

# Curriculum Overview: Religion and World Views



**Dorchester Primary School**

A Hull Collaborative Academy Trust school.



*Working together in a safe and inclusive environment to develop creative, disciplined, and aspirational pupils.*



## The Dorchester Curriculum



### The Vision

Our curriculum vision at Dorchester is to provide children with an ambitious, academic and personal curriculum which will open up future opportunities for success.

### Curriculum Aims

Our curriculum aims to provide:

- A cumulative acquisition of concepts, knowledge and skills which enables all children to achieve their goals
- A creative, enquiry based curriculum which promotes inquisitive minds, independence and a love for learning.
- A sense of belonging, identity and community to succeed in the modern world

### Values

These aims are underpinned by our school values:

- Our school values respect, so our curriculum provides plentiful opportunities for children to work collaboratively, practice active listening, turn taking and acts of service.
- Our school values tolerance therefore our curriculum promotes social awareness and represents diverse voices
- Our school values self-belief so our curriculum promotes a growth mindset and develops independence
- Our school values empathy therefore our curriculum provides opportunities for children to view the world from different perspectives
- Our school values resilience so our curriculum promotes goal setting and problem solving

### Curriculum Concepts

Children will also develop their understanding of identified curriculum concepts throughout all subjects. These concepts branch across our whole curriculum, creating horizontal links across all subjects. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas.

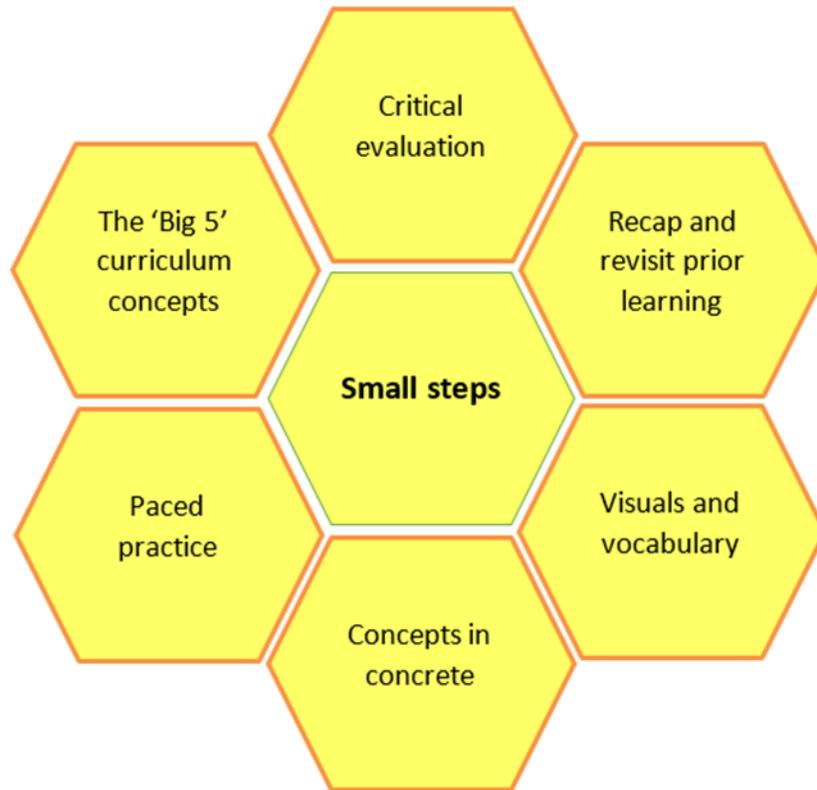
Compare and Contrast

Interpret and Summarise

Written and Oral Expression

Infer and Enquire

Predict and Connect



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## Dorchester Learning Framework

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We have created a learning framework to support our teachers in planning, delivering and assessing the curriculum. This framework has been devised using research into knowledge acquisition and working memory to enable all children to learn and remember what we teach.

Progress at Dorchester means 'knowing more and remembering more'

### **Assessment**

We have adopted a three-tier assessment model for wider curriculum subjects. Teachers will gather assessment information on what children have learnt (and retained): in the short term (e.g. within / after a lesson), the medium-term (e.g. after a unit of work), and long-term (e.g. at the end of their phase or key stage). Assessments will be used to inform the learning moving forward.

## Curriculum Timetabling

At Dorchester, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum based on the starting points of our children

Maths, Reading (including EARS for fluency and book talk KS1) and Writing (including spelling and handwriting are taught daily.

Science, RE, PE, Music, PSHE and MFL (KS2) are taught weekly except where blocking of other subjects is needed. Computing is built within the curriculum subject areas as well as some standalone knowledge

History and Geography along with Art and DT are taught in alternating blocks per half term.

