

King Charles C of E Primary School

Religion and World Views Curriculum Content

Reception	Autumn		Spring		Summer	
Lead Enquiry Question (Composite Outcome)	Being special: Where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special for Christians?	What places are special and why?	Which stories are special and why?
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality: reflecting on themselves as a person and how they belong. Nurture: learning about our class members and our class. Environment: Learning about King Charles school and the sense of belonging that it brings.	Nurture/ Hope: performing to others Spirituality/ environment: Visiting All Saints church	Spirituality: Reflecting on the impact we have on our planet. Inspiring: Learning how others support other countries through Tess and Tom's project. Nurture: Caring for God's creatures, including other humans.	Spirituality: reflect upon the Bible story of Easter Hope: Sharing the Easter story with other year groups. Inspiring: Re-enacting the events of Palm Sunday.	Spirituality: Reflecting on the impact we have on our planet. Hope: Hope for our planet and what we can do to help it thrive. Environment: Reflecting on how we can support our local environment.	Spirituality: Reflecting on the opportunities for personal learning and growth when identify the lessons within religious stories. Inspiring/ Environment/ Hope: 'People that help us'. Inspiring: sharing stories from other religions.
Key Texts	My Stories	The Nativity	Creation story	The Easter Story		Noah's Ark David and Goliath Zacchaeus Chanukah
Learning Threads (Substantive Concepts)	Traditions Religious books Comparing faiths	Traditions Festivals	Creation Significant people Religious books Festivals (Harvest)	Salvation and reincarnation Religious books	Building and community Worship Religious books Comparing faiths	Religious books Significant people

King Charles C of E Primary School

Religion and World Views Curriculum Content

Disciplinary Knowledge	Different Religions welcome babies in different ways into the church community	May and Josephs baby was called Jesus The Nativity Story	The creation story from the bible Christians believe that Gods name is holy and special	The story of Palm Sunday Celebrating Easter	People of different religions have different special places	There are stories in the bible There are stories in other religious holy books
Key Vocabulary	Unique Valuable Special Religions Christian Faith community Baptism Beliefs Islam	Christians Christmas Celebration Tradition Bethlehem Jesus Mary Joseph Nativity Bible	Christians God Creator Creations Bible Nature Interesting Puzzling Wonderful Christians Jews	Easter Celebration Tradition Symbols Holy Week Palm Sunday Tomb Resurrection Christians Bible	Sacred text Scriptures Old Testament New Testament Christians Muhammad Rama and Sita Moral	Religious books Memorable Special Significant Worship Reflection Beliefs
LCs (Components) Assessment checkpoints in green	1.Being special and unique <i>Children can tell you one thing about them that makes them special or unique</i> 2. God is loving 3. Baptism <i>Children will tell you why a baby is baptized in the church</i> 4. Welcoming babies in Islam	1.Babies and Jesus <i>Children understand Jesus was a baby</i> 2. Mary and Joseph <i>Children can tell you Mary and Joseph were parents of Jesus</i> 3. Mary and Joseph's Journey <i>Children can tell you Mary and Joseph had to go on a journey</i>	1. God and creation <i>Children can draw a story map of key events from the story</i> 2. The name of God <i>Children can tell you why the name god is special to Christians</i> 3. Adam named God's creatures <i>Children can retell the story of Adam</i>	1.Palm Sunday <i>Children can take part in a reenactment of Palm Sunday</i> 2. Easter <i>Children can identify 3 ways in which Easter is celebrated</i> 3. Crosses used in celebration <i>Children can tell you why crosses are used in churches</i>	1.Our favorite places in school <i>Children take photos of their favorite place in school</i> 2. Special places for our families <i>Children present to the class their favorite family places and why</i> 3. churches in Falmouth	1. Which stories are special and why? <i>Children can tell you about a story that is special to them</i> 2. Have you heard of the Bible? <i>Children can tell you the bible is a book used by Christians</i> 3. David and Goliath <i>Children can recount the story</i>

King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>Children can tell the way babies are celebrated and welcomed in Islam</p>	<p>4. The Christmas Story Children can recount the nativity story</p>	<p>naming gods creatures 4. Tess and Tom's Rwandan church (Umuganda) Children take part in a project to improve the school</p>		<p>Children draw churches and identify similarities and add labels 4. Mosques 5. Similarities and differences between churches and mosques Using construction children build mosques and churches identifying different features</p>	<p>4. The Story of Zacchaeus Children can recount the story 5. What is the Qur'an? Children know the Qur'an is a holy book used in Islam</p>
Assessment	<p>Children can share ways in which they are special and unique.</p> <p>Children can identify some similarities and differences between how babies are welcomed into the Christian and Islamic faiths.</p>	<p>Children retell the Christian story of Christmas.</p> <p>Children can recall simply what happens at a traditional Christian festival.</p>	<p>Children can retell stories, talking about what they say about the world, God and human beings.</p> <p>Children can discuss how Christians like to thank their Creator</p>	<p>Children can explain why Easter is a special time for Christians.</p> <p>They can recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.</p>	<p>Children talk about places that have a special meaning for some religious people. Children talk about the things that are special and valued in a place of worship</p> <p>Children recognise that for Christians, Muslims or Jews,</p>	<p>Children can recall some religious stories.</p> <p>Children can identify the Qur'an and Bible as holy books.</p> <p>Children can identify what some religious stories teach believers.</p>

