



RE



Collingbourne CE Primary School

Progression of Knowledge and Skills

Religion and World Views Cycle A

Year	Knowledge	Skills																					
Reception Term 1	<p>Focus: What Makes Us Special?</p> <p>Early Years Outcomes (Development Matters) Talk about members of their immediate family and community Name and describe people who are familiar to them Compare and contrast characters from stories, including figures from the past Recognise that people have different beliefs and celebrate special times in different ways</p> <p>ELG: Understanding the World – Past and Present Talk about the lives of the people around them and their roles in society</p>	<p>Asking questions about things they see and experience.</p> <p>Listening to and discussing some religious or belief stories.</p> <p>Talking about their beliefs and listening to others' beliefs.</p> <p>Meeting and talking to people with different beliefs.</p> <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>Talking about things which are of value or importance to them and others.</p> <p>Answering questions about their own beliefs and the people, places and objects they value.</p> <p>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.</p> <p>Talking about their ideas and beliefs.</p> <p>Saying what is important to them and to others and why.</p> <p>Sharing their thoughts about what they learn.</p>																					
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Reception Term 2	<p>Focus: What are Special Times?</p> <p>Early Years Outcomes (Development Matters) Talk about members of their immediate family and community Name and describe people who are familiar to them Recognise that people have different beliefs and celebrate special times in different ways</p> <p>ELG: People, Cultures and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>ELG: Understanding the World – Past and Present Talk about the lives of the people around them and their roles in society</p> <p>Prior learning: What makes us special?</p>	<p>Asking questions about things they see and experience</p> <p>Listening to and discussing some religious or belief stories.</p> <p>Talking about their beliefs and listening to others' beliefs.</p> <p>Meeting and talking to people with different beliefs.</p> <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>Talking about things which are of value or importance to them and others.</p> <p>Answering questions about their own beliefs and the people, places and objects they value.</p>

Objective	Sticky Knowledge	Key Vocabulary and Definitions	
1: What are Special Times? Identifying that some times are special and discussing some of the times that are special to the children	Celebrations are special	Celebration - A special way of marking an event	<p>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value</p> <p>Talking about their ideas and beliefs.</p> <p>Saying what is important to them and to others and why.</p> <p>Sharing their thoughts about what they learn.</p>
2: What is Diwali? Identifying that Diwali is a festival by learning about the story of Rama and Sita	Diwali is the story of Rama and Sita	Diwali - the Hindu Festival of Light	
3: How do some Hindu People Celebrate Diwali? Describing how some Hindu people celebrate Diwali	Diwali is celebrated by some Hindus	Hindu - Someone who follows the Hindu religion	
4: Why do many Christians Celebrate Christmas? Investigating why many Christians celebrate Christmas by exploring the story of Jesus' birth	Jesus was born at Christmas	Jesus - A special person to Christians, who believe he is the Son of God	
5: How do some Christian People Celebrate Christmas? Discussing how some Christian people celebrate Christmas by making links to the story	Christmas is celebrated by some Christians	Christmas - A midwinter festival to celebrate the birth of Jesus	
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children to talk about celebrations	<u>Assessing Key Vocabulary and Definition</u> Children to use Key Vocabulary in discussion	

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Reception Term 3	<p>Focus: Why are some Places Special?</p> <p>Early Years Outcomes (Development Matters) Talk about members of their immediate family and community Name and describe people who are familiar to them Recognise that people have different beliefs and celebrate special times in different ways</p> <p>ELG: Past and Present Talk about the lives of people around them and their roles in society</p> <p>ELG: People, Cultures and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Prior learning What are Special Times?</p>	<p>Asking questions about things they see and experience.</p> <p>Listening to and discussing some religious or belief stories.</p> <p>Talking about their beliefs and listening to others' beliefs.</p> <p>Exploring special places in the community.</p> <p>Meeting and talking to people with different beliefs.</p> <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>Talking about things which are of value or importance to them and others.</p> <p>Answering questions about their own beliefs and the people, places and objects they value.</p> <p>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.</p> <p>Talking about their ideas and beliefs.</p> <p>Saying what is important to them and to others and why.</p> <p>Sharing their thoughts about what they learn.</p>												
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	the local community by going on a visit			
	4: Why Are Churches Special To Many Christian People? Exploring why churches are special to some Christian people by discussing some of the features	A Church is a place of worship for Christians	Christian - People who follow Christianity Church - A place of worship for people who follow Christianity Bible - A book which is holy for people who follow Christianity	
	5: Why Are Mosques Special To Many Muslim People? Exploring why Mosques are special to many Muslim people by discussing some of the features	A Mosque is a place of worship for Muslims	Muslim - People who follow Islam Mosque - A place of worship for people who follow Islam Qur'an - A book which is holy for people who follow Islam	
	<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children to talk about special places	<u>Assessing Key Vocabulary</u> Children to be observed using the key vocab while doing the tasks	