Day	Am (Hours)	Pm (Hours)
Mon	2hrs 45min	2hr 25mins
Tue	2hrs 45min	2hr 25mins
Wed	2hrs 45min	2hr 25mins
Thur	2hrs 45min	2hr 25mins
Fri	2hrs 45min	2hr 25mins

Curriculum Area	Hours per day	Weekly (B = Blocked)	Hours Per Year
English			
Reading	1	5 hrs	185 hours
Reading-Fluency	15 mins	1hr 15 mins	46 hours
			<b>231 hour</b>
Writing	45 mins	4 hr 15 mins	157 hours
- <i>Handwriting</i>	10 mins	50 mins	30
- <i>Spelling</i>	10mins	50mins	30
			<b>217 hours</b>
Maths			
Maths	1	5	<b>185 hours</b>
Computer Sciences			
Science	-	1hr	<b>35 hours</b>
Computing	-	45 mins	<b>26 hours</b>
Creative			
Art	-	1hr 30mins (B)	<b>24 hours</b>
Design and Technology	-	1hr 30 mins (B)	<b>24 hours</b>
Music	-	20 mins	<b>11 hours</b>
Humanities			
History	-	1hr 30 mins (B)	<b>24 hours</b>
Geography	-	1hr 30 mins (B)	<b>24 hours</b>
Religion and World Views	-	45 minutes	<b>24 hours</b>
Additional			
Physical Education	-	1 hour	<b>35 hours</b>
MFL	-	20 mins	<b>11 hours</b>
PSHE	-	20 mins	<b>11 hours</b>



## The Religion and World Views Curriculum



### The Religion and World Views Vision

At Dorchester our vision is that children will develop skills of enquiry, reasoned argument and reflection. They will learn to respect and ask questions about different religions, traditions and cultures around the world. The school ethos is to encourage children enquire and ask questions in order to impact on their spiritual, moral, social and cultural development, children are challenged to explore their skills, beliefs and ideas; to think about their own school and personal values and to develop their critical thinking, self-belief and self-confidence.

### Religion and World Views Curriculum

Our RE curriculum will:

- Teach the children key substantive knowledge through three key lenses: theology, social sciences and philosophy.
- Teach the substantive concepts of Worship, Belief, Creation, Belonging, Rituals and Ceremonies and build on these year on year.
- Teach the procedural skills of discussion and debate, reflective thinking and personal reflection.
- Ensure children know more, remember more and can do more in RE.

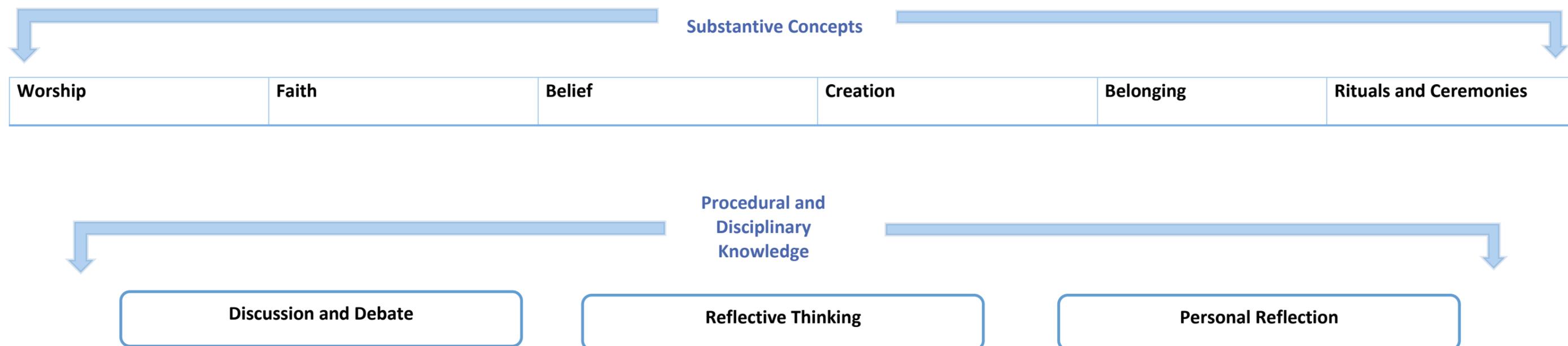
### Personal Development in the Religion and World Views curriculum

- Citizenship – we nurture students' understanding of citizenship, their sense of belonging, and their role in shaping the world around them by learning about religion in our local community and the world, by exploring religious diversity and the impact of faith on society.
- Character – we promote respect, curiosity and tolerance through learning about different religions and non-religious beliefs across the world, and encourage collaboration and critical thinking through discussion and enquiry.
- British Values – The RE classroom is a democratic classroom where all pupils have an equal right to be heard; democracy is modelled by the teacher and expected of every pupil. In RE pupils examine different codes for living and consider the value of the rule of law. Children learn the balance between individual liberty and the greater good. Children are taught respect and understanding for the cultures, beliefs, opinions and traditions of others. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions.
- Inclusion and equal opportunities – all people see the world through their own lens and have an individual or shared world view. Our RE curriculum promotes the exploration and understanding of diverse and contrasting worldviews.
- Wider opportunities – we give opportunities to visit places of worship and invite faith visitors into school

## Religion and World Views Knowledge Overview

### Lenses

Theology	Social Sciences	Philosophy
<p>Theology is about believing, asking questions about the concept and nature of god, where beliefs come from, about sources of authority and influence.</p> 	<p>Social Sciences are about living, asking questions about the influences of religions and beliefs on individuals, communities, culture and how people live their lives</p> 	<p>Philosophy is about thinking, asking questions about morality and ethics, about nature of reality and what means to be human</p> 



### Curriculum Concepts in the RE Curriculum

<p><b>Compare and Contrast –</b> Compare and contrast substantive concepts through religious and non-religious contexts.</p>	<p><b>Interpret and Summarise –</b> Interpret and summarise information using a range of sources including written and visual material, experiences, visits and visitors and artefacts.</p>	<p><b>Infer and enquire-</b> Use a range of sources to make informed inferences and demonstrate critical, caring, creative and collaborative thinking during enquiry.</p>	<p><b>Predict and Connect-</b> Children will make predictions using their prior learning in RE and other curriculum areas. They will also make connects across their RE learning over time and the wider curriculum including locations, cultures and historical events.</p>	<p><b>Written and Oral Expression –</b> Children will read, write and use tier 3 vocabulary specific to religious education, to summarise, explaining and present their learning.</p>
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## Knowledge Outcome for Theology by End of Key Stage

