

Religious Education

How can we make a difference?

What can I learn about religious and non-religious worldviews to shape the way I live and think?

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	What makes me special?	Who is God to Christians and why does God matter to them?	What is a human being? (Part 1)	What is my duty, how do I know and why does it matter? Sikh worldviews	What is religion? What is spirituality?	Does creativity matter in religious worldviews? Music	Do religious worldviews change over time? (Part 1)
	Why this, why now? In this unit, children find out a little more about themselves and others. They talk about their interests, likes, dislikes, family and friends, as well as familiar customs and routines. They consider ways in which other people are similar to or different from them, including the fact that some people belong to a religious worldview.	Why this, why now? Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God. They also deepen their understanding of how context influences the ways in which Christian express their beliefs.	Why this, why now? Building on learning from EYFS (and, where relevant, KS1), pupils explore more deeply how people's beliefs are shaped by key sources of authority. They do this by interpreting key Christian sources of authority.	Why this, why now? Having explored Sikhi in KS1, this unit introduces the concepts of duty and gurmukh. Pupils consider how context affects the ways in which Sikhs understand and live out their duty. They also analyse their own understanding of duty, relating it to their personal worldviews.	Why this, why now? Having engaged with both religious individuals and groups of people in previous units of study, this unit addresses a core question for the study of religion and worldviews: what is religion? Using questions and skills drawn from the human/social sciences, it considers various ways in which 'religion' can be defined and introduces the separate, but linked, concept of spirituality.	Why this, why now? In this unit, pupils build on learning from KS1 by engaging in hermeneutical interpretation of religious narratives about the origins of the universe. They apply this learning to the diverse ways in which religious people express - or do not express - their creativity through music.	Why this, why now? Building on learning from KS1 and lower KS2, pupils explore in greater depth key Christians teachings and texts relating to what it means to be human. They apply this to the lived example of Anne Askew, a 16th century Protestant Christian who was eventually executed for her beliefs.
Term 2	Who is special to different people?	Why is it important to say thank you?	What is a human being? (Part 2)	What is my duty, how do I know and why does it matter? Hindu worldviews	Are all homes spiritual places?	Does creativity matter in religious worldviews? Art	Do religious worldviews change over time? (Part 2)
	Why this, why now? In this unit, children find out a little more about which people are special to them, their school and local community, and to religious people. They are introduced to the word 'God' and explore why God is special to some religious people. They do this by engaging with	Why this, why now? Pupils build on learning about special times in EYFS and learning in the previous term by exploring different ways in which people show thankfulness, including through key festivals, such as Harvest and Sukkot. They also deepen their understanding of	Why this, why now? Building on learning from EYFS (and, where relevant, KS1) and the previous term, pupils interpret key sources of authority to understand better Muslim and Sikh beliefs about human beings.	Why this, why now? Having explored Sikhi in KS1 and the previous term, this unit introduces a new Dharmic tradition. Pupils engage with some key concepts that underpin a Hindu worldview and consider how context affects the ways in which Hindus	Why this, why now? In this unit, pupils explore the concept of spirituality in more depth, considering ways in which individuals and groups express their spirituality at home. Using skills from the human and social sciences, pupils explore what it looks like to 'be spiritual' for both	Why this, why now? Building on learning from the previous term, pupils explore diverse ways in which religious people express their beliefs and values through art. Through this, they consider philosophical questions about how humans communicate abstract, conceptual	Why this, why now? Building on learning from the previous term, pupils explore the experience of women in the contemporary Anglican church to consider whether Christian worldviews always stay the same. They use this learning and philosophical skills to

