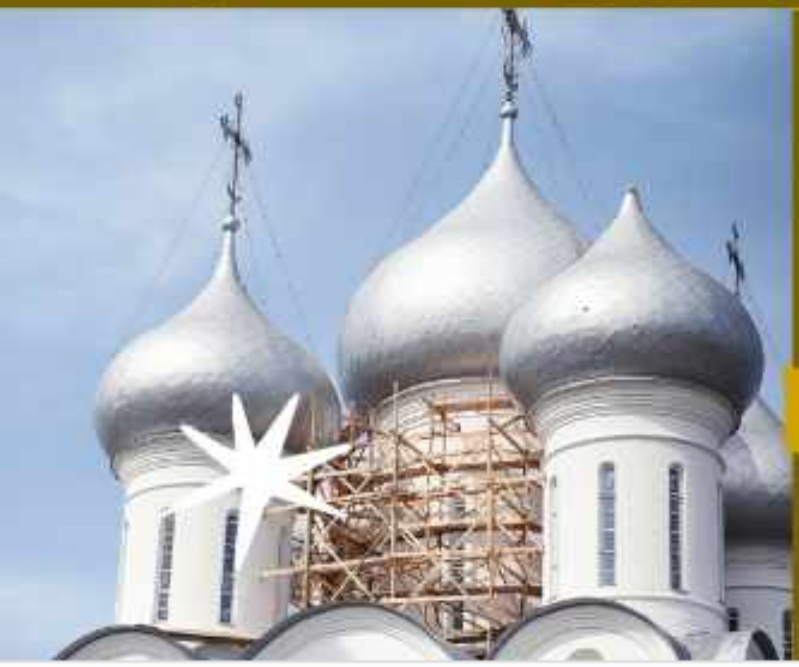




Religious Education

Subject Lead	Mrs K. Whitehouse

LITTLETON GREEN COMMUNITY SCHOOL

Subject Overview



"My vision as RE Lead is for our pupils to be **curious, reflective and respectful** learners who confidently explore beliefs and worldviews.
Guided by our P.U.R.P.L.E. values, they develop **empathy, understanding and respect** for others, preparing them for life in modern Britain."





Religious Education Curriculum Aims

The National Curriculum for Religious Education aims to ensure that all pupils:

- To develop **knowledge and understanding of different beliefs and practices,** including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them and make connections between different features of the religions.
- **Expressing ideas and insights** by asking and responding to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Gaining and deploying skills - Explore questions about **belonging, meaning and truth** so that they can express ideas and opinions in response using words, music, art or poetry. 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 reasoning, music, art and poetry.

EYFS and Religious Education

Understanding of the world educational programme (taken from the EYFS Framework 2020)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early learning goals that link to RE are:
Understanding the World
ELG People 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Curriculum Intent

Our Religious Education Curriculum is designed to...

develop ALL pupils as **thoughtful, knowledgeable and open-minded learners** who can engage seriously with religion and worldviews.
We want pupils to understand that religion and worldviews are not simply lists of facts or fixed sets of practices. They are lived experiences which can vary between individuals, communities, traditions, places and times.
The curriculum is relevant to life in modern Britain. It helps pupils understand diversity, develop respect for difference and engage with challenging religious, philosophical and ethical questions in an informed way.

We aim for pupils to...

build secure conceptual and worldview-related knowledge while also learning how to investigate, interpret and evaluate religion and worldviews.

Pupils learn to distinguish between what they know about a worldview, the methods they use to find out about it and the personal position from which they are responding.

They progressively develop the confidence to make connections, recognise diversity within and between worldviews, question assumptions, explain viewpoints with evidence and reflect on how their own experiences and values influence their responses.

Learning is sequenced so that...

pupils repeatedly revisit key concepts, worldviews and big questions with increasing depth.

Prior knowledge is deliberately activated so that new learning builds on earlier foundations rather than beginning again.

Progression includes studying beliefs, teachings, practices and lived experiences in greater detail; moving from local to national and global contexts; making increasingly subtle connections; recognising greater diversity within traditions; and engaging with increasingly complex and sometimes controversial questions.



We Are PURPLE!

Curriculum Implementation

We use the full Kapow scheme as a starting point, but adapt units, examples, resources and learning activities to reflect our pupils, our local community and the knowledge and experiences we want pupils to develop. Teaching is organised around meaningful enquiry questions and big questions which encourage pupils to think deeply about religion, belief, identity, morality, belonging and how people make sense of the world. Pupils revisit these questions over time so that their responses become increasingly informed, thoughtful and nuanced.

RE Learning Journey

UNIT INTRODUCTION

Each unit develops three interconnected forms of knowledge:

- Substantive knowledge – what pupils know about religions and worldviews;
- Disciplinary knowledge – how pupils investigate and interpret religion and worldviews;
- Personal knowledge – how pupils recognise and reflect on their own position, experiences and developing worldview.

Individual Lesson Sequence

Retrieval Practice

Pupils revisit key vocabulary, concepts, beliefs, practices and prior learning so they can make meaningful connections with new content.

Hook

Learning begins with a question, image, artefact, story, source, dilemma or real-life example which stimulates curiosity and gives pupils a reason to investigate.

Core Learning - Model and Practice

Teachers explicitly teach the knowledge pupils need and provide opportunities to investigate through:

- stories and sacred texts;
- artefacts and images;
- first-hand accounts;
- maps and historical sources;
- visitors and places of worship;
- discussion, debate and comparison;
- examples of lived religion and non-religious worldviews.

Pupils are taught to recognise that there can be variation within as well as between worldviews, avoiding over-generalisation or presenting one person as representative of an entire faith or belief group.

Reflection

Pupils return to the enquiry question and use evidence and taught knowledge to explain, compare, evaluate and express an informed response.

Each RE unit should culminate in an enquiry outcome where pupils use their substantive, disciplinary and personal knowledge to answer the unit's key question in an informed and respectful way.

Lessons are adapted so all pupils, including those with SEND, EAL and disadvantaged backgrounds, can access and succeed.

Please see our page on Adaptive teaching for further information.

Curriculum Impact

We know our Religious Education curriculum is successful when pupils can **recall and connect important conceptual and worldview-related knowledge** and use it to respond thoughtfully to questions about religion, belief, meaning, morality, identity, community and belonging. Pupils recognise that religious and non-religious worldviews are diverse and lived in different ways. They avoid simplistic generalisations and increasingly use language such as "some", "many" and "different people within the same worldview" when appropriate.

Pupils use disciplinary methods with growing confidence. They can investigate sources, interpret evidence, compare perspectives, evaluate significance and form conclusions supported by what they have learned. They are also increasingly able to recognise how their own experiences, assumptions and values influence their responses.

By the end of primary school, pupils should be prepared for secondary Religious Education and for life in modern Britain: able to interact respectfully with people holding different religious and non-religious viewpoints, ask informed questions and engage in balanced dialogue about religious, philosophical and ethical issues.

Assessment Technique	What this means
 Formative Assessment	Ongoing assessment throughout lessons. This includes opportunities such as: questioning, retrieval practice, and interactive activities. Teachers observe and assess in real-time and adapt accordingly.
 Summative Assessment	End of unit quiz to assess pupils knowledge and understanding. This helps teachers understand knowledge and skills over time.
 Written Outcomes	Learning is shown in different ways, including creative tasks, labelled drawings and, when needed, short pieces of written work.
 Pupil Voice	Our learning sequence encourages children to talk, reflect and explain their thinking. Teachers use these moments to check understanding through questioning, discussion and simple recorded responses.

Inclusion and Adaptation

At Littleton Green, we want every pupil to feel able to participate meaningfully in Religious Education.

High expectations are maintained for all pupils, while barriers related to language, reading, writing, communication, prior experience or confidence are addressed through adaptive teaching.

How We Adapt Religious Education for All Learners

RE lessons are structured so that every child can participate.

Support may include:

- explicit teaching and pre-teaching of subject-specific vocabulary;
- visual vocabulary, dual coding, photographs, artefacts and symbols;
- carefully selected or shortened source material where reading demand is not the core objective;
- teacher modelling of how to interpret a source or build a reasoned response;
- sentence stems and structured talk frames;
- paired rehearsal before whole-class discussion;
- audio, video and first-hand accounts to broaden access to lived experience;
- concept maps and comparison grids;
- flexible ways of recording, including oral explanation, diagrams, images, drama or presentation;
- clear ground rules for respectful discussion;
- additional processing time for complex or sensitive questions;
- targeted adult support that develops rather than replaces pupil independence.

Challenge is increased through **greater depth of interpretation, sophistication of connections, independence, source evaluation, recognition of nuance and quality of reasoning** rather than simply through more written work.

Sensitive and Controversial Issues

Religion and Worldviews may involve sensitive or controversial questions. Classrooms should be safe spaces for respectful enquiry. Teachers explicitly teach pupils how to disagree appropriately, distinguish between describing a worldview and endorsing it, and recognise that individuals within the same worldview may hold different positions.

Pupils should not be required to disclose personal religious beliefs or family practices. Personal reflection should be invited in ways that preserve pupil choice and dignity.

Pupil Voice



Cordell. Year R

"I made my 'Harvest Crown' to celebrate all the things that grow. We say thank you for the food we eat and nature."

Annabelle. Year 2

"My diva lamp will shine brightly for Diwalli and help lead the way. It reminds us that light is always stronger than darkness."