Theology		
Learning Outcomes by End of EYFS	Learning Outcomes by End of KS1	Learning Outcomes by End of KS2
<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community:</li> <li>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</li> <li>Recognise some similarities and differences between life in this country and life in other countries:</li> </ul>	<ul style="list-style-type: none"> <li>name some beliefs of two different faiths recognise beliefs that are the same for different faiths</li> </ul>	<ul style="list-style-type: none"> <li>identify key events in the lives of faith founders and their impact on those around them</li> <li>explain the relevance of different faith founders for their followers today</li> </ul>
	<ul style="list-style-type: none"> <li>recognise and name the holy books of different faiths retell a story from two different faiths and say what they mean for the believer</li> </ul>	<ul style="list-style-type: none"> <li>explain the significance of the key teachings of faith founders for faith members describe the teachings of key religious figures, identifying some similarities and differences</li> <li>reflect on the teachings of key religious figures and how these teachings impact on society</li> </ul>
	<ul style="list-style-type: none"> <li>retell faith stories about the value of each individual talk sensitively about people of different faiths</li> </ul>	<ul style="list-style-type: none"> <li>identify the stories celebrated at festivals from different faiths</li> <li>explain the meaning behind the celebration of festivals and rituals from different faiths</li> </ul>
	<ul style="list-style-type: none"> <li>suggest reasons why festivals are important talk about how stories are celebrated at different religious festivals</li> </ul>	<ul style="list-style-type: none"> <li>explain how people of different faiths describe what god is like identify what different sacred writings say about the attributes of god</li> </ul>
	<ul style="list-style-type: none"> <li>identify names for god in different faiths express what believers say god is like</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of what is sacred for believers in religious places</li> <li>describe the uses of sacred places, symbols and artefacts by believers and the community explain how activities at local places of worship create a sense of community</li> </ul>
	<ul style="list-style-type: none"> <li>describe how religious people may express their beliefs in action consider a prayer or text that expresses belief</li> </ul>	<ul style="list-style-type: none"> <li>compare key places of pilgrimage and identify why a faith member might go there</li> <li>describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</li> <li>suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</li> </ul>
		<ul style="list-style-type: none"> <li>identify the impact of a religious teaching such as forgiveness on a believer's actions</li> <li>describe the ways in which people of faith have demonstrated forgiveness and reconciliation</li> <li>identify the impact that reconciliation has on community harmony</li> </ul>

Social Sciences		
Learning Outcomes by End of EYFS	Learning Outcomes by End of KS1	Learning Outcomes by End of KS2
<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community:</li> <li>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</li> <li>Recognise some similarities and differences between life in this country and life in other countries:</li> </ul>	<ul style="list-style-type: none"> <li>describe different ways people may worship</li> <li>recognise aspects of worship common to more than one faith</li> <li>reflect on the importance of worship in the life of a believer</li> </ul>	<ul style="list-style-type: none"> <li>explain the values that motivate people of faith to respond to a cause</li> <li>give reasons why people may choose to make sacrifices to improve the lives of others</li> </ul>
	<ul style="list-style-type: none"> <li>name the parts of two places of worship for different faiths</li> <li>describe how the building and its artefacts are used in different ways</li> </ul>	<ul style="list-style-type: none"> <li>give examples of beliefs and values from different faiths</li> <li>describe the impact of religious beliefs, values and rules on the life of a believer</li> </ul>
	<ul style="list-style-type: none"> <li>say why religious people celebrate an important life event</li> <li>think about what matters most in a religious ceremony, including symbols and artefacts</li> <li>say why people of faith make promises</li> </ul>	<ul style="list-style-type: none"> <li>suggest how the milestones of life give a sense of identity and belonging for faith members</li> </ul>
	<ul style="list-style-type: none"> <li>reflect on what is special to themselves and others</li> <li>identify connections to religion and belief in the community</li> <li>identify precious things for people of faith</li> </ul>	<ul style="list-style-type: none"> <li>explain why significant people of faith acted according to their commitments</li> <li>explain how people are inspired by actions of significant people of faith</li> </ul>
	<ul style="list-style-type: none"> <li>explain how a person shows religion in their life</li> <li>talk about the lives of children from two different faith communities</li> </ul>	<ul style="list-style-type: none"> <li>compare the experience of participating in a religious festival or celebration around the world</li> <li>reflect and share how religious celebrations and rituals have an impact on the community</li> </ul>
	<ul style="list-style-type: none"> <li>make links between religious rules and values for living</li> </ul>	<ul style="list-style-type: none"> <li>identify symbols and artefacts which are important for at least two different faiths</li> <li>explain how artefacts and symbols express the beliefs of faith members</li> <li>recognise different forms of religious and spiritual expression</li> </ul>
	<ul style="list-style-type: none"> <li>name some religious festivals and say how faith members celebrate them</li> <li>describe and explain some traditions linked to religious festivals</li> </ul>	<ul style="list-style-type: none"> <li>describe some different ways people communicate with their god</li> <li>consider the meaning of different forms of religious worship and how they are expressions of belief</li> </ul>

