

Religion and Worldviews Curriculum at Spring Lane Primary School



SLP RW Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	What makes us special? What are special times? Why are some places special? Why are some things special? Why are some places special? Time to celebrate	How did the world begin? What do some people believe God looks like? Why should we care for the world? What is God's job? How do we know that new babies are special? Why should we care for others?	Why do we need to give thanks? What do candles mean to people? How do we know some people feel a special connection to God? What is a prophet? How do some people talk to God? Where do some people talk to God?	What makes us human? Where do our morals come from? What happens if we do wrong? Are scriptures central to religion? Why is water symbolic? Why is fire used ceremoniously?	Are all religions equal? What makes some texts scared? Just how important are our beliefs? Who was Jesus really? Why is the Bible the best-selling book of all time? Does the language of scripture matter?	Why do people have to stand up for what they believe in? Why doesn't Christianity always look the same? What happens when we die? (1) What happens when we die? (2) Who should get to be in charge? Why are some places in the world significant to believers?	Why does religion look different around the world? (1) Why does religion look different around the world? (2) Why is it better to be there in person? Why is there suffering? (1) Why is there suffering? (2) What place does religion have in our world today?
Trips/Visits		Mosque Visit	Protestant Church Visit - Easter	Hindu Temple Visit	Sikh Gurdwara Visit	New Life Centre Visit	Inreach Church Visit
Disciplinary Concepts (Linked to lesson intent)	Theology – understanding beliefs from within. Human/Social Sciences – understanding how beliefs shape life. Philosophy – reflecting on truth, ethics, and meaning.						
Substantive Concepts	Beliefs Practices Wisdom and Morality Community and Belonging						

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SLP RE Journey (Progression in Knowledge and Skills)							
Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Conceptual Knowledge (Beliefs)	Engaging in role play and drama based on simple stories. Sequencing and retelling events in simple stories. Noticing similarities and differences between their own and their peers' beliefs.	<p>To know that to believe is when we accept something is true, especially when we do so without proof.</p> <p>To know that some people believe God exists as a powerful, non-human being.</p> <p>To know that in some religions, followers believe in one supreme being or God who is loving.</p> <p>To know that people have different ways of understanding God on earth (incarnation).</p> <p>To know that some people believe that humans have a special relationship with God.</p> <p>To know that there are different names for God.</p>	<p>To know that some people believe God performed miracles in the past.</p> <p>To know that some people believe there are people who are chosen for a special purpose by God.</p> <p>To know that a prophet is someone who talks about God's plan or will.</p> <p>To know that some people believe that God has made a promise between himself and his people.</p> <p>To know that prayer means communicating with God.</p>	<p>To know that there are organised and personal worldviews and religious beliefs fit into both of these.</p> <p>To know that soul means a person's spiritual and emotional sense of identity.</p> <p>To know that some people believe all living things have a soul and that it is immortal.</p> <p>To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself.</p> <p>To know that some people believe spirituality and soul to be unique to humans.</p> <p>To know that some people believe connection with a</p>	<p>To know that religious and non-religious worldviews change over time for individuals and groups.</p> <p>To know that people from different religions believe some of the same things.</p> <p>To know that organised and personal religious beliefs change and develop over time.</p> <p>To know that there are historical links and connections between religions.</p> <p>To know that sacrifice means giving up something valued for the sake of something else.</p> <p>To know that holy means divine, sacred or connected to God.</p>	<p>To know the meaning of atheist, agnostic and theist.</p> <p>To know that people have different beliefs about what happens when we die.</p> <p>To know that some people believe in God, who may judge their actions when they die.</p> <p>To know that some people believe in life after death and others may believe death is the end of our life in any form.</p> <p>To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell.</p> <p>To know that many people who are not religious believe in</p>	<p>To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times).</p> <p>To know some of the ways that culture, history, geography and tradition influence people's worldviews.</p> <p>To know that some people believe leaders are anointed (chosen by God).</p> <p>To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.</p> <p>To know that free will means a belief that humans are able to make their own choices and</p>

