



# Religion & Worldviews

At Stretham Community Primary School, we believe it is important for all our pupils to learn about and from Religion and Worldviews so they can understand more fully the world around them. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Religion and Worldviews plays an important role, along with all other curriculum areas, in promoting social awareness and understanding in our children and in promoting British Values.


We offer a carefully sequenced and structured curriculum to engage and inspire all pupils, regardless of background, gender, ethnic origin or additional needs in order for pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK
- Appreciate the way that religious beliefs and worldviews shape life and behaviour
- Develop the ability to make reasoned and informed judgements about religious and moral issues
- Enhance their spiritual, moral, social and cultural development.

In Key Stage 2, we use materials from Opening Worlds. Key subject-specific vocabulary is built-on and developed throughout the pupils' time in school, aiding progression.



## Religion & Worldviews - Progression of Skills & Knowledge - Reception

	Autumn Term		Spring Term		Summer Term
Units of Work	Ourselves All about me	Christmas & Diwali	Chinese New Year	Easter Story (use an Easter Garden to build up the story) 	Festivals and Celebrations (draw upon religions and belief systems represented in the cohort of pupils)
Key question	What makes me, me?	How does light link Christianity and Judaism?	Why is Chinese New Year celebrated?	What happened on the first Easter?	How do people celebrate their beliefs?
Vocabulary	Identity, inside/outside, personality, hobbies, abilities, skills.	Star, lights, lamps, Christianity, Judaism, Christmas, Diwali, good over evil.	Removing old/bad, welcoming new/good, lunar calendar.	Jesus, disciples, Last supper, betrayal, trial, crucified, risen.	birthday, christening, wedding

### End of Reception Assessment Statements

Pupils should begin to:

- identify their own uniqueness and that of others
- appreciate the differences and similarities they encounter in others



## Religion & Worldviews - Progression of Skills & Knowledge – Year 1

	Autumn Term	Spring Term	Summer Term
Units of Work	The Christian Family The beliefs and practices of Christianity	The Muslim Family The beliefs and practices of Islam	Stories & Books To know the importance of the Bible and Qur'an
Learning objectives	Know some of the practices you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals).	Know some of the practices you would expect to find in a Muslim family (going to Mosque, reading the Qur'an, daily prayers).	Know the Bible is a special book for Christians because of its message about God and Jesus. Know the Bible is in two parts (Testaments). Know some stories about Jesus and some stories he told (e.g. baptism of Jesus, calling the disciples, feeding 5000, lost sheep). Know that reading the Bible can help Christians think about their behaviour. Know that the Qur'an is a special book for Muslims that tells them what to do and is a guide for their lives. Know that it has 114 chapters. Know some stories from the Qur'an.
Vocabulary	Christian, Christianity, church, Bible, baptism, Christ, Christmas, Easter, disciple, faith, God, Jesus, holy, prayer, vicar, priest, worship, pew, stained-glass window, altar, lectern, cross, font	Allah, Islam, Muslim, Mosque, Prophet, Qur'an, Minaret, Dome, Muhammad, Ramadhan, Eid ul Fitr, pilgrimage, Makkah	Bible, Testaments, Jesus, baptism, disciples, Christians, Qur'an, chapters

### End of Year 1 Assessment Statements

Progression Target 1 – Knowledge and understanding of religion and worldviews	Progression Target 2 – Responding to religion and worldviews
Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews.	Begin to talk about different beliefs and practices using the correct vocabulary.
Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Begin to suggest meanings behind religious and moral stories.
Show how individuals and faith communities celebrate life events.	Ask or respond to questions about how individuals and faith communities live.
Begin to name the different beliefs and practices of Christianity, at least one other religion.	Express their own ideas about belief and practices creatively.