## Knowledge Outcome for Philosophy by End of Key Stage

Philosophy		
Learning Outcomes by End of EYFS	Learning Outcomes by End of KS1	Learning Outcomes by End of KS2
<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community:</li> <li>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</li> <li>Recognise some similarities and differences between life in this country and life in other countries:</li> </ul>	<ul style="list-style-type: none"> <li>recall some creation stories from different traditions</li> <li>identify similarities and differences between creation stories</li> <li>talk about the meaning of two different creation stories</li> </ul>	<ul style="list-style-type: none"> <li>identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives</li> </ul>
	<ul style="list-style-type: none"> <li>say why the world is a special place for faith members</li> <li>talk about ways that everyone can play their part in caring for the world</li> </ul>	<ul style="list-style-type: none"> <li>compare different beliefs about how the universe began, making reference to sacred texts</li> </ul>
	<ul style="list-style-type: none"> <li>understand that some questions have no simple answers</li> <li>ask and talk about big questions and suggest some answers</li> <li>know that religions may offer different answers to the same question</li> </ul>	<ul style="list-style-type: none"> <li>compare religious teachings to see how faith members should care for the Earth</li> <li>show understanding of stewardship and suggest actions everyone can take</li> </ul>
	<ul style="list-style-type: none"> <li>talk about how people make choices</li> <li>talk to faith members about how they make moral choices</li> </ul>	<ul style="list-style-type: none"> <li>explain what freedom means to people of faith</li> <li>show understanding of the beliefs and feelings of faith members who have experienced injustice</li> <li>explain their hopes and dreams for a just world</li> </ul>
		<ul style="list-style-type: none"> <li>identify the responses of different religions to ethical questions</li> </ul>

## Religion and World Views Long Term Plan

	Autumn	Spring	Summer
<b>EYFS</b>	In EYFS pupils are taught Religion and World Views through the strand Understanding the World. Throughout the year pupils will learn about special places, people, festivals and books.		
<b>KS1 2024-2025</b>	<b>Unit 1:1 Belonging</b> What does it mean to belong?	<b>2.Christmas</b> Why is Christmas an important time for Christians?	<b>Unit 1:2 Worship</b> What does it mean to worship in different faiths?
<b>KS1 2023-2024</b>	<b>Unit 2:1 Temptation</b> What do faiths teach us about right and wrong?	<b>1.Christmas</b> Why is the Christmas story good news for Christians?	<b>Unit 1:3 Wonderful World</b> Why is the world special to different faiths?
<b>LKS2 2024-2025</b>	<b>Unit 3:1 Remembering</b> What is the significance of religious festivals and rituals to faith members?	<b>4 Christmas</b> Why is light an important symbol at Christmas?	<b>Unit 3:2 Founders of Faith</b> What are the origins of different faiths and who are their religious founders?
<b>LKS2 2023-2024</b>	<b>Unit 4:1 Communities</b> How does a members faith impact on their community?	<b>3 Christmas</b> Why is Mary an important part of Christmas?	<b>Unit 4:2 People who inspire us</b> How has faith inspired people to dedicate themselves to worthwhile causes?
<b>Year 5</b>	<b>Unit 5:1 Expression</b> How is belief expressed?	<b>5 Christmas</b> How is the idea of peace represented in the Christmas story?	<b>Unit 5:2 Faith in Action</b> What are the key teachings of faith figures and how do they impact on society today?
<b>Year 6</b>	<b>Unit 6:1 Justice and Freedom</b> What do different faiths teach their members about justice, forgiveness, and reconciliation?	<b>6 Christmas</b> How is Christmas celebrated around the world?	<b>Unit 6:2 Living a Faith</b> What does having an identity linked to faith mean to someone?
			<b>1 Easter</b> What is the Easter story and why is it an important time for Christians?
			<b>2 Easter</b> How do Christians prepare for Easter?
			<b>3 Easter</b> What are the key events of the Holy Week?
			<b>4 Easter</b> What is the significance of the cross for Christians at Easter?
			<b>5 Easter</b> What does Jesus' death and resurrection mean for Christians?
			<b>6 Easter</b> How is the message of salvation reflected today?
			<b>Unit 2:2 Believing</b> What is belief and what do other faiths believe?
			<b>Unit 2:3 Questions</b> What do members of different faiths believe about important questions?
			<b>Unit 3:3 Sacred places</b> What sacred places are there in different faiths and what symbols and artefacts can be found there?
			<b>Unit 4:3 Our World</b> Who Cares?
			<b>Unit 5.3 Pilgrimage</b> Why do people of faith make a pilgrimage?
			<b>Unit 6.3 Hopes and visions</b> What can different faiths teach us about the purpose of life?