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Reception Term 4	Focus: What makes the World Special?	Asking questions about things they see and experience.												
	Early Years Outcomes (Development Matters) Talk about members of their immediate family and community Recognise that people have different beliefs and celebrate special times in different ways Explore the natural world around them Describe what they see, hear and feel whilst outside	Listening to and discussing some religious or belief stories. Talking about their beliefs and listening to others' beliefs. Meeting and talking to people with different beliefs. Engaging in role play and drama based on simple stories.												
	ELG: Past and Present Talk about the lives of people around them and their roles in society	Sequencing and retelling events in simple stories.												
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	ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants	Answering questions about their own beliefs and the people, places and objects they value. Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.												
Prior learning: Why are some places special?	Talking about their ideas and beliefs. Saying what is important to them and to others and why. Sharing their thoughts about what they learn.													
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	4: How Can We Care For The World? Identifying ways the children and others can show they care for the world	Everyone can help to take care of our world	Environment - The world around us	
	5: What Is The Easter Story? Exploring the Easter story and making connections to new life	Jesus died and rose again	Easter - A time when Christians remember Jesus died and rose again	
	<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children to talk about special places	<u>Assessing Key Vocabulary</u> Children to be observed using the key vocab while doing the tasks	

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Reception Term 5	Focus: Why are Some Things Special?	Asking questions about things they see and experience.																					
	Early Years Outcomes (Development Matters) Talk about members of their immediate family and community Name and describe people who are familiar to them Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community	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.																					
	ELG: Past and Present Talk about the lives of people around them and their roles in society	Meeting and talking to people with different beliefs. Engaging in role play and drama based on simple stories.																					
	ELG: People, Cultures and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Sequencing and retelling events in simple stories. Noticing similarities and differences between their own and their peers' beliefs.																					
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Reception Term 6	<p>Focus: Why are Some Stories Special?</p> <p>Early Years Outcomes (Development Matters) Listen to and talk about stories to build familiarity and understanding Engage in storytimes Recognise that people have different beliefs and celebrate special times in different ways</p> <p>ELG: Comprehension Anticipate-where appropriate-key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>ELG: People, Cultures and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Prior learning: Why are some things special?</p>	<p>Asking questions about things they see and experience.</p> <p>Listening to and discussing some religious or belief stories.</p> <p>Talking about their beliefs and listening to others' beliefs.</p> <p>Meeting and talking to people with different beliefs.</p> <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>Talking about things which are of value or importance to them and others.</p> <p>Answering questions about their own beliefs and the people, places and objects they value.</p> <p>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.</p> <p>Talking about their ideas and beliefs.</p> <p>Saying what is important to them and to others and why.</p> <p>Sharing their thoughts about what they learn.</p>				
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	<p>1: How Do Some People Treat Special Books? Recognising that some people treat special books with care by finding out how different people look after them</p>	<p>Some people treat books about God in a special way</p>	<p>Respect- Having due regard for Bible- Christian religious text Qur'an- Islamic religious text</p>			
	<p>2: What Is Your Favourite Story? Exploring how stories can be special to people for different reasons by discussing their favourite story</p>	<p>Stories can be special to different people</p>	<p>Favourite- The one you like the most</p>			
	<p>3: What Makes a Story Special? Investigating why some stories are special by listening to a Christian story</p>	<p>The Sower and the Seeds is a Christian story</p>	<p>Choice – What we choose to do Jesus– Christians believe he is God's son</p>			
	<p>4: What Can We Learn From a Christian Story? Recognising that stories can teach people how to make good choices through discussion</p>	<p>Stories can help us to think about choices</p>	<p>Foolish- Not making good choices Wise- Having knowledge</p>			
	<p>5: Why Can We Learn From a Hindu Story? Investigating why some stories are special by listening to and responding to a Hindu story</p>	<p>Ganesha's Race Around the World is a Hindu story</p>	<p>Hindu- A religion mostly practised in India Mango- A delicious fruit with a large stone and thick skin</p>			
<p><u>Assessment Tasks</u></p>	<p>Assessing Sticky Knowledge Children to talk about special places</p>	<p><u>Assessing Key Vocabulary</u> Children to be observed using the key vocab while doing the tasks</p>				

