



Religion and Worldviews Progression of Skills overview - EYFS

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Religious Education in EYFS should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils in the different areas of learning C&L, PSED, UoW, EAD, and literacy.	<u>Curiosity and experience:</u> Which people are special and why? <u>Enquiry Question-</u> What makes people special to me and others? Key words – special, baby, family, friend, love, bond	<u>Curiosity and experience:</u> Which stories are special and why? <u>Enquiry Question-</u> What is Christmas to me and others? Key words – Jesus, Mary, Joseph, Shepherd, Wise men, Donkey	<u>Curiosity and experience:</u> What places are special and why? <u>Enquiry Question-</u> How do I and other people celebrate? Key words – New Year, Holi -brother & sister	<u>Curiosity and experience:</u> What times are special and why? <u>Enquiry Question-</u> What is Easter to me and others? Key words – Spring, Easter, Jerusalem, cross	<u>Curiosity and experience:</u> Belonging <u>Enquiry Question-</u> What can I and other people learn from stories? Key words – story, fable, rhyme	<u>Curiosity and experience:</u> Our Wonderful World <u>Enquiry Question-</u> What makes places special to me and others? Key words – Christians, Muslim, Jew, World
F2		<u>Curiosity and experience:</u> Which people are special and why? <u>Enquiry Question-</u> What makes people special? Key words – family, love, home, special, role model, relationship	<u>Curiosity and experience:</u> Which stories are special and why? <u>Enquiry Question-</u> What is Christmas? Key words – Christmas, Jesus, Mary, Joseph, Wise men, Shepherd, Donkey, Son of God	<u>Curiosity and experience:</u> What places are special and why? <u>Enquiry Question-</u> How do people celebrate? Key words – New Year, Holi -brother & sister	<u>Curiosity and experience:</u> What times are special and why? <u>Enquiry Question-</u> What is Easter? Key words – Spring, Easter, Jerusalem, cross	<u>Curiosity and experience:</u> Belonging- who are we and who do we belong to? <u>Enquiry Question-</u> What can we learn from stories? Key words – story, fable, rhyme	<u>Curiosity and experience:</u> Our Wonderful World <u>Enquiry Question-</u> What makes places special? Key words – Church, Mosque, World

<p><u>Visits and experiences</u></p>		<p>Harvest</p>	<p>Diwali experience with parents</p> <p>Bonfire night</p> <p>Church visit</p>	<p>Chinese New Year assembly</p> <p>Ramadan with parents</p> <p>Shrove Tuesday (Pancake day) experience</p>	<p>Holi assembly</p> <p>Easter bonnet parade</p> <p>Eid – Al – Fitr assembly</p>		<p>Eid Al Adha</p>

