

## Intent

The Duston School Religion and Worldviews (R&W) Curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. It is important to us that the curriculum is fully aligned with our school values and that these are explicit throughout. Our R&W curriculum is relevant to all pupils, encourages them to reflect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum. Progression enables them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their position in relation to their learning.

The Kapow Primary's R&W scheme of work is used to plan Religion and Worldviews and supports teachers with their subject knowledge and provides high-quality resources to support their teaching. Our R&W curriculum meets the government guidance, which states that RE must reflect that *'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'*. The aims of A Curriculum framework for Religious Education in England are fulfilled within our curriculum.

For EYFS, the lessons allow pupils to work towards targeted 'Understanding the world' Development matters statements and Early learning goals, while covering foundational knowledge that will support them in their further Religion and Worldviews learning in Key stage 1.

## Implementation

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), our R&W curriculum has the following three strands running throughout it:

- Substantive knowledge (conceptual and worldviews related).
- Disciplinary knowledge.
- Personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Our R&W curriculum is a progression model where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon.

Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key stage 2, allowing children to apply the breadth and depth of their learning across various concepts.

These 'big questions' are:

**Why are we here?**  
**Why do worldviews change?**  
**What is religion?**  
**How can worldviews be expressed?**  
**How do worldviews affect our daily lives?**  
**How can we live together in harmony if we have different worldviews?**

In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews. Guidance for adapting and challenging the learning is available for every lesson.

The nature of R&W means that controversial and sensitive issues will be taught and discussed in some units or may come up when not directly part of a planned lesson. Throughout the units, children will learn skills to have respectful discussions and respond sensitively to one another. Teacher CPD resources include guidance on how to facilitate such discussions and how to answer and respond to controversial or sensitive questions and viewpoints.

Curriculum Map and Key Knowledge Goals						
EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>What makes us special?</b> To know the different ways they and others are special. To know who is special to you. To know who helps us. To know that Jesus is special to some people.	<b>What are special times?</b> To recognise some special times. To know what Diwali is. To know how some Hindu people celebrate Diwali. To know the story of Jesus' birth. To know how some Christian people celebrate Christmas.	<b>Why are some places special?</b> To know that churches are special to some Christians. To know that synagogues are special to some Jewish people. To know that mosques are special to some Muslim people. To know that gurdwaras are special to some Sikh people.	<b>Why are some things special?</b> To know that some books are special to people. To know why some stories are special to people. To know that some objects are special to people. To know why it is important to respect and appreciate differences.	<b>Why are some stories special?</b> To understand why some stories are special to people. To recognise that people may have different beliefs. To know what makes some stories special. To understand that they can learn and be inspired from stories.	<b>What makes the world special?</b> To know what makes the world special to them. To understand that others may have different ideas. To know ways that we can care for the world. To understand why it is important to look after the world.
	<u>Key Vocabulary</u> beliefs believe God proof True special help Jesus Christian welcome care	<u>Key Vocabulary</u> special birthday Christmas Diwali Hindu festival light Christian celebrate Jesus decorations food	<u>Key Vocabulary</u> church Christian synagogues Jewish mosque Islam Muslim gurdwara Sikh special places pray celebrate together welcome	<u>Key Vocabulary</u> object artefact images pictures books stories meaning value respect differences special	<u>Key Vocabulary</u> Stories meaning special beliefs difference learn inspire explore power teach	<u>Key Vocabulary</u> world special care difference ideas listen explore others important