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<p style="text-align: center;">Year 1/2 Autumn 1 Cycle A</p>	<p>Focus: What do some people believe God looks like?</p> <p>National Curriculum Knowledge A1. 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. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B3. Notice and respond sensitively to some similarities 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.</p> <p>Prior Learning: This is the first unit.</p>	<p>Disciplinary Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?). Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them. Talking about their own experiences in relation to their learning. Sharing things that make them wonder and what they think about these things. Talking about what they believe. Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Personal Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Asking their own questions about the world around them. Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p>																					
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<p style="text-align: center;">Year 1/2 Spring 2 Cycle A</p>	<p>Focus: Why do we need to give thanks?</p> <p>National Curriculum Knowledge A1. 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. A2. 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. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 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. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities 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. C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Prior Learning: Why should we care for others?</p>	<p>Disciplinary Asking questions about what other people think and do. Listening to stories and discussing what they mean. Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage). Identifying main characters and events in a story. Suggesting what lessons or teachings they understand from stories. Understanding that some symbols (for example, light) have meaning beyond the literal. Thinking about what people's actions can represent. Identifying similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs, practices and symbols. Commenting respectfully on things that they notice that may be surprising or different. Beginning to talk about why things are sometimes similar and sometimes different. Explaining why some objects, places, practices and stories are important to people. Explaining how beliefs may influence behaviour and decisions. Recognising links with prior learning when encountering new content. Responding sensitively to people whose experiences are different to theirs. Discussing what they have learnt, giving examples. Using spoken and written words, symbols and drawings to express their ideas.</p>						
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	Lesson 2: Why is harvest an important time for giving thanks? To recognise how and why some people celebrate harvest by examining what they say and do	Harvest happens at different times around the world depending on climate and seasons	autumn – the time of year in the UK when crops are harvested festival – a celebration, often for religious					
	Lesson 3: Why do some people thank God? To identify why some Hindus and Christians feel thankful to God by exploring stories	Gratitude is shown by Hindus and Christians	adore – to really love someone or something disciples – followers of Jesus who spread his teachings					
	Lesson 4: How can puja express thanks? To describe how and why some Hindus express gratitude to God by exploring Puja	Puja is a form of praise or worship	incense – a stick or cone which makes a pleasant smell when burnt prashad – food offered during puja which is seen as blessed					
	Lesson 5: How do some people thank God? To identify how some Hindus and Christians thank God by examining what they do	Hindus and Christians believe it is important to thank God	prayer – The act of talking to a God, deity or higher power					
Lesson 6: How do some Christians use music to express gratitude? To explore music to understand how some Christians thank God	Christians sing in church as part of their worship	hymn – a religious song in praise of God or gods						