Delilah. Year 4

"Ganesh has an elephant's head because Shiva accidentally cut off his head, so he gave him an elephant's head instead. I think it shows that Ganesh is wise and strong."

Harry. Year 5

"During Harvest time, we bring in food to give to the food bank. In assembly, we sang songs and gave thanks for the food we eat."

Religious Education Unit Overview



Y1

How did the world begin?
What do some people believe God looks like?
What is God's job?
Why should we care for the world?
How do we know that new babies are special?
Why should we care for others?

Y2

Why do we need to give thanks?
Why is light important to people?
How do we know some people feel a special connection to a god?
What is a prophet?
How do some people talk to God?
Where do some people talk to God?

Y3

What makes us human?
Where do our morals come from?
Is scripture central to religion?
What happens if we do wrong?
Why is water symbolic?
Why is fire used ceremonially?

Y4

Are all religions equal?
What makes some texts sacred?
Just how important are our beliefs?
Who was Jesus really?
Why is the Bible the best-selling book of all time?
Does the language of scripture matter?

Y5

Why do people have to stand up for what they believe in?
Why doesn't Christianity always look the same?
What happens when we die? (Part 1)
What happens when we die? (Part 2)
Who should get to be in charge?
Why are some places in the world significant to believers?

Y6

Why does religion look different around the world?
Why is it better to be there in person?
Why is there suffering? (Part 1)
Why is there suffering? (Part 2)
What place does religion have in our world today?

Curriculum Design

Our Religion and Worldviews curriculum is designed to help pupils know more, understand more and think more deeply about the diverse religious and non-religious worldviews that shape people's lives. It is not designed simply as a sequence of festivals or isolated facts about religions. Instead, pupils build a connected understanding of important concepts and revisit them in increasingly complex contexts.





Three Types of Knowledge

Substantive Knowledge – Knowing About **-** Pupils develop secure knowledge of:

- beliefs;
- teachings;
- practices;
- sacred texts;
- rituals;
- places;
- symbols;
- communities;
- lived experiences.

This knowledge is organised through four broad conceptual areas:

- Beliefs
- Practices
- Wisdom and Morality
- Community and Belonging

These concepts recur across the curriculum, allowing pupils to make connections between different religions and worldviews.

Disciplinary Knowledge – Ways of Knowing **-** Pupils learn that religion and worldviews can be studied through different disciplinary lenses. They increasingly think like:

- theologians – exploring beliefs, teachings and questions about God;
- philosophers – considering meaning, truth, morality and ethical questions;
- historians – examining how beliefs and practices have developed over time;
- social scientists – exploring how religion and worldviews are lived by individuals and communities.

Pupils learn to use sources carefully, consider representation, identify similarities and differences and draw conclusions based on evidence.

Personal Knowledge – Knowing Yourself **-** Pupils are also encouraged to recognise that everyone has a personal worldview shaped by experiences, family, culture, beliefs and values.

They learn to:

- recognise their own starting points;
- reflect on their views;
- listen to others;
- distinguish between personal opinion and evidence;
- respond respectfully when others think differently.



Curriculum Design

A Spiral Curriculum

Learning is deliberately cumulative. Pupils revisit key concepts, religions, worldviews and big questions with:

- greater depth;
- broader vocabulary;
- more complex examples;
- greater diversity of perspectives;
- increasing independence;
- more sophisticated comparison and evaluation.

This reflects the spiral approach in which prior knowledge is used as the foundation for later learning rather than beginning again each year.

Breadth and Balance

Our curriculum reflects the requirement that religious traditions in Britain are principally Christian while also providing meaningful study of other major religious and non-religious worldviews. Pupils encounter Christianity alongside worldviews including:

- **Islam;**
- **Hinduism;**
- **Judaism;**
- **Sikhism;**
- **Buddhism;**
- **Humanism;**
- **and other worldviews** where appropriate to the unit or local context.

The emphasis is on depth rather than superficial coverage.



Lived Religion and Worldviews

We deliberately teach pupils that people belonging to the same religion or worldview may:

- interpret beliefs differently;
- practise in different ways;
- place different importance on traditions;
- be influenced by culture, geography, family and personal experience.

This prevents pupils from developing simplistic ideas such as "all Christians believe..." or "all Muslims do...".



Curriculum Design

Big Questions - Big questions provide coherence across the curriculum, including:

- Why are we here?
- What is religion?
- Why do worldviews change?
- How can worldviews be expressed?
- How do worldviews affect daily life?
- How can we live together when people have different worldviews?

These help pupils connect individual units to larger ideas about identity, meaning, purpose, truth, morality and belonging.

Cultural Capital - The curriculum broadens pupils' experiences through:

- significant people;
- religious and non-religious communities;
- sacred texts and artefacts;
- places of worship;
- visitors;
- local, national and global contexts;
- art, music, architecture and traditions associated with different worldviews.

Where possible, pupils encounter authentic voices and lived experiences, rather than relying solely on textbook descriptions.



PURPLE Values - RE supports pupils to be:

- **Proud –** confident in expressing informed ideas.
- **Unique –** recognising that each person has their own identity and worldview.
- **Reflective –** considering their own ideas and how these develop.
- **Positive –** approaching difficult questions with curiosity.
- **Loving –** respecting people whose beliefs and experiences differ from their own.
- **Empowered –** using knowledge and evidence to form thoughtful, informed responses.

British Values

RE makes a strong contribution to pupils' understanding of the fundamental British Values. Pupils learn to listen to and respect different viewpoints, understand that people have the individual liberty to hold different beliefs, explore how rules and laws can be influenced by values and faith, and take part in discussion and decision-making that reflects democracy. Through studying a range of religious and non-religious worldviews, pupils develop mutual respect and tolerance of different faiths and beliefs and learn how people can live together positively in a diverse society.

Progression of Knowledge and skills

Year 1					
	Skills		Knowledge		
	Disciplinary Talking about what they believe. Making links between religious and non-religious beliefs and practices. Talking about how beliefs can inspire people to do things. Exploring simple scripture quotes and considering how they might help people.	**Personal** Asking their own questions about the world around them. Talking about simple ideas and things that puzzle them about belief in God.	**Substantive** To know that people with similar worldviews often work together to care for the world and for others. To know that creation stories provide people with possible answers as to why we are here. To know that in some religions, followers believe in one supreme being or God who is loving. To know that there are different names for God.	**Disciplinary** To know stories, images and objects can help us learn about beliefs. To know that it is important to only use positive language when discussing others' beliefs.	**Personal** 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.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 1 How Did the World Begin?	Mutual respect and tolerance of different beliefs	L – LOVING *"I respect and love the diverse world that I live in. I respect and love all other people."*	God Brahman	belief believe Brahman Christian Christian Bible creation creator God Hindu idea Jewish proof religion respect scripture Torah worldview	**A local church visit to act out** The **Genesis creation story** **Artefact table** – images/models of: Hindu gods (e.g. Brahma) Religious books (Torah, Bible replicas)
	Oracy opportunities	Oracy focus: sharing opinions, listening and simple explanation Paired/group discussion to share opinions about How Did the World Begin? Retell or recount a key story/idea in sequence. Proof of listening: build on a partner's idea before adding your own.			
	Sentence stems	• I think that... • I agree with... • They are different because... is... and ... is • I know that...			
	End product	> **Create an artwork or model (painting, collage, drawing, mixed media)**			

Progression of Knowledge and skills

Year 1					
	Skills		Knowledge		
	Disciplinary Talking about what they believe. Talking about how beliefs can inspire people to do things. Making links between religious and non-religious beliefs and practices. Thinking about the meaning of what people do.	**Personal** Talking about simple ideas and things that puzzle them about belief in God. Expressing their own ideas and opinions based on personal experience and the beliefs of family members.	**Substantive** To know that some people believe God exists as a powerful, non-human being. To know that people have different ideas about the role of God. To know that some people believe that humans have a special relationship with God. To know that there are different ways to refer to and represent God.	**Disciplinary** To know there are different types of questions (e.g. those with simple factual answers and those with opinions or ideas). To know stories, images and objects can help us learn about beliefs.	**Personal** 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.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 2 What do some people believe God looks like?	Mutual respect and tolerance of those with different faiths and beliefs Pupils explore different beliefs about God (e.g. Christian, Hindu, Sikh, non-religious views). They learn that people may imagine or represent God differently and that all views should be respected. Links directly to teaching children to "respect and love the diverse world"	"I am Reflective. I learn from my mistakes and get better at things as a result." Pupils will be **reflective** by: Thinking carefully about **their own ideas** about what God might look like Comparing their ideas with **beliefs from different religions** Considering how and why **beliefs may change or differ** Responding to the big question: *"Can God be seen?"* *"Why do people have different ideas?"*	Jesus	Allah belief believe Brahman Christian Christian Bible Christmas creator God Hindu idea Jesus Muslim religion respect worldview	**Artefact exploration** Handle and discuss items such as: Hindu murtis (statues of deities) Christian crosses or icons Prayer beads Discuss: *Do these show what God looks like, or represent ideas about God?*
	Oracy opportunities	Oracy focus: sharing opinions, listening and simple explanation Paired/group discussion to share opinions about What do some people believe God looks like?. Retell or recount a key story/idea in sequence. Proof of listening: build on a partner's idea before adding your own.			
	Sentence stems	• I think that... • I agree with... • They are different because... is... and ... is • I know that...			
	End product	**>Create a Religious Art Gallery (Jesus in different cultures)**			