	some important stories for Christians, Hindus and Jewish people and exploring how these people put their beliefs about God into practice in the real world.	the key sources of authority for religious people and the ways in which context affects their ways of living.		understand and live out their dharma.	religious and non-religious people.	ideas, such as God, hope and truth.	answer the question, 'should a worldview always stay the same?'
Term 3	Which stories are special to different people?	Who is Allah (God) to Muslims and why does Allah matter to them?	Local Case Study 1	What is a good life? Non-religious worldviews	Can spirituality make things better? Case study 1 Non-religious worldviews.	Do people always put their beliefs into action? Christian worldviews	Is technology a good thing for religious worldviews? (Part 1)
	Why this, why now? In this unit, children find out a little more about religious worldviews by exploring books and stories that are important to Christians and Muslims. They are introduced to the Bible and the Qur'an, think about why these books are important and how they are treated by Christians and Muslims. They use question drawn from Theology to find out more about Christian and Muslim stories. They also think about the books and stories that are important to them, and why they are important.	Why this, why now? Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God). They also deepen their historical and geographic understanding of the origins of Islam.	Why this, why now? In this and the next unit, pupils apply their understanding of key sources of authority to the ways in which key individuals have lived their lives. They consider how the combination of these sources of authority and context have influenced the person they are studying.	Why this, why now? In this and the next unit, pupils apply their understanding of the concept of duty to the ways in which religious and non-religious people apply it in their lives. Drawing on questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of James Baldwin.	Why this, why now? Drawing on previous learning about different spiritual capacities, pupils will explore a specific case study that explores how a person's beliefs and values can shape their response to environmental issues and how this, in turn, can impact on their spiritual growth.	Why this, why now? Using the case study of the 16th Street Baptist Church in Birmingham, Alabama and its connection to the Welsh artist, John Petts, pupils ask philosophical questions about how beliefs can inspire action - both positively and negatively.	Why this, why now? Continuing to build on learning from this year, pupils explore the impact of the printing press on Christian and nonreligious worldviews. Using historical questions and skills to engage with the story of William Tyndale, pupils address philosophical concepts of 'right' and 'wrong' in relation to the use of technology by religious worldviews.
Term 4	How do different people celebrate their special times?	Is it possible to speak to God?	Local case study 2	What is a good life? Christian worldviews	things better? Case study 2 Sikh worldview.	Do people always put their beliefs into action? Muslim worldviews	Is technology a good thing for religious worldviews? (Part 2)
	Why this, why now? Having explored some special people, books and stories within religious worldviews, in this unit children investigate how different people celebrate their special times, including	Why this, why now? In this unit, pupils build on their understanding of the Muslim concept of God by considering how Muslims prayer to God. They begin to ask philosophical questions about the concept of	Why this, why now? See previous unit.	Why this, why now? In this and the previous unit, pupils will apply their understanding of the concept of duty to the ways in which religious and non-religious people try to live a good life. Drawing on	Why this, why now? Pupils continue to deepen their understanding of spirituality as a concept by looking at the ways in which spirituality can motivate and be affected by interfaith work; this	Why this, why now? Building on work from the previous term, pupils explore the work of the Muslim artist, Mohammed Ali. Through an exploration of his street art, they ask philosophical questions	Why this, why now? Building on learning from the previous unit, pupils consider ways in which various religious worldviews utilise technology in contemporary times. Making links with

	Christians and Sikhs. They make links with their own celebrations and learn about how different people might celebrate religious festivals different across the globe. They ask questions drawn from the human / social sciences to help them understand what they are seeing.	communicating with God. They deepen their understanding of the ways in which context affects being Muslim, as well as exploring some different ways in which religious people pray.		questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of St Francis of Assisi.	unit will also provide opportunities for pupils to ask theological questions of religious sources of authority.	about what it means to be human and how this relates to the experiences of migrants and refugees around the world.	religious beliefs and values, pupils will consider the advantages and disadvantages of using technology in religious worldviews.
Terms 5	What places are special to different people?	What is my view of the world?	How do people welcome a new human into their community? (Part 1)	Do Christians have to believe in God as a Trinity? (Part 1)	How do people express their spirituality together? Pilgrimage – Muslim and Hindu worldviews	Are all people equal? Sikh worldviews	What is my view of the world? Case study
	Why this, why now? In this unit, children articulate which places are special to them and why. They find out a little more about the places that are special to religious people, including opportunities to engage with Christian, Hindu, Jewish, Muslim and Sikh worldviews. Using questions drawn from the human / social sciences, children explore what makes these places special.	Why this, why now? Using their learning from previous units, pupils now look inwards at their own worldview. They consider how context has shaped the things they believe and value. They explore how context has influenced how they live their own lives. They are introduced to the distinction between individual and organised worldviews, recognising examples of these from previous learning.	Why this, why now? Pupils deepen their knowledge and understanding of beliefs about human beings by exploring how religious and non-religious people welcome a new baby into the community. They develop their understanding of the 'ways of knowing' (disciplinary knowledge) by using questions and tools that help them explore how context affects ways of living.	Why this, why now? In this and the next unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews	Why this, why now? Continuing to develop their understanding of the concept of spirituality, pupils engage with case studies relating to religious pilgrimage. Using tools drawn from social sciences, theology and philosophy, they interrogate the impact of pilgrimage on believers' spiritual growth.	Why this, why now? Building on learning from lower KS2, pupils deepen their understanding of key Sikh concepts, including gurmukh. Through this, using questions and skills drawn from the human/ social sciences, they investigate the lived reality of equality for different Sikhs, with a focus on female Sikhs.	Why this, why now? Revisiting key concepts like religion, spirituality and worldview, pupils draw on prior learning to address the key question, 'does religion matter?'
Term 6	If the world is special, how should we treat it?	Is there a right way to worship?	How do people welcome a new human into their community? (Part 2)	Do Christians have to believe in God as a Trinity? (Part 2)	How do people express their spirituality together? Pilgrimage – Christian worldviews	Are all people equal? Christian and non-religious worldviews	Does religion matter?

