



# Whitley Abbey Primary School

Hand in hand we learn

## RE Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Oracy	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

## Intent

RE should not only help pupils acquire information, but teach them how to become interpreters of that information – and a focus on worldviews helpfully enables this approach. This approach recognises that the UK (and the world) is an increasingly pluralistic society, there is no neutral perspective and everyone sees the world through a certain lens. At its core, a religion and worldviews approach centres around how religious and non-religious people encounter, interpret, understand and engage with the world. Such an approach offers an inclusive experience of religious education for all pupils, irrespective of their background or personal worldview.

EYFS	
<p>During the Foundation Stage, children begin to explore the world of religion in terms of special people, books, times, places, objects and visiting places of worship. Children listen to, and talk about, stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.</p> <p><b>ELG: Knowledge and Understanding of the World.</b>            Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	
Key Stage 1	Key Stage 2
<p>Pupils begin to understand whether or not you can 'see' somebody else's worldview through their actions. Pupils begin to understand what might shape a worldview. Pupils begin to understand how worldviews might be celebrated and shared. Pupils begin to understand that people with different worldviews can have differing ideas about the same thing. Pupils begin to understand the important questions a worldview might seek to answer. Pupils begin to understand how a local area can shape a communal worldview.</p>	<p><b>Lower</b>            Pupils understand that worldviews are often expressed within seasons and cycles. Pupils understand that there are different ways a worldview can be shown to other people. Pupils understand that peace and reconciliation might be important in different worldviews. Pupils understand that worldviews aren't just made up of good, easy things. Pupils understand the roles beliefs and faith might play in worldviews. Pupils understand that people with similar worldviews often want to find people with worldviews like their own in order to</p>

	<p>live a happy life. Pupils understand that the evidence of worldviews from the past can be seen in the present day.</p> <p><b>Upper</b></p> <p>Pupils understand that worldviews can express the same things in different ways. Pupils understand how and why worldviews today are shaped by ancient stories. Pupils understand how a worldview might change over time. Pupils understand how worldviews are more than just how you 'see' the world. Pupils begin to understand worldviews are not just about the here and now or the place where they live. Pupils begin to understand whether an individual worldview can make a difference in this world and possibly beyond. Pupils understand people may not be absolutely certain about their worldview.</p>
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## Implementation

### **Resources**

We use resources from Sacre to support the implementation of the new agreed syllabus for Coventry and Warwickshire.

### **Assessment:**

At Whitley Abbey Primary School, assessment is carried out in accordance with our Assessment Policy. Ongoing teacher assessment ensures that skills are developed and progress is made in the area of RE. Key assessment questions are planned for in the curriculum, at the end of each unit of work.

### **Monitoring:**

- Books scrutiny to check coverage of content, skills, quality and evidence of key computing vocabulary being taught in all topics.
- Pupil voice
- Teacher observations
- Evidence of continuous assessment

**Work-life balance:**

The schemes of work support staff by providing lessons plans and resources to support the teaching of the RE curriculum.

Nursery				
	Term	Autumn	Spring	Summer
Knowledge of the World	Deliberate Practice (Skills)	<b>People, cultures and communities</b> Children will be able to: <ul style="list-style-type: none"><li>That special people are a source of sustenance, comfort and support</li></ul>	<b>People, cultures and communities</b> Children will be able to: <ul style="list-style-type: none"><li>Talk about their own likes and dislikes - ie food/clothes etc</li><li>Begin to recognise and express own feelings.</li><li>Recognise some familiar occupations.</li><li>Begin to imitate and act out through role play familiar events and home life scenarios</li><li>Begin to understand that they have similarities and differences that connect them to, and distinguish</li></ul>	<b>People, cultures and communities</b> Children will know and understand about: <ul style="list-style-type: none"><li>themselves and those in their familiar community ie playgroup members cultures and beliefs</li></ul> Children will be able to: <ul style="list-style-type: none"><li>Express feelings about a significant personal events</li><li>Describe significant events for family or friends</li><li>Talk about their own experiences and events that have taken place</li><li>Show interest in different ways of life</li><li>Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li><li>investigate their local environment and cultures through first and second hand experiences</li><li>respond to things of interest to them</li></ul>
		<b>Vocabulary</b> Belong Celebrate Welcome Diwali God Christian Community Sikh Church Muslim Mosque Hindu Gurdwara Festival Symbol Special Festival Jewish Torah Bible Qur'an Christmas Rama Jesus Golden Rule Hindu		Assessment questions. What groups do you belong to? Who are the people in special stories? How do you like to be treated?
Reception				
	Term	Autumn	Spring	Summer

