicating with God 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Believe the stories of Abraham, Noah and Moses show God's promise • Believe one of God's miracles to be the lasting oil in the temple (Hanukkah) • Believe Jesus was a Jewish leader and teacher <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Believe God to be good and generous in providing for humans • Believe Jesus' birth to be one of God's miracles • Believe that aspects of the nativity story show that Jesus was special • Believe that many prophets told of Jesus' birth before it happened • Believe Noah, Moses and Jonah were prophets (of many others) 	<p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Believe that they can communicate with God through prayer • Believe there were other prophets, including Jesus, Abraham, Moses and Noah • Believe Mohammad was specially chosen and the last prophet <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Believe that they can communicate with God through prayer <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Believe there is a God and Guru Nanak revealed the truth about God • Believe Gurus to be inspired by God and some may have been specially chosen at birth <p>To know that some people who follow the Alevi worldview:</p> <ul style="list-style-type: none"> • Believe that they can communicate with God through prayer

Year 3

<p>A1: Curriculum framework attainment target for KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3: Curriculum framework attainment target for KS2 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>B3 Curriculum framework attainment target for KS2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> To know that there are organised and personal worldviews and religious views fit into both of these To know that soul means a person's spiritual and emotional sense of identify To know that some people believe all living things have a soul and that it is immortal To know that spirituality is connection with inner self, immaterial things and a belief of something beyond oneself To know that some people believe spirituality and soul to be unique to humans To know that some people believe connection with a god to be a spiritual experience To know that actions have consequences and that people think differently about what these are To know that forgiveness is cancelling out wrongdoing or removing punishment To know that religious and non-religious people have ideas about the relationship between God and humans 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> Believe that Brahma's (God's) spirit is within every living thing as everything comes from him Believe that karma is affected by actions <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> Believe that they can be forgiven by God if they repent of wrongdoing Believe they will be judged by God on how they have lived Believe Eve to have been the first person to sin (do wrong) Believe humans have an eternal soul <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Believe they will be judged by God according to their actions and intentions Believe that water is sacred 	<p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> Believe that the way they think and what they focus on are key to being human Do not believe in a creator God or God as an external force in their lives <p>To know that some people who follow the Humanist worldview:</p> <ul style="list-style-type: none"> Believe there is no God Believe that we have one life and we should make the most of it Believe human beings evolved naturally and have the potential to lead good and happy lives <p>To know that people who follow the Jewish worldview generally:</p> <ul style="list-style-type: none"> Believe that through prayer they can be forgiven by God if they repent the wrongdoing Believe they will be judged by God on how they have lived Try to live in a way that pleases God Believe in seeking forgiveness and self-reflection, especially during Yom Kippur

Year 4

<p>A1: Curriculum framework attainment target for KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3: Curriculum framework attainment target for KS2 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>B3 Curriculum framework attainment target for KS2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that religious and non-religious worldviews change over time for individuals and groups • To know that people from different religions believe some of the same things • To know that organised and personal religious beliefs change and develop over time • To know that there are historical links and connections between religions • To know that sacrifice means giving up something valued for the sake of something else • To know that holy means divine, sacred or connected to God • To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Buddhist worldviews:</p> <ul style="list-style-type: none"> • Believe the teachings of Siddhartha Gotama (known as the Buddha) <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Believe God wants to have a relationship with humans and this can be achieved through Jesus • Believe Jesus was resurrected (raised from the dead) after his crucifixion • Believe Jesus fulfilled prophecies from the Old Testament <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Believe in one God who is all important and that the religion you follow does not matter • Believe in one God, known by many names, who created the world • Believe that commitment to trying to love God and do what he wants are more important to some than ceremonies, rituals and practices 	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Believe Jesus to be a radical Jewish leader at the time he lived • Believe that God made a covenant with the Jewish people • Believe that the prophets told of a messiah but that Jesus was not the messiah <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Believe that their religion goes beyond time and space and is therefore eternal <p>To know that people who follow the Baha’I worldview:</p> <ul style="list-style-type: none"> • Believe that all religions are ways to understand and describe the same God • Believe that there is one God

Year 5

<p>A1: Curriculum framework attainment target for KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3: Curriculum framework attainment target for KS2 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>B3 Curriculum framework attainment target for KS2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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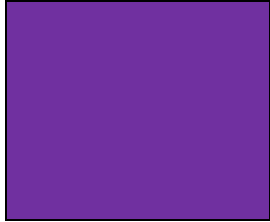
<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> To know the meanings of atheist, agnostic and theist To know that people have different beliefs about what happens when we die To know that some people believe in God, who may judge their actions when they die To know that some people believe in life after death and others may believe death is the end of our life in any form To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, finality, heaven and hell To know that many people who are not religious believe in some form of afterlife To know that some people believe they will be reincarnated in a different form after death To know that in the UK religious beliefs are a protected characteristic To know that in some times and places people did not have religious freedom To know that throughout history and in modern times people have had to protest or fight for religious freedom To know some of the ways that history, geography and leadership influence people's worldviews To know that leadership and authority can impact people's worldviews To know that worldviews impact the process of choosing leadership and authority To know that some people believe leaders are anointed (chosen by god) To know that leadership and authority can impact people's worldviews To know that some places are valued by certain people due to things that have happened there 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> Believe in the Trinity (Father, Son and Holy Spirit) Believe God sent the Holy Spirit to be with people and that this spirit helps and guides them Believe that after death, a person's soul will either spend eternity with God or separated from God Believe that their actions will be judged by God after death Believe that sins can be forgiven Hold the same key beliefs but may interpret and express them differently depending on their denomination <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> Believe our actions and purpose in life might be more important than what happens when we die 	<p>To know that some people who follow the Humanist worldview:</p> <ul style="list-style-type: none"> Believe that there is no life after death Recognise that things we have done in life can have an impact after our death (e.g. work, children, memories) <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> Believe in reincarnation <p>To know that some people who follow the Buddhist tradition:</p> <ul style="list-style-type: none"> Believe in reincarnation <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Believe that they will be resurrected and judged by Allah after death on the day of judgement