## Religion and World Views Medium Term Plans: KS1

Cycle A			Component Knowledge
Autumn	<b>Unit 1:1 Belonging</b> What does it mean to belong?  <b>2 Christmas</b> Why is Christmas an important time for Christians?	<b>Why are symbols and artefacts important to some people?</b> <ul style="list-style-type: none"> <li>reflect on what is special to themselves and others</li> <li>identify connections to religion and belief in the community</li> <li>identify precious things for people of faith</li> </ul> <b>How does a person of faith live their life?</b> <ul style="list-style-type: none"> <li>explain how a person shows religion in their life</li> <li>talk about the lives of children from two different faith communities</li> </ul> <b>What are the religious rituals and ceremonies connected with important times in life?</b> <ul style="list-style-type: none"> <li>say why religious people celebrate an important life event</li> <li>think about what matters most in a religious ceremony, including symbols and artefacts</li> <li>say why people of faith make promises</li> </ul>	<ul style="list-style-type: none"> <li>Muslims are part of the religion called Islam.</li> <li>Christians are part of the religion called Christianity.</li> <li>Religions have rules that members must follow.</li> <li>When you become part of a religion, you make promises to God/Allah.</li> <li>Religions have special rituals and sometimes special things to wear.</li> <li>Not every member of a religion is the same.</li> </ul>
Spring	<b>Unit 1:2 Worship</b> What does it mean to worship in different faiths?  <b>1 Easter</b> What is the Easter story and why is it an important time for Christians?	<b>How and why do people of faith worship?</b> <ul style="list-style-type: none"> <li>describe different ways people may worship</li> <li>recognise aspects of worship common to more than one faith</li> <li>reflect on the importance of worship in the life of a believer</li> </ul> <b>How is a place of worship used?</b> <ul style="list-style-type: none"> <li>name the parts of two places of worship for different faiths</li> <li>describe how the building and its artefacts are used in different ways</li> </ul> <b>What makes a holy book special?</b> <ul style="list-style-type: none"> <li>recognise and name the holy books of different faiths</li> <li>retell a story from two different faiths and say what they mean for the believer</li> </ul>	<ul style="list-style-type: none"> <li>Muslims read the Qu'ran</li> <li>Muslims worship in a mosque</li> <li>Christians read the bible</li> <li>Christians worship in a church</li> <li>Worship helps religious people feel closer to God</li> <li>Religious people attend places of worship</li> </ul>
Summer	<b>Unit 2:2 Believing</b> What is belief and what do other faiths believe?	<b>What do people of faith believe?</b> <ul style="list-style-type: none"> <li>name some beliefs of two different faiths</li> <li>recognise beliefs that are the same for different faiths</li> </ul> <b>What are the different ways in which people of faith express their beliefs?</b> <ul style="list-style-type: none"> <li>describe how religious people may express their beliefs in action</li> <li>consider a prayer or text that expresses belief</li> </ul>	<ul style="list-style-type: none"> <li>Everyone has their own beliefs and worldview.</li> <li>Some people a part of a religion, some are not.</li> <li>Religions have scared texts such as the bible for Christians.</li> <li>Christians believe that Jesus was the son of God, sent to save them.</li> <li>Muslims believe that their sacred text, the Quran, is the word of God as it was revealed to Muhammad.</li> <li>Non-religious worldviews are just as important as religions.</li> </ul>

Cycle B		2023-24	Component Knowledge
Autumn	<b>Unit 2:1 Temptation</b> What do faiths teach us about right and wrong?  <b>1 Christmas</b> Why is the Christmas story good news for Christians?	<b>How do people decide what is right and wrong?</b> <ul style="list-style-type: none"> <li>talk about how people make choices</li> <li>talk to faith members about how they make moral choices</li> </ul> <b>What do faith stories say about the value of each individual?</b> <ul style="list-style-type: none"> <li>retell faith stories about the value of each individual</li> <li>talk sensitively about people of different faiths</li> </ul> <b>What are the special rules and values that religious people follow?</b> <ul style="list-style-type: none"> <li>make links between religious rules and values for living</li> </ul> <b>Which festivals are important to faith members?</b> <ul style="list-style-type: none"> <li>name some religious festivals and say how faith members celebrate them</li> <li>describe and explain some traditions linked to religious festivals</li> </ul> <b>What stories are told at different religious festivals?</b> <ul style="list-style-type: none"> <li>suggest reasons why festivals are important</li> <li>talk about how stories are celebrated at different religious festivals</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe God helps them resist temptation</li> <li>Muslims believe Allah helps them resist temptation</li> <li>Humanists believe shared human values help you make good choices</li> <li>Different religions share many morals and values</li> <li>Making bad choices doesn't make someone a bad person</li> <li>Christians and Muslims may pray for forgiveness</li> </ul>
Spring	<b>Unit 1:3 Wonderful World</b> Why is the world special to different faiths?  <b>2 Easter</b> How do Christians prepare for Easter?	<b>Why are creation stories important to faith members?</b> <ul style="list-style-type: none"> <li>recall some creation stories from different traditions</li> <li>identify similarities and differences between creation stories</li> <li>talk about the meaning of two different creation stories</li> </ul> <b>How do different faiths say the world should be cared for?</b> <ul style="list-style-type: none"> <li>say why the world is a special place for faith members</li> <li>talk about ways that everyone can play their part in caring for the world.</li> </ul>	<ul style="list-style-type: none"> <li>No-one knows how the universe or Earth was created.</li> <li>Religious people believe the Earth was created by God/Gods.</li> <li>There are lots of similarities between the Creation stories in Islam and Christianity.</li> <li>Religious people believe the Earth is important because it was made by God.</li> <li>Scientists believe the Earth and the universe was created because of science.</li> <li>We all have a responsibility to look after the Earth.</li> </ul>