Knowledge of the World	Deliberate Practice (Skills)	<b>People, cultures and communities</b> Children will know and understand about: <ul style="list-style-type: none"><li>themselves and those in their familiar community ie playgroup members cultures and beliefs</li></ul> Children will be able to: <ul style="list-style-type: none"><li>Express feelings about a significant personal events</li><li>Describe significant events for family or friends</li><li>Talk about their own experiences and events that have taken place</li><li>Show interest in different ways of life</li><li>Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li><li>investigate their local environment and cultures through first and second hand experiences</li></ul>	<b>People, cultures and communities</b> Children will know and understand about: <ul style="list-style-type: none"><li>themselves and those in the wider community ie a range of cultures and beliefs</li></ul> Children will be able to <ul style="list-style-type: none"><li>Gain awareness of the cultures and beliefs of others</li><li>Feel a sense of belonging to own community and place</li></ul>	<b>Past and Present</b> <ul style="list-style-type: none"><li>Talk about the lives of people around them and their roles in society</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li></ul> <b>People, cultures and communities</b> <ul style="list-style-type: none"><li>Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>Know some similarities and differences between different religious and cultural communities in this country, drawing upon their experiences and what has been read in class</li><li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - where appropriate - maps</li></ul>
		<b>Vocabulary</b> Belong Celebrate Welcome Diwali Faith God Christian Community Sikh Church Muslim Mosque Hindu Gurdwara Festival Symbol Sacred Special Festival Jewish Torah Bible Qur'an Christmas Rama Jesus Guidance Choices Leader Moral. Values Christian texts Worldviews Buddhist		Assessment questions. How can people show they belong together? Who are the people in sacred (special) stories and why might they still be important today? How do people know how to treat each other?
Year 1				
	Term	Autumn	Spring	Summer
	Layover units First	Hindu Enquiry Questions: <ul style="list-style-type: none"><li>How is God/supreme being understood in Hindu traditions?</li><li>What is worship and why is it important for those with Hindu worldviews?</li><li>What is the source of Hindu wisdom?</li></ul>		

	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean.</li> <li>Pupils can develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews.</li> <li>Pupils are beginning to ask ultimate questions and sharing their own possible answers to these.</li> <li>Pupils are beginning to use simple frameworks for logic and justifying their own position/beliefs.</li> <li>Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice (such as those linked to ceremonies and festivals).</li> <li>Pupils can observe individual and communal worldviews in action within the context of a local place of worship and use this to better explain phenomena from organised worldviews (e.g. how different festivals are celebrated or how different ceremonies are conducted) and comment on what this might mean to individuals and the community</li> </ul> <div data-bbox="864 571 1395 783" style="border: 1px solid black; padding: 5px;"> <p><b>Deliberate practise vocabulary</b> Worldviews Theology, Philosophy, Social and human science, discipline, concept</p> </div>		
	<b>Knowledge Assessment questions:</b>	<p style="text-align: center;"><b>Unit K1.1</b> <b><u>Assessment questions</u></b> <i>How might your religion or worldview be seen in the choices you make?</i></p> <ul style="list-style-type: none"> <li>Do pupils know that sacred texts are sources of beliefs, and they are beginning to understand the authority and power these can hold for some people?</li> <li>Do pupils know that people can have similar beliefs but may live them out in different ways?</li> <li>Do pupils know that asking individuals questions about their practices/lived expressions (e.g. the prayer/reflection they</li> </ul>	<p style="text-align: center;"><b>K1.2</b> <b><u>Assessment questions</u></b> <i>Where do people turn for guidance in life?</i></p> <ul style="list-style-type: none"> <li>Do pupils know that sacred texts are sources of beliefs (such as beliefs about God and ideas about guidance) and that they are beginning to understand the authority and power these can hold for some people?</li> <li>Do pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life?</li> </ul>	<p style="text-align: center;"><b>K1.3</b> <b><u>Assessment questions</u></b> <i>How do people with similar religion and worldviews share and celebrate their How do people with similar religion and worldviews share and celebrate their belief?</i></p> <ul style="list-style-type: none"> <li>Do pupils know that sacred texts are sources of beliefs, and they are beginning to understand the authority and power these can hold for some people?</li> <li>Do pupils know that observing worldviews in action (e.g. celebration of a festival or the actions of a communal worldview in a specific place of worship, such as use of artefacts for worship) can help them to better understand what is happening and why it is important for believers?</li> </ul>