King Charles C of E Primary School

Religion and World Views Curriculum Content

				Children can talk about some ways Christians remember these stories at Easter	these special things link to beliefs about God.	
Y1	Autumn	Spring	Summer			
Lead Enquiry Question (Composite Outcome)	1.2 Who do made the world?	1.10 What does it mean to belong to a faith or belief community?	1.1 What do Christians believe God is like?	1.7 PART ONE Who is Jewish and how do they live?	1.7 PART TWO Who is Jewish and how do they live?	1.9 How should we care for the world and for others, and why does it matter?
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality - Pupils recognise that the Creation story is from the Bible and that it is special to Christians. Hope - Pupils are encouraged to see their role in making the world a better place and have hope for its future. Inspiring - They are inspired by the idea of a Creator and begin to think wisely about how they use and look after what God has made. Nurture - They begin to show kindness and respect towards the world Environment - They reflect on what makes the world amazing and how people	Spirituality - Pupils reflect on what it means to belong —to family, school, and faith communities — and recognise how their actions can show love and inclusion towards others. Hope - Pupils develop an understanding that belonging and faith can bring hope, purpose, and a sense of being part of something greater than themselves. Inspiring - Pupils are inspired by the ways people live out their beliefs in caring and loving communities, motivating them to act kindly. Nurture - Pupils learn to care for themselves and others, valuing the dignity of every person and recognising the importance of welcoming and supporting each other.	Spirituality - Pupils reflect on Christian stories such as <i>The Lost Son</i> and <i>Jonah</i> and begin to think about what these stories say about God Hope - Pupils recognise that Christian stories give hope by teaching that people can be forgiven and start again. Inspiring - Pupils identify how Christian stories inspire believers to make good choices. Nurture - Pupils understand that Christians believe God cares for and nurtures people, like a loving parent. Environment - Pupils make links between Christian beliefs and creating a caring environment. They recognise that Christians try to make their homes, churches, and communities welcoming and	Spirituality - Pupils begin to understand that Jewish people believe in one God and recognise that Jewish people value special objects and reflect on what is important to them. Hope - Pupils understand that loving God gives Jewish people hope and guidance in their lives. Inspiring - Pupils recognise that David's bravery inspires Jewish people to act courageously and faithfully. Nurture - Pupils understand that loving God encourages Jewish people to care for themselves and others. Environment - Pupils understand that Chanukkah lights and traditions transform homes and communities into joyful spaces.	Spirituality - They recognise that caring for others, following the Golden Rule, and respecting the natural world can help them think about what is important and feel a sense of meaning and connection. Hope - Pupils understand that caring actions give hope to others and make the world a better place. Inspiring - Pupils identify ways that people of different beliefs act with care and kindness, and see how these actions inspire others to follow similar values.	

King Charles C of E Primary School

Religion and World Views Curriculum Content

	everywhere can work together to protect it.	Environment - Pupils recognise that communities exist locally and globally, and that belonging and care connect people across different cultures and faiths.	loving through worship, forgiveness, and helping others, inspired by the stories they have learned.		Nurture- Pupils recognise the importance of looking after people and the natural world. They understand that caring for family, friends, community, and the environment helps everyone grow safely and happily. Environment- Pupils understand that caring for the natural world is part of many beliefs and values.
Key Texts	Bible, The Creation Story	Bible, Qu'ran,	Bible, Qu'ran, Torah, The Prodigal Son/ The Lost Coin Parable, Jonah and the Whale	Bible, Torah	Bible, Torah
Learning Threads (Substantive Concepts) <i>What do we want children to know and remember before they move on?</i>	Traditions Festivals Comparing faiths Worship Pilgrimage Creation Significant people Building and community Religious books Incarnation and reincarnation	Traditions Worship Comparing faiths Salvation? Significant people Buildings and community Religious books	Traditions Festivals Salvation Comparing World Religions Religions Worship Creation God's Creation	Traditions Festivals Comparing World Religions Worship Creation God's Creation	Comparing faiths Worship Significant people Building and community

King Charles C of E Primary School

Religion and World Views Curriculum Content

Disciplinary Knowledge	<p>God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.</p>	<p>There are many different communities. To be a part of some Communities can be part of a faith group. There can be different faith groups living in a single community. Symbols and symbolism is important to many communities, especially faith communities.</p>	<p>Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him.</p>	<p>Jewish people worship in a synagogue. A Mezuzah is attached to a door and has the words to the Shema prayer inside it. Shabbat is the Jewish days of rest known as the sabbath. Jewish people may rest and have a special meal during shabbat. Jewish people celebrate many festivals such as Chanukah. Chanukah is a Jewish festival where Jewish people remember to give thanks.</p>	<p>Both religious and non religious people believe others to be valuable and unique. Christians and Jewish people believe their Holy text teaches them to love others. People of many faith groups believe in the importance of giving to others such as Zakah for Muslims and Tzedaka for Jewish people. Many people throughout history inspire kindness and care such as Mother Theresa and Dr Barnado.</p>
Vocabulary	<p>Perseverance God Christians Beliefs Faith Bible Creator Creation</p>	<p>God Islam Muslim Christians Beliefs Faith Bible Muslim</p>	<p>Compassion Christians God Jesus Judaism Jewish Faith Community</p>	<p>Religion Torah Festival Shema Mezuzah Judaism Ark Synagogue</p>	<p>Religion Non-religious Christians Jewish Golden rule Natural world Sukkot Mother Teresa Oxfam</p>