Religion and Worldview Progression of Skills – KS1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Cycle 1</u>	Respectful Religion and Worldview (1 Lesson)		<p><u>Unit number 1:1 theme - Celebrations and festivals</u></p> <p><u>Enquiry Question</u></p> <p>What gifts might we have given Jesus if he had been born here rather than Bethlehem?</p> <p>Christianity</p> <p>Jesus, Mary, Joseph, Incarnation, gifts, gold, frankincense, myrrh</p>	<p><u>Unit number 1:1 theme - Celebrations and festivals</u></p> <p><u>Enquiry Question</u></p> <p>Who is God to Jews?</p> <p>Judaism</p> <p>God, Jews, Torah, Moses, agreement, Commandments</p>	<p><u>Unit number 1:2</u></p> <p><u>Theme- Myself and caring for others</u></p> <p><u>Enquiry Question</u></p> <p>Is it possible to be kind to others all the time?</p> <p>Christianity and Judaism</p> <p>Kindness, Samaritan, Parables, disciples</p>	<p><u>Unit number 1:3</u></p> <p><u>Theme – Beliefs and teachings</u></p> <p><u>Enquiry Question</u></p> <p>What do Christians believe about God?</p> <p>Christianity</p> <p>Kindness, love, forgiveness, healing, environment, pollution</p>	<p><u>Unit number 1.4</u></p> <p><u>Theme – Symbols in religious worship and practise</u></p> <p><u>Enquiry Question</u></p> <p>Does visiting the synagogue help Jewish children feel closer to God?</p> <p>Judaism</p> <p>Torah, Ark, Mezuzah, prayer, Yad, Rabbi</p>
<u>Cycle 2</u>		<p><u>Unit number 2:1 theme – Leaders</u></p> <p><u>Enquiry Question</u></p> <p>Who is God to Muslims?</p> <p>Islam</p> <p>Allah, Mohammed, Makkah, Saudi Arabia, Qu’ran</p>	<p><u>Unit number 2:1 theme – Leaders</u></p> <p><u>Enquiry Question</u></p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Christianity</p> <p>Bible, Christian, creator, Harvest, sacred, create, proud, protective</p>	<p><u>Unit number 2:2 theme – Believing</u></p> <p><u>Enquiry Question</u></p> <p>Is Shabbat important to Jewish children?</p> <p>Judaism</p> <p>Shabbat, Kippah, Tenakh</p>	<p><u>Unit number 2:3 theme – Belonging</u></p> <p><u>Enquiry Question</u></p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Christianity</p> <p>Resurrection, Salvation, Disciples, New Testament</p>	<p><u>Unit number 2:4 theme – Story</u></p> <p><u>Enquiry Question</u></p> <p>Why was Jesus welcomed like a king or celebrity on Palm Sunday?</p> <p>Christianity</p> <p>Salvation, Trinity, Palm Sunday, Disciples</p>	<p><u>Unit number 2:4 theme – Story</u></p> <p><u>Enquiry Question</u></p> <p>What do Humanist believe?</p> <p>NRWV Humanism</p> <p>Freedom, respect, Humanist, evolution, solution, curiosity</p> <p>Links to history</p>



<p><u>Visits & Experiences</u></p>		<p>Harvest Mosque experience</p>	<p>Diwali experience Advent assembly Christingle service</p>	<p>Chinese New Year assembly Ramadan assembly Shrove Tuesday (Pancake day)</p>	<p>Holi assembly Easter celebrations Eid – Al – Fitr assembly</p>		<p>Eid Al Adha</p>
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End of KS1 year expectation

<p><u>Personal development</u></p>	<p><u>Subject knowledge</u></p>	<p><u>Skills of evaluation and critical thinking</u></p>
<p>I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness, sacrifice, belief mean to me in my world.</p> <p>I can verbalise and/or express my own thoughts and feelings.</p>	<p>I can recall knowledge about the worldviews I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the learning, practices etc.</p>	<p>I can start to think through the enquiry question using some knowledge and am beginning to see there could be more than one answer.</p>