	Key Stage 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Respectful</b> To know what believing means. <b>How did the world begin?</b> To understand that people have different beliefs on creation. To know that creation stories provide people with possible answers as to why we are here. To know that some people believe God exists as a powerful, non-human being.	<b>What do some people believe God looks like?</b> To understand that there are different representations of what God may look like. To recognise a range of arts works and avatars representing the Christmas story. To understand that people understand God on Earth in different ways.	<b>What is God's job?</b> 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). To know that some people believe that humans have a special relationship with God. To know that there are different names for God.	<b>Why should we care for the world?</b> To understand that people with similar worldviews often work together to care for the world and for others. To understand that religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a responsibility to look after it.	<b>How do we know that new babies are special?</b> To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. To understand that religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.	<b>Why should we care for others?</b> To know that some religious stories may guide people to care for others. To understand that some religious (and non-religious) groups often provide support and care to their local and worldwide communities.
	<u>Key vocabulary:</u> Belief Brahman Christian Bible Creation God Hindu idea Jewish proof religion respect scripture Torah worldview	<u>Key vocabulary:</u> Allah belief Believe Brahman Christian Bible Christmas God Hindu idea Jesus Muslim religion respect	<u>Key vocabulary:</u> Allah belief Christian Bible Creator God Jewish miracle Muslim Trimurti Zoroastrian	<u>Key vocabulary:</u> Belief Bible Brahman Christian Hindu Humanist Jewish quote religion respect Torah responsibility scripture	<u>Key vocabulary:</u> Adhan Allah Aqiqah baptism Brahman church celebration ceremony Christian God godparents Hindu Humanist Jatakarma Muslim promise Namakarana Trimurti Zakat	<u>Key vocabulary:</u> act of kindness Allah charity Christian donate fair God guidance Jesus Humanist Zakat Jewish Muslim responsibility service Sewa Sikh The Five Pillars of Islam Tzedakah Waheguru
Year 2	<b>Why do we need to give thanks?</b> To understand that others may think differently. To know how and why some people day thank you. To understand why harvest is important. To identify how some Hindus and Christian might show gratitude to God.	<b>What do candles mean to people?</b> To understand why some people light candles. To know who Rama and Sita were. To know that Diwali can be celebrated in different ways. To know how some Christians may celebrate Advent. To understand why candles are used during Hanukkah.	<b>How do we know some people have a special connection to God?</b> To know that the Christmas story symbolises that Jesus is special. To understand why Guru Nanak is seen as special. To know that Krishna is special to some people. To understand why Muhammad is special to some people.	<b>What is a prophet?</b> To identify the characteristics of a prophet. To understand the promises made to some prophets in stories and scriptures. To understand how the role of Muhammad is important to some Muslims. To explain the importance of Guru Nanak for some Sikhs.	<b>How do some people talk to God?</b> To understand why some people might choose to talk to God. To recognise how different people pray. To understand why some people use special objects and clothing during prayer. To understand where some prayers come from.	<b>Where do some people talk to God?</b> To know how Muslims pray individually and in a mosque. To compare different Christian places of worship. To understand the importance of the synagogue to some Jewish people. To understand why a gurdwara is special to some Sikh people.

	<u>Key Vocabulary:</u> deity disciples express festival Mandir puja shrine worship Christian gratitude thanks harvest	<u>Key Vocabulary:</u> candles express meaning stories beliefs Rama Sita festival Diwali celebration Advent Hanukkah sacred prayer symbol temple	<u>Key Vocabulary:</u> avatar chosen deity Guru messenger Old Testament story special Krishna Muhammad Guru Nanak Jesus Christmas	<u>Key Vocabulary:</u> characteristic messenger chosen Abraham Qur'an guru wisdom special prophet saviour eternal	<u>Key Vocabulary:</u> Allah mandir prayer scripture Torah mosque puja shrine Veda communicate mosque synagogue Qur'an Torah	<u>Key Vocabulary:</u> Alevi Bible cem church community dome gurdwara mosque Langar Pagan place of worship statue synagogue Torah
	<b>Lower Key Stage 2</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<b>What makes us Human?</b> To know that some people believe living things have a soul that is immortal. To know that some people believe connection with God to be a spiritual experience. To understand that prayer, meditation and rituals can be used to connect spiritually.	<b>Where do our morals come from?</b> To understand that morals are our thinking about what is right and wrong. To understand that communities have rules and guidance for how to live together. To understand that people's views about what is right and wrong can change over time and place.	<b>Is scripture central to religion?</b> To understand that rituals can be a way of expressing beliefs about God. To know that worship can take many forms and often involves symbolism. To know that prayer, meditation and rituals are used to connect spiritually.	<b>What happens if we do wrong?</b> To understand that actions have consequences. To understand that forgiveness is cancelling out wrongdoing or removing punishment. To know how some religions seek forgiveness.	<b>Why is water symbolic?</b> To know that Holy means divine, sacred or connected to God. To know that water is often used in ceremonies and rituals to symbolise cleansing and purity. To know that worship can take many forms and can involve symbolism.	<b>Why is fire used ceremonially?</b> To know that ceremonies involving fire are important for some communities. To know that fire can be used in rituals and ceremonies to symbolise purity. To know that fire is sometimes used as a sign of remembrance.
	<u>Key Vocabulary:</u> Buddhist connection meditation soul source spirituality immortal rituals	<u>Key Vocabulary:</u> Buddha covenant guidance moral reasoning Ten Commandments communities rules morals	<u>Key Vocabulary:</u> faith holy inspired New Testament Tenak Torah Scroll express scriptures Qur'an Hadith revelation	<u>Key Vocabulary:</u> baptism cleansed confessional immoral sacrament amends choice consequences karma Original sin repentance sin authority forgiveness mercy	<u>Key Vocabulary:</u> Abrahamic religions cleanse commitment holy offering perspective Shinto spiritual precious symbolism baptism rituals	<u>Key Vocabulary:</u> divine memoriam purity unity eternal memory remembrance transformation renewal candle