King Charles C of E Primary School

Religion and World Views Curriculum Content

	Genesis	Allah Qu'ran Mosque	Symbol Marriage Wedding Christening Baptism Aqiqah Love Parable Worship Mezuzah Shabbat	Rabbi Shabbat Chanukah Sabbath	
LCs Components	<p>1. Can I recognise that the creation story comes from the Bible?</p> <p>2. Can I retell the story of creation? <i>Recall the story of creation</i></p> <p>3. Can I recognise what the creation story tells Christians? <i>Suggest what the creation story tells Christians about God, Creation and the world.</i></p> <p>4. Can I recognise what</p>	<p>1. Can I understand how we all belong to something? <i>Name a group or community that they belong to and discuss what is special and important about belong to a group.</i></p> <p>2. Can I understand how Christians and Muslims show how they belong? <i>Understand that people belong to different communities and recognise symbols of belong for Christians and Muslims</i></p> <p>3. Can I understand that loving others is</p>	<p>1. Can I discuss the story of the Lost Son and recognise a link with God as a forgiving father? <i>Identify what a parable is</i></p> <p>2. Can I understand what the story of the Lost Son means to Christians? <i>Give a simple account of what the story means to Christians</i></p> <p>3. Can I give examples of how Christians show their belief in God as loving and forgiving? <i>Identify ways in which Christians show their belief in God as loving and forgiving:</i></p> <p>4. Can I discuss the story of Jonah and recognise how Christians use this story to</p>	<p>1. Can I understand what is precious to Jewish people?</p> <p>2. Can I understand what a Mezuzah reminds Jewish people about? <i>Name a range of special objects Jewish people might have in their home</i></p> <p>3. Can I understand Jewish beliefs about God? <i>Recognise that the Jewish belief is that God is one and that it is important to love God.</i></p> <p>4-5. Can I identify how Jewish people celebrate Shabbat?</p> <p>6. Can I reflect on what the story of David and Goliath teaches Jewish people about God? <i>Make links between Jewish ideas about God found In the story and how people live</i></p>	<p>1. Can I give an example of a story that teaches about people being valued and unique? <i>Give an example of a story that teaches about people being valued and/or unique</i></p> <p>2. can I understand what Christian, Jewish and non-religious people believe about caring for people?</p>

King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>Christians do to thank God for Creation? Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>5. Can I reflect on what makes our world amazing? Discuss what it is that makes our world amazing</p>	<p>important in lots of communities?</p> <p>4. Can I understand what Christians and Muslims do to welcome a baby? Give an account of what happens at a traditional Christian and Muslim welcome ceremony.</p> <p>5. Can I understand ways Christian and Muslim people show they belong to each other when they get married? Identify two ways Christian and Muslim people show they belong to each other when they get married</p> <p>6. Can I reflect on what matters about being in a community?</p>	<p>guide their beliefs about God? Give an example of how Christians put their beliefs into practice in worship.</p> <p>5. Can I share what I have learned about Christian ideas of God from the stories and songs studied? Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>7. Can I understand the importance of the Chanukkah story? Reflect on how the story of Chanukkah reminds Jews about what God is like</p> <p>8. Can I make Challah bread? Reflect on what Challah bread symbolises for Jewish people</p>	<p>3. Can I give examples of how religious and non-religious people show they care for others? Reflect on how people care for each other</p> <p>4. Can I understand why everyone should care for others and follow the Golden Rule? 5. Can I understand why Jewish and Christian people try to look after the natural world? Share reasons why everyone should care for other and look after that natural world</p>
Assessment	Start of Autumn 2	Start of Spring 1 Discuss our own belonging	Start of Spring 2	Start of Summer 2 Know that Jewish people believe in one God and give an example	Reflect and summarise why and how religious

King Charles C of E Primary School

Religion and World Views Curriculum Content

	Retell the story of creation and know that 'Creation' is the beginning of the 'big story' of the Bible.	and recall how Christians and Muslims show they belong to their faith community.	Know that Christians believe in God and able to discuss what Christians think God is like.	of how some Jewish people might remember God in different ways	and non-religious people should care for each other and look after the natural world
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Y2	Autumn	Spring	Summer
Lead Enquiry Question (Composite Outcome)	Autumn 1: What makes some places sacred to believers? Autumn 2: Why does Christmas matter to Christians?	Spring 1: What is the good news that Christians believe Jesus brings? Spring 2: Why does Easter matter to Christians?	Who is Muslim and how do they live?
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Environment- reflect on sacred places in their local community Inspiring- developing curiosity about beliefs in their local community	Hope – reflect on how the stories of Jesus inspire us and give us hope Spirituality- think about how we can use the messages to help others	Environment – learning about festivals from different faiths Nurture- develop our understanding of other faiths
Key Texts	Bible	Bible	Bible, Qu'ran
Learning Threads (Substantive Concepts)	Traditions Festivals Comparing World Religions Worship	Traditions Festivals Salvation Comparing World Religions	Traditions Festivals Comparing World Religions Worship