	<ul style="list-style-type: none"> • Believe that their actions will be judged by God • Believe resurrection of the physical body or the soul might happen at some point after life • Believe the covenant between God and the Jewish people in the Torah to be central to their worldview <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Believe in reincarnation as their soul being born into another body (samsara) • Aim to escape samsara and reach moksha (spiritual freedom) through good karma 	<ul style="list-style-type: none"> • Believe that depending on their actions during their life, their soul may enter Jannah or Jahannam • Believe that Allah is forgiving and compassionate so some bad actions may be forgiven
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Year 6

<p>A1: Curriculum framework attainment target for KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3: Curriculum framework attainment target for KS2 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>B3 Curriculum framework attainment target for KS2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times) • To know some of the ways that culture, history, geography and tradition influence people’s worldviews • To know that some people believe leaders are anointed (chosen by God) • To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently • To know that free will means a belief that humans are able to make their own choices and determine their own fate • To know that beliefs about the nature of God may impact people’s ideas about and responses to suffering 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Believe the original sin was committed by the first humans and that this changed the relationship between God and humans (The Fall) • Believe that human beings have free will <p>To know that some people who follow the Zoroastrian worldview:</p> <ul style="list-style-type: none"> • Believe there is a constant battle between good and evil both spiritually and morally • Believe that human beings have free will 	<p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Believe that everything that happens is according to God’s will (hukam) <p>To know that some people who follow the Buddhist tradition:</p> <ul style="list-style-type: none"> • Believe all human life contains suffering and that by following the Noble eightfold path they may be released from suffering <p>To know that some people who follow the Sinto worldview:</p> <ul style="list-style-type: none"> • Believe spirits or mystical elements (kami) may intervene with human life and if they are treated well may bring benefits to their lives



To know that some people who follow the **Jewish** worldview:

- Believe that human beings have free will

To know that some people who follow the **Humanist** worldview:

- Believe suffering to be caused either by human nature or the randomness of nature

To know that some some people who follow the **Muslim** worldview:

- Believe that human beings have free will and refer to the struggle to make right choices as 'inner jihad'



Progression of Knowledge: Practices

Year 1

A1: Curriculum framework attainment target for KS`1

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3: Curriculum framework attainment target for KS1

Notice and respond sensitively to some similarities between and within different religions and worldviews.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> To know that some religious people use art, objects and special times to represent and remember incarnation of God (or the presence of God on Earth) To know that many people have special ceremonies when babies are born To know that many people give money, time or donations to charity as a way of showing that caring for others is important 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> Give to charity (tzedakah) as a way of expressing their beliefs Try to live according to God’s mitzvot <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> Celebrate the birth of Jesus at Christmas by attending church services, giving gifts and retelling the nativity of Jesus Give to charity as a way of expressing their beliefs <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Give to charity (zakat) as a way of expressing their beliefs Perform adhan and ‘aqiqah when a baby is born Use 99 names to describe Allah (God) 	<p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> Perform jatakama when a new baby is born Use murti (forms) to represent some of the different forms of God <p>To know that some people who follow the Humanist worldview:</p> <ul style="list-style-type: none"> Have a naming ceremony when a new baby is born

Year 2

A1: Curriculum framework attainment target for KS`1

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3: Curriculum framework attainment target for KS1

Notice and respond sensitively to some similarities between and within different religions and worldviews.

Conceptual Knowledge

- To know there are some festivals which are celebrated by religious and non-religious people
- To know festivals usually celebrate a special or miraculous event from the past
- To know that festivals often use light symbolically as part of celebrations
- To know worship means to honour and adore
- To know there are some objects that are special to followers of religious traditions
- To know that one reason religious followers worship is to show gratitude, say 'thank you', to God
- To know that a festival is celebrated by many people and happens regularly
- To know what practices associated with festivals have special meanings
- To know that people from the same faith may celebrate a festival differently
- To know that people pray in different ways in different places
- To know that objects, words and actions can represent an idea of belief
- To know that when some people talk to god they might use their body to show respect
- To know that some people talk to god in different ways and for different reasons

Worldview – related knowledge

To know that some people who follow the **Christian** worldview:

- Use candles to represent Jesus as light of the world
- Celebrate Harvest as a special time to thank God for providing food, often donating food to others at this time
- Use candles to celebrate advent and symbolise key concepts and people related to Christmas
- Celebrate Christmas in ways that remind them of Jesus' birth (crib scene, star, angels, Christingle)

