

How we learn about Religion and Worldviews at Kingsway Primary School

Our aim is that children who leave our school in Year 6 will be able:

- To have a knowledge, understanding and respect for a range of world religions and individual beliefs (to understand our world).
- To have a positive attitude towards discussing all religions and world views; to offer ideas and give clear responses (to be curious and respectful).
- To consider, compare and contrast different religious beliefs (to make links).
- To explore and share their own beliefs, values and traditions (to be curious and make links).
- To be prepared for active citizenship in a diverse and rapidly changing world (to have respect for everyone by being kind and caring).

Our Religion and Worldview curriculum allows our children to:

- Adopt an enquiry-based approach, beginning with the children's own life experience before moving into learning about and from religion within a spiral curriculum that allows breadth and depth of concepts (conceptual knowledge).
- Ask and discuss challenging questions. Curiosity is sparked by each unit being driven by a 'big question', which develops pupils' knowledge and understanding of Christianity, other principal religions, and worldviews. Examining big questions fosters personal reflection and spiritual development.
- Encourage pupils to develop their personal worldviews and positionality (personal knowledge), in light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe, wonder/ curiosity and mystery.

- Understand some of the ways religions are studied (disciplinary knowledge).

Every year, our children will follow a spiral curriculum that aims to answer the 'big' questions. Within each unit, children will make links between a variety of religions and worldviews.

The 'big' questions studied are:

- Why are we here?
- Why do worldviews change?
- What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony if we have different worldviews?

Our children are provided with good quality resources and experience as much as they can first hand from trips, visitors and artifacts. Children are able to visit places of worship to deepen their understanding of that religion or use VR technology available across our Academy Trust to visit them virtually. The children have opportunities to present their learning in a variety of formats (e.g. writing, artwork and music), which enables them to become more informed and respectful citizens in our modern world/ Britain.

RE- Cycle B- Autumn 1 (2025/26)

EYFS	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
(25/26)	<p>How do people celebrate Diwali?</p> <p>Stories/ Sacred texts Hindu</p> <p>What makes us special?</p>	<p>What is the Christmas story?</p> <p>Sacred people/festivals Christian</p> <p>What are special times?</p>	<p>Are books special?</p> <p>Sacred texts Christian/ Islamic</p> <p>Why are some places special?</p>	<p>What is the Easter story?</p> <p>Sacred people/festivals Christian</p> <p>What makes the world special?</p>	<p>Are buildings special?</p> <p>Sacred buildings Christian/Islamic</p> <p>Why are some things special?</p>	<p>Being special: Where do we belong?</p> <p>Include expressing learning of the unit through a piece of Art</p> <p>Christian</p>
Yr 1/2						
Cycle B (25/26)	<p>Why do we say thank you?</p> <p>Stories/festivals Christian/Islamic</p>	<p>What do candles mean to people?</p> <p>celebrations/stories/festivals Christian/Hindu (Diwali)</p>	<p>How do we know some people feel a special connection to God?</p> <p>Sacred people/stories Christian/Islamic</p>	<p>What is a prophet?</p> <p>Sacred people Christian/Islamic</p>	<p>How do some people talk to God?</p> <p>Sacred buildings/texts Christian/Islamic</p>	<p>Where do some people talk to God?</p> <p>Include expressing learning of the unit through a piece of Art</p> <p>Sacred buildings Christian/Islamic</p>

RE- Cycle B- Autumn 1 (2025/26)

<p>Cycle A (26/27)</p>	<p>How did the world begin?</p> <p>Creation stories/ non-Kapow Christian/ Islamic</p>	<p>What do some people think God looks like?</p> <p>Key figures/ Sacred people <small>Do Not use images to represent Allah</small> Christian/ Islamic</p>	<p>What is God's job?</p> <p>Stories/ Sacred texts Christian / Islamic</p>	<p>Why should we care for the world?</p> <p>Stewardship/ care/ stories Christian/ Islamic</p>	<p>How do we know that new babies are special?</p> <p>Rituals/ celebration/ sacred buildings Christian/ Islamic</p>	<p>Why should we care for others?</p> <p>Include expressing learning of the unit through a piece of Art</p> <p>Stewardship/ care/ stories Christian/ Islamic</p>
<p>Yr 3 /4</p>						
<p>Cycle B</p>	<p>What can we learn from religious stories? (Parables)</p> <p>Parables (Non-Kapow) Christian</p>	<p>How do sacred texts play an important part in some people's lives?</p> <p>Sacred texts Christian/Islamic/ Sikh</p>	<p>Is scripture central to religion?</p> <p>Sacred texts Christian, Jewish, Islamic</p>	<p>Who was Jesus really?</p> <p>Sacred people Christian/Islamic</p>	<p>Why is prayer important? (Why is the bible the best-selling book of all time)?</p> <p>Sacred people/Rituals/Prayer Christian/ Hindu</p>	<p>How is Eid celebrated and why?</p> <p>Include expressing learning of the unit through a piece of Art</p> <p>Festivals Islamic</p>
<p>Cycle A</p>	<p>What is a Guru?</p> <p>Sacred people/ texts Sikh</p>	<p>Where do our morals come from?</p> <p>Sacred texts/people Christian/Jewish/Islamic</p>	<p>Just how important are our beliefs?</p> <p>Christian/Islamic/ Jewish/Sikh</p>	<p>What happens if we do wrong?</p> <p>Sacred people Christian/Hindu</p>	<p>Why is water important?</p> <p>rituals/ceremonies/ sacred buildings Christian/Islamic/Sikh</p>	<p>Why is fire important?</p>