King Charles C of E Primary School

Religion and World Views Curriculum Content

	Pilgrimage Creation God's Creation Incarnation and reincarnation	Worship Creation God's Creation		Creation God's Creation	
Disciplinary Knowledge	<p>There are special people and places in Cornwall that are special to some believers.</p> <p>Stories, objects and symbols in churches show what some people believe.</p> <p>Know the difference between some sacred places in Cornwall.</p> <p>Name some objects used in worship.</p>	<p>Christians believe Jesus is special because he is God on earth (incarnate)</p> <p>Christians celebrate Christmas because of the birth of Jesus.</p> <p>Many Christians go to church on Christmas day.</p> <p>People celebrate Christmas in different countries and in different ways around the world.</p>	<p>The good news that Jesus shares is that God loves everyone and offers forgiveness.</p> <p>Jesus is a friend to the poor and helpless.</p> <p>Jesus helps Christians think hard about how to live and give them directions.</p>	<p>Discover and order the events of Holy Week.</p> <p>Christians believe that Jesus rose again, giving people hope of a new life.</p> <p>The Easter story is good news for those who choose to believe it.</p> <p>The relationship between people and God begins to be restored through the events of Easter.</p> <p>Know how many Christians celebrate Easter.</p>	<p>Muslims' belief in Allah as the one true God (tawhid.).</p> <p>How the Shahadah expresses Muslim belief.</p> <p>How Muslims use 99 Names for Allah to help them understand Allah better.</p> <p>Muslims use stories about the Prophet Muhammad to guide their beliefs and actions</p> <p>Find out about how, where, when and why Muslims read the Qur'an, and why Muslims treat it as they do</p> <p>Introduce the idea of the Five Pillars</p> <p>Find out what difference it makes to how they live every day.</p>
Vocabulary	Cornwall Sacred Saint Worship	God Jesus Incarnation	Jesus Parable God Disciples	Easter Salvation Incarnation Resurrection	Respect Islam Muslim Allah

King Charles C of E Primary School

Religion and World Views Curriculum Content

	Belief	Old/New Testament Gospel Nativity Christmas	Bible	Holy Week	Shahadah Prophet Muhammed Qur'an Pillars
LCs (Components) Assessment checkpoints in green	<p>Where do you feel happy and safe? Give examples of places at home, in school and in the community that make them feel happy and safe. What places are special and important to me? Give personal examples of places that are important. Why is St Piran important to Cornwall? Give a reason why St Piran is important. Which other places are special and sacred in Cornwall?</p>	<p>Why is Jesus special to Christians? Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. What am I thankful for at Christmas? Decide what they personally have to be thankful for at Christmas time. What happens in the nativity story? Act/ retell the nativity story. What is the importance of the nativity?</p>	<p>Why did Jesus tell stories? Recognise that Jesus gives instructions to people about how to behave. What was the meaning behind the parable of the lost son? Give at least two examples of ways in which Christians follow the teachings studied and bringing good news to the friendless. What can parables teach us? Give clear, simple accounts of what Bible texts mean to Christians.</p>	<p>How are spring and Easter linked? Give examples of events that happen during spring time that link to the Easter story. What are the main events of the Easter story? Sequence the events of the Easter story and retell the story. What does the Easter story mean to Christians and how does it make me feel? Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in</p>	<p>What is Islam and who are its followers? Is God important to Muslims? What do Muslims think about God? Who do Muslims think Muhammed was? Why is the prophet Muhammed important to Muslims? Talk about the fact that Muslims believe in God (Allah) and how they follow the example of the Prophet Muhammad.</p> <p>What is the Qur'an and why is it important to Muslims? How might a Muslim use the Qur'an? Why is prayer important to Muslims? Give examples of how, where, when and why Muslims read the Qur'an and why they treat it as they do</p> <p>What are the 5 pillars of Islam? List the 5 pillars of Islam (Shahadah is the first)</p>

King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>Give an example of a place that is special and sacred in Cornwall and say why.</p> <p>What do Celtic crosses represent and how are they designed?</p> <p>Describe what Celtic crosses represent.</p>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>How can I show the importance of Christmas to Christians?</p> <p>Explain why Christmas is important to Christians.</p>	<p>What have we learned from Jesus' stories?</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives.</p>	<p>church worship at Easter.</p> <p>What are Easter traditions and how are they celebrated?</p> <p>Give two examples of how Christians celebrate Easter.</p>	<p>What have we learnt about Muslim people?</p> <p>Discuss key aspects of the Islamic faith.</p>
Assessment	<p>Tell the story of St Piran and say why he is important.</p>	<p>Give reasons to why Christmas is important to Christians.</p>	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p>	<p>Explain why Easter is important to Christians.</p>	<p>Explain who Allah is and know that the Shahadah is the first pillar of Islam.</p>

Y3	Autumn		Spring		Summer	
Lead Enquiry Question (Composite Outcome)	Understanding Christianity	Judaism	Understanding Christianity	Islam	Understanding Christianity	Faith/Humanist