		engage in or the charity work they do) can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods? (e.g. surveys and interviews).		
	<b>Vocabulary</b>	right wrong serve service duty Sewa values Zakat express	philosophy guidance Aristotle Humanism New Testament Bible Torah Qur'an Guru Granth Sahib non-religious spiritual campaigning tolerant guru Waheguru II Onkar Mool Mantra angels Paganism supernatural	ceremony festival rite of passage belong religion belief ritual worship buildings

## Year 2

	Term	Autumn	Spring	Summer
	Layover units First	Christianity Enquiry Questions: <ul style="list-style-type: none"> <li>How is God understood by those with Christian worldviews?</li> <li>What is the incarnation and why is that so important in Christian worldviews?</li> <li>Do all Christians use the Bible in the same way?</li> </ul>		
DT	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>Pupils can read simple passages from the gospels and engage in simple exegesis (annotating and analysing) to explain what they might mean</li> <li>Pupils are beginning to make links between passages in the gospels about Jesus and examples of ritual and practice in the lives of those with Christian and other worldviews.</li> <li>Pupils can develop a simple survey (2-3 questions) to better understand how beliefs about Jesus's impact upon lived expression of worldviews.</li> <li>Pupils are beginning to ask ultimate questions and sharing their own possible answers to these.</li> <li>Pupils can engage in simple debates and discussions, using statements as a focus for talk and the formulation of reason</li> <li>Pupils can make simple interpretations of sacred/religious art and symbols- simply thinking about what art might be showing to the viewer.</li> </ul>		
		<div style="border: 2px solid black; padding: 5px; display: inline-block;"> <b>Deliberate practise vocabulary</b>            Worldviews Theology, Philosophy, Social and human science, discipline, concept         </div> <div style="display: inline-block; vertical-align: top; margin-left: 20px;"> <ul style="list-style-type: none"> <li>Pupils can explain historical events simply, making connections with their significance and meaning today.</li> </ul> </div>		
		Unit K1.5 Questions		Unit K1.6 Assessment questions

	<b>Knowledge Assessment questions:</b>	<u>Who is Jesus? (1)</u> <ul style="list-style-type: none"> <li>Do pupils know that sacred texts are sources of beliefs about special people (e.g. Jesus) and they are beginning to understand the authority and power these can hold for some people?</li> <li>Do pupils know that people can have similar beliefs about Jesus but live them out in different ways?</li> </ul>	<u>What is most important for different people?</u> <ul style="list-style-type: none"> <li>Do pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people?</li> <li>Do pupils know that people may interpret sacred texts differently (leading to different things being important for different people) and that the way in which sacred texts are understood can change over time?</li> <li>Do pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life? (e.g. such as about God or what is most important in life).</li> <li>Do pupils know that ideas about right and wrong/good and evil often come from ancient texts or the ideas of philosophers of the past? (including sources of inspiration and guidance for those with Humanist worldviews).</li> </ul>	<u>Why has the Coventry Blitz shaped Christian worldviews locally and globally?</u> <ul style="list-style-type: none"> <li>Do pupils know that religious art and symbols can have theological and spiritual meanings?</li> <li>Do pupils know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods?(e.g. surveys and interviews).</li> </ul>
	<b>Vocabulary</b>	Jesus Christ faith Incarnation mystery Salvation Nativity Miracle Christian	faith God guidance value human rights right wrong inspiration importance	Cathedral Blitz Reconciliation Forgiveness Peace
<b>Year 3</b>				
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>