RE- Cycle B- Autumn 1 (2025/26)

Yr 5/ 6						
<p>Yr 5/ 6 B</p> <p>Why is prayer important?</p>	<p>Why is prayer important?</p> <p>Rituals/prayer/sacred people</p> <p>Hindu</p>	<p>How do Hindu practices differ around the world?</p> <p>Sacred places</p> <p>Hindu</p>	<p>Why is it better to be there in person?</p> <p>Sacred places</p> <p>Islamic/ Christian</p>	<p>Why is there suffering? (part 1 & 2)</p> <p>Christian/ Jewish/ Sikh</p>	<p>How is Eid celebrated and why?</p> <p>Festivals</p> <p>Islamic</p>	<p>What place does religion and worldviews have in our world today?</p> <p>Include expressing learning of the unit through a piece of Art</p>
<p>Yr 5/6 A</p>	<p>Why do people have to stand up for what they believe in?</p> <p>Morals-right & wrong/ Stories</p> <p>Christsian/Sikh</p>	<p>Why doesn't Christianity look the same?</p> <p>History of Christianity</p> <p>Christian</p>	<p>What happens when we die? Pt.1</p> <p>Rituals/ celebration</p> <p>Christian/ Hindu/Islamic</p>	<p>What is a Guru?</p> <p>Sacred people/ texts</p> <p>Sikh</p>	<p>Who should get to be in charge?</p> <p>Sacred people/ Key figures</p> <p>Islamic/ Sikh</p>	<p>Why are some places in the world significant to believers?</p> <p>Include expressing learning of the unit through a piece of Art</p> <p>Sacred places</p> <p>Christian/ Jewish/Islamic</p>

1. Religion and Worldviews LTP & progression of skills 2024-25

EYFS: Understanding of the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	<p>How do people celebrate Diwali?</p>	<p>What is the Christmas Story?</p> <ul style="list-style-type: none"> Discuss and understand what the bible tells us about Jesus Explore why Jesus was a special baby and the importance of the wisemen Listen to some parables of Jesus and learn about some miracles he performed To look at different nativity pictures from around the world Explore why Christians celebrate Christmas <p>(Christian)</p>	<p>Are books special?</p> <ul style="list-style-type: none"> Listen to and talk about some religious stories Identify a sacred text eg. Bible Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do <p>(Christian/Islamic)</p>	<p>What is the Easter story?</p> <ul style="list-style-type: none"> Know the Easter story /Talk about how Easter is celebrated by Christians. Remember something that happens in the Easter story Recognise the cross as a special Christian symbol and why To know that Christians believe Jesus came to show God's love. Understand how Christians try to show love to others. <p>(Christian)</p>	<p>Are buildings special?</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves and explain why Recognise that some religious people have places which have special meaning for them Recognise a place of worship Talk about the things that are special and valued in a place of worship Identify some significant features of sacred places <p>(Christian)</p>	<p>Being special: Where do we belong?</p> <ul style="list-style-type: none"> Begin to recognise the Christian belief that God loves and knows all people. Retell the story of how Jesus blessed the children. Know three different religious groups and the main symbol associated with each Understand and recall simply what happens at a traditional Christian infant baptism Recall simply what happens when a baby is welcomed into the Muslim tradition <p>(Christian)</p>

Year 1/2 Cycle A

How did the world begin?

- To understand what creation means in relation to the natural world.
- To know that some people believe God created the world as described in Genesis.
- To recognise that there are different creation stories to explain how the world began.
- To express ideas about what a creator might be like.
- To explore and express ideas about creation.