King Charles C of E Primary School

Religion and World Views Curriculum Content

	CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p> <p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p> <p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p> <p>Environment – (Community) developing an awareness of our local, national and international community</p>	<p>Spirituality – Looking around the school environment for God's creation to make it a special place</p> <p>Hope – Year 3 pupils lead whole school worship</p> <p>Inspiring - thinking about patience and Mary's wait for Jesus. When do we have to show patience?</p> <p>Nurture – caring for God's world following the creation story</p> <p>Environmental – learning about festivals from different faiths</p>	<p>Hope – Year 3 pupils lead whole school worship</p> <p>Environmental – learning about festivals from different faiths</p>	<p>Hope – Year 3 pupils lead whole school worship</p> <p>Environmental – learning about festivals from different faiths</p>			
Key Texts	The Bible, Torah		The Bible, The Qu'ran		The Bible	
Learning Threads (Substantive Concepts)	Traditions Festivals Worship Building and community Creation Religious books Significant people	Traditions Festivals Worship Pilgrimage Significant people Buildings and communities Religious books	Traditions Worship Reincarnation Significant people Religious books	Traditions Festivals Worship Pilgrimage Comparing faiths Significant people Incarnation and reincarnation Religious stories salvation	Traditions Festivals Worship Significant people Religious stories	Creation Comparing faith Community Significant people

King Charles C of E Primary School

Religion and World Views Curriculum Content

Disciplinary Knowledge							
Vocabulary	Command Obedience Creation Day of Rest Forgiveness Responsibility	Shabbat Synagogue Sabbath Torah Exodus Pharaoh Moses Israelites Plagues Passover (Pesach)	Bible Scripture Testament Old Testament Rainbow (symbol of promise) Judgement Trust New beginnings Faithfulness Promise Noah Abraham Christian Old Testament New Testament book chapter verse Ark Mount Ararat	Muslim Islam Allah Qur'an Prophet Prayer mat Mosque Makkah (Mecca Jesus Messiah Son of God (Christian view) Prophet Isa (Islamic view of Jesus) Crucifixion Resurrection Incarnation Trinity	Disciples Mission Calling Ordinary people Kingdom of God Love (Agape) Peace (Shalom) Fairness Justice Forgiveness Hope Kingdom of God	Poverty Injustice Inequality Pollution War Conflict Climate change Human rights	

King Charles C of E Primary School

Religion and World Views Curriculum Content

<p>LCs (Components) Assessment checkpoints in green</p>	<p>L1. Can I retell the Christian creation story?</p> <p>Can retell the story in order, with some details about each "day."</p> <p>L2. Can I find examples of God's creation in my school grounds?</p> <p>Can give a range of examples and explain why Christians believe they are important parts of God's creation.</p> <p>L3. Can I discuss the instructions that God might give to humans?</p> <p>Can explain how Christians believe God wants humans to care</p>	<p>L1. Can I explain how Jewish people worship by resting on Shabbat?</p> <p>Can explain why Jewish people rest and worship on Shabbat.</p> <p>L2. Can I understand the meaning of the Jewish rituals of saying sorry, being forgiven and atoning for sins?</p> <p>Can explain how rituals (e.g. Yom Kippur) show repentance and forgiveness.</p> <p>L3. Can I understand the moral of the story of Jonah and the fish?</p> <p>Can explain the lesson Jonah learned (e.g.</p>	<p>L1. Can I understand the Bible and how it is structured?</p> <p>Can describe how the Bible is divided (Old & New Testament, different books)</p> <p>L2. Can I describe Noah's character and understand his obedience to God and know the importance of following rules?</p> <p>Can explain why obedience to God and rules is important in Noah's story and how Christians</p>	<p>L1. What do we already know about Muslims and Islam?</p> <p>Can recall that Muslims follow Islam and believe in Allah.</p> <p>L2. How do Muslims show devotion to Allah as the one true God?</p> <p>Can describe some ways Muslims show devotion (e.g. prayer, fasting, charity).</p> <p>L3. Why does prayer matter to Muslims?</p> <p>Can describe some ways Muslims show devotion (e.g. prayer, fasting, charity).</p> <p>L4. Can I explain why Jesus is</p>	<p>L1. What was the message of Jesus' story of the Good Samaritan?</p> <p>Can explain that the story teaches kindness and helping others.</p> <p>L2. What does it mean to give something up to follow God?</p> <p>Can describe how following God might mean making sacrifices or putting others first.</p> <p>L3. Can I understand why Jesus chose the disciples?</p> <p>Can explain why Jesus chose ordinary people and what that shows about his mission and message.</p>	<p>L1. Can I identify and discuss some global issues?</p> <p>Can name some problems in the world (e.g. poverty, pollution, war).</p> <p>L2. Can I explain how the 'Golden Rule' can help people to work out how to make the world a better place?</p> <p>Can recall what the 'Golden Rule' means ("treat others how you want to be treated")</p> <p>L3.</p> <p>Can I understand the Jewish idea of 'repairing the world'?</p> <p>Can explain how this idea reflects Jewish beliefs about God and responsibility for others</p>
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King Charles C of E Primary School

