

The Echelford Primary School – Religion and Worldviews Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						
<p>Who Am I and where do I belong?</p> <p>To talk about groups that they belong to and show an awareness that other children belong to different groups.</p> <p>To talk about a place, a special story or person belonging to a faith or belief community using appropriate vocabulary.</p> <p>To recognise that others' views may be different from their own.</p> <p>Talk about groups they belong to.</p> <p>Show an awareness that other children belong to different groups.</p> <p>Every person is special and unique.</p> <p>Some people believe that God made them this way.</p>	<p>CHRISTIANITY: Why do Christians call God 'creator'?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To identify how belief is expressed in different ways for different people.</p> <p>To use appropriate subject-specific vocabulary when they talk.</p> <p>'Create' / 'creation' / 'creator'.</p> <p>Biblical creation story.</p> <p>God as 'creator' of the world & in other parts of the Bible.</p>	<p>CHRISTIANITY: What is God like for Christians?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>To talk about different communities of people.</p> <p>To identify similarities in features of religion and belief.</p> <p>Build on the idea of God as creator.</p> <p>Images of God from the Bible: shepherd, parent, King; Jesus 'like God'.</p> <p>Ideas in art / story / song.</p>	<p>CHRISTIANITY: How can artists help us to understand what Christians believe and do?</p> <p>To Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>To describe and suggest meanings for symbols and other forms of expression for people of faith or belief.</p> <p>To make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving).</p>	<p>CHRISTIANITY: What did God promise to his people?</p> <p>To make links between what they and other people think about God.</p> <p>To Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>Covenants and stories from old testament, including creation.</p> <p>What impact do God's promises have on Christians, the things they promise and their subsequent actions?</p>	<p>CHRISTIANITY: What do Christians believe about creation?</p> <p>To develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal knowledge.</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To describe the impact of beliefs and practices for different people e.g. on communities and cultures.</p> <p>Link with Science curriculum: creation / evolution theories.</p> <p>Humanity has choices – 'free will'.</p> <p>All of creation is affected by 'the fall'.</p>	<p>CHRISTIANITY: How is God Three – and yet One?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To investigate and describe similarities and differences in lived experience within religions.</p> <p>To explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate.</p> <p>Holy Spirit is God at work in the world.</p> <p>Holy Spirit in relationship with Father & Son.</p>

<p>How new babies are welcomed.</p> <p>People belong together in different ways.</p> <p>People have different ways of showing they 'belong' together (religious & non-religious).</p> <p>Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses).</p>	<p>Celebration of Harvest.</p>		<p>How Christians show ideas about God through art.</p> <p>Crosses from around the world.</p> <p>Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation).</p>		<p>One day there will be a new creation.</p>	<p>Trinity in baptism of Jesus, creation & Christians' experience.</p> <p>How does this compare with other religions?</p>
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Autumn 2

<p>Why do we have celebrations?</p> <p>To show an awareness that festivals are special times for different people and describe how people celebrate them.</p> <p>To talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities).</p> <p>To respond with growing sensitivity and responsibility to the world around them.</p>	<p>CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To use appropriate subject-specific vocabulary when they talk.</p>	<p>CHRISTIANITY: Why is giving important to Christians?</p> <p>Give a reason why something may be of value to themselves and/or others.</p> <p>To talk about different communities of people.</p> <p>To identify how belief is expressed in different ways for different people.</p> <p>Why / when do we give to others?</p>	<p>CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</p> <p>To Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>To give reasons for beliefs, attitudes and actions.</p> <p>The Bible tells the big story of God and his</p>	<p>CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?</p> <p>To Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>To give reasons for beliefs, attitudes and actions.</p> <p>'Kingdom' as God's rule on earth & in heaven.</p>	<p>CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To describe the impact of beliefs and practices for different people e.g. on communities and cultures.</p> <p>To explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /</p>	<p>CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To describe the impact of beliefs and practices for different people e.g. on communities and cultures.</p>
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<p>Talk about their own times of celebration</p> <p>Recognise that others' views may be different from their own</p> <p>Each person has a "birth-day" and this is celebrated on the anniversary of their birth.</p> <p>Celebrations are joyful times.</p> <p>Celebrations are often a time to say "thank you".</p> <p>Christians celebrate special festivals e.g. Harvest, Christmas, Easter. Other religions have different festivals</p> <p>School-based celebrations.</p>	<p>'Nativity' as the birth of Jesus.</p> <p>Other important people in the Nativity.</p> <p>Why did angels announce Jesus' birth?</p> <p>Diversity of Nativity sets across the world.</p> <p>Christmas as focus of worship of Jesus.</p>	<p>Christians as 'Church' give in different ways e.g. 'service', food bank.</p> <p>Commandments to 'love God & love others'.</p> <p>Giving at Christmas because God gave.</p>	<p>people – place stories & concepts.</p> <p>At the centre of it is Jesus.</p> <p>Why might the Bible be like 'treasure'?</p> <p>Using creativity to express ideas / beliefs.</p>	<p>Jesus' teaching about God's Kingdom in the Sermon on the Mount & the Great Commandment</p> <p>Christians living as citizens of God's Kingdom.</p>	<p>sources and concepts where appropriate.</p> <p>God's 'Big Story' – the rescue plan.</p> <p>Stories of salvation across OT & NT.</p> <p>'Salvation' in the Easter story .</p> <p>Creative expressions of salvation.</p>	<p>To suggest some ways in which different people might interpret key texts / sources.</p> <p>Jesus as fulfilment of OT prophecies in his birth, life and death.</p> <p>Link with the story of Simeon in the temple .</p> <p>What Jesus said about himself.</p> <p>Links to 'I AM' statements in John's Gospel.</p>
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Spring 1

