

## Religion and Worldviews- Long Term Plan 2024/25

### Religion and Worldviews in Early Years

Playing and Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Guide their own thinking and actions by referring to visual aids or by talking to themselves whilst playing.</li> <li>• Bring their own interests and fascinations into early years settings.</li> <li>• Respond to new experiences that you bring to their attention.</li> </ul>		<ul style="list-style-type: none"> <li>• Take part in simple pretend play, e.g. linked to own experiences of religion, festivals and cultures.</li> <li>• Use pretend play to think beyond the here and now and to understand another perspective</li> </ul>

Nursery	<ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Knows 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> </ul>
Reception	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>
Statutory ELG: <b>People, culture and communities</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• <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</b></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 – when appropriate – maps.</li> </ul>

## Key Stage 1 - Christianity, Judaism and Islam

End of Year 1 statements – Progress Target (PT)

<b>PT1 – Knowledge and understanding of religion and worldviews</b>
Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldview.
Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.
Show how individuals and faith communities celebrate life events.
Begin to name the different beliefs and practices of Christianity, at least one other religion.

<b>PT2 – Responding to religion and worldviews</b>
Begin to talk about different beliefs and practices using the correct vocabulary.
Begin to suggest meanings behind religious and moral stories.
Ask or respond to questions about how individuals and faith communities live.
Express their own ideas about belief and practices creatively.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand of learning	Key figures and deities	Festivals and celebrations	Way of life	Places of worship	Religious texts	Festivals and celebrations
Year 1	Christianity		Christianity		Judaism	
	Does God want Christians to look after the world?	How do Christians celebrate Harvest?	What is the Christian way of life?	What happens in Church?	What stories are special to Jews?	Is Shabbat important to Jewish children?

End of Year 2 statements – Progress Target (PT)

<b>PT1 – Knowledge and understanding of religion and worldviews</b>
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.
Begin to understand what it looks like to be a person of faith.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.

<b>PT2 – Responding to religion and worldviews</b>
Talk about and find meanings behind different beliefs and practices.
Suggest meanings of some religious and moral stories.
Ask and respond to questions about what individuals and faith communities do.
Express their own ideas, opinions and talk about their work creatively using a range of different mediums.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand of learning	Key figures and deities	Festivals and celebrations	Way of life	Places of worship	Religious texts	Festivals and celebrations
Year 2	<b>Christianity</b>		<b>Judaism</b>		<b>Islam</b>	
	Who was Jesus? Origins of Christianity	Why is Christmas a special time for Christians?	What is the Jewish way of life?	What happens in a synagogue?	Why is the Qur'an a special book?	How do Muslims celebrate Eid?

## Key Stage 2- Christianity, Islam, Hinduism, Buddhism, Judaism, Sikhism and Humanism

End of Year 3 statements – Progress Target (PT)

<b>PT1 – Knowledge and understanding of religion and worldviews</b>
Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview.
Recount some religious and moral stories from at least three different sources of authority.
Begin to understand that diversity exists within and between religions and worldviews.
Use key words and vocabulary related to all religions studied so far.

<b>PT2 – Responding to religion and worldviews</b>
Suggest and consider the impact of different beliefs and practices.
Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Ask and respond to questions about how individuals and faith communities live and why.
Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand of learning	Key figures and deities	Place of worship	Religious texts	Festivals and celebrations	Way of life and Belief	
Year 3	Islam		Christianity		Hinduism	
	Who was the Prophet Muhammad (pbuh)?	How does going to a mosque give Muslims a sense of belonging?	Why was Jesus welcomed like a king by the crowds on Palm Sunday?	Why is Easter an important celebration for Christians?	How does Dharma influence the way Hindus live their lives?	What is the Hindu way of life?

End of Year 4 statements – Progress Target (PT)

<b>PT1 – Knowledge and understanding of religion and worldviews</b>
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.
Begin to compare the similarities of at least three different religious texts or stories.
Begin to understand the diversity of belief in different religions, nationally and globally.
Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews.

<b>PT2 – Responding to religion and worldviews</b>
Respond to meanings behind different beliefs and practices using the correct vocabulary.
Respond to the meanings of some religious and moral stories and express how these relate (directly) to right and wrong.
Express an informed view on the impact of diversity of faith and belief in our world.
Begin to articulate and communicate connections between their own ideas and others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand of learning	Key figures and deities	Place of worship	Religious texts	Festivals and celebrations	Way of life and Belief	
Year 4	<b>Sikhism</b>		<b>Judaism</b>		<b>Christianity</b>	
	What is the Sikh belief about god?	What are the key features of the Gurdwara?	What is the Torah and why is it important to Jews?	How do Jews celebrate festivals?	How do Christians use Jesus' teaching as a foundation for their way of life?	What does it mean to be a Christian in Britain today?

End of Year 5 statements – Progress Target (PT)

<b>PT1 – Knowledge and understanding of religion and worldviews</b>
Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.
Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.
Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have a non-religious worldview follow a moral code.
Articulate simple responses to ethical questions from the range of different religions and world views studied so far.

<b>PT2 – Responding to religion and worldviews</b>
Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.
Express an informed view on the impact of diversity of faith and belief in our world. Relate this to our own lives.
Discuss and begin to apply your own and others' ideas about ethical questions and to express own ideas clearly in response.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand of learning	Key figures and deities	Place of worship	Religious texts	Festivals and celebrations	Way of life and Belief	
	<b>Buddhism</b>		<b>Christianity</b>		<b>Islam</b>	
Year 5	Who was Buddha and why is he an important figure?	Why is a temple a special place for Buddhists?	Why is the Bible so important for Christians today?	How do Christians celebrate Pentecost?	What does the Qur'an reveal about Allah and his guidance?	What does it mean to be a Muslim in Britain today?

End of Year 6 statements – Progress Target (PT)

<b>PT1 – Knowledge and understanding of religion and worldviews</b>
Make connections between different beliefs and practices of all religions and worldviews studied.
Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.
Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have a non-religious worldview follow a moral code.
Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.

<b>PT2 – Responding to religion and worldviews</b>
Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand of learning	Key figures and deities	Place of worship	Celebrations and Humanist ethics		Way of life and Belief	
Year 6	<b>Hinduism</b>		<b>Humanism</b>		<b>Christianity</b>	
	How can Brahman be everywhere and in everything?	Why is a Mandir a special place for Hindus?	What do humanist celebrations tell us about the things humanists value?	Why do Humanists say happiness is the goal of life?	Is anything ever eternal?	Should believing in the resurrection change how Christians view life and death?