	<p>Why this, why now? Having explored special places to religious people in the previous unit, in this unit, children find out a little more about what it means for the natural world to be special. Using questions drawn from Theology, they explore creation stories drawn from Muslim and Christian worldviews and their importance to Muslims and Christians. They also think about their own impact on the natural world and how they can help look after it.</p>	<p>Why this, why now? Bringing together their knowledge about religious, organised and individual worldviews, sources of authority and context, pupils explore a philosophical question about worship.</p>	<p>Why this, why now? Pupils build on learning from the previous unit by exploring the ways in which adults are welcomed into a new community. They focus on understanding how context affects ways of living in more complex ways.</p>	<p>Why this, why now? Building on the previous unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.</p>	<p>Why this, why now? Continuing to develop their understanding of the concept of spirituality, pupils engage with a historical case study relating to Christian pilgrimage. Using tools drawn from social sciences, theology and philosophy, they interrogate the impact of pilgrimage on believers' spiritual growth.</p>	<p>Why this, why now? Using the case study of collective worship, pupils explore the idea of freedom of religion and belief through the perspectives of both Christian and non-religious people. Using philosophical tools, pupils seek to answer the question 'are all people equal' in light of the need to maintain freedom of religion and belief.</p>	<p>Why this, why now? In this unit, pupils have the opportunity to revisit their own worldviews, considering how their learning in RE has helped them become more consciously aware of why they believe/value what they believe/value, why they live the way they do and why they think/reason in the way they do. It does this by presenting a case study of a Buddhist and asking pupils to critically analyse their own responses to this case study.</p>
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Withdrawal

We acknowledge the right of parents/carers to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/carers/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we ask that they inform the school enquiries@spaldingparish.laait.co.uk.

We will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that parents are in possession of all the necessary information. However, should a parent/carer request that their child be withdrawn from RE, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision but *should not incur any additional cost in so doing*.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the Headteacher.

WORLDVIEW CONCEPTS: PROGRESSION STEPS

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
Context	Notice that some ways of living are similar and some are different; notice that not everyone is the same	Identify different ways of expressing beliefs and ways of living from a diverse range of contexts	Explore ways in which personal context influences ways of believing, living and thinking; explain the impact this has on people's worldviews	Analyse the difference context makes to a person's worldview; articulate why it is important to understand more about context in order to understand people's worldviews
Identity and Belonging	Notice that some things in their homes and daily lives are similar and different to other people's homes and daily lives; notice that our homes and daily lives can contribute to our sense of belonging	Recognise that some people belong to 'organised worldviews' and describe how these contribute to a sense of identity and belonging	Explore ways in which religious and non-religious worldviews contribute to a person's sense of identity and belonging; explain how this helps us understand the lived reality of worldviews	Analyse ways in which being part of a religious or non-religious worldview can present benefits and challenges to a person's sense of identity and belonging
Meaning and Purpose	Notice that special stories can help us learn more about worldviews; read and explore special stories to find out more about people's worldviews	Recognise that a worldview provides possible answers to some big questions about God, the universe and human beings; these can be known as 'beliefs'	Explore different ways in which people respond to questions of meaning and purpose, including from organised and individual worldviews; express their own ideas about these questions and say where these ideas come from	Analyse ways in which context might influence a person or community's response to questions of meaning and purpose, including their own responses; connect this with questions about ways in which worldviews change and stay the same over time
Power and Authority	Notice that there are people who look after us and try to keep us safe, but that our voices matter too	Recognise that organised worldviews have the power to influence communities and societies; explore different sources of authority for people	Explore different ways in which people interpret their sources of authority; identify which voices in worldviews have more or less power and influence and explain why this matters	Analyse some reasons why different people interpret their sources of authority differently; ask questions about how worldviews influence and are influenced by wider society and connect this with the concept of power
Values and Morality	Notice that the words we say and the actions we carry out can affect the people around us; understand that there are some rules / guidelines we follow to help us live well together	Recognise that worldviews can shape a person's understand of 'right', 'wrong', 'good' and 'bad; engage with some stories and lived examples from worldviews that explore these terms	Explore different ways in which people reason about 'right', 'wrong', 'good' and 'bad' within and between worldviews; explain similarities and differences in people's responses to these terms	Analyse ways in which a person's worldview might influence their values and morality; explain ways in which context might contribute to this