Religion and World Views Curriculum Content

<p>for the world and each other.</p> <p>L4. Can I make connections between my life and the Christian creation story?</p> <p>Can compare their actions with ideas from the creation story.</p> <p>L5. Can I understand the consequences of disobeying God's will?</p> <p>Can explain what might happen as a result of disobedience (e.g. hurt feelings, damage to nature).</p> <p>L6. Can I discuss The Ten Commandments?</p> <p>Can recognise the Ten</p>	<p>obedience to God, forgiveness).</p> <p>L4. Can I understand the moral conflict in the story of Exodus and how this shows Jewish beliefs about God?</p> <p>Can describe the conflict between Pharaoh and Moses and how God helped the Israelites.</p> <p>L5. Can I explain what the Ten Commandments say about Jewish beliefs about God?</p> <p>Can give examples of commandments that show respect for God and others.</p>	<p>apply this idea today.</p> <p>L3. Can I show the impact of Noah's story in today's world?</p> <p>Can explain what the story teaches (obedience, trust, new beginnings).</p> <p>L4. Can I understand the story of Abraham and its links to God's promises?</p> <p>Can explain how the story of Abraham shows the importance of faith and promise-keeping in Christianity (and Judaism).</p>	<p>portrayed differently?</p> <p>Can explain that different groups (e.g. Christians and Muslims) understand Jesus differently, and why this matters to their faith.</p> <p>L5. Can I explain how Christians serve others today?</p> <p>Can give examples of helping others (e.g. charity, volunteering).</p>	<p>L4. Can I understand the moral of the story of Jesus healing the leper?</p> <p>Can explain that the story shows Jesus' kindness, care, and power to heal.</p> <p>L5. Can I think of an ideal world?</p> <p>Can connect their ideas with religious teachings (e.g. love, peace, fairness) and reflect on how people could work towards it.</p>	<p>L4. Can I understand how non-religious people try to make the world a better place?</p> <p>Can explain how both religious and non-religious people are motivated to improve the world, and compare similarities/differences.</p>
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King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>Commandments as Christian rules.</p>	<p>L6. Can I explain how we can learn to wait from Mary's experience? Can explain how Christians see Mary as an example of faith and how her waiting can inspire patience today.</p> <p>L7. Can I investigate how Christians prepare for Christmas? Can connect Christmas preparations with Christian beliefs about Jesus' coming and hope</p>	<p>L5. Can I understand what it is like for a Christian to have faith?</p> <p>Can give examples of how Christians show faith in everyday life (e.g. prayer, worship, helping others).</p>			
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King Charles C of E Primary School

Religion and World Views Curriculum Content

Assessment at a distance	Retell the Creation story	Comparing Judaism and Christianity festivals and traditions	Retell the taught bible stories	
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Y4	Autumn	Spring	Summer			
Lead Enquiry Question (Composite Outcome) Unit L2.7 – What do Hindus believe God is like? Unit L2.3 – INCARNATION/GOD: What is the Trinity? Unit L2.8 – What does it mean to be a Hindu in Britain today? (Dharma) Unit L2.5 – SALVATION: Why do Christians call the day Jesus died 'Good Friday'? (Easter) Unit L2.6 – KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? Unit L2.11 – How and why do people in Cornwall mark significant events in community life? (Curriculum Kernewek)						
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality (Community, Dignity): Pupils reflect on different Hindu understandings of God, considering how ideas of Brahman and atman affect the way people live and treat others.	Spirituality (Community, Dignity): Pupils explore the Christian belief in the Trinity, reflecting on how Christians experience God's presence in different ways and what that means for relationships. Nurture (Dignity): Pupils learn how Christian teaching	Environment (Community): Pupils explore how Hindus contribute to British society through festivals, worship and community service, developing awareness of diversity and belonging.	Spirituality (Community, Dignity): Pupils reflect on the meaning of Jesus' death and resurrection, considering themes of forgiveness and new life. Hope (Hope): Pupils see how Easter gives	Inspiring (Hope, Wisdom): Pupils learn how the disciples were transformed at Pentecost, building resilience and motivation to make a difference in the world.	Environment (Community): Pupils deepen awareness of local traditions and their role in shaping Cornish identity. Nurture (Dignity): Pupils consider how marking life events helps people care

King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>Inspiring (Hope, Wisdom): Pupils are encouraged to develop curiosity and resilience in exploring big questions about God and the soul.</p>	<p>about Father, Son and Spirit can inspire care, guidance and growth within communities and in their own lives.</p>	<p>Hope (Hope): Pupils see how Hindu values such as dharma and karma give believers guidance and aspiration for living well.</p>	<p>Christians confidence and aspiration for the future, even through suffering.</p>	<p>Environment (Community): Pupils explore how the early church built supportive communities, linking to how we build positive communities today.</p>	<p>for one another and strengthen community bonds.</p>
Key Texts	<p>Vedas - Hindu creation story (Nasadiya Sukta – Rig Veda) Bhagavad Gita (Krishna teaches Arjuna) Stories of deities (Vishnu, Shiva, Lakshmi, Durga)</p>	<p>Bible - Matthew 3:13–17 (Jesus' baptism) Matthew 28:16–20 (Great Commission) Nicene Creed (simplified extract)</p>	<p>Vedas Stories of Hindu families in Britain (case studies, e.g., BBC Bitesize, RE Today resources) Festivals (Diwali, Holi)</p>	<p>Bible - Gospel accounts of the crucifixion (Luke 23, John 19) Isaiah 53 (suffering servant)</p>	<p>Bible - Acts 2:1–15 (Pentecost story) Acts 4:32–37 (early church community)</p>	<p>Local examples (St Piran's Day, Cornish festivals, Cornish saints' stories) Oral histories, interviews, community resources</p>
Learning Threads (Substantive Concepts)	<p>Brahman as ultimate reality Atman (soul) and reincarnation Deities as expressions of Brahman Worship practices (puja, mandir)</p>	<p>God as Father, Son, Holy Spirit Incarnation of Jesus Christian worship (prayers, hymns, baptismal formula)</p>	<p>Dharma (duty, living a good life) Community and family life Festivals and celebrations Hindu values in a British context</p>	<p>Salvation through Jesus' death Sin and forgiveness Easter as central to Christian faith</p>	<p>Holy Spirit Birth of the Church Community and mission Kingdom of God on earth</p>	<p>Belonging and identity Community celebrations and remembrance Local traditions and faith links</p>