Religion and Worldviews Progression of Skills overview - LKS2



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Respectful Religions and World views (1 lesson)	<p><u>Unit number 3:1 theme – Beliefs and questions</u></p> <p><u>Enquiry Question</u></p> <p>Is forgiveness always possible for Christians?</p> <p>Christianity</p> <p>Incarnation, Gospel, salvation resentment</p>	<p><u>Unit number 3:2 theme – Religion, family and prayer</u></p> <p><u>Enquiry Question</u></p> <p>What is ‘good’ about Good Friday?</p> <p>Christianity</p> <p>Crucifixion, resurrection, Communion, sacrifice</p>	<p><u>Unit number 3:2 theme – Religion, family and prayer</u></p> <p><u>Enquiry Question</u></p> <p>Does praying at regular intervals help a Muslim in their everyday lives?</p> <p>Islam</p> <p>Ka’bah, Hajj, pilgrimage, Makkah, Allah</p>	<p><u>Unit number 3:3 theme – Worship and sacred places</u></p> <p><u>Enquiry Question</u></p> <p>Do people need to go to Church to show they are Christians?</p> <p>Christianity</p> <p>Sacraments, Communion, Saints</p>	<p><u>Unit number 3:4 theme – Inspirational People from the past</u></p> <p><u>Enquiry Question</u></p> <p>Could Jesus heal people? Did he perform miracles or was there some other explanation?</p> <p>Christianity</p> <p>Baths, Miracles, incarnation,</p>	<p><u>Unit number 3:4 theme – Inspirational People from the past</u></p> <p><u>Enquiry Question</u></p> <p>How important is the Prophet Muhammed to Muslims? (KS1 enquiry)</p> <p>Islam</p> <p>Allah, Qu’ran, Muhammad, Makkah</p>
		<p><u>Unit number 4:1 theme – The journey of life and death</u></p> <p><u>Enquiry Question</u></p> <p>How significant is it for Christians to believe that God intended Jesus to die?</p> <p>Christianity</p> <p>Incarnation, resurrection, savour, Crucifixion</p>	<p><u>Unit number 4:2 theme – Symbols and religious expression</u></p> <p><u>Enquiry Question</u></p> <p>What is the most significant part of the Nativity story for Christians today?</p> <p>Christianity</p> <p>Incarnation, Christingle</p>	<p><u>Unit number 4:2 theme – Symbols and religious expression</u></p> <p><u>Enquiry Question</u></p> <p>Does completing a pilgrimage make a person a better Muslim?</p> <p>Islam</p> <p>Hajj, Pilgrimage, Ihram, Makkah, Ka’bah, Allah</p>	<p><u>Unit number 4:3 theme – Spiritual expression</u></p> <p><u>Enquiry Question</u></p> <p>Has Christmas lost its true meaning?</p> <p>Christianity</p> <p>Trinity, Messiah</p>	<p><u>Unit number 4:4 theme – Religion, family, community, worship, celebration, ways of living</u></p> <p><u>Enquiry Question</u></p> <p>What do Sanatani’s learn from the story of Rama and Sita and the celebration of Diwali? (KS1 enquiry)</p> <p>Hinduism</p> <p>Diwali, Rangoli, Ramayana</p>	<p><u>Unit number 4:3 theme – Spiritual expression</u></p> <p><u>Enquiry Question</u></p> <p>What motivates humanist to lead a good life?</p> <p>Humanism</p> <p>Big bang, Golden Rule: ‘treat others how you would be like to be treated’, Happy human</p>

<u>Visits and experiences</u>	Harvest Assembly	Diwali experience	Chinese New Year	Holi	Temple experience	Eid Al Adha
		Advent	Ramadan	Easter		
		Christingle	Shrove Tuesday (Pancake day)	Eid – Al – Fitr		

End of LKS2 expectation:

<u>Personal development</u>	<u>Subject knowledge</u>	<u>Skills of evaluation and critical thinking</u>
<p>I can tell you/talk about the concept/belief e.g. belonging and start to relate this to the worldview I am studying e.g. Jews</p> <p>I can express my own opinions and start to support them with rationales.</p>	<p>I can recall knowledge about the worldviews I have studied, select the knowledge that is most significant to the enquiry and start to explain its relevance and importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by my one or more elements of the knowledge gained in the enquiry from appropriate sources.</p>