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		<p>To know that there are different ways to refer to and represent God.</p> <p>To know that people have different ideas about the role of God.</p>		<p>god to be a spiritual experience.</p> <p>To know that actions have consequences and that people think differently about what these are.</p> <p>To know that forgiveness is cancelling out wrongdoing or removing punishment.</p> <p>To know that religious and non-religious people have ideas about the relationship between God and humans</p>	<p>To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.</p>	<p>some form of afterlife.</p> <p>To know that some people believe they will be reincarnated in a different form after death.</p> <p>To know that in the UK religious beliefs are a protected characteristic.</p> <p>To know that in some times and places people did not or do not have religious freedom.</p> <p>To know that throughout history and in modern times people have had to protest or fight for religious freedom.</p> <p>To know some of the ways that history, geography and leadership influence people's worldviews.</p> <p>To know that leadership and authority can impact people's worldviews.</p>	<p>determine their own fate.</p> <p>To know that beliefs about the nature of God may impact people's ideas about and responses to suffering.</p>
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						<p>To know that worldviews impact the process of choosing leadership and authority.</p> <p>To know that some people believe leaders are anointed (chosen by god).</p> <p>To know that some places are valued by certain people due to things that have happened there.</p>	
Conceptual Knowledge (Practices)		<p>To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth).</p> <p>To know that many people have special ceremonies when babies are born.</p> <p>To know that many people give money, time or donations to charity as a way of showing that caring</p>	<p>To know there are some festivals which are celebrated by religious and non-religious people.</p> <p>To know festivals usually celebrate a special or miraculous event from the past.</p> <p>To know that festivals often use light symbolically as part of celebrations.</p> <p>To know worship means to honour and adore.</p>	<p>To know that rituals are a way of expressing beliefs and ideas about God.</p> <p>To know that prayer, meditation and rituals are used to connect spiritually.</p> <p>To know that the way scriptures are used and treated reflects beliefs about their importance.</p> <p>To know that water is often used in ceremonies and</p>	<p>To know that the way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected.</p> <p>To know that the ways scriptures are read and used changes over time.</p>	<p>To know that funeral practices often reflect beliefs about life after death.</p> <p>To know that funerals can be important to help people grieve.</p> <p>To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night).</p> <p>To begin to consider reasons for taking part in religious</p>	<p>To know that some people may use religious practises (e.g prayer, worship) to help them in times of suffering.</p> <p>To know that a pilgrimage is a journey to a place of religious significance.</p> <p>To know that pilgrimages are an important part of some people's life.</p> <p>To know that pilgrimage helps</p>

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		<p>for others is important.</p>	<p>To know there are some objects that are special to followers of religious traditions.</p> <p>To know that one reason religious followers worship is to show gratitude, say 'thank you', to God.</p> <p>To know that a festival is celebrated by many people and happens regularly.</p> <p>To know that practices associated with festivals have special meanings.</p> <p>To know that people from the same faith may celebrate a festival differently.</p> <p>To know that people pray in different ways in different places.</p> <p>To know that objects, words and actions can</p>	<p>rituals to symbolise cleansing and purity.</p> <p>To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance.</p> <p>To know that worship can take many forms and often involves symbolism.</p>	<p>To know that people with similar worldviews may practice in different ways due to historical events.</p> <p>To know that practices change over time.</p>	<p>practices including belief, culture, tradition and obligation.</p> <p>To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p>	<p>some people to feel close to God.</p> <p>To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people.</p> <p>To know that there are many reasons for some people taking part in religious practices including belief, culture and tradition.</p> <p>To know some of the ways practices are influenced by culture, tradition, geography and history.</p>
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			<p>represent an idea of belief.</p> <p>To know that when some people talk to god they might use their body to show respect.</p> <p>To know that some people talk to god in different ways and for different reasons.</p>				
Wisdom and morality		<p>To know that some spoken and written words are important to people.</p> <p>To know that creation stories provide people with possible answers as to why we are here.</p> <p>To know that science provides some people with possible answers as to why we are here.</p> <p>To know that followers often read religious stories.</p> <p>To know that some religious and non</p>	<p>To know that books and stories can have different meaning to different people.</p> <p>To know that religious stories can help us to understand religious beliefs.</p> <p>To know that stories from long ago can be applied to modern life.</p> <p>To know that wisdom means knowledge that comes from experience.</p>	<p>To know that morals are our thinking about what is right and wrong.</p> <p>To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others.</p> <p>To know that the teachings of a religious or non-religious worldview often link with a follower's life choices.</p> <p>To know that people's views about</p>	<p>To know that stories and scriptures give insights about how to live.</p> <p>To know that religious texts contain different types of writings.</p> <p>To know why the Bible has a significant role in public life in many countries, including the UK.</p> <p>To know that religious scriptures come from a range of sources and origins.</p>	<p>To know that ideas about the afterlife come from many sources.</p> <p>To know that beliefs about life after death can affect how people choose to live their lives.</p> <p>To know that people are inspired and led by others from within and outside their community.</p> <p>To begin to understand that scripture can be interpreted in different ways.</p>	<p>To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial.</p> <p>To know that writings from long ago can give people insight into modern day issues.</p> <p>To know that ideas and beliefs about suffering come from many sources.</p> <p>To know that some people use stories about how others</p>