King Charles C of E Primary School

Religion and World Views Curriculum Content

Disciplinary Knowledge	Theological: exploring concepts of God in Hinduism Philosophical: how different forms represent one truth Human/Social Science: how Hindus practise devotion today	Theological: exploring the Trinity Philosophical: how something can be "three-in-one" Human/Social Science: how Christians use Trinitarian language in daily life	Human/Social Science: practices in the UK Theological: how dharma guides Hindu life Philosophical: making good choices and responsibilities	Theological: salvation, sin, forgiveness Philosophical: why call a day of suffering "good"? Human/Social Science: Easter practices in churches and homes	Theological: role of the Holy Spirit Philosophical: impact of belief on action Human/Social Science: Christian community life	Human/Social Science: community traditions Theological: role of faith in marking events Philosophical: why humans mark important times
Vocabulary	Brahman, Atman, Deity, Puja, Mandir, Murti, Reincarnation, Moksha	Trinity, Incarnation, Baptism, Father, Son, Holy Spirit, Creed	Dharma, Karma, Festival, Diwali, Holi, Community, Mandir	Salvation, Sin, Forgiveness, Crucifixion, Resurrection, Good Friday, Easter	Pentecost, Holy Spirit, Disciples, Church, Mission, Kingdom of God	Tradition, Festival, Memorial, Celebration, Identity, Community, Cornish Saints
LCs (Components) Assessment checkpoints in green	What do Hindus believe about Brahman? Explain that Hindus believe in one God (Brahman) who is shown in many different forms. How do stories and images help Hindus think about God?	How do Christians describe God as Trinity? Say that Christians believe in one God who is Father, Son and Holy Spirit (the Trinity). What happens at Jesus' baptism? Describe what happens at Jesus' baptism and	What does dharma mean for Hindus? Describe what dharma means for Hindus and give an example of how it shapes daily life. How do Hindus celebrate Diwali and Holi in Britain?	What happened on Good Friday? Retell what happened on Good Friday and Easter Sunday. Why do Christians think Jesus' death was important? Explain why Christians see	What happened at Pentecost? Retell the story of Pentecost and describe what happened to the disciples. How did the disciples change after Pentecost?	What special events are marked in Cornwall? Describe at least two ways people in Cornwall mark special events (e.g. St Piran's Day, feasts, memorials).

King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>What do Hindus believe about the soul (atman)? Describe Hindu beliefs about the soul (atman) and the idea of moksha.</p> <p>How does worship (puja) help Hindus connect to God? Make a simple link between Hindu beliefs and worship practices such as puja in the mandir.</p> <p>How is Hindu belief shown in art, symbols and festivals? Describe several ways Hindu beliefs are shown (art, symbols, festivals).</p>	<p>Explain how it shows the Trinity.</p> <p>How is the Trinity shown in Christian worship and art?</p> <p>Give an example of how Christians use the Trinity in practice (e.g. baptism, prayer, hymns).</p> <p>Why is the Trinity important to Christians today?</p>	<p>Talk about how Hindus in Britain celebrate festivals such as Diwali or Holi.</p> <p>How do Hindu families show their faith in daily life?</p> <p>What challenges and opportunities do Hindus face in Britain?</p> <p>Explain some challenges and opportunities for Hindus living in Britain today.</p>	<p>Good Friday as "good" even though it was a sad day.</p> <p>What is salvation? Use the words sin, forgiveness and salvation to explain why Jesus' death matters to Christians.</p> <p>How do Christians celebrate Good Friday and Easter Sunday?</p> <p>What difference does Easter make to Christians today? Describe ways Easter makes a difference to Christians (e.g. gives them hope in life after death, reminds them to forgive).</p>	<p>Explain how the disciples were changed after receiving the Holy Spirit.</p> <p>How did the early church live out their faith?</p> <p>What does "Kingdom of God" mean? Explain what the Kingdom of God means to them.</p> <p>How do Christians today show they are part of the Kingdom of God? Give an example of how Christians today try to live as part of the Kingdom of God.</p>	<p>Why do people celebrate St Piran's Day? Explain why these events are important for community life and identity.</p> <p>How do communities mark times of sadness and joy? Make a link between community celebrations and ideas of belonging.</p> <p>What do these events tell us about belonging in Cornwall?</p> <p>Give an example of how faith can play a part in Cornish community events.</p>
Assessment Checkpoint		<p>Give an example of a Hindu story or image that helps believers understand God.</p>	<p>Use a simple metaphor or symbol to explain how something can be three-in-</p>	<p>: Give an example of how Hindu families show their faith at home or in the community</p>	<p>Give an example of how Christians celebrate Good</p>	<p>Describe how the early church lived as a community</p>