<p>What makes a place special?</p> <p>To talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities).</p> <p>To respond with growing sensitivity and responsibility to the world around them.</p>	<p>CHRISTIANITY: What do Christians learn from stories of Jesus?</p> <p>To talk about different communities of people.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p>	<p>CHRISTIANITY: Why do Christians call Jesus 'Saviour'?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p>	<p>CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?</p> <p>To identify the impact of beliefs and practices on people's lives e.g. in how people live.</p> <p>To make links between what they and other people think</p>	<p>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</p> <p>To identify the impact of beliefs and practices on people's lives e.g. in how people live.</p> <p>To ask significant questions about life,</p>	<p>CHRISTIANITY: How did the Church begin, and where is it now?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To describe the impact of beliefs and practices for different people e.g. on</p>	<p>CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To describe the impact of beliefs and</p>
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<p>Talk about things that are special to them, such as beliefs, places, books, objects and people.</p> <p>Some people have places that are special to them.</p> <p>There are special buildings where some people go to think and learn about God.</p> <p>Some people feel close to God anywhere or in their own special places.</p>	<p>To retell religious, spiritual and moral stories.</p> <p>Stories about Jesus, baby → man.</p> <p>Jesus human 'like us' and divine, 'like God'.</p> <p>Jesus' stories ('parables') & miracles.</p> <p>Christians as 'followers' of Jesus.</p> <p>End with Easter story and symbols.</p>	<p>To use appropriate subject-specific vocabulary when they talk.</p> <p>'Saving' others; Jesus as 'Saviour'.</p> <p>Jesus changing lives e.g. Zacchaeus.</p> <p>Salvation in Easter story, symbols in Easter garden.</p>	<p>about God and how to behave.</p> <p>Miracles & stories about Jesus through the eyes of Peter.</p> <p>'Gospel' as 'good news'.</p> <p>Forgiveness & restoration.</p>	<p>comparing their ideas with others.</p> <p>Communion as a sacrament to 'remember'.</p> <p>Passover & new covenant (& Easter).</p> <p>Communion & symbolism across the world.</p>	<p>communities and cultures.</p> <p>Birth of the Church at Pentecost.</p> <p>God calls the Church to do God's work in the world and be 'good news'.</p> <p>Baptism, worship & service are signs of membership.</p>	<p>practices for different people e.g. on communities and cultures.</p> <p>Command to 'act justly, love mercy, walk humbly' – what does this mean?</p> <p>Lord's Prayer – on earth/ in heaven.</p> <p>Christians' beliefs about life after death.</p>
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Spring 2