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		<p>religious stories may guide people to care for animals and the planet.</p> <p>To know that religious teachings often encourage gratitude for what god created (eg. others and the planet) and a responsibility to look after it.</p> <p>To know that some stories may guide people to care for others.</p> <p>To know that the way people treat animals and nature reflects their worldview.</p>	<p>To know that guidance means advice, informance or rules given by someone in authority.</p> <p>To know that values are what people see as important in life.</p> <p>To know that prophets and gurus are considered to share God's wisdom and guidance have had it revealed to them by God.</p> <p>To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways</p>	<p>what is right and wrong change over time and place.</p> <p>To know that many factors affect our morals and life choices.</p>	<p>To know that religious scriptures are written in different languages and this can affect interpretation.</p>	<p>To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on.</p> <p>To know that wisdom means thinking sensibly and taking into account knowledge and experience.</p> <p>To know that guidance means advice, informance or rules given by someone in authority.</p> <p>To know that within and between religious and non religious groups people may disagree about challenging issues.</p>	<p>became close to God to guide them in achieving the same aim.</p> <p>To know that cultural, historical and geographical context can affect how scripture is interpreted.</p> <p>To know that people disagree on whether ancient writings are still relevant to modern life.</p> <p>To know that the same guidance or scripture can be interpreted differently by people.</p>
Community and Belonging		<p>To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities.</p>	<p>To know that many festivals are often celebrated as a community.</p> <p>To know that some people find praying</p>	<p>To know that for many people relationships with others and being part of a community are important.</p>	<p>To know that being part of a community with similar beliefs is important to some people.</p>	<p>To know that funerals can be important times for communities to support one another.</p>	<p>To know that people respond in different ways then they see people in their community suffering.</p>