Progression of Knowledge and skills

Year 1					
	Skills		Knowledge		
	Disciplinary Talking about what their answer to a question is based on. Beginning to ask 'big' questions (e.g. Why are we here? What is real?). Thinking about the meaning of what people do. Talking about how beliefs can inspire people to do things.	**Personal** Talking about simple ideas and things that puzzle them about belief in God. Expressing their own ideas and opinions based on personal experience and the beliefs of family members.	**Substantive** To know that people have different ideas about the role of God. To know that there are different names for God. 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).	**Disciplinary** To know there are different types of questions (e.g. those with simple factual answers and those with opinions or ideas). To know we all notice different things in stories and sources.	**Personal** To know that it is natural for people to think and behave differently from one another. To know where some of their beliefs have come from.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 3 What is God's job?	**Mutual respect and tolerance of those with different faiths and beliefs** Pupils compare different beliefs about what God does and discuss them respectfully.	**REFLECTIVE** Pupils consider what they think God's role might be, compare ideas with religious teachings and reflect on whether their thinking changes.	**Jesus**	**Allah** belief Brahman Christian creator God guide Hindu Jewish miracle Muslim protector religion worship worldview	**Explore sacred texts, religious objects and the 99 names of Allah. Compare Jewish, Christian, Muslim, Hindu and Zoroastrian ideas about what God does. Invite a local faith visitor where possible.**
	Oracy opportunities	Oracy focus: sharing opinions, listening and simple explanation Paired/group discussion to share opinions about the big question. Retell or recount a key story/idea in sequence. Proof of listening: build on a partner's idea before adding your own.			
	Sentence stems	• I think that... • I agree with... • They are different because... is... and ... is • I know that...			
	End product	**Create a "God's Job" description: explain different roles attributed to God, include "Some people believe..." statements and add a personal reflection.**			

Progression of Knowledge and skills

Year 1					
	Skills		**Knowledge**		
	Disciplinary Making links between religious and non-religious beliefs and practices. Talking about how beliefs can inspire people to do things. Exploring simple scripture quotes and considering how they might help people. Talking about what they believe.	**Personal** Asking their own questions about the world around them. Talking about simple ideas and things that puzzle them about belief in God.	**Substantive** To know that people with similar worldviews often work together to care for the world and for others. To know that some stories may guide people to care for others. To know that some religious and non religious stories may guide people to care for animals and the planet. To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities.	**Disciplinary** To know stories, images and objects can help us learn about beliefs. To know that it is important to only use positive language when discussing others' beliefs.	**Personal** 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.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 4 Why should we care for the world?	Mutual respect and tolerance of those with different faiths and beliefs Pupils explore how different religions teach **care for the world (stewardship)** They learn that many faiths believe the world is special and should be **looked after** Encourages respect for: Religious views about creation Others' choices about caring for the environment	"I am Loving, I respect and love the diverse world that I live in."	**Noah**	belief Brahman Christian Christian Bible creation creator God Hindu Humanist important Jewish Muhammad quote religion responsibility scripture Torah worldview	**Visit (if possible)** Local park, nature area, or garden Observe nature Talk about responsibility and care Artefact table **Planting or growing activity** Pupils grow plants or care for class flowers Link to idea of humans caring for creation
	Oracy opportunities	Oracy focus: sharing opinions, listening and simple explanation Paired/group discussion to share opinions about Why should we care for the world?. Retell or recount a key story/idea in sequence. Proof of listening: build on a partner's idea before adding your own.			
	Sentence stems	• I think that... • I agree with... • They are different because... is... and ... is • I know that...			
	End product	**> "How can we care for the world?" piece** **Poster, booklet or simple explanation including:** **Ways to care for the world** **Links to beliefs (e.g. God created the world, so people should care for it)** **Personal actions pupils can take**			

Progression of Knowledge and skills

Year 1					
	Skills		Knowledge		
	Disciplinary Making links between religious and non-religious beliefs and practices. Talking about how beliefs can inspire people to do things. Talking about what they believe. Beginning to notice similarities and differences within and between religions and worldviews.	**Personal** Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Talking about simple ideas and things that puzzle them about belief in God.	**Substantive** To know that many people have special ceremonies when babies are born. To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. To know that baby welcoming ceremonies often include symbols and actions to show the baby's relationship with god. To know that some people believe that humans have a special relationship with God.	**Disciplinary** To know diversity is often evident in sources (e.g. different ways of welcoming babies). To know stories, images and objects can help us learn about beliefs.	**Personal** 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.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 5 How do we know that new babies are special?	Mutual respect and tolerance of those with different faiths and beliefs Pupils learn that different religions celebrate the birth of a baby in **different ways** (e.g. baptism, naming ceremonies). They understand that all families may mark new life differently. Promotes respect for: Religious traditions Personal and family beliefs	LOVING "I am Loving. I respect and love the diverse world that I live in. I respect and love all other people."	**Jesus**	Allah belief believe blessing Brahman ceremony Christian community creation God Hindu Humanist Jewish Muslim religion Sikh Trimurti worldview	Artefact table: Baptism from religions; Christianity, Hinduism, Judaism, Islam, Sikh, humanist DI Holt to visit – Bring artefacts related to baptism and discuss.
	Oracy opportunities	Oracy focus: sharing opinions, listening and simple explanation Paired/group discussion to share opinions about How do we know that new babies are special?. Retell or recount a key story/idea in sequence. Proof of listening: build on a partner's idea before adding your own.			
	Sentence stems	• I think that... • I agree with... • They are different because... is... and ... is • I know that...			
	End product	**Welcome New Baby task: Card for new baby**			

Progression of Knowledge and skills

Year 1					
	Skills		Knowledge		
	Disciplinary Exploring simple scripture quotes and considering how they might help people. Talking about how beliefs can inspire people to do things. Thinking about the meaning of what people do. Noticing differences and using respectful language to discuss them.	**Personal** Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Talking about simple ideas and things that puzzle them about belief in God.	**Substantive** To know that some stories may guide people to care for others. To know that there are different ways to refer to and represent God. To know that people have different ways of understanding God on earth (incarnation). To know that some religious and non-religious stories may guide people to care for animals and the planet.	**Disciplinary** To know diversity is often evident in sources (e.g. different ways of welcoming babies). To know stories, images and objects can help us learn about beliefs.	**Personal** 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.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 6 Why should we care for others?	**Mutual respect and tolerance** Explore how different religions and worldviews encourage kindness and care for people in need.	**EMPOWERED** Use skills and knowledge to choose practical ways to help others.	**Jesus**	**Allah** Christian God Humanist Jesus Jewish miracle Muslim responsibility Sikh Waheguru	**Visitor/real-life link: charity worker or community helper. Role-play caring choices; explore the Good Samaritan; complete a simple kindness challenge.**
	Oracy opportunities	Oracy focus: sharing opinions, listening and simple explanation Paired/group discussion to share opinions about Why should we care for others?. Retell or recount a key story/idea in sequence. Proof of listening: build on a partner's idea before adding your own.			
	Sentence stems	• I think that... • I agree with... • They are different because... is... and ... is • I know that...			
	End product	**Litter pick around school and create a class kindness charter: "We will care for others by..."**			

Progression of Knowledge and skills

Year 2					
	Skills		Knowledge		
	Disciplinary Making links between religious and non-religious beliefs, practices and symbols. Responding sensitively to people whose experiences are different to theirs. Explaining why some objects, places, practices and stories are important to people. Beginning to talk about why things are sometimes similar and sometimes different.	**Personal** Understanding that others may have different ideas from their own and responding respectfully. Asking questions about what puzzles them about religious and non-religious stories and texts they have read.	**Substantive** To know that people pray in different ways in different places. To know that some people talk to god in different ways and for different reasons. To know that books and stories can have different meaning to different people. To know that one reason religious followers worship is to show gratitude, say 'thank you', to God.	**Disciplinary** To know there are links between and within religious and non-religious beliefs and practices. To know stories, texts, images, artefacts and accounts can help us understand different beliefs.	**Personal** To know that it is important to respond respectfully to different beliefs. To know the links and comparisons between their own beliefs and those they are learning about.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 1 Why do we need to give thanks?	Mutual respect and tolerance of those with different faiths and beliefs Pupils learn that different religions **give thanks in different ways** (e.g. prayer, harvest festivals, rituals). They understand that gratitude is important across cultures and beliefs. Encourages respect for: Religious expressions of thankfulness Different traditions and practices	Reflective "I am Reflective. I learn from my mistakes and get better at things as a result." Pupils are reflective by: Thinking about **what they are thankful for** Considering **why people give thanks** Comparing their own experiences with **religious practices** Reflecting on questions such as: *Why is it important to say thank you?*	**Jesus**	Brahman church deity disciples express festival mandir murti prayer puja shrine symbol/symbolise temple worship value	Artefact Table: Basket of food. Prayer books Visit to St Thomas' (As previous years) Learn about **Harvest Festival** Taste or explore Harvest foods (bread and fruit) Practice hymns during lesson. Collect food for the food bank (whole school activity).
	Oracy opportunities	Oracy focus: questioning, building on ideas and comparison Paired/group discussion to compare ideas about Why do we need to give thanks?. Use a short show-and-tell style explanation of an artefact, symbol, image or idea. Ask a question to find out more, then build on a partner's response.			
	Sentence stems	• In my opinion... • I agree with... • They are similar because... • I know that...			
	End product	**Harvest Visit to Church (this group will have been last year on old curriculum) A year that has not been KS2 could go?**			