Christian/ Islamic

What do some people believe God looks like?

- Know that some people believe in God.
- Understand that God cannot be seen, but people may talk about what God is like.
- Recognise that different religions have different beliefs about God.
- Know that Christians use pictures or symbols to help describe God
- Talk about what these descriptions or symbols might mean (e.g. love, care, power).
- Recognise that people can have different beliefs.

**(Do Not use images to represent Allah)

Christian/ Islamic

What is God's job?

- Understand that different people believe God does different things
- Recognise that in religious stories, God is often described as a creator, carer or guide.
- Listen to religious stories that show what God is believed to do
- Talk about what these stories teach believers about God's role.
- Begin to understand that these beliefs can help people feel safe, cared for or guided.

Christian/Islamic

Why should we care for the world?

- Understand that some people believe the world was created by God.
- Recognise that caring for the world means looking after people, animals and nature.
- Ask questions about religious stories that teach care and responsibility.
- Begin to understand that actions can help or harm the world.
- Make links between religious ideas and how we care for our school or home.
- Notice that people may care for the world in different ways.
- Recognise that caring for the world is important for everyone, not just religious people.

Christian/ Islamic

How do we know that new babies are special?

- To recall the belief that a God created humans and suggest why babies are special to parents.
- To explain why some Muslim people welcome a new baby with the Adhan.
- To explain how some Muslim people welcome a new baby
- To explore how promises are made during Christian baptism ceremonies
- To identify why names are sometimes an important part of baby naming ceremonies and make links to ceremonies.

Christian/ Islamic

Why should we care for others?

- To investigate why many Muslims believe it is important to care for others by exploring Zakat.
- To investigate why some ways of caring might take more effort and receive less thanks than others
- To explore Christian teachings on caring through stories about Jesus.
- To explore modern examples of how people use their skills to care for others.

Christian/ Islamic

Year 1/2 Cycle B

Why do we say thank you?

- To identify how and why some people say thank you.
- To appreciate why harvest is an important time to express gratitude.
- To identify some of the ways and reasons Hindus and Christians might show their gratitude to God.
- To describe how and why some Hindus use puja to express gratitude to God.
- To describe how Christian worship songs are used to express gratitude to God.

Christian/Islamic

What do candles mean to people?

- To express and compare ideas about the meaning of candles.
- To recognise why candles are used to represent stories and beliefs.
- To know that the festival of Diwali can be celebrated in different ways.
- To know how some Christian followers might celebrate Advent.
- To understand why candles are used during Hanukkah.
- To understand what candles mean to people.

Christian/Hindu (Diwali)

How do we know some people feel a special connection to God?

- To investigate different beliefs about God through exploring the 99 names of Allah.
- To identify beliefs about special relationships with God from a Jewish story.
- To describe what some people believe about God using Jewish scripture.
- To describe what some people believe about God using a Christian story.

Christian/Islamic

What is a prophet?

Combine L1 & 2

- To identify the characteristics of a prophet by exploring a story
- To investigate stories about people's responses to the role of a prophet.
- To explore the promises made to some prophets in stories and scriptures.
- To investigate how the role of Muhammad is important to some Muslims using stories and scripture.
- To explore the role of Jesus in different worldviews using stories and scripture.
- To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings.

Christian/Islamic

How do some people talk to God?

- To consider why some people might choose to talk to God.
- To investigate ways some people pray.
- To recognise how different people use their bodies to pray by exploring practices.
- To understand why some people use special objects and clothing during prayer.
- To explore where some prayers come from.

Christian/Islamic

Where do some people talk to God?

- To explore how Muslims pray both individually and in a mosque.
- To describe and explain the features of an Orthodox Christian church.
- To compare different Christian places of worship.
- To find out why different places are important to people because of their beliefs

Christian/Islamic

Year 3/4 Cycle A

What is a Guru?

- Know that a Guru is an important teacher and guide in Sikhism.
- Identify Guru Nanak as the founder of Sikhism.
- Recognise that Sikhs believe there were ten human Gurus.
- Understand that Sikhs believe the Guru Granth Sahib is their eternal Guru.
- Explain why the Guru Granth Sahib is treated with **respect** by Sikhs.
- Understand how Sikh beliefs about Gurus influence **daily life and choices**.

Sikh

Where do our morals come from?

Combine L3 & 4

- To explain what morals are
- To evaluate the importance of religious guidance to some Christian, Jewish and Muslim people.
- To explore how some people remember moral guidance.
- To describe how some people apply religious guidance in daily life.
- To analyse & make links between religious and non-religious guidance.
- To express and justify opinions about moral guidance.