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		<p>To know that people with similar worldviews often work together to care for the world and for others.</p> <p>To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community.</p> <p>To know that baby welcoming ceremonies often include symbols and actions to show the baby's relationship with god.</p>	<p>or worshipping as part of a community helpful.</p> <p>To know that members of the same community may have similar or different ways of life.</p> <p>To know that many religious groups have special buildings which may have features linked to beliefs and practices.</p> <p>To know that offerings used to express gratitude may be used to help a person's local or national community.</p> <p>To know that within a community people have different values, ideas and beliefs</p>	<p>To know that all communities have rules and guidance for how to live together.</p> <p>To know that ceremonies involving water and fire are important occasions for some communities.</p> <p>To know that candles or flames are sometimes used as a sign of remembrance</p>	<p>To know that the history of religion affects how people see their own and others' communities.</p> <p>To know that the language used during worship and prayer is important for some people when connecting with their community.</p> <p>To know that for some people outward expressions of belief are important for a sense of belonging.</p> <p>To know that disagreement and change happens in communities</p>	<p>To know that communities sometimes fight or protest for the rights of themselves or others.</p> <p>To know that the community or group someone is part of shapes their sense of belonging.</p> <p>To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community.</p> <p>To know that some people may find religious spaces significant even if they are not part of that religion.</p> <p>To know that some places are of particular significance due to historical, cultural and geographical reasons.</p>	<p>To know experiencing a pilgrimage together can help some people feel a sense of community and belonging.</p> <p>To know that some people feel significant connection to a building or place.</p> <p>To know that, for some, the people in a particular space are more important than the place itself.</p> <p>To know that shared practices can be important to give some people a feeling of belonging.</p> <p>To know that some practices might demonstrate belonging to a particular community.</p> <p>To know that shared challenge can bring people closer together.</p>
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							To know that particular places can be significant to their religion based on scripture and historical events.
Disciplinary Knowledge Interpret	Engaging in role play and drama based on simple stories. Sequencing and retelling events in simple stories. Noticing similarities and differences between their own and their peers' beliefs.	Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Thinking about the meaning of what people do. Beginning to notice similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs and practices.	Identifying main characters and events in a story. Suggesting what lessons or teachings they understand from stories. Understanding that some symbols (for example, light) have meaning beyond the literal. Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen'). Thinking about what people's actions can represent. Identifying similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs and practices. To know people have	Considering how the same story may be told in different cultures or times. Comparing and contrasting stories or teachings from different religions to identify common themes. Recognising underlying themes in stories, such as kindness or forgiveness. Recognising some common religious symbols, such as light, water and fire, and considering what they represent beyond the literal. Exploring how language may have special religious meaning and convey beliefs and teachings. Exploring similarities and differences within and between religions and worldviews. Using different sources of evidence to build ideas about a concept. Discussing the meaning of historical and modern events and practices		Recognising how the historical and cultural context of stories can influence their meaning. Considering the intention of the storyteller and the impact of the story. Reflecting on how stories are interpreted differently by different audiences and why. Recognising further symbols and their representations within and across religions. Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife). Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews. Analysing events and issues and how these might impact people's lives.	

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			different beliefs and this is a good thing. religious beliefs, practices and symbols.		
Disciplinary Knowledge Evaluate	Talking about things which are of value or importance to them and others.	Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them. Commenting respectfully on things that they notice that may be surprising or different.	Beginning to talk about why things are sometimes similar and sometimes different. Making links to sources when explaining their ideas. Explaining why some objects, places, practices and stories are important to people. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.	Justifying their ideas and opinions using evidence from current and prior learning. Explaining links between religious and non-religious practices and their significance. Recognise similarities in concepts and beliefs even when practices and expressions differ.	Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Forming conclusions based on a range of sources. Making connections between religious and non-religious traditions, beliefs and practices. Appreciating the value of diversity within religions and worldviews. Considering representation in sources and how this might affect their usefulness.
Disciplinary Knowledge Apply	Answering questions about their own beliefs and the people, places and objects they value.	Talking about how beliefs can inspire people to do things. Talking about their own	Explaining how beliefs may influence behaviour and decisions. Recognising links with prior	Exploring how beliefs can impact people's lives and actions, including personal and community practices. Commenting on links with prior learning when encountering new content. Drawing on knowledge to respond thoughtfully to big questions. Developing the ability to use empathy to	Analysing how beliefs and values shape behaviours and relationships in different contexts. Identifying increasingly subtle links with prior learning when encountering new content. Debating challenging issues with reference to learning and respect for content being debated.

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		experiences in relation to their learning. Sharing things that make them wonder and what they think about these things.	learning when encountering new content. Discussing how their learning can help them to answer some bigger questions.	identify and understand the feelings of others.	Using examples from their learning alongside their personal worldview to answer big questions.
Disciplinary Knowledge Express	Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.	Talking about what they believe. Respectfully sharing opinions about what is important to them and what is important to others. Sharing what they have learnt. Expressing their ideas using symbols, drawings and choosing appropriate words.	Using concrete examples to express abstract concepts and ideas (e.g. what love is). Responding sensitively to people whose experiences are different to theirs. Discussing what they have learnt, giving examples. Using spoken and written words, symbols and drawings to express their ideas.	Beginning to discuss their own and others' spiritual experiences and beliefs. Showing respect when hearing about other people's beliefs. Explaining their learning taking into account different perspectives and evidence. Expressing thoughts, ideas and opinions clearly in a variety of ways.	Explaining their own and others' spiritual experiences and beliefs. Considering the thoughts, feelings, experiences, beliefs and values of others. Presenting arguments, conclusions and perspectives with supporting evidence. Presenting their own ideas and opinions creatively, considering the benefits of different forms of
Personal Knowledge	To know that not everybody thinks the same way or has the same ideas.	To know what they and their families think and believe in relation to	To know the links and comparisons between their own beliefs and those	To know that what they believe influences how they think about new content.	To know that their beliefs can affect how they interpret evidence and content. To know that different perspectives can lead to different interpretations.