## Religion & Worldviews - Progression of Skills & Knowledge – Year 2

	Autumn Term	Spring Term	Summer Term
Units of Work	<b>Who is Jesus &amp; who is Muhammad?</b>	<b>Places of Worship</b> Churches and Mosques	<b>Special Times &amp; Celebrations</b> Christmas, Easter, Baptism, Weddings, Ramadhan, Eid ul Fitr
Learning objectives	Know that Jesus was an historical person, important to Christians who try to follow his teaching and example. Know stories of Jesus can be found in the Bible. Know that Muhammed is a Prophet in Islam, the final messenger from Allah. Know that Muhammad is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people. Know some stories about Prophet Muhammad.	Become familiar with the main features of a church building and find out what happens there and why (worship, baptisms, weddings) and what children do. Know what some of the people do who go to church or who lead church services. Know the main features of a mosque – Dome, Minaret, prayer room, washing area for prayers. Know what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.	Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians. Know some special times for Christians (welcoming new babies including baptism). Know special times for Muslims e.g. welcoming new babies, as well as festivals – getting ready for Ramadhan and Eid ul Fitr.
Vocabulary	Jesus, Mary, Joseph, baby, boy, temple, man, baptism, John the Baptist, teaching/preaching, healing, miracles, sacrifice. Muhammad, Saudi Arabia, Islamic calendar, lunar, Allah, angel, Jibreel, last messenger, chain of communication, proclaimed, Mecca, Medina,	Church, chapel, meeting hall, bell tower, noticeboard, graveyard, pews, altar, communion, eucharist, Lord's Supper, Last Supper, wine, bread, hymns, songs, worship, choir seats, instruments, font, baptistry, baptismal pool, pulpit, stained-glass windows, crucifix, cross, shrine, stations of the cross. Mosque, dome (qubba), minaret, prayer room, washroom/ablution area, crescent moon, prayer beads, shoe rack, sahn, mihrab,	Nativity, Mary, Joseph, Jesus, Nazareth, Bethlehem, inn, shepherds, wise men, Egypt. Easter, last supper, betray, Judas, arrest, Garden of Gethsemane, trial, whipped, beaten, crucified, died, buried, tomb, stone, risen. Baptism, font, infant, pool, believer, promise. Ramadhan, fasting, sunrise, sunset, Salah, Fidyah, Muslims, Qur'an, prayer.

### End of Year 2 Assessment Statements

Progression Target 1 – Knowledge and understanding of religion and worldviews	Progression Target 2 – Responding to religion and worldviews
Name the different beliefs and practices of Christianity and at least one other religion and begin to look at similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.



## Religion & Worldviews – Progression of Skills & Knowledge – Year 3

	Autumn Term		Spring Term		Summer Term	
Units of Work	Hinduism 1: A Hindu story: Rama and Sita	Hinduism 2: More Hindu stories	Hinduism 3: Even more Hindu stories	Judaism 1: Abraham, Isaac, Jacob	Judaism 2: Joseph, Moses and the Exodus	Judaism 3: Samuel, Saul, David and the Kingdom
Key question	What does the story of Rama and Sita mean to Hindu peoples?	What do Hindus learn from Vishnu's stories and symbols?	How do Hindus show their devotion?	Why is the Promised Land so important in Judaism?	Why do Jews celebrate the festival of Passover?	How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?
Vocabulary	Believers, Hindus, Hinduism, beliefs, Indus, Rama, epic, Ramayana Sita, Lakshmana, Deer, kingdom, subjects, succeeds, prosperous, Vishnu, embodiment, manhood, decree, banish, companion, oath, throne, demon, chariot, entranced, Hanuman, victory, altar, dharma, order, duty, devotion, path.	Holy, Manu, Matsya, reveal, Vedas, boarded, souls, journey, evil, conch, wrestled, defeated, precious, life-giving, chakra, lotus, mace, mind, offerings, offered, charm, chanted, priest, weapon, purity, infinite, infinity, Sanskrit, sacrifices, blessings, consuming, versions, Mahabharata, hero, Arjuna, royal, warriors, bow and arrow, archer, jealous, envy, exile, blood, raced, charioteer, Krishna, battlefield, conversation, avatars, flute.	Shrine, puja, puja tray, sandalwood, incense, atmosphere, impure, Ganesha, swirl, aarti, supreme, tradition, murti, contentment, wise, wisdom, good fortune, joy, prayer, truth, Parvati, Shiva, fierce, warlike, guard, threatened, meditating, hustle and bustle, focus, trident, timeless, necklace, renewal, shed, Nepal, henna, Teej, fasting, procession, thankful.	Hebrew, Bible, Jewish, Jew, Jews, Abram, inheritance, Promised Land, famine, altar, sacrifice, Abraham, Sarah, Isaac, angel, Jacob, Esau, blessing, Israel.	Joseph, descended, coat of many colours, envy, dream, mauled, grieved, enslaved, servant, interpret, plenty, overseer, guilty, twelve tribes of Israel, Israelites, outnumber, enslave, whipped, mortar, adrift, bulrushes, princess, gurgling, Moses, Struck, exile, herding, forty years, extraordinary, burning bush, deliver, delivered, Joseph, Moses and the Exodus. Plagues, slaughter, unleavened bread, lintels, angel of death, firstborn, wailing, Passover, dawn, conversations, deliverer, Exodus, Red Sea, the land flowing with milk and honey.	Hooves, pursued, sea bed, Mount Sinai, ten commandments, golden calf, idolatry, tabernacle, cherubim, Ark of the Covenant, reverently, Seder, Kiddush, haggadah, Seder plate, matzah, Hallel, bitter herbs, reclining, recline.