Progression of Knowledge and skills

Year 2					
	Skills		**Knowledge**		
Unit 2 Why is light important to people?	**Disciplinary** Understanding that some symbols (for example, light) have meaning beyond the literal. Explaining why some objects, places, practices and stories are important to people. Thinking about what people's actions can represent. Responding sensitively to people whose experiences are different to theirs.	**Personal** Understanding that others may have different ideas from their own and responding respectfully. Explaining why they feel something is right or wrong and comparing their ideas to others.	**Substantive** To know that values are what people see as important in life. To know that books and stories can have different meaning to different people. To know that a festival is celebrated by many people and happens regularly. To know that when some people talk to god they might use their body to show respect.	**Disciplinary** To know it is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview. To know we all have different ideas about what stories or sources might teach us.	**Personal** To know that it is important to respond respectfully to different beliefs. To know why some things might surprise or make them feel uncomfortable.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Mutual respect and tolerance Compare how religions use light as a symbol of hope, guidance and celebration.	**REFLECTIVE** Reflect on what light can mean and why it has different meanings for different people.	**Jesus**	**Diwali** festival Hanukkah prayer sacred symbol temple Advent Christingle	**Artefact table: Hindu, Christian and Jewish uses of candles/light. Explore Diwali, Hanukkah and Christingle; safe dark/light reflection; make diva lamps.**
	Oracy opportunities	Oracy focus: questioning, building on ideas and comparison Paired/group discussion to compare ideas about Why is light important to people? Use a short show-and-tell style explanation of an artefact, symbol, image or idea. Ask a question to find out more, then build on a partner's response.			
	Sentence stems	• In my opinion... • I agree with... • They are similar because... • I know that...			
	End product	**Make diva lamps and create a mini-Festival of Light, explaining what light can symbolise.**			

Progression of Knowledge and skills

Year 2					
	Skills		Knowledge		
	Disciplinary Thinking about what people's actions can represent. Asking questions about what other people think and do. Responding sensitively to people whose experiences are different to theirs. Explaining why some objects, places, practices and stories are important to people.	**Personal** Explaining why they feel something is right or wrong and comparing their ideas to others. Understanding that others may have different ideas from their own and responding respectfully.	**Substantive** To know that some people believe there are people who are chosen for a special purpose by God. 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. To know that within a community people have different values, ideas and beliefs.	**Disciplinary** To know we all have different ideas about what stories or sources might teach us. To know there are links between and within religious and non-religious beliefs and practices.	**Personal** To know why some things might surprise or make them feel uncomfortable. To know that it is important to respond respectfully to different beliefs.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 3 How do we know that some people feel a special connection to God?	Mutual respect and tolerance of those with different faiths and beliefs.	Reflective	**Guru Nanak**	avatar chosen deity Guru Old Testament prophet	• **Artefact exploration** Prayer mats, beads, religious symbols • **Video clips** Showing prayer/worship from different religions, stories mentioned. • **Quiet reflection activity** Create a calming space for thinking or "reflection time" • **Visitor (if possible)** Faith visitor explaining how they feel close to God • **Role-play / discussion** "How might someone feel when they are praying?"
	Oracy opportunities	Oracy focus: questioning, building on ideas and comparison Paired/group discussion to compare ideas about How do we know that some people feel a special connection to God?. Use a short show-and-tell style explanation of an artefact, symbol, image or idea. Ask a question to find out more, then build on a partner's response.			
	Sentence stems	• In my opinion... • I agree with... • They are similar because... • I know that...			
	End product	**Create a poster of how you connect with God (this could include visiting our prayer room in school) Make a display.**			

Progression of Knowledge and skills

Year 2					
	Skills		Knowledge		
	Disciplinary Explaining why some objects, places, practices and stories are important to people. 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). Suggesting what lessons or teachings they understand from stories.	**Personal** Asking questions about what puzzles them about religious and non-religious stories and texts they have read. Understanding that others may have different ideas from their own and responding respectfully.	**Substantive** To know that a prophet is someone who talks about God's plan or will. To know that books and stories can have different meaning to different people. To know that religious stories can help us to understand religious beliefs. To know that values are what people see as important in life.	**Disciplinary** To know we all have different ideas about what stories or sources might teach us. To know stories, texts, images, artefects and accounts can help us understand different beliefs.	**Personal** To know that it is important to respond respectfully to different beliefs. To know the links and comparisons between their own beliefs and those they are learning about.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 4 What is a prophet?	**Mutual respect and tolerance** Explore prophets from different religions respectfully.	**EMPOWERED** Use stories and evidence to explain why prophets are important to believers.	**Jesus, Moses, Jonah, Prophet Muhammad (pbuh), Guru Nanak**	**Guru** messenger prophet Qur'an value wisdom	**Explore and retell prophet stories through role-play/video. Compare what Jesus, Moses, Jonah, Muhammad (pbuh) and Guru Nanak teach and why they are significant.**
	Oracy opportunities	Oracy focus: questioning, building on ideas and comparison Paired/group discussion to compare ideas about What is a prophet?. Use a short show-and-tell style explanation of an artefact, symbol, image or idea. Ask a question to find out more, then build on a partner's response.			
	Sentence stems	• In my opinion... • I agree with... • They are similar because... • I know that...			
	End product	**Create a prophet profile/comparison: what a prophet is, what prophets teach and why their stories are important to believers.**			

Progression of Knowledge and skills

Year 2					
	Skills		Knowledge		
Unit 5 How do some people talk to God?	**Disciplinary** Beginning to talk about why things are sometimes similar and sometimes different. Responding sensitively to people whose experiences are different to theirs. Asking questions about what other people think and do. Thinking about what people's actions can represent.	**Personal** Understanding that others may have different ideas from their own and responding respectfully. Explaining how they have expressed their ideas through art.	**Substantive** To know that some people talk to god in different ways and for different reasons. To know that when some people talk to god they might use their body to show respect. To know that people pray in different ways in different places. To know that prayer means communicating with God.	**Disciplinary** To know we all have different ideas about what stories or sources might teach us. To know stories, texts, images, artefacts and accounts can help us understand different beliefs.	**Personal** To know that it is important to respond respectfully to different beliefs. To know the links and comparisons between their own beliefs and those they are learning about.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Mutual respect and tolerance of those with different faiths and beliefs	REFLECTIVE	**Prophet Muhammad (pbuh)**	avatar deity murti prayer puja Qur'an shrine Torah	• **Artefact exploration** Prayer mats, rosary beads, candles • **Video clips** Showing prayer in different religions • **Class experiences** Try a quiet reflection moment Explore different ways of communicating (spoken, silent) • **Visitor (if possible)** Faith visitor explaining how they pray • **Discussion activities** "Why do people talk to God?" "Do you have to speak to communicate?"
	Oracy opportunities	Oracy focus: questioning, building on ideas and comparison Paired/group discussion to compare ideas about How do some people talk to God?. Use a short show-and-tell style explanation of an artefact, symbol, image or idea. Ask a question to find out more, then build on a partner's response.			
	Sentence stems	• In my opinion... • I agree with... • They are similar because... • I know that...			
	End product	**Create a poster to display all of the different ways people talk to God.**			

Progression of Knowledge and skills

Year 2					
	Skills		Knowledge		
	Disciplinary Beginning to talk about why things are sometimes similar and sometimes different. Explaining why some objects, places, practices and stories are important to people. Asking questions about what other people think and do. Thinking about what people's actions can represent.	**Personal** Understanding that others may have different ideas from their own and responding respectfully. Explaining why they feel something is right or wrong and comparing their ideas to others.	**Substantive** 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. To know that some people believe that God has made a promise between himself and his people. To know that some people believe there are people who are chosen for a special purpose by God.	**Disciplinary** To know stories, texts, images, artefacts and accounts can help us understand different beliefs. To know we all have different ideas about what stories or sources might teach us.	**Personal** To know that it is important to respond respectfully to different beliefs. To know why some things might surprise or make them feel uncomfortable.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 6 Where do some people talk to God?	**Mutual respect and tolerance** Respect different places and ways of prayer and worship.	**LOVING** Value places that help people feel safe, calm, connected and part of a community.	**Guru Nanak**	**church** mosque mandir synagogue gurdwara prayer worship sacred community mihrab murti	**Visit or virtually tour places of worship. Explore key artefacts/features, then create and label a classroom "mini place of worship".**
	Oracy opportunities	Oracy focus: questioning, building on ideas and comparison Paired/group discussion to compare ideas about Where do some people talk to God?. Use a short show-and-tell style explanation of an artefact, symbol, image or idea. Ask a question to find out more, then build on a partner's response.			
	Sentence stems	• In my opinion... • I agree with... • They are similar because... • I know that...			
	End product	**Design and label a mini place of worship, explaining how key features support prayer, worship and community.**			