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	<p>Talking about their ideas and beliefs. Saying what is important to them and to others and why. Sharing their thoughts about what they learn.</p>	<p>content be learnt.</p> <p>To know where some of their beliefs have come from.</p> <p>To know that it is natural for people to think and behave differently from one another.</p> <p>To know that their ideas might change over time</p> <p>Talking about simple ideas and things that puzzle them about belief in God.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p>	<p>they are learning about.</p> <p>To know why some things might surprise or make them feel uncomfortable.</p> <p>To know that it is important to respond respectfully to different beliefs.</p> <p>To know that learning new things might change what they think and believe.</p> <p>Asking questions about what puzzles them about religious and non-religious stories and texts they have read</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p>	<p>To know they have an individual perspective. To know what stereotypes are and why they should be challenged.</p> <p>To know that their own thoughts, ideas and opinions may be influenced by what they learn</p> <p>Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Discussing their own and others' ideas about deciding what is right and wrong.</p> <p>Suggesting ideas, including own opinions and evidence from learning.</p> <p>Thinking about their own ideas in light of their learning, experiences and discussions.</p>	<p>To know when bias is present and that it should always be challenged.</p> <p>To know that their worldview can change and evolve in response to their learning and experiences.</p> <p>Making links and comparisons between their own and others' views.</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.</p> <p>Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p> <p>Expressing their own thoughts about the existence and nature of God.</p>
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		<p>Using various art forms to express their ideas. Asking their own questions about the world around them.</p> <p>Discussing their ideas about what is right and wrong.</p> <p>Appreciating diversity in images, art, artefacts and videos used</p>	<p>Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Explaining why they feel something is right or wrong and comparing their ideas to others.</p> <p>Showing respect when looking at evidence about other people's ideas and beliefs.</p>				
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Special Celebrate	<p>believe/belief</p> <p>blessing</p> <p>ceremony</p> <p>community</p> <p>creator/creation</p> <p>God</p> <p>miracle</p> <p>religion</p> <p>responsibility</p> <p>scripture</p> <p>worldview</p>	<p>chosen</p> <p>festival</p> <p>Guru</p> <p>messenger</p> <p>place of worship</p> <p>practices</p> <p>prayer</p> <p>prophet</p> <p>ritual</p> <p>sacred</p> <p>shrine</p> <p>symbol/symbolise</p> <p>temple</p> <p>worship</p>	<p>cleanse</p> <p>covenant</p> <p>divine</p> <p>equality</p> <p>eternal</p> <p>faith</p> <p>forgiveness</p> <p>guidance</p> <p>holy</p> <p>inspired</p> <p>moral</p> <p>offering</p> <p>reasoning</p> <p>sin</p> <p>soul</p>	<p>ancient</p> <p>commitment</p> <p>culture</p> <p>Dharma</p> <p>fast</p> <p>harmony</p> <p>merciful/mercy</p> <p>origin</p> <p>prophecy</p> <p>revealed/ revelation</p> <p>sacrifice</p> <p>spiritual</p> <p>traditions</p> <p>translation</p>	<p>Abrahamic</p> <p>agnostic</p> <p>atheist</p> <p>denomination</p> <p>devotion</p> <p>Dharmic</p> <p>enlightenment</p> <p>exile</p> <p>karma</p> <p>liberation</p> <p>pilgrimage/ pilgrim</p> <p>reincarnation/ reincarnated</p> <p>religious</p> <p>succession</p> <p>theist</p>	<p>diversity</p> <p>free will</p> <p>incarnation</p> <p>liberal</p> <p>martyrdom</p> <p>monotheist</p> <p>orthodox</p> <p>protected</p> <p>characteristics</p> <p>secular</p> <p>suffering</p> <p>temptation</p> <p>wisdom</p>

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