### End of Year 3 Assessment Statements

<b>Progression Target 1 – Knowledge and understanding of religion and worldviews</b>	<b>Progression Target 2 – Responding to religion and worldviews</b>
Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview.	Suggest and consider the impact of different beliefs and practices.
Recount some religious and moral stories from at least three different sources of authority.	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Begin to understand that diversity exists within and between religions and worldviews.	Ask and respond to questions about how individuals and faith communities live and why.
Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts and opinions. Begin to explain ideas and justify opinions.



## Religion & Worldviews – Progression of Skills & Knowledge – Year 4

	Autumn Term		Spring Term		Summer Term	
Units of Work	Christianity 1: The family of Jesus	Christianity 2: The birth of Jesus	Christianity 3: Life and teachings of Jesus	Christianity 4: The death and resurrection of Jesus	Christianity 5: The message of Jesus spreads	Islam 1: Ramadan
Key question	Why is the idea of 'Messiah' so important to Christians?	How do Christians express their beliefs about Jesus at Christmas time?	How does the life and teaching of Jesus affect the way in which Christians live?	What do the death and resurrection of Jesus mean in Christian traditions?	How did Christianity develop in the early Church and how do we know?	What does Ramadan mean to Muslims today?
Vocabulary	Judea, Herod, Temple, Messiah, anointed, anointing, foretold, the Davidic line, High Priest, Holiest Place, Mary, Nazareth, Joseph, engaged, Old Testament, Gospels, Christ, Elizabeth, Gabriel, the Annunciation, Hail Mary, Christmas carol.	Christmas, Nativity New Testament, Holy Bible, testament, decree, census, Bethlehem, Jesus, inn, swaddling, manger, Virgin Mary, shepherds, Saviour, infant, title, pondered, glory, wise men from the East, Magi, adore, gold, frankincense, myrrh, Holy Family, Incarnation, God took flesh, mystery, Advent, symbolise.	Childhood, Jesus of Nazareth, river Jordan, John, prepare, baptised, sins, forgiven, John the Baptist, wilderness, the devil, tempt, Galilee, Sea of Galilee, Andrew, Simon, disciples, tax collectors, sinners, mercy, peacemakers, persecuted, Beatitudes, an eye for an eye, turn the other cheek, love your enemies, the Lord's Prayer, forgive, birds of the air, authority, Sermon on the Mount, leprosy, lepers, healed, miracles, blind, deaf, paralysed, faith, loaves, fish, blessing, Lazarus, resurrection, eternal, life parables, repents, transfigured, shrines, beloved, transfiguration, the good shepherd, resisted.	Palm Sunday, commemorated, courtyard, Gentiles, authority, Judas Iscariot, betray, Holy Communion, convey, denied, authorities, Pilate, crown of thorns, mocked, release, crucify, crucified, Calvary, Golgotha, Mary Magdalene, Good Friday, crucifix, pierced, resurrected, Resurrection, Easter Day, witnesses, haul, depiction, depicting.	Acts of the Apostles, ascending, Ascension, apostles, address, accompanied, cast lot, Day of Pentecost, tongues, perplexed, sermon, custody, prison cell, boldness, educated, cornerstone, released, colonnade, persecuted, proclaiming, persecution, devote, community, appointed, Stephen, martyr, stoned, guides, bound, the road to Damascus, persecute, persecuting, speechless, regain, forbidden, unclean, scattered, Christians, Paul, epistle, Christianity, numerous, Church, bishops, bishop, compromise, debate, Council of Jerusalem, distinction, yoke, apostolic, missionary, body of Christ, catacombs, interrogated, shipwrecked.	Marvelled, straining, crescent, Ramadan, illuminates, new moon, full moon, cycle, phases of the moon, lunar sliver, at first light, suhoor thread, Dusk, break their fast, iftar Jibril, the Prophet Muhammad, scriptures, corrupted, Seal of the Prophets, Qur'an, Night of Power, reverence, themes, imam, character, zakat, charity, wholesome, spiritual, prioritise, hardship, ease, Sawm, distract, distracting, prescribed, mindful, mankind, glorify, obedience, Hadith, deeds, compassion, reflect, faults, muezzin, reflections, couscous, salah, occupy, Khatam, Eid, madrasa, branches, national holiday, donations, purify.



#### End of Year 4 Assessment Statements

<b>Progression Target 1 – Knowledge and understanding of religion and worldviews</b>	<b>Progression Target 2 – Responding to religion and worldviews</b>
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary.
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and express how these relate (directly) to right and wrong.
Begin to understand the diversity of belief in different religions, nationally and globally.	Expressed an informed view on the impact of diversity of faith and belief in our world.
Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews.	Begin to articulate and communicate connections between their own ideas and others.