	Layover units First	Islamic: Enquiry questions: <ul style="list-style-type: none"> <li>How do those with Muslim worldviews often demonstrate their beliefs? (masjid, prayer and service to humanity)</li> <li>What is so important about the Qur'an? (divine revelation and divine guidance)</li> </ul>
DT	<b>Deliberate Practice</b> (Skills)	<ul style="list-style-type: none"> <li>Pupils understand that worldviews are often expressed within seasons and cycles.</li> <li>Pupils can develop simple metaphors and similes for metaphysical philosophical ideas (e.g. the role of darkness and light in religion and worldviews).</li> <li>Pupils can ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice, especially in relation to celebrations, festivals and seasonal rituals associated with religion and worldviews.</li> <li>Pupils are able to do 'engaged looking' at sacred/religious art to explore its theological significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning.</li> <li>Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about peace, forgiveness and reconciliation).</li> <li>Pupils are able to make links between sacred texts and the contexts in which people live (e.g. peace and reconciliation in action)</li> </ul>
	<b>Knowledge</b> <b>Assessment questions:</b>	<div> <div> <b>Deliberate practise vocabulary</b>  Worldviews Theology, Philosophy, Social and human science, discipline, concept </div> <div> <u>views shaped and</u>  <u>religion and worldviews?</u> <ul style="list-style-type: none"> <li>Do pupils know that worldviews are often expressed within seasons and cycles.</li> <li>Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. time and the significance of how times passes in cycles.</li> <li>Do pupils know that routine and repetition are often important to worldviews and can be observed (e.g. the cycle of festivals, the routine of ritual associated with celebrations) via ethnographic study.</li> </ul> </div> <div> <u>architecture?</u> <ul style="list-style-type: none"> <li>Do pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the 'situatedness' of which matters.</li> <li>Do pupils know that places (such as places of worship) can encourage actions and reactions from people's bodies in response to the ideas they encounter.</li> </ul> </div> <div> Unit K2.3  <u>Assessment questions</u>  <u>What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?</u> <ul style="list-style-type: none"> <li>Do pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace?</li> <li>Do pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually?</li> <li>Do pupils know that important concepts and beliefs (such as those to do with peace and reconciliation) can be drawn from several different places in a sacred text?</li> </ul> </div> </div>

		<ul style="list-style-type: none"> <li>Do pupils know that ritual is an important aspect of many festivals and may include clothing, food and the use of artefacts (such as during the celebration of Christmas and Easter, Eid-al-Fitr, shabbat, Tu B'Shvat and pagan festivals according to the seasons).</li> </ul>		
	<b>Vocabulary</b>	nature lunar seasons cycle Nativity Ramadan Pascha Eid-al-Fitr shabbat kala pagan karma solstice equinox	Icon cathedral architecture orthodox worldview Allah represent mosque/masjid theological calligraphy salvation Sufi reconciliation synagogue symbol embodied	peace ahimsa forgiveness ummah reconciliation Rosh Hashanah conflict Yom Kippur worldview non-violence
<b>Year 4</b>				
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Layover units First	Jewish Enquiry Questions: <ul style="list-style-type: none"> <li>Why are festivals so important for those with Jewish worldviews (remembering)</li> <li>Why is it important to gather together as Jewish people (Synagogue)</li> <li>Why does following commandments matter in Jewish worldviews</li> </ul>		

	<p><b>Deliberate Practice</b> (Skills)</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Deliberate practise vocabulary</b> Worldviews Theology, Philosophy, Social and human science, discipline, concept</p> </div>	<ul style="list-style-type: none"> <li>• Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean.</li> <li>• Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine).</li> <li>• Pupils are able to make links between sacred texts and the contexts in which people live.</li> <li>• Pupils are beginning to explain simple philosophical arguments for/against.</li> <li>• Pupils can explain how communal worldviews might differ from or express organised worldviews differently, using ethnographic study as a method.</li> <li>• Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine).</li> <li>• Pupils are able to do 'engaged looking' at sacred/religious art to explore its theological significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning.</li> <li>• Pupils can develop simple metaphors and similes for metaphysical philosophical ideas.</li> <li>• Pupils can create longer surveys (e.g. 5-6 questions) that ask questions aimed at exploring lived expressions of worldviews and how beliefs may be interpreted.</li> <li>• Pupils are beginning to summarise and question data related to religion more independently.</li> <li>• Pupils can explain historical events simply, making connections with their significance and meaning today.</li> <li>• Pupils can ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice.</li> </ul>		
	<p><b>Knowledge</b> <b>Assessment questions:</b></p>	<p>Unit K2.4 <u>Assessment questions</u> <u>How might your worldview lead you to do hard things for good reasons?</u></p> <ul style="list-style-type: none"> <li>• Do pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually?</li> <li>• Do pupils know that important concepts and beliefs can be drawn from several different places in a sacred text?</li> <li>• Do pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace?</li> </ul>	<p>Unit K2.5 <u>Assessment questions</u></p> <ul style="list-style-type: none"> <li>• <u>What or who is 'God' and how is the divine understood in theistic worldviews?</u></li> <li>• Do pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually?</li> <li>• Do pupils know that sacred texts contain ideas about God/the Divines that are often hard for those outside of the faith community to understand and may be metaphorical or built on images?</li> <li>• Do pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the 'situatedness' of which matters?</li> <li>• Do pupils know that the reasons for belief in God and the supernatural can vary and that people may turn to logic, reason, revelation and tradition</li> </ul>	<p>Unit K2.6 &amp; Unit K2.7 <u>Assessment questions</u> <u>Do you have to be part of a faith community to express an organised worldview?</u></p> <ul style="list-style-type: none"> <li>• Do pupils know that routine and repetition are often important to worldviews and can be observed (e.g. rituals and routines for worship at home and at a local place of worship) via ethnographic study?</li> <li>• Do pupils know that an individual worldview may deviate from an organised worldview as life is lived out? (for example, some people may not regularly worship with the rest of the faith community or do all the set prayers of their organised worldview).</li> </ul> <p><u>Assessment questions</u> <u>Unit 2.7</u> <u>How have religion and history</u></p>