To know that some people who follow the **Hindu** worldview:

- Celebrate Diwali by listening to stories, wearing their finest clothes, illuminating their homes, worshipping, and having family feasts
- Often worship individually
- Worship through puja in their home or in a mandir, with rituals, including a bell, lighting incense, prayers, offerings to murtus and lamp lighting
- Visit a mandir and find that some of the features help them to pray

To know that some people who follow the **Jewish** worldview:

- Celebrate Hanukkah by listening to stories, lighting a menorah, eating special food and playing dreidel
- Use tefillin to help remind them of God's word

To know that some people who follow the **Muslim** worldview:

- Carry out Wudu before prayer
- Use special positions and actions during prayer called rakat
- Visit the mosque and find some of the features help them to pray
- Say 'peace be upon him' (pbuh) when talking about Muhammad to show respect
- Do not use images of God or Muhammad (pbuh) as a sign of respect

To know that some people who follow the **Alevi** worldview:

- Visit a cemevi and find some of the features help them to pray

To know that some people who follow the **Sikh** worldview:

- Visit a gurudwara and some of the features help them to pray

Year 3

<p>A1: Curriculum framework attainment target for KS2 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points of life, in order to reflect on their significance.</p>	<p>A3: Curriculum framework attainment target for KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3 Curriculum framework attainment target for KS2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> To know the rituals are a way of expressing beliefs and ideas about God To know that prayer, meditation and rituals are used to connect spiritually To know that the way scriptures are used and treated reflects beliefs about their importance To know that water is often used in ceremonies and rituals to symbolise cleansing and purity To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance To know that worship can take many forms and often involves symbolism 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> Meditate to ensure the mind is peaceful and focused Believe that through regular meditation they can reach nirvana <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Treat the Qur'an in special ways to show respect Believe the Qur'an can only be fully understood if read with faith (iman) Use water to perform wudu prior to prayer and worship <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> Read the Bible in a variety of translations and ways Use prayer to ask for God's forgiveness Use water for baptism, following the example of Jesus in the Bible <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> Use water as part of initiation ceremonies 	<p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> Use fire symbolically as part of some ceremonies Use a flame or lamp as part of puja <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> Wear a tzitzit (prayer shawl) to remind them of God's guidance Treat the Torah and Tanakh in special ways to show respect <p>To know that some people who follow the Zoroastrian worldview:</p> <ul style="list-style-type: none"> Use fire as a symbol of purity and the light of God <p>To know that some people who follow the Shinto worldview:</p> <ul style="list-style-type: none"> Use water for ritual cleaning and as a symbol of nature

Year 4

<p>A1: Curriculum framework attainment target for KS2 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points of life, in order to reflect on their significance.</p>	<p>A3: Curriculum framework attainment target for KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3 Curriculum framework attainment target for KS2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that the way scriptures are treated and used reflects beliefs about their meaning and origin • To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected • To know that the ways scriptures are read and used changes over time • To know that people with similar worldviews may practice in different ways due to historical events • To know that practices change over time 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Celebrate Easter remembering Jesus' death and resurrection • Choose to fast during Lent • Take part in a confirmation ceremony as a young person <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Treat the Guru Granth Sahib in special ways to show respect • May wish to join or be initiated into the Khalsa through the Amrit Sanskar ceremony • Wear five articles of faith and the dastar as physical representations of their beliefs <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Fast and give Zakat during Ramadan • Choose to eat a halal diet 	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Choose to eat kosher diet <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Read from a variety of scriptures including what is sometimes referred to as the revealed and the remembered truths • Take part in a Upanayana ceremony

Year 5

<p>A1: Curriculum framework attainment target for KS2 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points of life, in order to reflect on their significance.</p>	<p>A3: Curriculum framework attainment target for KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3 Curriculum framework attainment target for KS2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that funeral practices often reflect beliefs about life after death • To know that funerals can be important to help people grieve • To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night) • To begin to consider reasons for taking part in religious practices including belief, culture, tradition and obligation • To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Include songs, Bible readings, prayers and liturgy in a funeral service at a church • Express their worldviews in a way which reflects their culture • Worship and pray in different ways depending on which denomination they belong to • Celebrate Pentecost as when God sent the Holy Spirit to Earth and as the start of the Christian church <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Treat a body in special ways after death showing to reflect their beliefs and values 	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Prefer burial over cremation linking to their beliefs about resurrection • Treat a body in special ways after death showing their beliefs about resurrection <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Treat a body in special ways after death, including symbolic actions • Be committed to complete at least one pilgrimage in their lifetime, possibly to the River Ganges <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Celebrate Diwali remembering the story of Guru Hargobind • Try to follow the examples of the Gurus when thinking about standing up for their beliefs • Use fire for cremation after death with family being involved in the funeral process • Scatter a person’s ashes on a body of water