Year 4	<b>Are all religions equal?</b> To know that people from different religions can believe some of the same things. To know that stories and scriptures give insights about how to live. To know that the history of religion affects how people see their own and others' communities.	<b>What makes some texts sacred?</b> To know that the way scriptures are treated and used reflects beliefs about their meaning and origin. To understand that the way scriptures are read and used changes over time. To know that religious texts contain different types of writings.	<b>Just how important are our beliefs?</b> To know that sacrifice means giving up something valued for the sake of something else. For some people outward expressions of belief are important for a sense of belonging. Holy means divine, sacred or connected to God	<b>Who was Jesus really?</b> To know that people from different religions believe some of the same things. To know that there are links and connections between religions. To understand that Jesus was a historical figure and people have different beliefs about his significance.	<b>Why is the Bible the bestselling book of all time?</b> To understand why the Christian Bible has a significant role in public life in many countries, including the UK To understand that Religious scriptures are written in different languages and this can affect interpretation. To know that disagreement and change can happen in communities.	<b>Does the language of scripture matter?</b> To know that people with similar worldviews may practise in different ways due to historical events. To understand that the ways scriptures are read and used change over time
	<a href="#"><u>Key Vocabulary</u></a> Baha'i Baha'ullah harmony merciful origin unity equality harmony practices worldviews respect	<a href="#"><u>Key Vocabulary</u></a> Baghavad Gita Buddhist Canon origin revealed beliefs scripture remembered explore scripture	<a href="#"><u>Key Vocabulary</u></a> commitment fast sacrifice tradition diet beliefs ceremonies commitment promises welcoming	<a href="#"><u>Key Vocabulary</u></a> depictions faith Messiah miracles perception Pharisees prophecy resurrection Sadducees traditions	<a href="#"><u>Key Vocabulary</u></a> Christian Bible Gospel literal relevant spiritual culture impact message secular translation canon depict interpretation moral significance	<a href="#"><u>Key Vocabulary</u></a> classical commentary culture dialect diaspora first language linguist oral tradition transition translation written scripture
Upper Key Stage 2						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Why do people have to stand up for what they believe in?</b> To know that in the UK religious beliefs are a protected characteristic. To know that in some times and places, people did not or do not have religious freedom. To know that throughout history and modern times, people have had to protest or fight for	<b>Why doesn't Christianity always look the same?</b> To know that some of the ways that history, geography and leadership influence people's worldviews To know that Leadership and authority can impact people's worldviews.	<b>What happens when we die? (Part 1)</b> 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.	<b>What happens when we die? (Part 2)</b> To know how to correctly use the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell. To know that beliefs about life after death can affect how people choose to live their lives.	<b>Who should get to be in charge?</b> To know that leadership and authority can impact people's worldviews. To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community.	<b>Why are some places in the world significant to believers?</b> To know the reasons for some people taking part in religious practices including belief, culture, tradition and obligation To know that some places are of particular significance due to historical, cultural and geographical reasons.