			as they talk about and try to justify those beliefs?	<u>entwined in this area?</u> <ul style="list-style-type: none"> <li>Do pupils know that religion and history can often entwine and what happens in the past can still be significant in the present?</li> <li>Do pupils understand that an individual worldview may deviate from an organised worldview as life is lived out?</li> </ul>
	<b>Vocabulary</b>	sacrifice tzedakah fasting zakat sawm pilgrimage Ramadan hajj Lent non-violence charity worldview resist sacred	Divine Deity Theistic Monotheistic Polytheistic Pantheistic Non-theistic Worship Absolute Holy Trinity Prophet Transcendent Immanent Genderless Eternal Puja Avatar soul	sahajdhari keshdhari Khalsa amrit Langar Aid gurdwara organised worldview mezuzah shabbat synagogue personal worldview communal worldview architecture ritual monastery Catholic dissolution metta sewa reconciliation century priory medieval Protestant Humanist Dhukka synagogue chaplainc
Year 5				
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Layover units First	Sikh: Enquiry Questions: <ul style="list-style-type: none"> <li>What is unique about the Sikh understanding of God/supreme being (Waheguru)</li> <li>Are all Sikhs the same? (Khalsa and non-affiliation)</li> <li>What is the significance of the gurdwara? (langar)</li> </ul>		