Year 6

<p>A1: Curriculum framework attainment target for KS2 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points of life, in order to reflect on their significance.</p>	<p>A3: Curriculum framework attainment target for KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3 Curriculum framework attainment target for KS2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that some people may use religious practises (e.g. prayer, worship) to help them in times of suffering • To know that a pilgrimage is a journey to a place of religious significance • To know that pilgrimages are an important part of some people's life • To know that pilgrimage helps some people to feel close to God • To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people • To know that there are many reasons for some people taking part in religious practices including belief, culture and tradition • To know some of the ways practices are influenced by culture, tradition, geography and history 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Be committed to completing Hajj (pilgrimage) at least once in their lifetime • Practise differently depending on the branch they are part of • Pray alone and with others at times of suffering <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Worship deities based on their connection to a specific place or area • May be influenced to worship particular deities by family, culture, tradition and location <p>To know that some people who follow the Buddhist worldvies:</p> <ul style="list-style-type: none"> • Go on a pilgrimage or retreat to places of significance • Practise differently according to the form the follow 	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Pray in various ways to ask God for help at times of suffering <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Have different perceptions of the mitzvot and practise accordingly • Observe Shabbat • Practise differently depending on their interpretation of scripture (Orthodox or Reform) <p>To know that some people who follow the Shinto worldview:</p> <ul style="list-style-type: none"> • Perform rituals both at home and at shrines



Progression of Knowledge: Wisdom and morality

Year 1

A2: Curriculum framework attainment target for KS`1

Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

B3: Curriculum framework attainment target for KS1

Notice and respond sensitively to some similarities between and within different religions and worldviews.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> To know that some spoken and written words are important to people To know that creation stories provide people with possible answers as to why we are here To know that followers often read religious stories To know that some religions and non-religious stories may guide people to care for animals and the planet To know that religious teachings often encourage gratitude for what god created (e.g. others and the planet) and a responsibility to look after it To know that some stories may guide people to care for others To know that the way people treat animals and nature reflects their worldview 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> Understand the Torah to contain the ‘word of God’ Believe that the Genesis creation story explains how the Earth and humans were created Read the Torah to help them to understand God and for advice to help them live a good life <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> Believe that the Genesis creation story explains how the Earth and humans were created Read stories from the Christian Bible to help them understand God and for advice about how to live a good life Understand the Christian Bible to be the ‘word of God’ <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Understand the Qur’an to be the ‘word of God’ Read the Qur’an and stories about the Prophet Muhammad (pbuh) to help them understand God and for advice on how to live a good life Give to charity as one of the five pillars 	<p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> Follow the principle of ahimsa (harmlessness) as a way of life Read many sacred texts including the Rig Verda which contains one of many creation stories to help them understand God <p>To know that some people who follow the Jarin worldview:</p> <ul style="list-style-type: none"> Believe all living things to contain souls and should therefore be valued and respected Follow ahimsa (harmlessness) as their main principle

Year 2

A2: Curriculum framework attainment target for KS`1

Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

B3: Curriculum framework attainment target for KS1

Notice and respond sensitively to some similarities between and within different religions and worldviews.

Conceptual Knowledge

- To know that books and stories can have different meanings to different people
- To know that religious stories can help us to understand religious beliefs
- To know that stories from long ago can be applied to modern life
- To know that wisdom means thinking sensibly and taking into account knowledge and experience
- To know that guidance means advice, informance or rules given by someone in authority
- To know that values are what people see as important in life
- To know that prophets and gurus are considered to share god's wisdom and guidance revealed to them by God
- To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways

Worldview – related knowledge

To know that some people who follow the **Jewish** worldview:

- Believe God communicated with humans through the Torah

To know that some people who follow the **Christian** worldview:

- Believe that God communicated his will through many prophets and that these messages can be applied to their lives today

To know that some people who follow the **Hindu** worldview:

- Believe in harmlessness (ahimsa)

To know that some people who follow the **Muslim** worldview:

- Try to follow the five pillars of Islam as living 'belief in action'

Year 3

A2: Curriculum framework attainment target for KS2

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities

B3 Curriculum framework attainment target for KS2

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that morals are our thinking about what is right and wrong • To know many religious and non-religious worldviews express the ideas of a 'golden rule' relating to how we treat others • To know that teachings of a religious or non-religious worldview often link with a follower's life choices • To know that people's views about what is right and wrong change over time and place • To know that many factors affect our morals and life choices 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Follow The Ten Commandments as part of their moral code • Try to live in a way that pleases God <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Believe that the Qur'an provides them with guidance • Believe that the Qur'an was revealed to Muhammad and written down after his death • Try to follow the five pillars of Islam as living 'belief in action' • Try to live in a way that pleases God <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Try to follow The Five Niyamas and The Five Yamas • Consider the consequences of their actions in light of karma 	<p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> • Believe that they should try following The Five Precepts left by Buddha as a guide for everyday life • Try to follow The Noble Eightfold Path <p>To know that some people who follow the Humanist worldview:</p> <ul style="list-style-type: none"> • Consider what is morally right or wrong by thinking about the effect an action may have on others <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Try to follow the 613 mitzvot for how to live • Follow The Ten Commandments as part of their moral code