Progression of Knowledge and skills

Year 3					
	Skills		Knowledge		
	Disciplinary Explaining links between religious and non-religious practices and their significance. Exploring how language may have special religious meaning and convey beliefs and teachings. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Asking questions about what others think and do and how they show their beliefs.	**Personal** Presenting different views thoughtfully and creatively, using evidence from learning. Thinking about their own ideas about God in light of their learning, experiences and discussions.	**Substantive** To know that religious and non-religious people have ideas about the relationship between God and humans. To know that the teachings of a religious or non-religious worldview often link with a follower's life choices. To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others. To know that rituals are a way of expressing beliefs and ideas about God.	**Disciplinary** To know different sources of evidence can provide different insights into beliefs and practices. To know our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences.	**Personal** To know that their own thoughts, ideas and opinions may be influenced by what they learn. To know that what they believe influences how they think about new content.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 1 What makes us human?	Mutual respect and tolerance of those with different faiths and beliefs	REFLECTIVE	**Siddhartha Gautama (the Buddha)**	soul spirituality identity Humanist Buddhist meditation belief inner self	**Class discussions / philosophy circle** "What makes us human?" "Are we more than our bodies?" **Scenario-based activities** Exploring emotions, choices and identity **Stories from different worldviews** Highlighting values and beliefs about humans **Reflection activities** Quiet thinking time Drawing or writing personal ideas **Video clips** Exploring beliefs about what makes humans unique
	Oracy opportunities	Oracy focus: discussion leadership, summarising and expert talk Chair a small-group discussion around What makes us human?. Take on an expert/storyteller role to explain one viewpoint or source. Summarise the discussion, identifying agreement and difference.			
	Sentence stems	• My view is... • Building on what you are saying... • They are different because... is... and ... is • It reminds me of...			
	End product	**Create a self-portrait – split into two sides. Make one side what we look like on the outside and on the other what we feel/think inside – kindness, thoughts, choices, beliefs etc..**			

Progression of Knowledge and skills

Year 3					
	Skills		Knowledge		
	Disciplinary Showing respect when hearing about other people's beliefs. Exploring scripture and stories to understand how different people might interpret them. Comparing and contrasting stories or teachings from different religions to identify common themes. Explaining links between religious and non-religious practices and their significance.	**Personal** Discussing their own and others' ideas about deciding what is right and wrong. Thinking about their own ideas about God in light of their learning, experiences and discussions.	**Substantive** To know that morals are our thinking about what is right and wrong. To know that many factors affect our morals and life choices. To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others. To know that people's views about what is right and wrong change over time and place.	**Disciplinary** To know that questioning can help to explore big questions. To know some reasons for similarities and differences within and between religions and worldviews.	**Personal** To know they have an individual perspective. To know that what they believe influences how they think about new content.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 2 Where do our morals come from?	Individual liberty and mutual respect and tolerance	REFLECTIVE	**Moses**	morals moral code Golden Rule consequence forgiveness commandments guidance right wrong values	**Moral dilemma discussions** "What would you do?" scenarios **Golden Rule comparison** Explore across religions **Story exploration** Religious and modern stories showing moral choices **Role-play activities** Acting out right/wrong decisions **Class debate** "Do our morals come from God or people?"
	Oracy opportunities	Oracy focus: discussion leadership, summarising and expert talk Chair a small-group discussion around Where do our morals come from?. Take on an expert/storyteller role to explain one viewpoint or source. Summarise the discussion, identifying agreement and difference.			
	Sentence stems	• My view is... • Building on what you are saying... • They are different because... is... and ... is • It reminds me of...			
	End product	**Create a class moral code or ethical guide explaining where moral ideas can come from and how they can guide choices.**			

Progression of Knowledge and skills

Year 3					
	Skills		Knowledge		
	Disciplinary Exploring scripture and stories to understand how different people might interpret them. Using different sources of evidence to build ideas about a concept. Exploring how language may have special religious meaning and convey beliefs and teachings. Comparing and contrasting teachings from different religions.	Personal Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	Substantive To know that the way scriptures are used and treated can reflect beliefs about their importance. To know that religious texts can provide guidance and insight about how to live. To know that different worldviews use and value scripture in different ways. To know that scripture can be interpreted in more than one way.	Disciplinary To know that different sources of evidence can provide different insights into beliefs and practices. To know sources can be interpreted differently depending on a person's worldview. To know that factual, respectful language is important when discussing worldviews.	Personal To know that what they believe can influence how they think about new content. To know they have an individual perspective.
	British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Unit 3 Is scripture central to religion?	**Mutual respect and tolerance** Compare how different worldviews use and value scripture respectfully.	**REFLECTIVE** Consider why sacred texts matter to believers and reflect on different interpretations.	**Guru Nanak**	**scripture** sacred revelation prophet Torah Bible Qur'an Guru Granth Sahib Vedas interpretation	**Handle or view sacred-text artefacts respectfully; compare scrolls/books, recitation and treatment of texts; virtual place-of-worship links.**
	Oracy opportunities	Oracy focus: discussion leadership, summarising and expert talk Chair a small-group discussion around Is scripture moral to religion?. Take on an expert/storyteller role to explain one viewpoint or source. Summarise the discussion, identifying agreement and difference.			
	Sentence stems	• My view is... • Building on what you are saying... • They are different because... is... and ... is • It reminds me of...			
	End product	**Create a "Sacred Text Museum" guide explaining how and why different scriptures are used, treated and valued.**			

Progression of Knowledge and skills

Year 3					
	Skills		Knowledge		
	Disciplinary 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.	**Personal** Discussing their own and others' ideas about deciding what is right and wrong. Discussing their own views about belonging, meaning, purpose and truth.	**Substantive** To know that morals are our thinking about what is right and wrong. To know that people's views about what is right and wrong change over time and place. To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself. To know that soul means a person's spiritual and emotional sense of identity.	**Disciplinary** To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 4 What happens if we do wrong?	**Rule of Law and Individual Liberty** Explore rules, choices, consequences and forgiveness across worldviews.	**REFLECTIVE** Reflect on mistakes, consequences, repentance and how people may choose to make amends.	**Moses**	**wrongdoing** sin forgiveness repentance consequence judgement responsibility commandment Yom Kippur	**Use moral-dilemma scenarios; explore the Ten Commandments, prayer for forgiveness and Yom Kippur through age-appropriate sources.**
	Oracy opportunities	Oracy focus: discussion leadership, summarising and expert talk Chair a small-group discussion around What happens if we do wrong?. Take on an expert/storyteller role to explain one viewpoint or source. Summarise the discussion, identifying agreement and difference.			
	Sentence stems	• My view is... • Building on what you are saying... • They are different because... is... and ... is • It reminds me of...			
	End product	**Create a decision pathway or case study showing wrongdoing, consequences, forgiveness and different worldview responses.**			

Progression of Knowledge and skills

Year 3					
	Skills		Knowledge		
Unit 5 Why is water symbolic?	**Disciplinary** Recognising some common religious symbols, such as light, water and fire, and considering what they represent beyond the literal. Exploring scripture and stories to understand how different people might interpret them. Asking questions about what others think and do and how they show their beliefs. Discussing how various sources provide different pieces of information.	**Personal** Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	**Substantive** To know that ceremonies involving water and fire are important occasions for some communities. To know that water is often used in ceremonies and rituals to symbolise cleansing and purity. To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself. To know that soul means a person's spiritual and emotional sense of identity.	**Disciplinary** To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Mutual respect and tolerance Respect different meanings attached to water in religious ceremonies.	**REFLECTIVE** Reflect on why one symbol can have different meanings in different traditions.	**Jesus**	**baptism** wudu purity cleansing ritual symbol sacred ceremony water	**Compare baptism and wudu through artefacts, images or video; visit/virtually tour a church or mosque where possible.**
	Oracy opportunities	Oracy focus: discussion leadership, summarising and expert talk Chair a small-group discussion around Why is water symbolic?. Take on an expert/storyteller role to explain one viewpoint or source. Summarise the discussion, identifying agreement and difference.			
	Sentence stems	• My view is... • Building on what you are saying... • They are different because... is... and ... is • It reminds me of...			
	End product	**Create a comparison display explaining how water is used symbolically in at least two religious practices, such as baptism and wudu.**			

Progression of Knowledge and skills

Year 3					
	Skills		Knowledge		
	Disciplinary 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.	**Personal** Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	**Substantive** To know that candles or flames are sometimes used as a sign of remembrance. To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance. To know that prayer, meditation and rituals are used to connect spiritually. To know that water is often used in ceremonies and rituals to symbolise cleansing and purity.	**Disciplinary** To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 6 Why is fire used ceremonially?	**Mutual respect and tolerance** Explore different ceremonial uses of fire without ranking beliefs.	**REFLECTIVE** Reflect on fire as a symbol of purity, remembrance and hope.	**Jesus**	**fire** flame purity remembrance ceremony ritual symbol Easter Zoroastrian	**Safe candle/LED-light exploration; compare remembrance, Easter and Zoroastrian uses of flame through images, stories and discussion.**
	Oracy opportunities	Oracy focus: discussion leadership, summarising and expert talk Chair a small-group discussion around Why is fire used ceremonially?. Take on an expert/storyteller role to explain one viewpoint or source. Summarise the discussion, identifying agreement and difference.			
	Sentence stems	• My view is... • Building on what you are saying... • They are different because... is... and ... is • It reminds me of...			
	End product	**Create a comparative exhibition explaining how fire can symbolise purity, remembrance or hope in different ceremonies.**			