		<p><b>Which festivals are important to faith members?</b></p> <ul style="list-style-type: none"> <li>name some religious festivals and say how faith members celebrate them</li> <li>describe and explain some traditions linked to religious festivals</li> </ul> <p><b>What stories are told at different religious festivals?</b></p> <ul style="list-style-type: none"> <li>suggest reasons why festivals are important</li> <li>talk about how stories are celebrated at different religious festivals</li> </ul>	
<b>Summer</b>	<p><b>Unit 2:3 Questions</b></p> <p>What do members of different faiths believe about important questions?</p>	<p><b>What are life's big questions?</b></p> <ul style="list-style-type: none"> <li>understand that some questions have no simple answers</li> <li>ask and talk about Big Questions and suggest some answers</li> <li>know that religions may offer different answers to the same question</li> </ul> <p><b>Who is God to people of faith?</b></p> <ul style="list-style-type: none"> <li>identify names for God in different faiths</li> <li>express what believers say God is like</li> </ul>	<ul style="list-style-type: none"> <li>People discuss big questions about the world to try and understand it.</li> <li>There are lots of different perspectives on how the world began.</li> <li>Christians and Muslims believe in one God who created the universe and has power over everything within it.</li> <li>Christians and Muslims believe there is an afterlife.</li> <li>Christians believe God is everywhere (omnipresent).</li> <li>Christians believe in God and believe he has 3 forms: the Father, the Son and the Holy Spirit.</li> </ul>

## Religion and World Views Medium Term Plans: Lower KS2

Cycle A			Component Knowledge
<b>Autumn</b>	<p><b>Unit 3:1 Remembering</b></p> <p>What is the significance of religious festivals and rituals to faith members?</p> <p><b>4 Christmas</b></p> <p>Why is light an important symbol at Christmas?</p>	<p><b>What is the value of participating in a religious festival or ritual?</b></p> <ul style="list-style-type: none"> <li>-compare the experience of participating in a religious festival or celebration around the world</li> <li>-reflect and share how religious celebrations and rituals have an impact on the community</li> </ul> <p><b>What is the significance of religious festivals and rituals?</b></p> <ul style="list-style-type: none"> <li>-identify the stories celebrated at festivals</li> <li>-explain the meaning behind the celebration of festivals and rituals of different faiths</li> </ul> <p><b>What is the significance of religious festivals and rituals?</b></p> <ul style="list-style-type: none"> <li>-identify the stories celebrated at festivals from different faiths</li> <li>-explain the meaning behind the celebration of festivals and rituals from different faiths</li> </ul> <p><b>How do people express their beliefs?</b></p> <ul style="list-style-type: none"> <li>-identify symbols and artefacts which are important for at least two different faiths</li> <li>-explain how artefacts and symbols express the beliefs of faith members</li> <li>recognise different forms of religious and spiritual expression</li> </ul>	<ul style="list-style-type: none"> <li>Remembrance can be joyous or sombre.</li> <li>There are both secular and religious festivals.</li> <li>Festivals involve actions, rituals and symbols.</li> <li>Funerals are a way to remember someone who has died.</li> <li>Festivals often celebrate something important that is worth remembering.</li> <li>Humanists do not believe in God.</li> </ul>
<b>Spring</b>	<p><b>Unit 3:2 Founders of Faith</b></p> <p>What are the origins of different faiths and who are their religious founders?</p> <p><b>3 Easter</b></p> <p>What are the key events of the Holy Week?</p>	<p><b>How do the lives of faith founders influence believers?</b></p> <ul style="list-style-type: none"> <li>-identify key events in the lives of faith founders and their impact on those around them</li> <li>-explain the relevance of different faith founders for their followers today</li> </ul> <p><b>What do key religious figures teach?</b></p> <ul style="list-style-type: none"> <li>-explain the significance of the key teachings of faith founders for faith members</li> <li>-describe the teachings of key religious figures, identifying some similarities and differences</li> <li>-reflect on the teachings of key religious figures and how these teachings impact on society</li> </ul> <p><b>What is the significance of religious festivals and rituals?</b></p> <ul style="list-style-type: none"> <li>-identify the stories celebrated at festivals from different faiths</li> <li>-explain the meaning behind the celebration of festivals and rituals from different faiths</li> </ul> <p><b>How do people express their beliefs?</b></p> <ul style="list-style-type: none"> <li>-identify symbols and artefacts which are important for at least two different faiths</li> <li>-explain how artefacts and symbols express the beliefs of faith members</li> <li>-recognise different forms of religious and spiritual expression</li> </ul>	<ul style="list-style-type: none"> <li>Christianity began with Jesus and St Paul.</li> <li>Islam began with Muhammad (pbuh).</li> <li>Muslims also believe Jesus existed but as a prophet.</li> <li>There are lots of common beliefs between different religions.</li> <li>It is forbidden to draw or make an image of Muhammad (pbuh).</li> <li>Sacred texts hold the key messages for each religion.</li> </ul>
<b>Summer</b>	<p><b>Unit 3:3 Sacred Places</b></p> <p>What sacred places are there in different faiths and what symbols and artefacts can be found there?</p>	<p><b>What makes a place sacred?</b></p> <ul style="list-style-type: none"> <li>-show understanding of what is sacred for believers in religious places</li> <li>-describe the uses of sacred places, symbols and artefacts by believers and the community</li> <li>-explain how activities at local places of worship create a sense of community</li> </ul> <p><b>Which religious rituals show identity and belonging for different traditions?</b></p>	<ul style="list-style-type: none"> <li>Not every part of a place of worship is considered sacred.</li> <li>People of faith chose to have rites of passage such as weddings in sacred places because it is important for them to do it 'in the eyes of God'.</li> <li>Wudu is an important part of a Muslim's preparation for prayer.</li> <li>People must show respect when in a sacred place even if they are not part of that religion.</li> </ul>