Year 4

A2: Curriculum framework attainment target for KS2

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities

B3 Curriculum framework attainment target for KS2

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> To know that stories and scriptures give insights about how to live To know that religious texts contain different types of writings To know why the Bible has a significant role in public life in many countries, including the UK To know that religious scriptures come from a range of sources and origins To know that religious scriptures are written in different languages and this can affect interpretation 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> Use the different types of writings (parables, letters, psalms, gospels and recounts) as an explanation of their faith and a central feature of their life Believe that the Bible is a collection of books told orally and then written by different people at different times Read different translations of the Bible to help them understand its meaning Read the stories of Jesus told (parables) for wisdom on how to live Believe that Jesus' teachings were radical in the historical and geographical context he was living in <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Believe that as the Qur'an was originally written in Arabic that is the more accurate language to read it in Study the Qur'an from childhood and learn to recite it 	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> Believe the Torah should be written and read in Hebrew, translations are used but not considered to be fully accurate Study the Torah from childhood and learn to recite it <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> Believe the Guru Granth Sahib to be the final Guru, in written rather than human form Believe the Guru Granth Sahib was compiled by one of the Gurus and includes the teaching from Hindu and Muslim scholars Seek guidance and inspiration from the Guru Granth Sahib <p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> Use the Buddhist canon for guidance

Year 5

A2: Curriculum framework attainment target for KS2

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities

B3 Curriculum framework attainment target for KS2

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that the ideas about the afterlife come from many sources • To know that beliefs about life after death can affect how people choose to live their lives • To know that people are inspired and led by others from within and outside their community • To begin to understand that scripture can be interpreted in different ways • To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on • To know that wisdom means thinking sensibly and taking into account knowledge and experience • To know that guidance means advice, informance or rules given by someone in authority • To know that within and between religious and non-religious groups people may disagree about challenging issues 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Follow the examples of the Gurus when thinking about standing up for their beliefs • Believe that the succession of Gurus was passed on to those who were spiritually liberated from birth and therefore able to continue Guru Nanak's message <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Interpret some teachings of the Bible differently or put emphasis on different aspects of key teaching depending on their denomination • Use passages from the Bible to help them understand and respond to death <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Read the Tenak to help them understand and respond to death • Understand particulary palces to be significant to their religion based on scripture and historical events 	<p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Use passages from the Qur'an to help them understand and respond to death • Are part of either the Sunni or Shi'a group who disagree on who should succeed Muhammad <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Use passages from the Bhagavad Gita to help them understand and respond to death <p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> • Read the story of Kisagotami to help them understand and respond to death

Year 6

A2: Curriculum framework attainment target for KS2

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities

B3 Curriculum framework attainment target for KS2

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial • To know that writings from long ago can give people insight into modern day issues • To know that ideas and beliefs about suffering come from many sources • To know that some people use stories about how others became close to God to guide them in achieving the same aim • To know that cultural, historical and geographical context can affect how scripture is interpreted • To know that people disagree on whether ancient writings are still relevant to modern life • To know that the same guidance or scripture can be interpreted differently by people 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Read the Bible to help them understand and respond to suffering <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Go on Hajj as one of The Five Pillars 	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Reflect on stories from scripture to help them understand and respond to suffering <p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> • Read the story of Kisagotami to help them understand and respond to suffering



Progression of Knowledge: Community and belonging

Year 1

<p>A3: Curriculum framework attainment target for KS 1 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B1: Curriculum framework attainment target for KS1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>B2: Curriculum framework attainment target for KS1 Observe and recount different ways of expressing identify and belonging, responding sensitively for themselves.</p>	<p>C2: Curriculum framework attainment target for KS1 Find out about and respond with ideas to examples of co-operation between people who are different.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities To know that people with similar worldviews often work together to care for the world and for others To know that some religious and non-religious people carry out ceremonies when babies are born to remember them into their community To know that baby welcoming ceremonies often include symbols and actions to show that baby's relationships with god 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> Believe it is important to help others in their community who are different to themselves <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Share food and money with their community as part of 'aqiqah' when a baby is born Give to charity as the third pillar of Islam to support others in the Muslim community 	<p>To know that some people who follow the Humanist worldview:</p> <ul style="list-style-type: none"> Invite family and friends to a naming ceremony to celebrate the baby belonging to their community <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> Carry out Jatakarma (baby welcoming) and Upanayana (sacred thread) ceremonies

Year 2

<p>A3: Curriculum framework attainment target for KS 1 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B1: Curriculum framework attainment target for KS1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>B2: Curriculum framework attainment target for KS1 Observe and recount different ways of expressing identify and belonging, responding sensitively for themselves.</p>	<p>C2: Curriculum framework attainment target for KS1 Find out about and respond with ideas to examples of co-operation between people who are different.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that many festivals are often celebrated as a community • To know that some people find praying or worshipping as part of a community helpful • To know that members of the same community may have similar or different ways of life • To know that many religious groups have special buildings which may have features linked to beliefs and practices • To know that offerings used to express gratitude may be used to help a person's local or national community • To know that within a community people have different values, ideas and beliefs 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Celebrate Hanukkah with others from the Jewish community • Visit a synagogue to worship and pray with members of their community <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Use offerings given at Harvest to help others in their local community • Visit a church to worship and pray with members of their community 	<p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Visit the mandir to worship and pray with members of their community • Celebrate Diwali with others from the Hindu community <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Visit the mosque to worship and pray with members of their community