Progression of Knowledge and skills

Year 4					
	Skills		Knowledge		
	Disciplinary Exploring similarities and differences within and between religions and worldviews. Comparing and contrasting stories or teachings from different religions to identify common themes. Exploring scripture and stories to understand how different people might interpret them. Asking questions about what others think and do and how they show their beliefs.	**Personal** Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	**Substantive** To know that there are historical links and connections between religions. To know that people from different religions believe some of the same things. To know that religious and non-religious worldviews change over time for individuals and groups. To know that organised and personal religious beliefs change and develop over time.	**Disciplinary** To know some reasons for similarities and differences within and between religions and worldviews. To know the importance of asking questions respectfully.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 1 Are all religions equal?	**Mutual respect and tolerance** Recognise common beliefs as well as important differences between religions.	**LOVING and UNIQUE** Value diverse worldviews while recognising that communities may share ideas.	**Guru Nanak**	**religion** worldview equality diversity harmony community belief Bahá'í Sikh Hindu Muslim	**Create an interfaith map/timeline; explore local faith communities and examples of cooperation between different groups.**
	Oracy opportunities	Oracy focus: evidence, probing questions and purposeful talk Use talk for a specific purpose to explain or persuade around Are all religions equal?. Peer-teach a key concept using evidence from a source. Collaboratively compare interpretations and respond to peer feedback.			
	Sentence stems	• I understand your point of view but / however... • One similarity/difference is... • Building on what you are saying... • As a result...			
	End product	**Create an interfaith harmony charter or presentation explaining similarities, differences and how different religions can live well together.**			

Progression of Knowledge and skills

Year 4					
	Skills		Knowledge		
	Disciplinary 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.	**Personal** Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	**Substantive** To know that religious texts contain different types of writings. To know that holy means divine, sacred or connected to God. To know that organised and personal religious beliefs change and develop over time. To know that religious and non-religious worldviews change over time for individuals and groups.	**Disciplinary** To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 2 What makes some texts sacred?	**Mutual respect and tolerance** Understand why different communities treat sacred texts in different ways.	**REFLECTIVE** Reflect on why a text can be sacred or authoritative to some people.	**Siddhartha Gautama (the Buddha)**	**sacred** scripture canon revelation Torah Bible Qur'an Guru Granth Sahib Vedas guidance	**Compare sacred-text artefacts/copies and how they are stored, read or recited; use a virtual museum/place-of-worship visit.**
	Oracy opportunities	Oracy focus: evidence, probing questions and purposeful talk Use talk for a specific purpose to explain or persuade around What makes some texts sacred?. Peer-teach a key concept using evidence from a source. Collaboratively compare interpretations and respond to peer feedback.			
	Sentence stems	• I understand your point of view but / however... • One similarity/difference is... • Building on what you are saying... • As a result...			
	End product	**Create a sacred-text museum exhibit explaining what makes a text sacred and how it guides or supports believers.**			

Progression of Knowledge and skills

Year 4					
	Skills		Knowledge		
	Disciplinary Asking questions about what others think and do and how they show their beliefs. Showing respect when hearing about other people's beliefs. Beginning to discussing their own and others' spiritual experiences and beliefs. Recognise similarities in concepts and beliefs even when practices and expressions differ.	**Personal** Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	**Substantive** To know that being part of a community with similar beliefs is important to some people. To know that for some people outward expressions of belief are important for a sense of belonging. To know that the language used during worship and prayer is important for some people when connecting with their community. To know that organised and personal religious beliefs change and develop over time.	**Disciplinary** To know that it is important to express factual information about different worldviews, rather than opinion. To know different sources of evidence can provide different insights into beliefs and practices.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 3 Just how important are our beliefs?	**Individual Liberty and Mutual Respect** Explore how people choose to show commitment while respecting different practices.	**EMPOWERED** Consider how beliefs can guide difficult choices and sustained commitments.	**Guru Nanak**	**commitment** sacrifice fasting Lent Ramadan Zakat halal kosher Khalsa tradition	**Explore fasting, charity, diet and initiation through case studies; compare how commitment may look different across traditions.**
	Oracy opportunities	Oracy focus: evidence, probing questions and purposeful talk Use talk for a specific purpose to explain or persuade around Just how important are our beliefs?. Peer-teach a key concept using evidence from a source. Collaboratively compare interpretations and respond to peer feedback.			
	Sentence stems	• I understand your point of view but / however... • One similarity/difference is... • Building on what you are saying... • As a result...			
	End product	**Create a commitment case-study exhibition showing different ways people demonstrate commitment through practice, sacrifice or service.**			

Progression of Knowledge and skills

Year 4					
	Skills		Knowledge		
	Disciplinary 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.	**Personal** Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	**Substantive** To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance. To know that religious and non-religious worldviews change over time for individuals and groups. To know that organised and personal religious beliefs change and develop over time. To know that people from different religions believe some of the same things.	**Disciplinary** To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 4 Who was Jesus really?	**Mutual respect and tolerance** Consider Christian, Jewish and historical perspectives about Jesus respectfully.	**REFLECTIVE** Weigh evidence and reflect on why people reach different conclusions about Jesus.	**Jesus**	**Jesus** Messiah resurrection crucifixion prophecy radical disciple Gospel Christian Jewish	**Compare Gospel passages, artwork and historical sources; use an evidence table to distinguish belief, interpretation and historical claim.**
	Oracy opportunities	Oracy focus: evidence, probing questions and purposeful talk Use talk for a specific purpose to explain or persuade around Who was Jesus really? Peer-teach a key concept using evidence from a source. Collaboratively compare interpretations and respond to peer feedback.			
	Sentence stems	• I understand your point of view but / however... • One similarity/difference is... • Building on what you are saying... • As a result...			
	End product	**Create an evidence-based profile answering "Who was Jesus really?" using religious and historical perspectives.**			

Progression of Knowledge and skills

Year 4					
	Skills		Knowledge		
	Disciplinary 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.	**Personal** Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	**Substantive** To know that practices change over time. To know why the Bible has a significant role in public life in many countries, including the UK. To know that the ways scriptures are read and used changes over time. To know that organised and personal religious beliefs change and develop over time.	**Disciplinary** 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 importance of asking questions respectfully.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 5 Why is the Bible the best-selling book of all time?	**Mutual respect and tolerance** Understand why the Bible is important to many people while respecting other sacred texts.	**EMPOWERED** Use evidence to explain the Bible's influence and significance.	**Jesus**	**Bible** Old Testament New Testament scripture Gospel letter poetry history translation canon	**Compare different Bibles, genres and translations; explore the Bible's role in public life, art, literature and culture.**
	Oracy opportunities	Oracy focus: evidence, probing questions and purposeful talk Use talk for a specific purpose to explain or persuade around Why is the Bible the best-selling book of all time?. Peer-teach a key concept using evidence from a source. Collaboratively compare interpretations and respond to peer feedback.			
	Sentence stems	• I understand your point of view but / however... • One similarity/difference is... • Building on what you are saying... • As a result...			
	End product	**Create a timeline or guide explaining the Bible's structure, development, use and cultural significance.**			

Progression of Knowledge and skills

Year 4					
	Skills		**Knowledge**		
	Disciplinary Exploring scripture and stories to understand how different people might interpret them. Exploring how language may have special religious meaning and convey beliefs and teachings. Considering how different sources of information can help answer specific questions. Asking questions about what others think and do and how they show their beliefs.	**Personal** Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.	**Substantive** To know that the language used during worship and prayer is important for some people when connecting with their community. To know that religious and non-religious worldviews change over time for individuals and groups. To know that organised and personal religious beliefs change and develop over time. To know that people from different religions believe some of the same things.	**Disciplinary** To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	**Personal** To know that what they believe influences how they think about new content. To know they have an individual perspective.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 6 Does the language of scripture matter?	**Mutual respect and tolerance** Respect why original languages and translations matter to different communities.	**REFLECTIVE** Reflect on how translation and interpretation can affect meaning.	**Prophet Muhammad (pbuh)**	**Classical Arabic** Biblical Hebrew translation interpretation recitation scripture Qur'an Torah sacred language	**Listen to respectful examples of recitation; compare scripts and translated extracts; explore how language is used in worship.**
	Oracy opportunities	Oracy focus: evidence, probing questions and purposeful talk Use talk for a specific purpose to explain or persuade around Does the language of scripture matter?. Peer-teach a key concept using evidence from a source. Collaboratively compare interpretations and respond to peer feedback.			
	Sentence stems	• I understand your point of view but / however... • One similarity/difference is... • Building on what you are saying... • As a result...			
	End product	**Create a comparison explaining why original languages matter and how translation can influence interpretation of scripture.**			

Progression of Knowledge and skills

Year 5					
	Skills		Knowledge		
Unit 1 Why doesn't Christianity always look the same?	**Disciplinary** Asking challenging questions and reflecting on the origins of their questions. 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.	**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.	**Substantive** To know the meaning 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.	**Disciplinary** To know that some answers to questions can change over time and reflect on why this might be the case. To know a person's perspective influences how they interpret sources of evidence.	**Personal** To know that their beliefs can affect how they interpret evidence and content. To know that different perspectives can lead to different interpretations.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Mutual respect and tolerance Recognise diversity within Christianity rather than treating Christians as one identical group.	**UNIQUE and REFLECTIVE** Value different expressions of shared beliefs and reflect on why practices vary.	**Jesus**	**Christianity** denomination Trinity Pentecost worship tradition culture interpretation Catholic Orthodox Protestant	**Map Christian communities around the world; compare church buildings, worship, artwork and dress from different contexts.**
	Oracy opportunities	Oracy focus: debate, perspective-taking and sustained listening Hold a structured debate about Why doesn't Christianity always look the same?. Interview or question an expert/role-played viewpoint to deepen understanding. Present a short evidence-based report or conclusion to the class.			
	Sentence stems	• An argument for/against is ... because... • Perhaps some people would argue... • However, they also differ in some ways because... • After hearing all the evidence...			
	End product	**Create a world Christianity gallery showing how shared beliefs can be expressed differently through worship, buildings, art and tradition.**			