	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>Pupils are increasingly confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. e.g. Creation and Flood narratives in the Bible and Qur'an) and beginning to take the historical-social situations into account.</li> <li>Pupils can make simple links between sacred (and other) texts and today's world, exploring how texts are used in both religious and non-religious worldviews.</li> <li>Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art work, taking religious texts into account.</li> <li>Pupils can confidently examine their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter).</li> <li>Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing.</li> <li>Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art work on Creation and the Flood, taking religious texts into account.</li> <li>Pupils can make simple links between sacred (and other) texts (e.g. Creation and Flood narratives in the Bible and Qur'an and the Bhagavad Gita) and today's world, exploring how texts are used in both religious and non-religious worldviews.</li> <li>Pupils can engage in more confident quantitative and qualitative data analysis.</li> <li>Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing to find out what interpretations different people might make of sacred stories.</li> <li>Pupils can engage in more confident quantitative and qualitative data analysis, such as the 2021 Census data.</li> <li>Pupils can engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors or engaging with case studies of local religious communities).</li> <li>Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner.</li> <li>Pupils are developing an awareness of morality – gaining knowledge of values, ethics and deciding what these mean for them and for others.</li> <li>Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing. · Pupils can engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors).</li> </ul>			
	<b>Knowledge</b> <b>Assessment questions:</b>	<table border="1"> <tr> <td data-bbox="611 906 1261 1554"> <b>Deliberate practise vocabulary</b>  Worldviews Theology, Philosophy, Social and human science, discipline, concept   the same figures can be told differently in different sacred texts and that those in religious stories can be seen as important in different ways and for different reasons?  <ul style="list-style-type: none"> <li>Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics?</li> <li>Do pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews?</li> </ul> </td><td data-bbox="1261 906 1827 1554"> <b>Unit U2.2</b>  <b>Assessment questions</b>  <u>Why might ancient stories still be so important for religion and world views today?</u>   <ul style="list-style-type: none"> <li>Do pupils know that there are ways of interpreting texts (e.g. Creation &amp; Flood narratives in the Bible and Qur'an) and the Bhagavad Gita) that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time.?</li> <li>Do pupils know that religious art can interpret sacred texts (e.g. Creation and Flood narratives) and stories in different ways, revealing the worldview of the artist.?</li> <li>Do pupils know that surveys and polls can reveal certain things about worldviews (e.g. the type of</li> </ul> </td><td data-bbox="1827 906 2188 1554"> <b>Unit U2.3 &amp; U2.4</b>  <b>Assessment questions</b>  <u>Do religions change or do they stay the same?</u>   <ul style="list-style-type: none"> <li>Do pupils know that worldviews are 'embodied', for example through choices around headwear and clothing. ·</li> <li>Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics? (using Sikhi and Buddhist traditions as case</li> </ul> </td></tr> </table>	<b>Deliberate practise vocabulary</b> Worldviews Theology, Philosophy, Social and human science, discipline, concept  the same figures can be told differently in different sacred texts and that those in religious stories can be seen as important in different ways and for different reasons? <ul style="list-style-type: none"> <li>Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics?</li> <li>Do pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews?</li> </ul>	<b>Unit U2.2</b> <b>Assessment questions</b> <u>Why might ancient stories still be so important for religion and world views today?</u>  <ul style="list-style-type: none"> <li>Do pupils know that there are ways of interpreting texts (e.g. Creation &amp; Flood narratives in the Bible and Qur'an) and the Bhagavad Gita) that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time.?</li> <li>Do pupils know that religious art can interpret sacred texts (e.g. Creation and Flood narratives) and stories in different ways, revealing the worldview of the artist.?</li> <li>Do pupils know that surveys and polls can reveal certain things about worldviews (e.g. the type of</li> </ul>	<b>Unit U2.3 &amp; U2.4</b> <b>Assessment questions</b> <u>Do religions change or do they stay the same?</u>  <ul style="list-style-type: none"> <li>Do pupils know that worldviews are 'embodied', for example through choices around headwear and clothing. ·</li> <li>Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics? (using Sikhi and Buddhist traditions as case</li> </ul>
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			<p>interpretation they might favour) but not the complexities of individual worldviews? (what that interpretation actually is).</p>	<p>studies).</p> <ul style="list-style-type: none"> <li>Do pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldview? (referring to Humanist worldviews and the global and local diversity of Christianity as examples).</li> </ul> <p><u>U2.4</u> <u>What might it mean to live well?</u></p> <ul style="list-style-type: none"> <li>Do pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed? Can pupils know that what it means to live well can and will be interpreted differently and that people will draw upon different types of knowledge, values and ethics?</li> <li>Do pupils know that worldviews are 'embodied' ? (explored through the concept of prayer).</li> <li>Do pupils know that surveys and polls can reveal certain</li> </ul>
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				<p>things about worldviews but not the complexities of individual worldviews?</p> <ul style="list-style-type: none"> <li>Do pupils know that lived expressions of worldviews can be accessed via ethnography (observation and participation) and that people can play an important role in shaping organised and institutional worldviews?</li> </ul>
	<b>Vocabulary</b>	<i>Jesus Christ Messiah Prophet Fulfilment Succession</i>	<p>hermeneutics interpretation mesh tradition  revelation midrash Bible Qur'an Bhagavad Gita myth  literal symbolic Abrahamic deluge sacred surah gunas  moksha shruti smriti</p>	<p>census gurdwara Langar oneness  of humanity diversity  Renaissance Reformation  Enlightenment agnostic atheist  theist ethics values  embodied religion gharma karma  puja Guru Granth Sahib prayer  Sunnah ritual artha moksha Guru  Nanak Hadith ethics morality</p>

Year 6				
	Term	Autumn	Spring	Summer
	Layover units First	<p>Buddhist Traditions</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> <li>What was of central importance to the Buddha?</li> <li>What is the significance of the Buddha and his life in Buddhist traditions?</li> <li>Is it easy to be enlightened in this day and age?</li> </ul>		