<p>What can we learn from stories?</p> <p>To show a range of feelings in response to their learning e.g. wonder, sadness, joy etc.</p> <p>Talk about things that are special to them such as books.</p> <p>Talk about how things can be true/ 'real' and not.</p>	<p>JUDAISM: What is the Torah & why is it so important to Jewish families?</p> <p>To talk about different communities of people.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To give examples of how people put their beliefs into practice, in the home, in places of</p>	<p>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</p> <p>To talk about different communities of people.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p>	<p>JUDAISM: What are important times for Jewish people?</p> <p>To identify the impact of beliefs and practices on people's lives, individually, or as a community e.g. in how people live and/or worship.</p> <p>To make links between what they and other people think about God and what is important in life.</p>	<p>SIKHI: What do Sikhs value?</p> <p>To identify the impact of beliefs and practices on people's lives, individually, or as a community e.g. in how people live and/or worship.</p> <p>To make links between what they and other people think about God and what is important in life.</p>	<p>ISLAM: What helps Muslims to live a good life?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities/</p> <p>To express their understanding of concepts in theological terms.</p> <p>Five pillars as duties for living a good life.</p>	<p>JUDAISM: What does it mean to be part of a synagogue community?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To express their understanding of concepts in theological terms.</p>
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<p>Show curiosity; ask questions about their learning.</p> <p>People can have favourite stories.</p> <p>Through stories people share ideas and values about how to live.</p> <p>Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God.</p> <p>Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc.</p>	<p>worship or in living their lives.</p> <p>What makes a book special?</p> <p>Torah is special as it contains God's words & rules for living (mitzvot).</p> <p>How Jewish people show the Torah is special in how it's treated & where it lives.</p>	<p>To give examples of how people put their beliefs into practice.</p> <p>To give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives.</p> <p>Shabbat as a special gift of rest.</p> <p>Links with creation story.</p> <p>Friday night meal & symbols; Saturday night ceremony as start of new week.</p>	<p>Importance of 'remembering' in Judaism.</p> <p>Key festivals: Passover & Sukkot, links to stories & practices.</p> <p>Bar/Bat Mitzvah as commitment to keep mitzvot.</p>	<p>Duties of Sikhs to pray, work and give.</p> <p>Equality is important to Sikhs & is expressed in langar & Sikh community.</p> <p>Gurus as teachers & leaders.</p>	<p>Fasting and celebrating contribute to a good life.</p> <p>Hadith & sunnah as guidance to follow.</p>	<p>Centrality of Torah to worship (e.g. <i>shema</i>).</p> <p>Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur).</p> <p>Synagogue: place of learning, worship & gathering for different types of Jewish people.</p>
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Summer 1

<p>What makes something 'special'?</p> <p>To show curiosity and ask questions about their learning.</p> <p>To recognise that others' views may be different from their own.</p> <p>Talk about things that are special to them, such as, beliefs, places, books, objects and people.</p>	<p>ISLAM: Who is Allah and how do Muslims worship him?</p> <p>To talk about different communities of people.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To identify how belief is expressed in</p>	<p>ISLAM: What is important for Muslim families?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>Talk about different communities of people.</p> <p>To identify how belief is expressed</p>	<p>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</p> <p>To identify the impact of beliefs and practices on people's lives, individually, or as a community e.g. in how people live and/or worship.</p> <p>To make links between what they and other people think</p>	<p>HUMANISM: How do non-religious people celebrate new life?</p> <p>To compare their own ideas, influences and/or feelings with those of others.</p> <p>To identify simple similarities and differences between concepts / religions / beliefs, giving examples from their learning.</p>	<p>BUDDHISM: What is the 'Buddhist way of life'?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To suggest some ways in which different people might interpret key texts / sources.</p>	<p>HINDU (SANATANA) DHARMA: What helps Hindus (Sanatanis) to worship?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To express their understanding of concepts in theological terms.</p>
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<p>how a range of feelings in response to their learning for example, awe, wonder, sadness etc</p> <p>Different things are special to people for different reasons.</p> <p>How to look after special things and respect things that are special to others.</p> <p>People can use objects to help them remember special times and places.</p> <p>Memories can be special. Some objects are 'religious' objects and help people to think about God.</p>	<p>different ways for different people.</p> <p>Muslims believe in One God, Allah.</p> <p>99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator).</p> <p>Prayer is part of worship of Allah (ibadah).</p>	<p>in different ways for different people.</p> <p>Muhammad (pbuh) is the most important Prophet (messenger) for Muslims.</p> <p>Muslims learn from his life & example.</p> <p>Qur'an contains the holy words of Allah.</p>	<p>about God and what is important in life.</p> <p>Prayer (salah) shows submission to Allah.</p> <p>Ummah as an equal community of believers.</p> <p>Qur'an as final revelation & guide for living.</p>	<p>To identify and connect aspects of religion and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>Celebrating new life is important to religious & non-religious people.</p> <p>We have one life to live & it's worth celebrating; freedom to choose.</p> <p>Key principles of Humanism through baby welcoming ceremonies.</p>	<p>To suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning.</p> <p>Story of Buddha's enlightenment.</p> <p>Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara.</p> <p>Eightfold Path as the way to enlightenment esp. meditation.</p>	<p>'Sanatana Dharma' as a way of life .</p> <p>Brahman present in all things & represented in many forms esp. Trimurti.</p> <p>Key deities and avatars of Hinduism and their place in Hindu worship.</p>
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Summer 2