Progression of Knowledge and skills

Year 5					
	Skills		**Knowledge**		
Unit 2 Why do people have to stand up for what they believe in?	**Disciplinary** Analysing events and issues and how these might impact people's lives. Explaining why interpretations of scripture and stories vary among different people. Identifying key information from a broad range of sources independently. Asking challenging questions and reflecting on the origins of their questions.	**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.	**Substantive** 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 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 some people believe in God, who may judge their actions when they die.	**Disciplinary** To know that some answers to questions can change over time and reflect on why this might be the case. To know a person's perspective influences how they interpret sources of evidence.	**Personal** To know that their beliefs can affect how they interpret evidence and content. To know that different perspectives can lead to different interpretations.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Individual Liberty, Rule of Law and Mutual Respect Explore freedom of religion or belief and the right to express beliefs safely.	**EMPOWERED** Learn how people have shown courage and resilience when defending religious freedom.	**Guru Hargobind**	**religious freedom** persecution protest protected characteristic belief liberty rights courage Guru Hargobind	**Use historical and modern case studies of religious freedom; link to protected characteristics and respectful civic participation.**
	Oracy opportunities	Oracy focus: debate, perspective-taking and sustained listening Hold a structured debate about Why do people have to stand up for what they believe in?. Interview or question an expert/role-played viewpoint to deepen understanding. Present a short evidence-based report or conclusion to the class.			
	Sentence stems	• An argument for/against is ... because... • Perhaps some people would argue... • However, they also differ in some ways because... • After hearing all the evidence...			
	End product	**Create and present a campaign speech/poster explaining why freedom of religion or belief matters, supported by a case study.**			

Progression of Knowledge and skills

Year 5					
	Skills		Knowledge		
Unit 3 What happens when we die? (part 1)	**Disciplinary** Asking challenging questions and reflecting on the origins of their questions. 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.	**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.	**Substantive** 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 the meaning of atheist, agnostic and theist. To know that some people believe in life after death and others may believe death is the end of our life in any form.	**Disciplinary** To know that some answers to questions can change over time and reflect on why this might be the case. To know a person's perspective influences how they interpret sources of evidence.	**Personal** To know that their beliefs can affect how they interpret evidence and content. To know that different perspectives can lead to different interpretations.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Mutual respect and tolerance Discuss beliefs about death sensitively and without assuming everyone believes the same.	**REFLECTIVE and LOVING** Respond thoughtfully to different beliefs and to the feelings of people who grieve.	**Jesus**	**afterlife** soul judgement heaven hell resurrection funeral grief eternity	**Explore funeral practices and sources of wisdom sensitively; compare how beliefs about death can influence how people live.**
	Oracy opportunities	Oracy focus: debate, perspective-taking and sustained listening Hold a structured debate about What happens when we die? (part 1). Interview or question an expert/role-played viewpoint to deepen understanding. Present a short evidence-based report or conclusion to the class.			
	Sentence stems	• An argument for/against is ... because... • Perhaps some people would argue... • However, they also differ in some ways because... • After hearing all the evidence...			
	End product	**Create a sensitive comparison guide showing different beliefs about what happens when we die and how these beliefs influence practices.**			

Progression of Knowledge and skills

Year 5					
	Skills		Knowledge		
Unit 4 What happens when we die? (part 2)	**Disciplinary** Asking challenging questions and reflecting on the origins of their questions. 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.	**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.	**Substantive** 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 the meaning of atheist, agnostic and theist. To know that some people believe in life after death and others may believe death is the end of our life in any form.	**Disciplinary** To know that some answers to questions can change over time and reflect on why this might be the case. To know a person's perspective influences how they interpret sources of evidence.	**Personal** To know that their beliefs can affect how they interpret evidence and content. To know that different perspectives can lead to different interpretations.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Mutual respect and tolerance Compare beliefs about reincarnation and non-religious views respectfully.	**REFLECTIVE** Reflect on how beliefs about death and rebirth can shape choices and actions.	**Kisa Gotami**	**reincarnation** samsara moksha karma nirvana cremation rebirth Humanist Buddhist Hindu	**Compare Hindu, Sikh, Buddhist and Humanist sources; explore the story of Kisa Gotami and symbolic funeral practices.**
	Oracy opportunities	Oracy focus: debate, perspective-taking and sustained listening Hold a structured debate about What happens when we die? (part 2). Interview or question an expert/role-played viewpoint to deepen understanding. Present a short evidence-based report or conclusion to the class.			
	Sentence stems	• An argument for/against is ... because... • Perhaps some people would argue... • However, they also differ in some ways because... • After hearing all the evidence...			
	End product	**Create a concept map comparing reincarnation, afterlife and Humanist perspectives, with evidence from the worldviews studied.**			

Progression of Knowledge and skills

Year 5					
	Skills		Knowledge		
	Disciplinary Asking challenging questions and reflecting on the origins of their questions. 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.	**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.	**Substantive** To know the meaning 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.	**Disciplinary** To know that some answers to questions can change over time and reflect on why this might be the case. To know a person's perspective influences how they interpret sources of evidence.	**Personal** To know that their beliefs can affect how they interpret evidence and content. To know that different perspectives can lead to different interpretations.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 5 Who should get to be in charge?	**Democracy, Rule of Law and Individual Liberty** Compare ways leaders gain authority and how communities make decisions.	**EMPOWERED** Evaluate qualities of responsible leadership and justify choices.	**Guru Nanak**	**authority** leadership democracy anointed succession guru community responsibility justice	**Compare leadership in religious communities with civic democracy; hold a structured class debate or leadership-selection activity.**
	Oracy opportunities	Oracy focus: debate, perspective-taking and sustained listening Hold a structured debate about Who should get to be in charge?. Interview or question an expert/role-played viewpoint to deepen understanding. Present a short evidence-based report or conclusion to the class.			
	Sentence stems	• An argument for/against is ... because... • Perhaps some people would argue... • However, they also differ in some ways because... • After hearing all the evidence...			
	End product	**Hold a leadership debate and create criteria for a fair and responsible leader, comparing religious and civic forms of authority.**			

Progression of Knowledge and skills

Year 5					
	Skills		Knowledge		
	Disciplinary Asking challenging questions and reflecting on the origins of their questions. 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.	**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.	**Substantive** To know that some people may find religious spaces significant even if they are not part of that religion. To know that in some times and places people did not or do not have religious freedom. To know that some places are valued by certain people due to things that have happened there. To know that some places are of particular significance due to historical, cultural and geographical reasons.	**Disciplinary** To know that some answers to questions can change over time and reflect on why this might be the case. To know a person's perspective influences how they interpret sources of evidence.	**Personal** To know that their beliefs can affect how they interpret evidence and content. To know that different perspectives can lead to different interpretations.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 6 Why are some places in the world significant to believers?	**Mutual respect and tolerance** Understand why different places are significant to different believers.	**LOVING and REFLECTIVE** Respect people's connection to sacred places and reflect on why places matter.	**Guru Nanak**	**pilgrimage** significant sacred Makkah Jerusalem River Ganges Harmandir Sahib shrine community	**Use a digital world map and virtual tours of significant places; compare historical, geographical and religious reasons for significance.**
	Oracy opportunities	Oracy focus: debate, perspective-taking and sustained listening Hold a structured debate about Why are some places in the world significant to believers?. Interview or question an expert/role-played viewpoint to deepen understanding. Present a short evidence-based report or conclusion to the class.			
	Sentence stems	• An argument for/against is ... because... • Perhaps some people would argue... • However, they also differ in some ways because... • After hearing all the evidence...			
	End product	**Create an annotated world map explaining why selected places are significant to believers and how pilgrimage strengthens belonging.**			

Progression of Knowledge and skills

Year 6					
	Skills		Knowledge		
Unit 1 Why does religion look different around the world? (Part 1)	Disciplinary Making connections between religious and non-religious traditions, beliefs and practices. Identifying key information from a broad range of sources independently. Recognising how historical and cultural context can influence meaning. Explaining why interpretations and practices vary among people.	Personal Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Considering the thoughts, feelings, experiences, beliefs and values of others.	Substantive To know that people from the same organised worldview may hold key beliefs but interpret and express them differently. To know that practices can be influenced by culture, tradition, geography and history. To know there are many reasons for taking part in religious practices, including belief, culture and tradition. To know shared practices can demonstrate belonging.	Disciplinary To know a person's perspective influences how they interpret sources of evidence. To know a variety of sources is needed for a well-rounded representation of beliefs and practices.	Personal To know that beliefs can affect how people interpret evidence and content. To know that different perspectives can lead to different interpretations.
	British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
	Mutual respect and tolerance Recognise diversity within the same religion and avoid stereotypes.	**UNIQUE** Value different expressions of belief shaped by culture, history and tradition.	**Prophet Muhammad (pbuh)**	**worldview** tradition culture geography interpretation Sunni Shi'a Orthodox Reform identity	**Map examples of Abrahamic practice around the world; compare worship, dress and customs using varied sources.**
	Oracy opportunities	Oracy focus: reasoned argument, evidence and fluent presentation Give a reasoned speech or debate response to the big question, citing evidence. Interview and be interviewed from contrasting worldview perspectives. Teach or mentor others by explaining the key concept clearly and responding to questions.			
	Sentence stems	• Given that ... • Perhaps some people would argue... • However, I would point out... • Taking everything into account...			
	End product	**Create a world comparison map showing how Abrahamic religious practices vary across cultures and explaining reasons for those differences.**			