	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>Pupils are increasingly confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. · Pupils can engage in more confident quantitative and qualitative data analysis (such as looking at interpreting visitor data for Jerusalem).</li> <li>Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing.</li> <li>Pupils can debate and discuss ideas from organised worldviews that are applied to current issues (such as what happens after we die and how our ideas about death and the afterlife can impact upon how humans live).</li> <li>Pupils are developing an awareness of morality (such a karma in Sanatan Dharma)– gaining knowledge of values, ethics and deciding what these mean for them and for others.</li> <li>Pupils can confidently examine their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter). · Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing.</li> <li>Pupils can engage in religious art criticism through ‘engaged looking’ for interpreting religious art</li> <li>Pupils can make simple links between sacred (and other) texts and today’s world, exploring how texts are used in both religious and non-religious worldviews (in particular regarding sources of ‘truth’).</li> <li>Pupils can debate and discuss ideas (i.e. what truth is and where it can be found) from organised worldviews that are applied to current issues.</li> <li>Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner.</li> <li>Pupils can confidently examine their own positionality (what do they understand as ‘truth’ and why) in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter).</li> </ul>		
	<b>Knowledge Assessment questions:</b>	<div data-bbox="555 730 1294 858" data-label="Text"> <b>Deliberate practise vocabulary</b>  Worldviews Theology, Philosophy, Social and human science, discipline, concept </div> <div data-bbox="555 858 1088 890" data-label="Text"> <u>shape the way human beings live:</u> </div> <ul style="list-style-type: none"> <li>Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics?</li> <li>Do pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews?</li> <li>Do pupils know that worldviews are ‘embodied’ (specifically considering topics of slavery, colonisation and pilgrimage to sacred lands as events involving bodies).</li> <li>Do pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected</li> </ul>	<div data-bbox="1294 762 1619 818" data-label="Text"> Unit U2.6  Questions </div> <div data-bbox="1294 818 1619 874" data-label="Text"> <u>world view impact on the way you understand death and beyond?</u> </div> <ul style="list-style-type: none"> <li>Do pupils know whether an individual worldview can make a difference in the world?</li> <li>Can pupils know that the ideas of philosophers past and present may provide a basis upon which people choose to live their lives?</li> <li>Do pupils know that people have different ideas and beliefs about the self (e.g. soul/spirit and its relationship with the body), death, life after death and the supernatural/ spiritual? · Pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews?</li> <li>Do pupils know that religious art (such as that showing life after death or the concept of the afterlife) can interpret sacred texts and stories in different</li> </ul>	<div data-bbox="1630 762 2190 818" data-label="Text"> Unit u2.7  Assessment questions </div> <div data-bbox="1630 818 2190 874" data-label="Text"> <u>What is truth and where might it be found?</u> </div> <ul style="list-style-type: none"> <li>Do pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time (in particular, how an understanding of what ‘truth’ is has changed over time).</li> <li>Do pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed.</li> <li>Do pupils know that the ideas of philosopher's past (in particular, Socrates and Plato) and present may provide a basis upon which people choose to live their lives.</li> <li>Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics.</li> <li>Do pupils know that positionality,</li> </ul>



		<p>over time? (such as the Doctrine of Discovery). ·</p> <ul style="list-style-type: none"> <li>• Do pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions?</li> <li>• Do pupils confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account?</li> <li>• Do pupils engage in more confident quantitative and qualitative data analysis? (such as looking at interpreting visitor data for Jerusalem). ·</li> <li>• Do pupils plan for and execute sociological methods such as simple polling/surveying and interviewing</li> <li>• .Do pupils know that surveys and polls can reveal certain things about worldviews?</li> </ul>	<p>ways, revealing the worldview of the artist?</p>	<p>place and time influence the beliefs and practices of those with religious and non-religious worldviews (i.e. your 'truth' is shaped by where and when you were born).</p> <ul style="list-style-type: none"> <li>• Do pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews.</li> </ul>
<b>Vocabulary</b>		How do beliefs and ideas about land shape the way human beings live?	Transcendence Soul Afterlife Heaven Paradise Reincarnation Rebirth Moksha Nirvana Funeral	Truth relative Salvation Freedom Vedas Dharma