Year 3

<p>B2: Curriculum framework attainment target for KS2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>C2 Curriculum framework attainment target for KS2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that for many people relationships with others and being part of a community are important • To know that all communities have rules and guidance for how to live together • To know that ceremonies involving water and fire are important occasions for some communities • To know that candles or flames are sometimes used as a sign of remembrance in a community 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Take part in festivals marking the importance of the River Ganges 	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Take part in Baptism ceremonies

Year 4

<p>B2: Curriculum framework attainment target for KS2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>C2 Curriculum framework attainment target for KS2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>
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<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that being part of a community with similar beliefs is important to some people • To know that the history of religion affects how people see their own and others' communities • To know that the language used during worship and prayer is important for some people when connecting with their community • To know that for some people outward expressions of belief are important for a sense of belonging • To know that disagreement and change happens in communities 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Feel that they are part of a worldwide religious community (ummah) <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Join the Khalsa through the Amrit Sanskar ceremony 	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Take part in a Bar/Bat Mitzvah ceremony

Year 5

B2: Curriculum framework attainment target for KS2

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that funerals can be important times for communities to support one another • To know that communities sometimes fight or protest for the rights of themselves or others • To know that the community or group someone is part of shapes their sense of belonging • To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community • To know that some people may find religious spaces significant even if they are not part of their religion • To know that some places are of particular significance due to historical, cultural and geographical reasons 	
<p>Worldview – related knowledge</p>	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Belong to a particular denomination of the Christian church • Relate to their community in different ways depending on the context they live in • Have different buildings, artwork and dress based on culture, tradition and context <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Consider social status or sections of society to help them understand different roles in a community • Believe the River Ganges to be significant 	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Consider the destruction of the first and second temple to be significant to their religion • Feel they are part of a worldwide community which started in Israel and spread across the world • Believe Israel to be a significant place

Year 6

B2: Curriculum framework attainment target for KS2

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Conceptual Knowledge

- To know that people respond in different ways when they see people in their community suffering
- To know experiencing a pilgrimage together can help some people feel a sense of community and belonging
- To know that some people feel significant connection to a building or place
- To know that, for some, the people in particular space are more important than the place itself
- To know that shared practices can be important to give some people a feeling of belonging
- To know that some practices might demonstrate belonging to a particular community
- To know that shared challenge can bring people closer together
- To know that particular places can be significant to their religion based on scripture and historical events

Worldview – related knowledge

To know that some people who follow the **Muslim** worldview:

- Travel as part of a large group to join over two million members of the Muslim community at Hajj
- Wear special clothing during Hajj
- Dress in certain ways which show symbolism and belonging
- Believe Makkah to be a significant place

To know that some people who follow the **Jewish** worldview:

- Dress in certain ways which show symbolism and belonging
- Eat certain dishes depending on their origins
- Believe Israel to be a significant place

To know that some people who follow the **Christian** worldview:

- Believe Jerusalem to be a significant place

To know that some people who follow the **Buddhist** worldview:

- Describe themselves as following a particular Buddhist form



Progression of Skills in RE

Pupils gain and apply disciplinary knowledge throughout the enquiry cycle. This corresponds to attainment targets B and C of the **Religious Education Council's Framework for Religious Education in England**.

Key Stage 1	Key Stage 2
B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	B1: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
B2: Observe and recount different ways of expressing identify and belonging, responding sensitively for themselves.	B2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3: Notice and respond sensitively to some similarities between and within different religions and worldviews.	B3: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	C1: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
C2: Find out about and respond with ideas to examples of co-operation between people who are different.	C2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.	C3: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

	Reception	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Question	Asking questions about things they see and experience	Asking questions about things tht interest them. Beginning to ask 'big' questions (eg. those with simple factual answers and those with opinions or ideas)	Asking questions about what other people think and do. Asking questions in response to a question.	Asking questions about what others think and do and how they show their beliefs.	Asking challenging questions and reflecting on the origins of their questions.
	To know that questions can help us look more carefully at something.	To know there are different types of questions (eg. those with simple factual answers and those with opinions or ideas).	To know that some questions do not have a simple answer.	To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	To know that some answers to questions can change over time and reflect on why this might be the case.
Investigate	Listening to and discussing some religious or belief stories. Talking about their beliefs and listening to others' beliefs. Talking about objects that are special to them and listening to others talk about their special objects. Exploring special places in the community. Meeting and talking to people with different beliefs.	Listening to stories and discussing what happens in them. Exploring simple scripture quotes and considering how they might help people. Beginning to notice important information (eg. first-hand accounts and photos).	Listening to stories and discussing what they mean. Examining simple scripture quotes and interpreting what they mean. Identifying important information from different sources (eg. first-hand accounts, photos, survey data, video and audio footage)	Considering how different sources of information can help answer specific questions. Exploring scripture and stories to understand how different people might interpret them. Discussing how various sources provide different pieces of information.	Identifying key information from a broad range of sources independently. Explaining why interpretations of scripture and stories vary among different people. Synthesising information from different sources to suggest ideas about beliefs.
	To know there are different ways to find out about others' beliefs.	To know stories, images and objects can help them learn about beliefs.	To know stories, texts, images, artefacts and accounts can help us understand different beliefs.	To know different sources of evidence can provide different insights into beliefs and practices.	To know a person's perspective influences how they interpret sources of evidence.

