

<p><b>Knowledge and Understanding of Beliefs</b> AO1 – What do people believe?</p>	<p><b>Knowledge and Understanding of Beliefs</b> AO1 – What do people do?</p>	<p><b>Responding and Living</b> AO2 – How do people live because of their beliefs?</p>	<p><b>Reflecting and Thinking</b> AO2 – How do people think about big questions?</p>
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## Early Years

*Pupils will learn to/will be able to:*

<p>N</p>	<ol style="list-style-type: none"> <li>Describe ways of showing kindness and say what is right or wrong.</li> <li>Practise using their words to negotiate and think about right and wrong.</li> <li>Talk about some of the ways that people show love and concern for one another and why it is important to help others.</li> <li>Discuss relationships through storytelling.</li> <li>explore Celebrations in various traditions: Christmas, Chinese New Year, Eid-ul-Fitr, Diwali, Easter, Birthdays</li> </ol>	<ol style="list-style-type: none"> <li>Develop a sense of responsibility and membership of a community.</li> <li>Begin to understand how others might be feeling.</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ol>	<ol style="list-style-type: none"> <li>Talk about their own and others' behaviours.</li> <li>Start to talk about behavioural consequences.</li> </ol>
<p>R</p>	<ol style="list-style-type: none"> <li>Describe different life events and how they are celebrated: what special occasions do people celebrate?</li> <li>Understand what things are precious to us, to others.</li> <li>Begin to understand what things are precious to believers and non-believers.</li> <li>Know about some similarities and differences between themselves and others, and among families, communities, and traditions.</li> <li>Understand that different people have different beliefs, attitudes, customs, and traditions.</li> <li>Know why it is important to treat people with different beliefs and customs with respect.</li> <li>Develop an awareness of some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in another country drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</li> <li>Explore celebrations in various traditions. For example, harvest, Diwali, Christmas, New Year, Chinese New Year, Easter</li> </ol>	<ol style="list-style-type: none"> <li>Link stories to festivals and celebrations</li> <li>Understand the messages from some festivals and celebrations.</li> <li>Understand what stories are important to people.</li> </ol>	<ol style="list-style-type: none"> <li>Show an understanding of their own feelings.</li> <li>Begin to show an understanding of others' feelings.</li> <li>Begin to regulate their behaviour based on their understanding of feelings.</li> <li>Show sensitivity to their own and to others' needs.</li> </ol>

# World Views & RE Progression

<https://vimeo.com/124385005>

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## Key Stage 1 (concrete and pictorial learning)