## Religion & Worldviews – Progression of Skills & Knowledge – Year 5

	Autumn Term		Spring Term		Summer Term	
Units of Work	Islam 2: Stories of the prophets	Islam 3: Living Muslim Traditions	Christianity 6: Living Christian Traditions	Buddhism 1: The Prince who became a Buddha	Buddhism 2: Buddhist Stories and Teachings	Sikhism
Key question	What do Muslim peoples learn from their stories?	What lies behind the traditions of hajj?	How are Christian beliefs and practices around the world similar and different?	How does the life and teaching of Siddhartha Gotama affect the way in which Buddhists live?	What do Buddhist stories teach Buddhists about enlightenment?	How do Sikhs use their stories and sayings in their everyday lives?
Vocabulary	scholar, in common, unique to, glimpses, role models, Adam, prophetic, Kutub, Hawwa, existed, eternity, khalifa, Shaytun, haughty, arrogant, haughtiness, blissful, toil, Arafat, arrogance, wretched, astray, misery, Nuh, lowly, persevered, taunted, refuge, ceased, subside, perseverance, vanity, Ibrahim, humiliated, barren, dismayed, steadfast, dedication, moral of the story, miraculous, hurriedly, conceal, continuous, narration, narrative, bride-price, longing, firebrand, despair, prospect, Dawud, Sulayman, prophethood, echo, falsehood, penitent, ushered.	context, Sidon, Phoenicians, Phoenicia, renowned, maritime, legacy, distinguishes, prostrating, congregation, congregational, branches, Sunni, Shia, Beirut, instability, evaluate, genuine, universal, values, restrictions, solidarity, Lebanon, Saudi Arabia, haunting, linger, wudu, intention, virtue, formal, dua, serene, Five Pillars of Islam, shahada, hajj, solemn, declare, essence, obligation, Day of Judgement, charitable, entrusts, observing, Ten Obligatory Acts, in vain, ihram, garments, serenity.	Holy Land, painstakingly, procession, funeral, disrespect, contempt, hymns, penned, representation, profoundly, perplexed, approaching, bore witness, ranks, stooped, condescended, begotten, panels, surmounted, choir, accompaniment, ultimate, contemplate, contemplation, intimate, rosary, interceding, intercedes, visible, fellow, reserved, patron saints, nun, longing, encounter, reconciled, reconciliation, charred, capacity, luminous, spires, cruciform, resembles, cathedral, sacrificial, Son of Man, imagery, destitute, shelters, rejected, vulnerable, pastor, sanctuary.	Siddhartha Gautama, Buddhists, destined, sage, banished, pruned, stabled, injured, confines, ventured, hobbled, dodder, writhing, pursed, convulsed, wracked, agony, mourners, mourning, privileged, hollered, haggling, forgo, pampered, pitted, extreme, middle way, manifested, obscured, contorted, hideous, demonic, Mara, ego, awakened, bodhi tree, enlightened, buddha, Gautama Buddha, blossoms, Buddhism, lotus position, enlightenment, samsara, past lives, Tibetan, former, sangha, rickety.	Lord Buddha, distraught, forlorn, spare, seemingly, nirvana, expelled, unavoidable, Four Noble Truths, permanent, cravings, grasp, cease, mango, Eightfold Path, spokes, dharma, wheel, mindfulness, indirectly, exaggerating, regret, karma, brigand, countenance, gloated, brandishing, menacing, donned, saffron, vihara, senses, consciousness, consciously, attained, petition, emulate, mudras, mudra, forefinger, reclined, relinquished, Vesak Day, pearl, white, devotees, wither, fleeting, stupa, prayer flags.	tbc



#### End of Year 5 Assessment Statements

<b>Progression Target 1 – Knowledge and understanding of religion and worldviews</b>	<b>Progression Target 2 – Responding to religion and worldviews</b>
Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Begin to respond thoughtfully to a range of stories, beliefs and practices. Provide reasons for what they mean to different faith communities.
Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldviews follow a moral code.	Express an informed view on the impact of diversity of faith and belief in our world. Relate this to own lives.
Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.



## Religion & Worldviews – Progression of Skills & Knowledge – Year 6

	Autumn Term		Spring Term		Summer Term	
Units of Work	Synoptic overview of the origins of two major families of religion	Changing religion in Britain over time 1	Changing religion in Britain over time 2	Changing religion in Britain over time 3	Deepening understanding of religious traditions through religious art, music and literature	Literature-based unit with a focus on philosophical questions
Key question	tbc	tbc	tbc	tbc	tbc	tbc
Vocabulary	tbc	tbc	tbc	tbc	tbc	tbc

### End of Year 6 Assessment Statements

Progression Target 1 – Knowledge and understanding of religion and worldviews	Progression Target 2 – Responding to religion and worldviews
Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview moral code.	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Articulate detailed responses to ethical questions from the range of different religions and worldviews studied so far.	Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response.