		To know diversity is often evident in sources (eg. different ways of welcoming babies).			To know it is necessary to use a variety of sources to achieve a well-rounded representation of beliefs and practices.
Interpret	<p>Engaging in role play and drama based on simple stories.</p> <p>Sequencing and retelling events in simple stories.</p> <p>Noticing similarities and differences between their own and their peers' beliefs.</p>	<p>Retelling stories in their own words.</p> <p>Recognising lessons or teachings within stories and relating to their own experiences.</p> <p>Finding religious symbols in stories and other sources.</p> <p>Recognising some religious terminology in sources.</p> <p>Thinking about the meaning of what people do.</p> <p>Beginning to notice similarities and differences within and between religions and worldviews.</p> <p>Making links between religious and non-religious beliefs and practices.</p>	<p>Identifying main characters and events in a story.</p> <p>Suggesting what lessons or teachings they understand from stories.</p> <p>Understanding that some symbols (eg., light) have meaning beyond the literal.</p> <p>Recognising and understanding some religious phrases (eg., 'peace be upon him' and 'Amen').</p> <p>Thinking about what people's actions can represent.</p> <p>Identifying similarities and differences within and between religions and worldviews.</p> <p>Making links between religious and non-religious beliefs, practices and symbols.</p>	<p>Considering how the same story may be told in different cultures or times.</p> <p>Comparing and contrasting stories or teachings from different religions to identify common themes.</p> <p>Recognising underlying themes in stories, such as kindness or forgiveness.</p> <p>Recognising some common religious symbols, such as light, water and fire, and considering what they represent beyond the literal.</p> <p>Exploring how language may have special religious meaning and convey beliefs and teachings.</p> <p>Exploring similarities and differences within and between religions and worldviews.</p> <p>Using different sources of evidence to build ideas about a concept.</p> <p>Discussing the meaning of historical and modern events and practices.</p>	<p>Recognising how the historical and cultural context of stories can influence their meaning.</p> <p>Considering the intention of the storyteller and the impact of the story.</p> <p>Reflecting on how stories are interpreted differently by different audiences and why.</p> <p>Recognising further symbols and their representations within and across religions.</p> <p>Analysing symbolic language and recognising how different religions use language to express similar concepts (eg., the afterlife).</p> <p>Interpreting expressions of the same concept (eg., the afterlife) within and between religions and worldviews.</p> <p>Analysing events and issues and how these might impact people's lives.</p>

	To know people have different beliefs and this is a good thing.	To know similarities and differences help us understand worldviews better. To know we all notice different things in stories and sources.	To know there are links between and within religious and non-religious beliefs and practices. To know we all have different ideas about what stories or sources might teach us.	To know some reasons for similarities and differences within and between religions and worldviews. To know our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences.	To know the same concept (eg., equality) can be expressed in different ways. To know there is value in different interpretations of a source and that no one interpretation is correct.
Evaluate	Talking about things which are of value or importance to them and others.	Listening to others' ideas and comparing them to their own. Talking about what their answer to question is based on. Identifying things that are important to people. Noticing difference and using respectful language to discuss them.	Commenting respectfully on things that they notice that may be surprising or different. Beginning to talk about why things are sometimes similar and sometimes different. Making links to sources when explaining their ideas. Explaining why some objects, places, practices and stories are important to people.	Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Justifying their ideas and opinions using evidence from current and prior learning. Explaining links between religious and non-religious practices and their significance. Recognising similarities in concepts and beliefs even when practices and expressions differ.	Considering representation in sources and how this might affect their usefulness. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Forming conclusions based on a range of sources. Making connections between religious and non-religious traditions, beliefs and practices. Appreciating the value of diversity within religions and worldviews.
	To know people think different things are important.	To know it is helpful to ask questions about sources.	To know questioning sources can help us to learn.	To know sources can be interpreted differently depending on a person's worldview.	To know some evidence has limitations.
Apply	Answering questions about their own beliefs and the people, places and objects they value.	Talking about how beliefs can inspire people to do things.	Explaining how beliefs may influence behaviour and decisions.	Exploring how beliefs can impact people's lives and actions, including	Analysing how beliefs and values shape behaviours and relationships in different contexts.