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<p>Year 1/2 Summer 1 Cycle A</p>	<p>Focus: <u>How do we know some people feel a special connection to a God?</u></p> <p>National Curriculum Knowledge A1. 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. A2. 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. Notice and respond sensitively to some similarities 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.</p> <p>Prior Learning: What do candles mean to people?</p> <table border="1" data-bbox="252 489 2089 1535"> <thead> <tr> <th data-bbox="252 489 798 520">Lesson</th> <th data-bbox="798 489 1362 520">Sticky Knowledge</th> <th data-bbox="1362 489 2089 520">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="252 520 798 688"> Lesson 1: How can we tell Jesus is special to some people? To identify how the Christmas story shows that Jesus is special to some people </td> <td data-bbox="798 520 1362 688"> Jesus is believed by Christians to be the son of God </td> <td data-bbox="1362 520 2089 688"> Christians – A person who believes the bible is God’s word. messenger – a person or being that brings special messages </td> </tr> <tr> <td data-bbox="252 688 798 856"> Lesson 2: Why might some people believe Guru Nakak was special? 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Explaining why some objects, places, practices and stories are important to people. Explaining how beliefs may influence behaviour and decisions. Recognising links with prior learning when encountering new content. Discussing how their learning can help them to answer some bigger questions. Responding sensitively to people whose experiences are different to theirs Discussing what they have learnt, giving examples. Using spoken and written words, symbols and drawings to express their ideas.</p> <p>Personal</p> <p>Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering the worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Asking questions about what puzzles them about religious and non-religious stories and texts they have read. 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<p>Year 1/2 Summer 2 Cycle A</p>	<p>Focus: What is a prophet?</p> <p>National Curriculum Knowledge</p> <p>A1. 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.</p> <p>A2. 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.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>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.</p> <p>Prior Learning:</p> <p>How do we know some people feel a special connection to God?</p>	<p>Disciplinary</p> <p>Asking questions about what other people think and do.</p> <p>Asking questions in response to a question.</p> <p>Listening to stories and discussing what they mean.</p> <p>Examining simple scripture quotes and interpreting what they mean.</p> <p>Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).</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 (for example, light) have meaning beyond the literal.</p> <p>Recognising and understanding some religious phrasing (e.g. '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>Personal</p> <p>Asking questions about what puzzles them about religious and non-religious stories and texts they have read.</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Asking questions about what puzzles them about religious and non-religious stories and texts they have read.</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Asking thoughtful questions relating to their learning.</p>		
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	<p>Lesson 1: What characteristic did some prophets have?</p> <p>To identify the characteristics of a prophet through a story</p>		<p>A prophet is spoken to directly by God</p>	<p>doubt – When you are not sure of something</p> <p>messenger – a person or being that brings special messages</p>
	<p>Lesson 2: How might it feel to be a prophet?</p> <p>To investigate stories about people's responses to being a prophet</p>		<p>Muhammad was the last prophet in the Muslim worldview</p>	<p>hesitant – when you take a little pause or think carefully before doing something because you are not sure</p> <p>revelation – when an important message is given to people in a special way</p>
	<p>Lesson 3: What promises do some people believe God made to the prophets?</p> <p>To explore the promises made to some prophets in stories and scriptures</p>		<p>God made Abraham a promise. This is written in the scriptures for 3 different religions</p>	<p>Abrahamic religions – religious groups, Christians, Jewish and Muslim, who believe God made the first covenant with Abraham</p>
	<p>Lesson 4: How do we know that Muhammad was the last prophet in the Muslim worldview?</p> <p>To investigate the role of Muhammad using stories and scripture</p>		<p>Muhammad was the last prophet in the Muslim worldview</p>	<p>shahadah – The Muslim declaration of faith, and one of the 5 pillars of Islam</p> <p>Hadith – A collection of recorded practises, sayings and advice of the prophet Muhammad, providing guidance to Muslims</p>
	<p>Lesson 5: Why is Jesus important to some religious people?</p> <p>To explore the role of Jesus in different worldviews using stories and scripture</p>		<p>Jesus is viewed as a prophet by Muslims</p>	<p>Jesus – Christians believe him to be God's son</p>
	<p>Lesson 6: Why might some Sikhs believe Guru Nanak is special?</p> <p>To explain the importance of Guru Nanak for many Sikhs by looking at events and teachings</p>		<p>Guru Nanak was the first Sikh guru</p>	<p>eternal – something or someone that exists forever</p> <p>meditate – to take quiet time to reflect deeply and calmly about something or connect with God</p>