		<p>-suggest how the milestones of life give a sense of identity and belonging for faith members</p> <p><b>How do people express their beliefs?</b></p> <p>-identify symbols and artefacts which are important for at least two different faiths</p> <p>-explain how artefacts and symbols express the beliefs of faith members</p> <p>-recognise different forms of religious and spiritual expression</p>	<p>-Rituals are an important part of worship in sacred places.</p> <p>-There are some places in the world considered sacred and religious people may travel to them.</p>
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Cycle B	2023-24		Component Knowledge
Autumn	<p><b>Unit 4:1 Communities</b></p> <p>How does a members faith impact on their community?</p> <p><b>3 Christmas</b></p> <p>Why is Mary an important part of Christmas?</p>	<p><b>How do religious values provide rules for living?</b></p> <p>-give examples of beliefs and values from different faiths</p> <p>-describe the impact of religious beliefs, values and rules on the life of a believer</p> <p><b>What is the significance of religious festivals and rituals?</b></p> <p>-identify the stories celebrated at festivals from different faiths</p> <p>-explain the meaning behind the celebration of festivals and rituals from different faiths</p> <p><b>How do people express their beliefs?</b></p> <p>-identify symbols and artefacts which are important for at least two different faiths</p> <p>-explain how artefacts and symbols express the beliefs of faith members</p> <p>recognise different forms of religious and spiritual expression</p>	<p>- Our local religious community is diverse.</p> <p>- Many people don't follow a particular religion.</p> <p>- There are places of worship, or places to gather for each of the major world religions within Hull.</p> <p>- People with strong religious beliefs or worldviews often work to change or improve things in their communities.</p> <p>- Jewish people are part of Judaism, and believe in one God.</p> <p>- Christians, Muslims and Jews believe in stewardship (looking after the God-given world)</p>
Spring	<p><b>Unit 4:2 People who inspire us</b></p> <p>How has faith inspired people to dedicate themselves to worthwhile causes?</p> <p><b>4 Easter</b></p> <p>What is the significance of the cross for Christians at Easter?</p>	<p><b>How is commitment demonstrated in the lives and work of significant people of faith?</b></p> <p>-explain why significant people of faith acted according to their commitments</p> <p>-explain how people are inspired by actions of significant people of faith</p> <p><b>What motivates faith believers to get involved in different causes?</b></p> <p>-explain the values that motivate people of faith to respond to a cause</p> <p>-give reasons why people may choose to make sacrifices to improve the lives of others</p> <p><b>What is the significance of religious festivals and rituals?</b></p> <p>-identify the stories celebrated at festivals from different faiths</p> <p>-explain the meaning behind the celebration of festivals and rituals from different faiths</p> <p><b>How do people express their beliefs?</b></p> <p>-identify symbols and artefacts which are important for at least two different faiths</p> <p>-explain how artefacts and symbols express the beliefs of faith members</p> <p>-recognise different forms of religious and spiritual expression</p>	<p>-Places are often named after saints.</p> <p>-Only Christianity has formal saints but other religions have other ways of recognising important people.</p> <p>-There are different branches of Christianity, such as Catholicism, with different rules and beliefs.</p> <p>-There are more than 10,000 saints recognized by the Roman Catholic Church.</p> <p>-Saints are believed to have performed miracles or lived a life of holiness, pureness, kindness and devotion.</p>
Summer	<p><b>Unit 4:3 Our World</b></p> <p>Who Cares?</p>	<p><b>What is an ultimate question?</b></p> <p>-identify what makes some questions ultimate</p> <p>-offer answers to an ultimate question from different faith perspectives</p> <p><b>How did the universe begin?</b></p> <p>-compare different beliefs about how the universe began making reference to sacred texts</p> <p><b>Why is it important to look after the Earth?</b></p> <p>-compare religious teachings to see how faith members should care for the Earth</p> <p>-show understanding of stewardship and suggest actions everyone can take</p> <p><b>Who is God?</b></p> <p>-explain how people of different faiths describe what god is</p> <p>-identify what different sacred writings say about the attributes of God</p>	<p>-Each religion or worldview has its own set of beliefs about how the world came into existence.</p> <p>-Religious people believe the Earth and everything in it was made by God.</p> <p>-Scientists and groups such as Humanists and Atheists believe the universe came into existence because of the 'Big Bang'.</p> <p>-Many religious people believe they have a responsibility to look after the world and everything in it as they see it as a gift from God. They are stewards.</p> <p>-Creation stories come from people's attempts to make sense of the world.</p> <p>-A person's religion or worldview can affect how they treat the planet and how mindful they are of their choices.</p>