		<p>Talking about their own experiences in relation to their learning.</p> <p>Sharing thoughts that make them wonder and what they think about these things.</p>	<p>Recognising links with prior learning when encountering new content.</p> <p>Discussing how their learning can help them to answer some bigger questions.</p>	<p>personal and community practices.</p> <p>Commenting on links with prior learning when encountering new content.</p> <p>Drawing on knowledge to respond thoughtfully to big questions.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p>	<p>Identifying increasingly subtle links with prior learning when encountering new content</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using examples from their learning alongside their personal worldviews to answer big questions.</p>
This cell is blank because the 'apply' phase of enquiry involves children using the knowledge they have gained in earlier phases, rather than acquiring new knowledge.					
Express	<p>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.</p>	<p>Talking about what they believe.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Sharing what they have learnt.</p> <p>Expressing their ideas using symbols, drawings and choosing appropriate words.</p>	<p>Using concrete examples to express abstract concepts and ideas (eg. what love is).</p> <p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Discussing what they have learnt, giving examples.</p> <p>Using spoken and written words, symbols and drawings to express their ideas.</p>	<p>Beginning to discuss their own and others' spiritual experiences and beliefs.</p> <p>Showing respect when hearing about other people's beliefs.</p> <p>Explaining their learning taking into account different perspectives and evidence.</p> <p>Expressing thoughts, ideas and opinions clearly in a variety of ways.</p>	<p>Expressing their own and others' spiritual experiences and beliefs.</p> <p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Presenting arguments, conclusions and perspectives with supporting evidence.</p> <p>Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.</p>
	<p>To know that it is important not to laugh at or insult others' beliefs.</p>	<p>To know that it is important to only use positive language when discussing others' beliefs.</p>	<p>to know it is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.</p>	<p>To know that it is important to express factual information about different worldviews, rather than opinions.</p>	<p>To know it is important to use respectful language when challenging others's ideas (eg. 'I think', 'I'd like to say) but a person's beliefs should not be challenged.</p>



Personal Knowledge in RE

<p>C1: Curriculum framework attainment target for KS1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>C3 Curriculum framework attainment target for KS1 Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
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Reception	Year 1	Year 2
<p>Positionality: In Reception, children will begin to recognise that not everyone thinks the same way or holds the same ideas. They will learn to express their own thoughts and listen to the ideas of others, discussing what is important to them and why.</p>	<p>Positionality: During Key Stage 1, children will develop their understanding of things they have seen, heard or experienced. Children will learn how to respectfully challenge and be challenged on their perceptions, based on thoughts and ideas behind common misconceptions. They will be encouraged to ask questions and be curious, using talk to share how their thoughts and ideas have changed.</p>	
<ul style="list-style-type: none"> • To know that not everyone thinks the same way or has the same ideas 	<ul style="list-style-type: none"> • To know what they and their families think and believe in relation to content learnt • To know where some of their beliefs have come from • To know that it is natural for people to think and behave differently from one another • To know that their ideas might change over time 	<ul style="list-style-type: none"> • To know the links and comparisons between their own beliefs and those they are learning about • To know why some things might surprise or make them feel uncomfortable • To know that it is important to respond respectfully to different beliefs • To know that learning new things might change what they think and believe
<ul style="list-style-type: none"> • Talking about their ideas and beliefs • Saying what is important to them and to others and why • Sharing their thoughts about what they learn 	<ul style="list-style-type: none"> • Talking about simple ideas and things that puzzle them about belief in god • Using art to show their ideas about identity and belonging • Sharing opinions respectfully about what is important to them and what is important to others • Expressing their own ideas and opinions based on personal experience and the beliefs of family members • Using various art forms to express their ideas • Asking their own questions about the world around them • Discussing their ideas about what is right and wrong 	<ul style="list-style-type: none"> • Asking questions about what puzzles them about religious and non-religious stories and texts they have read • Expressing creatively their own ideas about the questions: Who am I? Where do I belong? • Expressing their own ideas and opinions, including considering worldviews studied • Explaining how they have expressed their ideas through art • Asking thoughtful questions relating to their learning <ul style="list-style-type: none"> • Explaining why they feel something is right or wrong and comparing their ideas to others

<p>C1: Curriculum framework attainment target for KS1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.</p>	<p>C3 Curriculum framework attainment target for KS1 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>
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Lower Key Stage 2	Upper Key Stage 2
<p>Positionality: Depth of coverage will enable pupils to begin to make sense of different religions, viewpoints and worldviews. Pupils will develop a self-awareness and sensitivity towards their own and others' beliefs and presumptions and how these affect their responses to the concept and contents taught.</p>	<p>Positionality: Children will be encouraged to understand and develop a self-awareness of their own relationship to what they are learning. They will learn how to express their own thoughts in different ways, whilst understanding and reflecting on others' viewpoints, practising tolerance, acceptance and respect.</p>
<ul style="list-style-type: none"> • To know that what they believe influences how they think about new content • To know they have an individual perspective • To know what stereotypes are and why they should be challenged • To know that their own thoughts, ideas and opinions may be influenced by what they learn 	<ul style="list-style-type: none"> • To know that their beliefs can affect how they interpret evidence and content • To know that different perspectives can lead to different interpretations • To know when bias is present and that it should always be challenged • To know that their worldview can change and evolve in response to their learning and experiences
<ul style="list-style-type: none"> • Discussing their own views about belonging, meaning, purpose and truth • Presenting different views thoughtfully and creatively, using evidence from learning • Asking open questions and suggesting responses • Discussing their own and others' ideas about deciding what is right and wrong • Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning • Thinking about their own ideas about God in light of their learning, experiences and discussions. 	<ul style="list-style-type: none"> • Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth • Using creativity to present their own and others' ideas, explaining their choices • Asking and exploring questions from different perspectives, including their own • Discussing ideas about how their own or another person's worldview influences their responses to ethical issues • Expressing ideas about fairness, honesty, love, forgiveness, truth and peace • Engaging in times of thoughtfulness and reflection and making links between own and others' experiences • Expressing their own thoughts about the existence and nature of God