Christian/Jewish/Islamic

Just how important are our beliefs?

- To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.
- To recognise the value of ceremonies of commitment to some religious and non-religious people.
- To reflect on whether commitment to beliefs can be shown through outward appearance.
- To investigate how commitment to beliefs can be demonstrated through diet by some people.
- To explore why some people sacrifice time or money for their beliefs.
- To describe what sacrifice can mean to some people.

**Christian/Islamic/
Jewish/Sikh**

What happens if we do wrong?

- Know that most religions teach that actions have consequences.
- Understand that religions offer guidance on right and wrong.
- Identify that ideas such as forgiveness, saying sorry, making amends and learning from mistakes are important in many religions.
- Make links between religious teachings and school or community rules.
- Compare how different religions respond to wrongdoing, noticing similar ideas such as forgiveness and responsibility.

Christian/Hindu

Why is water symbolic?

Combine L3 & 4

- To explore how water is important to life practically and symbolically.
- To explore the significance of water in rituals.
- To understand the concept of purity in relation to water.
- To investigate water's symbolism and role in various religious rituals.
- To explore how water is considered precious in different cultures and religions.
- To investigate how water is connected to special places through poetry and images.

Christian/Islamic/Sikh

Why is fire used ceremonially?

Combine L5&6

- To describe how fire can symbolise remembrance for some Christian people.
- To explore ways that fire can be used in the community.
- To explore & compare the use of fire in the Olympic flame ceremony with other ceremonies.
- To examine how Hindu beliefs can be expressed through the symbolic use of fire.
- To make links between the symbolism of fire in different worldviews.

Christian/Hindu

Year 3/4 Cycle B

What can we learn from religious stories? (Parables)

- Know that religious stories are important to believers and are found in sacred texts.
- Identify that stories are used to teach beliefs, values and ways of living.
- Recognise that religious stories may be symbolic and not always meant to be taken literally.
- Recall key religious stories and the messages they communicate.
- Explore what stories reveal about beliefs, values and God.
- Retell religious stories and identify the key message or moral.
- Explain what a story teaches believers about how to live or behave.
- Understand that stories can guide believers' choices and actions.

Christian

How do sacred texts play an important part in some people's lives?

- To recognise how religious ideas can be communicated without written words.
- To evaluate information about scriptures
- To make connections with beliefs about the origin of scripture and how it is used.
- To explain why some religions have multiple scriptures.
- To evaluate the significance of religious scripture to some people.
- To describe the importance of scripture to some people.

Christian/Islamic/ Sikh

Is scripture central to religion?

- To examine some key beliefs about scripture from the Jewish worldview.
- To explain how beliefs about the source of scripture may impact the value placed on it.
- To make connections between beliefs about the Qur'an and the Hadith and how they are used.
- To recognise and explain similarities and differences between Jewish and Christian scripture.
- To explore the ways some Christians view and use the Bible.
- To evaluate what makes scriptures central to religion.

Christian, Jewish, Islamic

Who was Jesus really?

- Recognise that Christians believe Jesus is the Son of God, while others may view him differently.
- Identify key events and stories from Jesus' life and teachings.
- Understand that Jesus' teachings focus on love, forgiveness, compassion and justice.
- Compare Christian beliefs about Jesus with views from other religions or non-religious perspectives.
- Make links between Jesus' teachings and moral values in everyday life.
- Recognise similarities between Jesus' messages and teachings found in other traditions.

Christian/Islamic

Why is the bible the best-selling book of all time? (rotate with Why is prayer important)

- To know how the Christian Bible came to exist using historical enquiry.
- To explore the contents of the Bible and how they were decided on.
- To evaluate the impact of people and events on the modern-day Christian Bible.
- To explain the importance of Bible interpretation to many Christians.
- To compare the use of the Christian Bible in different churches.
- To identify ways in which the Christian Bible is relevant to some people today.

Christian/ Hindu

How is Eid celebrated and why?

- Explain why Eid is important to Muslims, linking celebrations to beliefs about Allah.
- Describe how fasting during Ramadan helps Muslims prepare for Eid.
- Understand that giving to others shows values of kindness, generosity and caring for the community.