Religion and Worldviews Progression of Skills overview - UKS2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Cycle 1</u>	Respectful Religions and World views (1 lesson)	<p><u>Unit number 5:1 theme – Inspirational people in today’s World.</u></p> <p><u>Enquiry Question</u></p> <p>How do inspirational people impact on how Humanist live today?</p> <p>Humanist</p> <p>Charles Darwin, Eistein, Martin Luther King</p>	<p><u>Unit number 5:2 theme – Religion and the individual: what matters to Christians</u></p> <p><u>Enquiry Question</u></p> <p>Is the Christmas story true?</p> <p>Christianity</p> <p>Gospels, Gospel ‘writers’, Disciples, Truth</p>	<p><u>Unit number 5:3 theme – Beliefs and questions</u></p> <p><u>Enquiry Question</u></p> <p>Does belief in the Trinity help Christians make better sense of the world?</p> <p>Christianity</p> <p>Monotheism, creed, Trinity</p>	<p><u>Unit number 5:3 theme – Beliefs and questions</u></p> <p><u>Enquiry Question</u></p> <p>How can Brahman be everywhere and everything?</p> <p>Hinduism</p> <p>Atman, Trimurti</p>	<p><u>Unit number 5:4 theme – Beliefs and actions in the World</u></p> <p><u>Enquiry Question</u></p> <p>What is the best way for a Muslim to show commitment to God</p> <p>Islam</p> <p>Allah, Qu’ran, Makkah, Akhirah, Mosque</p>	<p><u>Unit number 5:4 theme – Beliefs and actions in the World</u></p> <p><u>Enquiry Question</u></p> <p>Why do Sanatani’s use symbols? (KS1 enquiry)</p> <p>Hinduism</p> <p>Brahma, Vishnu, Shiva, Trimurti, Aum</p>
<u>Cycle 2</u>		<p><u>Unit number 6:1 theme – Teaching wisdom and authority</u></p> <p><u>Enquiry Question</u></p> <p>Is everything ever eternal?</p> <p>Christianity</p> <p>Agape, Massiah</p>	<p><u>Unit number 6:2 theme – Teaching wisdom and authority</u></p> <p><u>Enquiry Question</u></p> <p>Is Christianity still a strong religion over 200 years after Jesus was on Earth</p> <p>Christianity</p> <p>British values, poverty, inspiration, charity</p>	<p><u>Unit number 6:3 theme – Beliefs in action in the world</u></p> <p><u>Enquiry Question</u></p> <p>How is the Qu’ran vital to Muslims today? (LKS2 enquiry)</p> <p>Islam</p> <p>Allah, Qu’ran, Night of power, Surah, Kursi</p>	<p><u>Unit number 6:3 theme – Beliefs in action in the world</u></p> <p><u>Enquiry Question</u></p> <p>What is the best way for a Sanatani’s to lead a good life?</p> <p>Hinduism</p> <p>Karma, Samsara, Moksha, Sadhu</p>	<p><u>Unit number 6:4 theme – Beliefs in action in the world</u></p> <p>Kindertransportation linked to History -giving the opportunity for upstanding.</p> <p><u>Enquiry Question</u></p> <p>What is the best way for a Jew to show commitment to God</p> <p>Judaism</p> <p>Bat/Bar Mitzvah, Mitvoth, Tenakh, Torah, Shabbat</p>	<p><u>Unit number 6:4 theme – Beliefs in action in the world</u></p> <p><u>Enquiry Question</u></p> <p>How are sacred teaching and stories interpreted by Jews today?</p> <p>Judaism</p> <p>The Talmud, Othodox, Reform, Shabbat,</p>

<u>Visits and experie nces</u>		Harvest Assembly	Diwali experience Advent Christingle	Chinese New Year Ramadan Shrove Tuesday (Pancake day)	Holi Easter Eid – Al – Fitr	Synagogue experience	Eid Al Adha

End of UKS2 expectation

<u>Personal development</u>	<u>Subject knowledge</u>	<u>Skills of evaluation and critical thinking</u>
<p>I can explain how this concept/belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their worldview.</p> <p>I can express my own thoughts and feelings, having reflected on them</p>	<p>I can recall knowledge about worldviews and explain differences in practice and interpretation within and between worldviews.</p>	<p>I can weigh up evidence from different sources and consider different aspects, the diversity of different beliefs and the knowledge learnt in the enquiry and express my answer supported by evidence and/or a rationale.</p>