*Pupils will learn to/will be able to:*

Y1	<ol style="list-style-type: none"> <li>1. Listen to religious stories and talk about them.</li> <li>2. Share something that a believer might learn from a religious story.</li> <li>3. Share ideas about religious art and symbols.</li> <li>4. Start to recognise and use religious vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Share how different religions/traditions studied show gratitude and thankfulness.</li> <li>2. Share how different religions/traditions studied care for one another and belong to communities.</li> <li>3. Share how different religions/traditions studied celebrate special times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about how some believers form communities.</li> <li>2. Talk about what is important about belonging.</li> <li>3. Talk about some beliefs that are important to believers.</li> <li>4. Talk about how people celebrate their religion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what they find interesting or puzzling.</li> <li>2. Talk about some things that are important to them.</li> <li>3. Learn how to listen and respect others' ideas and beliefs.</li> </ol>
<p><b>Belonging</b> as LAUNCH UNIT for the year. Belonging, Being Thankful and Celebrations to be the key threads then pulled out and explored in the two separate units on <b>Christianity</b> and <b>Islam</b>, to include church and mosque visits/visitors (teachers to take PHOTOS for TPL- <b>for the next year have shared drive for images</b>). Simple, surface features and outward signs approach to introduction of Christianity and Islam, at an age-appropriate level. The key surface features learned in Y1 to be a reference point for continual development as pupils move up the school.</p> <p>Practical point: Christianity unit in spring term for Lent to lead to Easter. Islam in the Summer term.</p> <p>Key approach: Listen, share, talk.</p>				
Y2	<ol style="list-style-type: none"> <li>1. Tell religious stories and talk about them.</li> <li>2. Describe things that a believer might learn from a religious story.</li> <li>3. Talk about some of the things that are the same for religious people.</li> <li>4. Use key religious vocabulary taught</li> <li>5. Begin to make links between religions studied.</li> <li>6. Say what some symbols stand for and what some religious art or music is about.</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin to describe how different traditions studied show their beliefs and values.</li> <li>2. Begin to describe how different religions/traditions studied worship and pray.</li> <li>3. Begin to describe how different religions/traditions studied teaches through stories.</li> <li>4. Begin to describe how different religions/traditions studied explain and respond to doing things wrong making mistakes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about how believers employ worship and prayer to guide their actions.</li> <li>2. Talk about what is important to believers of different religions/traditions studied and how symbols help them to represent those beliefs.</li> <li>3. Talk about why different religions/traditions studied use stories to teach lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to others' views respectfully.</li> <li>2. Ask and talk about questions and events in stories from the religions/traditions studied.</li> <li>3. Ask and talk about symbols and signs of the religions/traditions studied.</li> <li>4. Ask and talk about what is important to them and to others.</li> </ol>
<p><b>Rules</b> is the LAUNCH UNIT for Y2 learning in Autumn term – which can be applied back to what was learned about Christianity and Islam in Y1 and used in new learning about Judaism in Spring.</p> <p><b>Judaism</b> in Spring to complete introduction of monotheistic (<b>one god</b>), Abrahamic world religions (<b>Judaism, Christianity and Islam - date back to Abraham</b>).</p> <p>Introduce comparison when pupils at their most mature in KS2 (Summer, Y2) with “<b>What makes a place sacred?</b>”, thinking around rules, places of worship and symbols within Christianity and Islam – developing places of worship link with Year 1 and unpacking beliefs in more detail. Use Deepening opportunities to reference Judaism &amp; synagogue visit/learning from Spring.</p> <p>Key approach: Tell, begin to describe, ask questions</p>				

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## Lower Key Stage 2 (concrete, pictorial and introduce abstract learning)

### Pupils will learn to/will be able to:

Y3	1. Start to describe some religious <b>sources</b> and explain that these teachings affect religious groups. 2. Start to describe some <b>similarities and differences</b> between religions. 3. Start to use religious vocabulary to describe religious practices.	1. Describe how different religions/traditions studied use religious texts. 2. Describe how different religions/traditions studied decide what is <b>right and wrong</b> and how they respond to those commands 3. Describe how different religions/traditions studied <b>experience and describe the divine</b>	1. Compare similarities and differences between religious texts and ideas of the sacred 2. Evaluate how sacred texts influence believers. 3. Think about how the religions/traditions studied approach and experience the divine. 4. Begin to compare their ideas with those of other faiths. 5. Begin to link things that are important to them and other people with the way people behave.	1. Compare some of the things that influence them with those that influence others. 2. Ask important questions about beliefs in the sacred and how that influences believers’ decisions and begin to compare their ideas with those of other people. 3. Begin to link things that are important to them and other people with the way people behave.
<b>Sacred Texts LAUNCH UNIT</b> and theme units for Year 3 as a theme that can be used to reference back to developed threads on Christianity, Islam and Judaism in KS1 and built on over the course of the year. This then builds up to a comparison unit on ideas/representations of the divine in Christianity, Islam and Judaism in Spring term for <b>“What do different people believe about God?”</b> Complete Y3 with a contrasting unit studying <b>Hinduism</b> in summer term, which introduces polytheistic divine representation ( <b>multiple gods</b> ) and a different relationship with sacred texts. Key approach: Describe, start to explain, develop comparisons				
Y4	1. Describe some religious sources and explain that these teachings affect religious groups. 2. Use the right religious vocabulary to describe and to compare different practices and experiences.	1. Describe how different traditions view <b>pilgrimage</b> and decide on destinations. 2. Describe how different traditions exist within faith communities. 3. Describe how different traditions seek <b>guidance for decisions and responses to wrongdoing</b> .	1. Think about how the traditions studied answer questions about <b>the meaning of life</b> and about identity – including differences within and between faith traditions. 2. Explain how believers would react to certain situations or give opinions with reasons and references to some sources of wisdom, such as inspirational people or religious texts. 3. Ask and answer questions about <b>moral decisions</b> from the perspective of the traditions studied.	1. Ask questions about faith identity, and discuss how this effects life decisions. 2. Begin to give their opinion with reasons 3. Begin to reference some sources of wisdom, such as inspirational people. 4. Ask questions about moral decisions they, and others, make 5. Suggest some solutions to moral decision, based on sources of wisdom
In Autumn term we start with <b>Right and Wrong</b> as a LAUNCH UNIT/springboard for the rest of year. Ensure this is developed from Rules in Y2. Then in Spring we will study <b>Sikhism</b> . Final unit on <b>Journeys and Pilgrimages</b> . Key approach: Introduce the abstract with reference to known facts in preparation for Big Question approach in UKS2.				