<p>What makes our world wonderful?</p> <p>To show curiosity and ask questions about their learning.</p> <p>•To show a range of feelings in response to their learning e.g. wonder, sadness, joy etc.</p> <p>Respond with growing sensitivity and</p>	<p>Why do people tell stories?</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To give a simple reason for a view that they have.</p> <p>To identify how stories / symbols / objects</p>	<p>Is giving better than receiving?</p> <p>To recognise different viewpoints.</p> <p>To respond to questions about whether things are 'good' / 'bad', 'right/wrong'.</p> <p>To give a simple reason for a view that they have.</p>	<p>Why do people use creative ways to express their beliefs?</p> <p>To give reasons for beliefs, attitudes and actions, especially in relation to their own personal knowledge.</p> <p>To compare their own ideas, influences and/or feelings with those of others.</p>	<p>Are words more important than actions?</p> <p>To give reasons for beliefs, attitudes and actions, especially in relation to their own personal knowledge.</p> <p>To give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview</p>	<p>Is life a journey?</p> <p>To reflect on possible connection between worldviews and the human search for meaning of life.</p> <p>To describe the impact of beliefs and practices for different people e.g. on individuals, groups and communities.</p>	<p>Who am I and where do I belong?</p> <p>To reflect on possible connection between worldviews and the human search for meaning of life.</p> <p>To describe the impact of beliefs and practices for different people e.g. on individuals, groups and communities.</p>
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<p>responsibility to the world around them.</p> <p>Our world is a place of wonder & we should look after it.</p> <p>People are naturally 'creative'. Some people believe our world was created by God and that this is an important story in their special books.</p> <p>Some people believe that it came about naturally and that science is the best way to understand it.</p>	<p>might show what people believe.</p> <p>To recognise different viewpoints.</p> <p>Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others.</p> <p>Stories linked to festivals; add Hanukkah / Purim.</p> <p>Aesop's Fables / Badger's Parting Gifts.</p>	<p>To recognise that some questions about life are difficult to answer.</p> <p>To respond sensitively and imaginatively to questions about being human.</p> <p>To talk simply about core beliefs and concepts and what they mean.</p> <p>Giving & receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid.</p> <p>Gifts of Creation / Shabbat / Torah / Qur'an / Jesus.</p> <p>How do Sikhs give and why? Giving from a non-religious perspective.</p>	<p>People from different traditions express themselves through the arts in different ways & why this is.</p> <p>Some ideas and beliefs are easier to express through the arts / symbolism.</p>	<p>('personal knowledge').</p> <p>To ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning.</p> <p>Consider key teachings from religions / beliefs studied – is it more important to believe words or live them?</p> <p>Which words / actions do you live by?</p>	<p>To explain how sources of inspiration and influence make a difference to themselves and others, recognising that others may think differently.</p> <p>To develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview.</p> <p>To suggest meanings for a range of forms of expression, using accurate vocabulary.</p> <p>Milestones – personal / others.</p> <p>How do we overcome hurdles on a journey?</p> <p>How do people decide which way to go? Is a journey better shared?</p> <p>Is a pilgrimage different from a journey?</p>	<p>To explain how sources of inspiration and influence make a difference to themselves and others, recognising that others may think differently.</p> <p>To develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview.</p> <p>To suggest meanings for a range of forms of expression, using accurate vocabulary.</p> <p>How do communities gain a sense of personal identity through the things they believe?</p> <p>What are the things that I believe – and where have my ideas come from?</p> <p>How might these ideas help me as I move into Y7?</p>
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