Islamic

<p>Year 5/6 Cycle A</p>	<p>Why do people have to stand up for what they believe in?</p> <ul style="list-style-type: none"> To recognise the importance of religious freedom. To assess the challenges some religious figures faced in the past. To analyse the meaning and symbolism of different festivals of light. To recognise that people were persecuted for their religious beliefs in the past.(debate) To explain how and why people stand up for what they believe in. <p>Chritsian/Sikh</p>	<p>Why doesn't Christianity always look the same?</p> <ul style="list-style-type: none"> To assess the significance of Jesus to some of his followers. To recognise factors that influenced the spread of Christianity. To identify some of the features of a Catholic church. To recognise why Christianity changed over time. To consider the impact of Christian practices. To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world <p>Christian</p>	<p>What happens when we die?</p> <ul style="list-style-type: none"> To understand the significance of the soul in people's beliefs about the afterlife. To explore some Jewish beliefs about death through the concept of purgatory.(Jewish) To investigate sources about the afterlife for some Muslim people. To explain what funerals mean for different people. To explore the role of forgiveness for people in different worldviews. To reflect on how different remembrance practices can provide comfort and support during times of mourning. <p>Christian/ Hindu/Islamic</p>	<p>What is a Guru?</p> <ul style="list-style-type: none"> Recognise that a Guru is a spiritual teacher and guide within Sikhism. Identify key Sikh Gurus, particularly Guru Nanak and Guru Gobind Singh. Understand that Sikhs believe the Guru Granth Sahib is the eternal Guru. Know that Sikh teachings focus on equality, service (sewa), honesty and community. Explain how Sikh beliefs about Gurus influence daily life and behaviour. Make connections between Sikh teachings and values such as kindness, fairness and respect. <p>Sikh</p>	<p>Who should get to be in charge?</p> <ul style="list-style-type: none"> To explore the creation of laws and teachings within communities. To recognise different ways leaders might be selected. To explore where some religious laws might come from and understand how they could be interpreted differently. To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings. To explore leadership qualities through the examples of historical and religious leaders. To learn about Guru Gobind Singh's leadership and the Guru Granth Sahib's role in Sikhism. <p>Islamic/ Sikh</p>	<p>Why are some places so significant to believers?</p> <p>Recognise that places can be significant because of religious beliefs, events or practices.</p> <p>Identify religiously significant places for different faiths</p> <p>Explain how the features of a place of worship reflect religious beliefs and practices.</p> <p>Describe how visiting or worshipping in a significant place can affect a believer's feelings, identity or faith.</p> <p>Christian/ Jewish/Islamic</p>
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Year 5/6 Cycle B

Why is prayer important?

- Identify that people pray for different reasons, such as giving thanks, asking for help, saying sorry or seeking guidance.
- Recognise that prayer can be private or shared, silent or spoken, and may take different forms across religions.
- Understand that prayer helps believers connect with God or a higher power.
- Describe how prayer can influence a believer's feelings, behaviour or sense of peace.
- Make links between prayer and non-religious ways people reflect or find calm.
- Recognise similarities and differences in how and why people pray.

Hindu

How do Hindu practices differ around the world?

- To recognise diversity within the Hindu worldview.
- To recognise the impact of influences on beliefs.
- To analyse and understand Diwali across different traditions.
- To explain why there are different Buddhist teachings.
- To make links and comparisons between different meditative practices.
- To express the different factors that affect diversity within and across worldviews.

Hindu

Why is it better to be there in person? |

- To explore the factors that can shape someone's experience of a religious or non-religious event.
- To understand the significance of places for some Christian and Muslim people
- To evaluate the rules around attending significant places.
- To consider the challenges that many Muslims may face when travelling to Makkah.
- To explore the concept of pilgrimage and its relevance in the UK.

Islamic/ Christian

Why is there suffering?

- To explain some causes of suffering by exploring scripture and experience.
- To understand the concept of free will through exploring scripture.
- To investigate beliefs about human wrongdoing through religious perspectives.
- To explore beliefs about suffering and goodness through scripture and personal responses.
- To explore different beliefs about God's role in suffering.
- To examine how teachings about Jesus affect some Christian responses to suffering.

Christian/ Jewish/ Sikh

How is Eid celebrated and why?

- Know that Eid is an important Islamic festival, celebrated by Muslims worldwide
- Recognise that Eid celebrates gratitude, forgiveness and community.
- Understand that actions such as giving to charity reflect key Islamic values of compassion and equality.
- Make links between Eid traditions and pupils' own experiences of celebration.

Islamic

What place does religion and worldviews have in our world today?

- To express a personal worldview through art
- To interpret the religious make-up of the UK by examining census data
- To compare the use of places of worship locally & elsewhere in the UK
- To investigate the spread of religion across the world
- To discuss and analyse the importance of freedom of religion
- To explain the importance of learning about & understanding others' worldviews through real-life examples.

(Multiple worldviews)