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<p style="text-align: center;">Year 3/4 Autumn 1 Cycle A</p>	<p>Focus: What makes us human?</p> <p>National Curriculum Knowledge A1. 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 in life, in order to reflect on their significance. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 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. 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. 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. 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.</p> <p>Prior Learning: Where do some people talk to God?</p>	<p>Personal</p> <p>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. Thinking about their own ideas about God in light of their learning, experiences and discussions.</p>																					
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	Lesson 2: How is water used in some rituals? To explore the significance of water in rituals	Many religions use water in rituals	ritual; -a special set of actions sometimes for a religious ceremony cleanse – To make something clean or fresh, free from impurities dirt or guilt																				
	Lesson 3: What can some religious stories suggest about water? To analyse the importance of water in some Christian, Jewish and Muslim stories	The Abrahamic religions are Christianity, Judaism and Islam	holy – Connected to God or religion. Considered special and to be respected by followers																				
	Lesson 4: What is baptism? To investigate water's symbolism and role in Christian baptism	Jesus was baptised by John the Baptist	baptism - A ceremony where water is used to symbolise cleansing and commitment to the Christian community Commitment -A promise or firm decision to do something																				
	Lesson 5: How and why do some Hindus celebrate the River Ganges To explore the significance of water at the Hindu Kumbh Mela festival	Kumbh Mela is a Hindu festival The River Ganges is considered sacred by Hindus	Ganges - A river in India and Bangladesh which is considered sacred by many Hindus Kumbh Mela – A Hindu festival celebrated at sacred rivers by bathing																				
Lesson 6: Why is water precious? To present own and others' views to answer the enquiry question, 'What makes us human?'.	Water is essential to life, including our spiritual life	value – How important or useful something is considered to be precious – Very valuable or important often because of its rarity																					

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<p style="text-align: center;">Year 3/4 Spring 1 Cycle A</p>	<p>Focus: What makes some texts sacred?</p> <p>National Curriculum Knowledge A1. 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 in life, in order to reflect on their significance. A2. 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. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 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. 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.</p> <p>Prior Learning: Are all religions equal?</p>	<p>Disciplinary</p> <p>Asking questions about what others think and do and how they show their beliefs. Considering how different sources of information can help answer specific questions. Exploring scripture and stories to understand how different people might interpret them Discussing how various sources provide different pieces of information. Exploring how language may have special religious meaning and convey beliefs and teachings. Exploring similarities and differences within and between religions and worldviews. Using different sources of evidence to build ideas about a concept Discussing the meaning of historical and modern events and practices. 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. Exploring how beliefs can impact people’s lives and actions, including personal and community practices. Commenting on links with prior learning when encountering new content. Drawing on knowledge to respond thoughtfully to big questions. Developing the ability to use empathy to identify and understand the feelings of others. Showing respect when hearing about other people’s beliefs. Explaining their learning taking into account different perspectives and evidence. Expressing thoughts, ideas and opinions clearly in a variety of ways.</p> <p>Personal</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses.</p>																					
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<p>Year 5/6 Autumn 2 Cycle A</p>	<p>Focus: Why does religion look different around the world Part 2</p> <p>National Curriculum Knowledge</p> <p>A1. 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 in life, in order to reflect on their significance.</p> <p>A2. 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.</p> <p>A3. 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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Prior Learning: What does religion look like around the world Part 1</p>	<p>Disciplinary</p> <p>Asking challenging questions</p> <p>Identifying key information from a broad range of sources independently.</p> <p>Explaining why interpretations of scripture and stories vary among different people.</p> <p>Synthesising information from different sources</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 (e.g. the afterlife)</p> <p>Interpreting expressions of the same concept (for example, the afterlife) within and between religions</p> <p>Analysing events and issues and how these might impact people's lives.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Forming conclusions based on a range of sources.</p> <p>Making connections between religious and non-religious traditions, beliefs and practices.</p> <p>Appreciating the value of diversity within religions</p> <p>Analysing how beliefs and values shape behaviours and relationships in different contexts.</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 worldview to answer big questions.</p> <p>Explaining 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>Personal</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p>						
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<p style="text-align: center;">Year 5/6 Spring 1 Cycle A</p>	<p>Focus: What happens when we die Part 1</p> <p>National Curriculum Knowledge A1. 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 in life, in order to reflect on their significance. A2. 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. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 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. 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. 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. 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> <p>Prior Learning: Does the language of scripture matter?</p>	<p>Disciplinary Asking challenging questions and reflecting on the origins of their questions. Identifying key information from a broad range of sources independently. Synthesising information from different sources to suggest ideas about beliefs. Considering the intention of the storyteller and the impact of the story Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife). Interpreting expressions of the same concept (for example, the afterlife) within and between religions Analysing events and issues and how these might impact people's lives. 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 Analysing how beliefs and values shape behaviours and relationships in different contexts. Identifying increasingly subtle links with prior learning when encountering new content. Using examples from their learning alongside their personal worldview to answer big questions Explaining their own and others' spiritual beliefs Considering the thoughts, feelings, experiences, beliefs and values of others. Presenting arguments, conclusions and perspectives with supporting evidence. Presenting their own ideas and opinions creatively, considering different forms of communication.</p> <p>Personal Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. 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 Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Expressing their own thoughts about the existence and nature of God.</p>						
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Year	Knowledge	Skills
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Focus: What place does religion have in our world today?

