



Religious Education and Worldviews



"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Religious Education and Worldviews Statement of Intent

Religious Education and Worldviews is a fundamental subject at Folksworth Church of England Primary School. It is designed to enable children to become tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views. The curriculum ensures that pupils become religiously and theologically literate, developing knowledge and understanding of sources of wisdom and their impact, while exploring spirituality and critical responses.

Through our Religious Education and Worldviews curriculum we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain; recognising key commonalities and differences between religions.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life; so they can develop confidence in their own values.
- to encourage learners to develop tolerance, respect and understanding towards other people who hold religious beliefs different from their own.



YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Magical Me	Celebrations	Around the World	Come Outside! Growing	Amazing Animals	Journeys: Fun at the Seaside
	Emmanuel Project: Why is the word 'God' so important to Christians? Including an encounter with A Muslim whispering Allah in a baby's ear	Emmanuel Project: Why do children perform nativity plays at Christmas? Including an encounter with A Muslim story Muhammad and the Ants	Emmanuel Project: How can we help others when they need it? Including an encounter with A Sikh Story Har Gobind and the 52 Princes	Emmanuel Project: Why do Christians put a cross in a n Easter garden? Including an encounter with A Buddhist Story: The Monkey King	Emmanuel Project: What makes every single person unique and precious? Including an encounter with Hindus celebrating at Raksha Bandhan	Emmanuel Project: How can we care for our wonderful world? Including an encounter with Tu be Shevet: The Jewish Birthday of Trees
Years 1 & 2	Paddington at the Tower <i>Michael Bond</i>	Toby and the Great Fire of London <i>Margaret Nash & Jane Cope</i>	The Jolly Postman <i>Janet & Allan Ahlberg</i>	The Magic Faraway Tree <i>Enid Blyton</i>	The Lighthouse Keepers' Lunch <i>Ronda & David Armitage</i>	George's Marvellous Medicine <i>Roald Dahl</i>
	Understanding Christianity: What do Christians believe God is like? (God)	Emmanuel Project: Why is learning to do good deeds so important to Jewish families?	Understanding Christianity: Who made the world? (Creation)	Emmanuel Project: Why do Christians trust Jesus and follow him?	Emmanuel Project: Why do Jewish families say so many prayers and blessings?	Emmanuel Project: What did Jesus teach about God in his parables?
Years 3 & 4	Charlie and The Chocolate Factory <i>Roald Dahl</i>	Demon Dentist <i>David Walliams</i>	Beowulf <i>Rob Lloyd Jones and Victor Tavares</i>	The Saga of Erik The Viking <i>Terry Jones</i>	Poems to Perform <i>Julia Donaldson</i>	The Time Travelling Cat and the Egyptian Goddess <i>Julia Jarman</i>
	Understanding Christianity: What do Christians learn from the Creation Story? (Creation/ Fall)	Understanding Christianity: What is the Trinity? (Incarnation)	Emmanuel Project: How does the story of Rama and Sita inspire Hindus to follow dharma?	Emmanuel Project: Why do Muslims call Muhammad the 'Seal of the Prophets'?	Understanding Christianity: When Jesus left what was the impact of Pentecost? (Kingdom of God)	Emmanuel Project: How does the teaching of the gurus move Sikhs from dark to light? (Sikh Gurdwara Visit)
Years 5 & 6	Cosmic <i>Frank Cottrell Boyce</i>	The Nowhere Emporium <i>Ross MacKenzie</i>	Rain Player <i>David Wisniewski</i>		Goodnight Mr Tom <i>Michelle Magorian</i>	Macbeth (A Shakespeare Story) <i>Andrew Matthews and Tony Ross</i>
	Emmanuel Project: Why do Humanists say happiness is the goal of life?	Emmanuel Project: How do questions about Brahman and atman influence the way a Hindu lives? (Mandir Visit)	Understanding Christianity: What kind of king is Jesus? (Kingdom of God)	Understanding Christianity: What difference does the resurrection make to Christians? (Salvation)	Emmanuel Project: How does tawhid create a sense of belonging in the Muslim community?	Understanding Christianity Creation and science: conflicting or complimentary? (Creation/ Fall)

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"A cord of three strands is not easily broken." Ecclesiastes 4:12
Inspiring a love of learning through the bonds of family, faith and friendship.

YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Magical Me	Celebrations	Around the World	Come Outside! Growing	Amazing Animals	Journeys: Fun at the Seaside
	Emmanuel Project: Why is the word 'God' so important to Christians? Including an encounter with A Muslim whispering Allah in a baby's ear	Emmanuel Project: Why do children perform nativity plays at Christmas? Including an encounter with A Muslim story Muhammad and the Ants	Emmanuel Project: How can we help others when they need it? Including an encounter with A Sikh Story Har Gobind and the 52 Princes	Emmanuel Project: Why do Christians put a cross in a n Easter garden? Including an encounter with A Buddhist Story: The Monkey King	Emmanuel Project: What makes every single person unique and precious? Including an encounter with Hindus celebrating at Raksha Bandhan	Emmanuel Project: How can we care for our wonderful world? Including an encounter with Tu be Shevet: The Jewish Birthday of Trees
Years 1 & 2	Dogger <i>Shirley Hughes</i>	The Owl Who was Afraid of the Dark <i>Jill Tomlinson</i>	The Tiger who came to tea <i>Judith Kerr</i>	Handa's Surprise <i>Eileen Browne</i>	The Day the Crayons Quit <i>Drew Daywalt & Oliver Jeffers</i>	The Owl and the Pussycat <i>Edward Lear</i>
	Emmanuel Project: Why do Jewish families talk about repentance at new year?	Understanding Christianity: Why does Christmas matter to Christians? (Incarnation)	Emmanuel Project: How do some Muslims show Allah is compassionate and merciful?	Understanding Christianity: Why does Easter matter to Christians? (Salvation)	Emmanuel Project: Why is the Torah such a joy for the Jewish community?	Understanding Christianity: What is the good news Jesus brings? (Gospel)
Years 3 & 4	Stig of the Dump <i>Clive King</i>	The Firework Makers Daughter <i>Philip Pullman</i>	The Iron Man <i>Ted Hughes</i>	Run Wild <i>Gill Lewis</i>	Avoid Being a Roman Soldier <i>David Stewart</i>	The Thieves of Ostia <i>Caroline Lawrence</i>
	Understanding Christianity: What is it like to follow God? (People of God)	Emmanuel Project: What symbols and stories help Jewish people remember their covenant with God?	Emmanuel Project: Why does a Hindu want to collect good karma?	Understanding Christianity: Why do Christians call the day Jesus died Good Friday? (Salvation)	Understanding Christianity: What kind of world did Jesus want? (Gospel)	Emmanuel Project: How does a Muslim show their submission and obedience to Allah? (Mosque Visit)
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i>	The Spy Master: First Blood <i>Jan Burchett & Sara Vogler</i>	The Storm Keeper's Island <i>Catherine Doyle</i>	The Highwayman <i>Alfred Noyes</i>	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief <i>Rick Riordan</i>
	Understanding Christianity: What does it mean if God is loving and holy? (God)	Understanding Christianity: Was Jesus the Messiah? (Incarnation)	Emmanuel Project: What is holiness for Jewish people: a place, a time, an object or something else?	Understanding Christianity: What did Jesus do to save human beings? (Salvation)	Emmanuel Project: How did Buddha teach his followers to find enlightenment? (Buddhist speaker)	Emmanuel Project: What does the Qu'ran reveal about Allah and his guidance?

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Religious Education and Worldviews Progression of Knowledge and Skills (by year group)

Progression Target 1 – Knowledge and Understanding of Religion and Worldviews					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Make connections between different beliefs and practices of all religions and worldviews studied.
Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Recount some religious and moral stories from at least three different sources of authority	Begin to compare the similarities of at least three different religious texts or stories.	Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.
Show how individuals and faith communities celebrate life events.	Begin to understand what it looks like to be a person of faith.	Begin to understand that diversity exists within and between religions and worldviews	Begin to understand the diversity of belief in different religions, nationally and globally.	Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code	Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code
Begin to name the different beliefs and practices of Christianity, at least one other religion.	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Use key words and vocabulary related all religions studied so far.	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Articulate detailed responses to ethical questions from the range of different religions and world views studied so far

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Progression Target 2 – Responding to Religion and Worldviews

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to talk about different beliefs and practices using the correct vocabulary	Talk about and find meanings behind different beliefs and practices.	Suggest and consider the impact of different beliefs and practices.	Respond to meanings behind different beliefs and practices using the correct vocabulary	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Begin to suggest meanings behind religious and moral stories.	Suggest meanings of some religious and moral stories.	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Ask or respond to questions about how individuals and faith communities live.	Ask and respond to questions about what individuals and faith communities do.	Ask and respond to questions about how individuals and faith communities live and why.	Express an informed view on the impact of diversity of faith and belief in our world.	Express an informed view on the impact of diversity of faith and belief in our world. Relate this to own lives.	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.
Express their own ideas about belief and practices creatively.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.	Begin to articulate and communicate connections between their own ideas and others.	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.	Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response.

Progression documentation can be found as part of the Locally Agreed Syllabus for Religious Education.

<https://www.cambridgeshire.gov.uk/asset-library/agreed-syllabus-2023-28.pdf>

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