	religious freedom.					
	<u>Key Vocabulary</u> atheist Bandi Chhor Divas denomination devotion discrimination interpretation liberation prejudice religious tolerance	<u>Key Vocabulary</u> crucifixion denomination Holy Spirit pilgrimage portrayal sacraments succession The Trinity	<u>Key Vocabulary</u> Abrahamic interpretation portrayal Yom Kippu rebecoming reincarnation Brahmins cremation dukkha The Divine Hukam karma	<u>Key Vocabulary</u> atma atman bodhisattva Eightfold Path enlightenment Four Noble Truths Kshatriyas liberation marga moshka mukti nirvana samsara Shudras Vaishyas varna Waheguru	<u>Key Vocabulary</u> Adhere Angad Hadith anointed authority dignity falcon government Guru Nanak Guru Panth interpretation Kalgi Khalsa Kirpa law legal system Lehna lineage	<u>Key Vocabulary</u> authentic cleansing covenant Darbar Sahib descendants diaspora exile Pagan Goddess Ganga Harmandir Sahib holy stupa Israelites pilgrimage Promised Land
Year 6	<b>Why does religion look different around the world? (Part 1)</b> To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times) To know that there are many reasons for some people taking part in religious practices including belief, culture, tradition.	<b>Why does religion look different around the world? (Part 2)</b> To know some of the ways that culture, history, geography and tradition influence people's worldviews. To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.	<b>Why is it better to be there in person?</b> To know that pilgrimage is a journey to a place of religious significance. To know that experiencing a pilgrimage together can help some people feel a sense of community and belonging. To know that some people often feel significant connection to a building or place.	<b>Why is there suffering? (Part 1)</b> To know that free will means a belief that humans are able to make their own choices and determine their own fate. To know that beliefs about the nature of God may impact people's ideas about and responses to suffering. To know that people respond in different ways when they see people in their community suffering.	<b>Why is there suffering? (Part 2)</b> To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial. To know that some people may use religious practices (e.g. prayer or worship) to help them in times of suffering	<b>What place does religion have in our world today?</b> To know that there are many reasons for some people taking part in religious practices including belief, culture, tradition. To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.
	<u>Key Vocabulary</u> Abrahamic attributes Charedi descendants hijab kippot Israelites niqab melacha melachot monotheist omnibenevolent omnipotent omnipresent omniscient Sephardi	<u>Key Vocabulary</u> diversity Jain melacha melachot monotheist omnibenevolent omnipotent omnipresent omniscient Sephardi	<u>Key Vocabulary</u> Hajj secular omnibenevolent omnipotent omnipresent omniscient pilgrimage	<u>Key Vocabulary</u> contradictory Fall free will suffering temptation controversial contradictory	<u>Key Vocabulary</u> Chardi Kala dukkha Eightfold Path Four Noble Truths Hukam kami karma margas magga Naam nirodha sukha samudaya	<u>Key Vocabulary</u> census discriminate diversity protected characteristics religious secular



## Impact

The impact of our Religion and Worldview curriculum is assessed through formative assessment consisting mainly of discussion and questioning, a unit quiz and/or knowledge catchers.

The Religion and Worldviews curriculum equips children with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, be able to interact with others who have different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way. They will be curious learners who ask questions and make connections, confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

## Values

Children demonstrate the Primary Phase values of Care, Challenge and Succeed through their Religion and Worldviews learning.



### Care:

Care is threaded throughout the Religion and Worldviews curriculum. Children show care of their own beliefs and others' religious or non-religious views. They show respect and tolerance for different people's faiths, feelings and values and show a willingness to reflect on their experiences. They consider how others may be feeling in difference situations and how their own actions can affect others. All units of the Religion and Worldviews curriculum are centred around our core value of care but there are specific units which relate more explicitly such as: What makes us special? Why should we care for the world? How do we know that new babies are special? Why should we care for others? Where do our morals come from? What happens if we do wrong?



### Challenge:

Children are challenged to learn new knowledge, including key vocabulary, throughout the Religion and Worldviews curriculum. They show an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Children are challenged in their thinking when learning about controversial or contradictory issues and show tolerance when learning about religious individuals who have faced challenges. Throughout the Religion and Worldviews curriculum, children are challenged to think of things from others' perspective and understand how they can support the challenges of others.



### Succeed:

Children have opportunities to succeed in all their Religion and Worldview learning. Throughout the curriculum, the focus is on discussion and answering Big Questions. This ensures that all children can participate fully, share their own views and thus succeed. Children are taught how to succeed in understanding that others' may have different viewpoints than their own and respecting those views.