National Curriculum Knowledge

- 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. 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.
- 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. 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. 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.

Prior Learning: Why is there suffering Part 2

Lesson	Sticky Knowledge	Key Vocabulary
Lesson 1: What is my worldview? To express a personal worldview through art	We understand Action, Spirituality and Academic through Religion and Worldview studies.	harmony – A state of peace and agreement between people worldview – The way a person sees and explains the world
Lesson 2: What can we find out about religion in the UK through census data? To interpret the religious make up of the UK by examining census data	Religious beliefs are collected in the Census.	data -information , facts or statistics collected for analysis or reference. percentage – a proportion or fraction.
Lesson 3: What can buildings tell us about religion in the UK? To compare the use of places of worship locally and elsewhere in the UK	Different areas of the UK have different places of worship reflection the different beliefs held in that area.	heritage – Cultural traditions, beliefs and customs passed down through generations secular – Not being connected to any religious or spiritual ideas
Lesson 4: Where and why do religions spread? To investigate the spread of religion across the world using maps and data	Religious ideas spread around the world in different ways, including migration and trade	missionary – A person sent on a religious mission typically to promote their faith. empire -A group of countries or territories under the control of a single ruler, often an emperor or monarch
Lesson 5: What is freedom of religion or belief? To discuss the importance of freedom of religion and belief by analysing different scenarios	In the UK, religious beliefs are a protected characteristic, which means you cannot be discriminated against because of your faith.	persecute – To mistreat someone, especially because of their religious beliefs. human rights -the basic rights and freedoms that we are all entitled to
Lesson 6: Why should we learn about religion and worldviews? To explain the importance of learning about religions and worldviews through real life examples	We should understand the people in the world around us.	citizen – A legally recognised member of a country with rights and responsibilities.

Disciplinary

Asking challenging questions and reflecting on the origins of their questions.
Identifying key information from a range of sources
Synthesising information from different sources to suggest ideas about beliefs.
Analysing events and issues and how these might impact people's lives.
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.
Appreciating the value of diversity within religions
Analysing how beliefs and values shape behaviours and relationships in different contexts.
Identifying increasingly subtle links with prior learning when encountering new content.
Debating challenging issues with reference to learning and respect for content being debated.
Using examples from their learning alongside their personal worldview to answer big questions.
Considering the thoughts, feelings, experiences, beliefs and values of others.
Presenting arguments, conclusions and perspectives with supporting evidence.
Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.

Personal

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.

Year	Knowledge	Skills																					
<p style="text-align: center;">Year 5/6 Summer 1 Cycle A</p>	<p>Focus: What happens when we die? (Part 2)</p> <p>National Curriculum Knowledge</p> <p>A1. 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 in life, in order to reflect on their significance.</p> <p>A2. 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.</p> <p>A3. 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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Prior Learning: What happens when we die Part 1</p>	<p>Disciplinary</p> <p>Asking challenging questions</p> <p>Identifying key information</p> <p>Synthesising information from different sources to suggest ideas about beliefs.</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 (e.g. the afterlife)</p> <p>Interpreting expressions of the same concept within and between religions and worldviews.</p> <p>Analysing events and issues and how these might impact people's lives.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Forming conclusions based on a range of sources.</p> <p>Making connections between religious and non-religious traditions, beliefs and practices.</p> <p>Appreciating the value of diversity within religions</p> <p>Analysing how beliefs and values shape behaviours and relationships in different contexts.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p> <p>Using examples from their learning alongside their personal worldview to answer big questions</p> <p>Explaining 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>Personal</p> <p>and comparisons between their own and others' views about belonging, meaning, purpose and truth</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Discussing ideas about how their own or another person's worldview influences their responses to issues.</p> <p>Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences</p> <p>Expressing their own thoughts about the existence and nature of God.</p>																					
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