DISCIPLINARY KNOWLEDGE: PROGRESSION STEPS

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
Theology	<p>Stories, texts and sources of authority are carriers of meaning about beliefs and values; understanding this can help us better understand someone's worldview</p> <p>There are questions we can ask that help us understand that some stories, texts and sources of authority are important to a group or individual</p>	<p>Stories, texts and sources of authority can contain 'hidden meanings' (the meaning within); understanding this can help us better understand someone's worldview</p> <p>There are questions we can ask that help us understand the meaning and significance of particular stories, texts and sources of authority</p>	<p>Stories, texts and sources of authority are shaped by context (what sits behind); understanding this can help us better understand someone's worldview</p> <p>There are questions we can ask that help us understand the context of important stories, texts and sources of authority and the ways in which this might affect its meaning</p>	<p>Stories, texts and sources of authority are interpreted by readers who are influenced by their own context (what sits in front); understanding this can help us better understand someone's worldview</p> <p>There are questions we can ask that help us understand how a reader's or interpreter's worldview influences the meaning they draw from a story, text or source of authority</p>
Human / Social Sciences	<p>There is information that can tell us how people live, which helps us better understand their worldview, including objects, places, photographs, videos, surveys, case studies, etc.</p> <p>There are questions we can ask when looking at objects, places, photographs, videos, surveys, case studies, etc., that help us understand how people live.</p>	<p>The way in which people live is affected by context, including time, place, culture, gender, etc.; knowing about this can help us better understand their worldview</p> <p>There are questions we can ask that help us understand how context, including time, place, culture, gender, etc., affects the way in which people live</p>	<p>When we are trying to understand a worldview, it is important to consider the origin of sources of information about how people live</p> <p>There are questions we can ask that help us identify the origin of sources of information about how people live</p>	<p>When we are trying to understand a worldview, it is important to consider how our own worldviews might shape the way we interpret information about how people live</p> <p>There are questions we can ask that help us understand how our own worldviews might shape the way we interpret information about how people live</p>

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
Philosophy	<p>Humans think or reason about themselves, others and the world around them, including their understanding of 'good' and 'bad' or 'right' and 'wrong'; understanding how they do this can help us better understand their worldview</p> <p>There are questions we can ask that help us understand more about how humans think or reason about themselves, others and the world around them, including their understanding of 'good' and 'bad' or 'right' and 'wrong'</p>	<p>Different people might think or reason about themselves, others and the world in different ways, including their understanding of 'good' and 'bad' or 'right' and 'wrong'; understanding more about this can help us better understand different worldviews</p> <p>There are questions we can ask that help us understand the different ways in which people might think or reason about themselves, others and the world in different ways, including their understanding of 'good' and 'bad' or 'right' and 'wrong'</p>	<p>When we are trying to understand a worldview, it is important to consider whether our own and others' processes of reasoning about human beings, the world and morality/ethics are reliable</p> <p>There are questions we can ask that help us understand whether our own and others' processes of reasoning about human beings, the world and morality/ethics are reliable</p>	<p>It is important to consider how different people (including ourselves) articulate their understanding of 'validity'; this can help us better understand their worldview</p> <p>There are questions we can ask that help us understand the importance of considering how different people (including ourselves) articulate their understanding of 'validity'</p>