Progression of Knowledge and skills

Year 6					
	Skills		Knowledge		
Unit 2 Why does religion look different around the world? (Part 2)	Disciplinary Making connections between religious and non-religious traditions, beliefs and practices. Synthesising information from different sources to suggest ideas about beliefs. Recognising how historical and cultural context can influence meaning. Appreciating diversity within religions and worldviews.	Personal Making links and comparisons between their own and others' views. Using creativity to present their own and others' ideas, explaining their choices.	Substantive To know that people from the same worldview may practise differently. To know some practices are influenced by family, culture, tradition and location. To know shared practices can be important for belonging. To know practices and interpretations can change over time.	Disciplinary To know some evidence has limitations. To know neutral language is essential when discussing observations without judgement or bias.	Personal To know that their worldview can change and evolve in response to learning and experiences. To know different perspectives can lead to different interpretations.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Mutual respect and tolerance Recognise diversity within Dharmic traditions and respect different practices.	**UNIQUE and REFLECTIVE** Explore how family, culture, tradition and location influence practice.	**Guru Nanak and Siddhartha Gautama**	**Dharmic** Hindu Sikh Buddhist tradition culture practice interpretation deity belonging	**Compare artefacts, images and case studies from Hindu, Sikh and Buddhist communities in different countries and contexts.**
	Oracy opportunities	Oracy focus: reasoned argument, evidence and fluent presentation Give a reasoned speech or debate response to the big question, citing evidence. Interview and be interviewed from contrasting worldview perspectives. Teach or mentor others by explaining the key concept clearly and responding to questions.			
	Sentence stems	• Given that ... • Perhaps some people would argue... • However, I would point out... • Taking everything into account...			
	End product	**Create a comparative exhibition showing how Hindu, Sikh and Buddhist practices can vary across culture, tradition and location.**			

Progression of Knowledge and skills

Year 6					
	Skills		Knowledge		
Unit 3 Why is it better to be there in person?	Disciplinary Using examples from learning to answer big questions. Making connections between beliefs, practices and places. Analysing how beliefs and values shape behaviours in different contexts. Presenting conclusions and perspectives with supporting evidence.	Personal Making links and comparisons between their own and others' views about belonging and meaning. Considering the thoughts, feelings, experiences and beliefs of others.	Substantive To know that a pilgrimage is a journey to a place of religious significance. To know pilgrimage can help some people feel close to God. To know experiencing pilgrimage together can create community and belonging. To know some places are significant because of scripture and historical events.	Disciplinary To know a person's perspective influences how they interpret sources of evidence. To know the same concept can be expressed in different ways.	Personal To know that beliefs can affect how people interpret evidence and experiences. To know different perspectives can lead to different interpretations.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Mutual respect and tolerance Respect the significance of pilgrimage and sacred places for believers.	**REFLECTIVE** Reflect on how being physically present can strengthen meaning, identity and belonging.	**Prophet Muhammad (pbuh)**	**pilgrimage** Hajj Makkah Jerusalem shrine sacred journey community belonging ritual	**Follow a virtual pilgrimage route; map Hajj and other journeys; compare first-hand accounts of visiting significant places.**
	Oracy opportunities	Oracy focus: reasoned argument, evidence and fluent presentation Give a reasoned speech or debate response to the big question, citing evidence. Interview and be interviewed from contrasting worldview perspectives. Teach or mentor others by explaining the key concept clearly and responding to questions.			
	Sentence stems	• Given that ... • Perhaps some people would argue... • However, I would point out... • Taking everything into account...			
	End product	**Create an illustrated pilgrimage journey explaining why being physically present at a significant place can matter to believers.**			

Progression of Knowledge and skills

Year 6					
	Skills		Knowledge		
Unit 4 Why is there suffering? (Part 1)	Disciplinary Asking challenging questions and reflecting on the origins of their questions. Explaining why interpretations of scripture and stories vary. Using evidence from a range of sources to form conclusions. Debating challenging issues respectfully with reference to learning.	Personal Asking and exploring questions from different perspectives, including their own. Discussing how a worldview can influence responses to ethical issues.	Substantive To know that free will means humans are able to make choices and determine their actions. To know that beliefs about the nature of God may affect responses to suffering. To know that ideas and beliefs about suffering come from many sources. To know some people use prayer, worship and scripture in times of suffering.	Disciplinary To know different perspectives can lead to different interpretations. To know ancient writings can be interpreted differently in modern contexts.	Personal To know their beliefs can affect how they interpret evidence and content. To know their worldview can change in response to learning and experiences.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
	Individual Liberty and Mutual Respect Explore different explanations of suffering and free will without judging beliefs.	**REFLECTIVE** Consider how beliefs about God, free will and scripture influence responses to suffering.	**Jesus**	**suffering** free will The Fall sin omnipotent omniscient omnipresent prayer hope justice	**Use worldview case studies and scripture extracts; explore how Christian and other perspectives explain and respond to suffering.**
	Oracy opportunities	Oracy focus: reasoned argument, evidence and fluent presentation Give a reasoned speech or debate response to the big question, citing evidence. Interview and be interviewed from contrasting worldview perspectives. Teach or mentor others by explaining the key concept clearly and responding to questions.			
	Sentence stems	• Given that ... • Perhaps some people would argue... • However, I would point out... • Taking everything into account...			
	End product	**Write or present a reasoned response to "Why is there suffering?" using evidence from at least two worldview perspectives.**			

Progression of Knowledge and skills

Year 6					
	Skills		Knowledge		
	Disciplinary Responding thoughtfully to beliefs, experiences, values and practices. Making connections between religious and non-religious traditions. Forming conclusions based on a range of sources. Debating challenging issues with respect for the content being debated.	Personal Making links and comparisons between their own and others' views. Considering the thoughts, feelings, experiences, beliefs and values of others.	Substantive To know that suffering is understood and responded to differently across worldviews. To know shared challenge can bring people closer together. To know ideas and beliefs about suffering come from many sources. To know people may use religious practices or teachings to help in difficult times.	Disciplinary To know different sources and perspectives can lead to different interpretations. To know neutral and respectful language is essential when discussing contrasting beliefs.	Personal To know their worldview can evolve in response to learning and experiences. To know different perspectives can lead to different interpretations.
	British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Unit 5 Why is there suffering? (Part 2)	**Mutual respect and tolerance** Listen respectfully to contrasting religious and non-religious responses to suffering.	**POSITIVE and REFLECTIVE** Explore how people find meaning, hope and ways to respond during difficulty.	**Siddhartha Gautama (the Buddha)**	**suffering** dukkha Noble Eightfold Path hukam kami Shinto compassion response hope worldview	**Compare Buddhist, Sikh, Shinto and non-religious responses through stories and case studies; create a class "ways people respond" resource.**
	Oracy opportunities	Oracy focus: reasoned argument, evidence and fluent presentation Give a reasoned speech or debate response to the big question, citing evidence. Interview and be interviewed from contrasting worldview perspectives. Teach or mentor others by explaining the key concept clearly and responding to questions.			
	Sentence stems	• Given that ... • Perhaps some people would argue... • However, I would point out... • Taking everything into account...			
	End product	**Create a comparative guide to different responses to suffering, followed by a personal reflection on ideas that pupils found significant.**			

Progression of Knowledge and skills

Year 6					
	Skills		Knowledge		
	Disciplinary Identifying key information from a broad range of sources independently. Synthesising information from different sources to form conclusions. Analysing events and issues and how these might affect people's lives. Presenting arguments, conclusions and perspectives with supporting evidence.	Personal Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Using creativity to present ideas and explain choices.	Substantive To know culture, history, geography and tradition influence worldviews. To know people from the same organised worldview can express beliefs differently. To know shared practices can create a feeling of belonging. To know particular places and communities can be significant for religious, historical and cultural reasons.	Disciplinary To know a variety of sources is needed for a well-rounded representation. To know some evidence has limitations and that bias should be challenged.	Personal To know beliefs can affect how evidence and content are interpreted. To know worldviews can change and evolve through learning and experience.
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	**Cultural Capital**
Unit 6 What place does religion have in our world today?	**Democracy, Individual Liberty and Mutual Respect** Use evidence to explore freedom of religion or belief and religious diversity today.	**UNIQUE and EMPOWERED** Recognise varied worldviews and use evidence to form informed, respectful conclusions.	**Contemporary faith and non-religious community voices**	**worldview** religion non-religious theist atheist agnostic census diversity belief community	**Use census data, digital maps, buildings and local/community voices to investigate religion and worldviews in Britain and the wider world.**
	Oracy opportunities	Oracy focus: reasoned argument, evidence and fluent presentation Give a reasoned speech or debate response to the big question, citing evidence. Interview and be interviewed from contrasting worldview perspectives. Teach or mentor others by explaining the key concept clearly and responding to questions.			
	Sentence stems	• Given that ... • Perhaps some people would argue... • However, I would point out... • Taking everything into account...			
	End product	**Produce a data-informed report or presentation answering "What place does religion have in our world today?" using census, map and community evidence.**			