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## Upper Key Stage 2 (Abstract, P4C, Life's Big Questions)

*Pupils will learn to/will be able to:*

Y5	<ol style="list-style-type: none"> <li>1. Describe some reasons for why people belong to religions.</li> <li>2. Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>3. Use a wider religious vocabulary.</li> <li>4. Begin to suggest reasons for similarities and differences in the answers given to moral questions.</li> <li>5. Begin to explain how religious sources are used to provide answers to such questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how different traditions explain what makes us human.</li> <li>2. Describe how different traditions approach and explain the existence of the divine.</li> <li>3. Describe how different traditions remember important individuals in their faith.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the views of others on questions about identity and the meaning of life.</li> <li>2. Use brief reasons and some references to sources of wisdom, such as inspirational people, to explain the beliefs of believers and their responses to philosophical questions and situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give their own views and listen to the views of others on questions about identity and the meaning of life.</li> <li>2. Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>3. Begin to express opinions on matters of religion and belief and can use some examples to support their views.</li> </ol>
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Autumn term introduce with **“Why do you judge me?”** Spring unit will then introduce **Buddhism** as the final faith-based world view to be taught in the curriculum (most abstract religion). In summer term we can then broaden out with a unit around **“What makes us human? What makes someone ‘good’ or ‘bad’?”** Starting to link religious thinking to social ideas of morals, everyday choices and values ready for yr6.

Y6	<ol style="list-style-type: none"> <li>1. Say what religions teach about some of the big questions of life.</li> <li>2. Begin to use more sources to explain different views.</li> <li>3. Begin to explain the effects of beliefs and practices on individuals, communities, and societies.</li> <li>4. Use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions.</li> <li>5. Begin to explain how religious sources are used to provide such answers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how different traditions respond to each other and have dealt with periods of persecution.</li> <li>2. Describe how different traditions explain the existence of suffering.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the difficulty even believers have in answering some of the more complex philosophical questions, and varieties of potential answers.</li> <li>2. Consider some of the challenges of belonging to a religion today and express understanding over the causes of historical conflict.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give their own views in more detail and listen to the views of others on questions about identity and the meaning of life.</li> <li>2. Reflect upon their perceptions, and that of others, towards faith communities and how a lack of understanding can lead to disagreement and conflict.</li> <li>3. Begin to use more reasons, examples, and references to sources of wisdom to explain their point of view and the views of others when exploring questions of truth and ethics.</li> </ol>
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Autumn term we will begin **“Why is there suffering?”** link with WW2 and building on learning in previous years (charity, famine, refugees, homelessness, cost of living). Our Spring term unit will be **Humanism**, including the development of shared international human rights post WW2. Finishing with Journey Through Life in preparation for pupils moving to secondary school and providing an opportunity to reflect on where they have come from, where they are going, what grounds them and what are constant sources of comfort, belonging and spirituality for them as they move into adolescence – **“Why do some people think life is a journey?”**