## Religion and World Views Medium Term Plans: Upper KS2

Year 5		Component knowledge
<b>Autumn</b>	<p><b>Unit 5:1 Expression</b> How is belief expressed?</p> <p><b>5 Christmas</b> How is the idea of peace represented in the Christmas story?</p>	<p><b>How do believers' worship?</b> -describe some different ways people communicate with their god -consider the meaning of different forms of religious worship and how they are expressions of belief</p> <p><b>How do people express their beliefs?</b> -identify symbols and artefacts which are important for at least two different faiths -explain how artefacts and symbols express the beliefs of faith members -recognise different forms of religious and spiritual expression</p> <p><b>How do the lives of faith founders influence believers?</b> -identify key events in the lives of faith founders and their impact on those around them -explain the relevance of different faith founders for their followers today</p> <p><b>What is the value of participating in a religious festival or ritual?</b> -compare the experience of participating in a religious festival or celebration around the world -reflect and share how religious celebrations and rituals have an impact on the community</p>
<b>Spring</b>	<p><b>Unit 5:2 Faith in Action</b> What are the key teachings of faith figures and how do they impact on society today?</p> <p><b>5 Easter</b> What does Jesus' death and the resurrection mean for Christians?</p>	<p><b>What do key religious figures teach?</b> -explain the significance of the key teachings of faith founders for faith members -describe the teachings of key religious figures, identifying some similarities and differences -reflect on the teachings of key religious figures and how these teachings impact on society</p> <p><b>How do the lives of faith founders influence believers?</b> -identify key events in the lives of faith founders and their impact on those around them -explain the relevance of different faith founders for their followers today</p> <p><b>How do the lives of faith founders influence believers?</b> -identify key events in the lives of faith founders and their impact on those around them -explain the relevance of different faith founders for their followers today</p> <p><b>What is the value of participating in a religious festival or ritual?</b> -compare the experience of participating in a religious festival or celebration around the world -reflect and share how religious celebrations and rituals have an impact on the community</p>
<b>Summer</b>	<p><b>Unit 5.3 Pilgrimage</b> Why do people of faith make a pilgrimage?</p>	<p><b>What is the value of participating in a religious festival or ritual?</b> -compare the experience of participating in a religious festival or celebration around the world -reflect and share how religious celebrations and rituals have an impact on community</p> <p><b>What makes a place sacred?</b> -show understanding of what is sacred for believers in religious places -describe the uses of sacred places, symbols and artefacts by believers and the community -explain how activities at local places of worship create a sense of community</p> <p><b>Why do people of faith make a pilgrimage?</b> -compare key places of pilgrimage and identify why a faith member might go there -describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage -suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</p>

Year 6		Component knowledge
<b>Autumn</b>	<p><b>Unit 6:1 Justice and Freedom</b> What do different faiths teach their members about</p>	<p><b>What is the meaning of justice and freedom?</b> -explain what freedom means to people of faith</p>

	<p>justice, forgiveness, and reconciliation?</p> <p><b>6 Christmas</b> How is Christmas celebrated around the world?</p>	<p>-show understanding of the beliefs and feelings of faith members who have experienced injustice -explain their hopes and dreams for a just world</p> <p><b>Why should people be good?</b> -identify the responses of different religions to ethical questions</p> <p><b>What do religions teach about forgiveness and reconciliation?</b> -identify the impact of a religious teaching such as forgiveness on a believer's actions -describe the ways in which people of faith have demonstrated forgiveness and reconciliation -identify the impact that reconciliation has on community harmony</p> <p><b>How do the lives of faith founders influence believers?</b> -identify key events in the lives of faith founders and their impact on those around them -explain the relevance of different faith founders for their followers today</p> <p><b>What is the value of participating in a religious festival or ritual?</b> -compare the experience of participating in a religious festival or celebration around the world -reflect and share how religious celebrations and rituals have an impact on the community</p>	<p>- In Islam, Christianity and Judaism, people seek forgiveness from God/Allah for their sins. - Catholics confess their sins to a priest. - Reconciliation is at the heart of many religions. - Humanists do not believe in sin.</p>
Spring	<p><b>Unit 6.2 Living a faith</b> What does having an identity linked to faith mean to someone?</p> <p><b>6 Easter</b> How is the message of Salvation reflected today?</p>	<p><b>Which religious rituals show identity and belonging for different traditions?</b> -suggest how the milestones of life give a sense of identity and belonging for faith members</p> <p><b>What is the value of participating in a religious festival or ritual?</b> -compare the experience of participating in a religious festival or celebration around the world -reflect and share how religious celebrations and rituals have an impact on the community</p> <p><b>How do the lives of faith founders influence believers?</b> -identify key events in the lives of faith founders and their impact on those around them -explain the relevance of different faith founders for their followers today</p> <p><b>What is the value of participating in a religious festival or ritual?</b> -compare the experience of participating in a religious festival or celebration around the world -reflect and share how religious celebrations and rituals have an impact on the community</p>	<p>-Identities are shaped by many different influences. -Someone's religion or worldview can be a strong influence on their identity. -Clothing can be a way for someone to demonstrate their identity. -Every religion has its own special ceremonies to mark key milestones such as Holy Communion for Christians and Bar/Bat Mitzvah for Jews. -Humanists have funerals, weddings and naming ceremonies that are free from religious influence.</p>
Summer	<p><b>Unit 6.3 Hopes and visions</b> What can different faiths teach us about the purpose of life?</p>	<p><b>What is an ultimate question?</b> identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives</p> <p><b>Who is God?</b> explain how people of different faiths describe what God is like identify what different sacred writings say about the attributes of God</p>	<p>-Humanists and Atheists believe we only have one life and to make the most of it. -Christians and Muslims believe in an afterlife in 'heaven'. -Hindus, Sikhs and Buddhists believe in some form of reincarnation. -Religions and non-religious worldviews can provide guidance on how a person lives their life. -Being part of a religion can make people feel that life is more purposeful. -There are some similarities between how different religions view their God.</p>

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## Religion and World Views Unit Plans

The curriculum is originally adapted from the Locally Agreed Syllabus developed by the SACREs of Hull and East Riding. The plans were then adapted for our school in collaboration with the MAT leads for Religion and World Views. Links to unit plans below.

[Religion and World Views Unit plans](#)

**' All religions, cultures  
and beliefs deserve the  
same amount of  
respect even if they are  
different from our  
own'**