King Charles C of E Primary School

Religion and World Views Curriculum Content

			one and compare to other religions		Friday or Easter today.	and shared their faith.
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Y5	Autumn		Spring		Summer
Lead Enquiry Question (Composite Outcome)	Unit U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/ibadah/iman)	Unit U2.3 INCARNATION: Why do Christians believe Jesus was the Messiah?	Unit U2.1 GOD: What does it mean if God is Holy and Loving?	Unit U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	Unit U2.10 What matters most to Humanists and Christians?
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality (Community, Dignity) , Encourages reflection on faith, belonging, and the impact of beliefs on everyday life; Environment (Community) , develops understanding of diverse communities in Britain and globally; Nurture (Dignity) fosters respect, dignity, and caring relationships.	Spirituality (Community), encourages pupils to reflect on Jesus' example and how it shapes community and personal values; Hope - shows the fulfilment of God's promises, offering hope and purpose; Inspiring (Hope, Wisdom) develops aspiration through understanding the significance of faith in daily life.	Spirituality (Community, Dignity) , Encourages pupils to reflect on God's nature (holy, loving) and how it impacts their own values and behaviour; Nurture (Dignity) - promotes respect and care for others and God's creation; Inspiring (Wisdom) inspires moral reflection and personal growth.	Spirituality (Community, Dignity) , Encourages reflection on ethical living, responsibility for actions, and respect for others; Nurture (Dignity), Environment (Community) promotes awareness of Hindu teachings on duty, moral behaviour, and care for the wider community and creation; nurtures moral resilience and personal growth.	Spirituality (Community, Dignity), Hope, Inspiring (Wisdom), Environment (Community) Encourages pupils to reflect on values, ethical choices, and personal meaning; explores similarities and differences in beliefs, fostering understanding and respect; develops aspirations for ethical living and active participation in the local and global community.

King Charles C of E Primary School

Religion and World Views Curriculum Content

Key Texts	The Qur'an – especially Surah Al-Fatiha (opening chapter), Surah Al-Ikhlas (on the oneness of God), Surah Al-Fatiha (prayer recited in Salah). Hadith – sayings of the Prophet Muhammad (e.g. on prayer, charity, community). Shahadah – declaration of faith (Tawhid). Contemporary Muslim children's literature / personal stories (Muslim children in Britain).	Bible Old Testament prophecies: Isaiah 7:14 (a child will be born of a virgin) Isaiah 9:6–7 (a ruler called Prince of Peace) Micah 5:2 (a ruler from Bethlehem) New Testament fulfilment passages: Luke 1:26–38 (angel's message to Mary) Luke 2:1–20 (birth of Jesus) Matthew 1:18–25 (angel speaks to Joseph) Matthew 2:1–12 (visit of the Magi) John 1:1–14 (the Word became flesh) Jesus' ministry: Luke 4:16–21 (Jesus reads from Isaiah and applies it to himself).	Bible Old Testament Isaiah 6:1–6 – Isaiah's vision of God's holiness. Psalm 103 – God's love, compassion, and forgiveness. Psalm 139 – God's presence and care. New Testament 1 John 4:7–19 – "God is love." 1 Corinthians 13 – description of love. Creeds (Apostles' Creed / Nicene Creed – describing God as holy, almighty, loving Father).	Bhagavad Gita – Krishna's teaching on dharma and duty (esp. Arjuna's story, chapter 2). The Vedas & Upanishads – teaching on the soul (atman), ultimate reality (Brahman), and liberation. Stories of Hindu role models – e.g. Rama and Sita (Ramayana), showing righteous living. Sacred mantras and prayers – especially about seeking moksha or living according to dharma.	Christianity Bible passages on love and moral living: Matthew 22:36–40 – "Love God and love your neighbour." Micah 6:8 – "Act justly, love mercy, walk humbly with God." The Parable of the Good Samaritan (Luke 10:25–37) Humanism Humanist statements of belief, e.g.: British Humanist Association / Humanists UK guidance on ethics. "Humanists believe people should try to make the world a better place without relying on religious rules."
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King Charles C of E Primary School

Religion and World Views Curriculum Content

					Stories of Humanist individuals acting on compassion, fairness, and social responsibility.
Learning Threads (Substantive Concepts)	<p>Tawhid – the oneness of Allah, central belief in Islam.</p> <p>Ibadah – worship and devotion (prayer, fasting, giving, pilgrimage).</p> <p>Imam – leadership, community, guidance in worship.</p> <p>Ummah – the worldwide Muslim community, and its expression in Britain today.</p> <p>Submission – living in line with Allah's will.</p> <p>Identity – being Muslim in a multi-faith society.</p>	<p>Incarnation – God becoming human in Jesus.</p> <p>Messiah / Christ – the promised rescuer or saviour.</p> <p>Prophecy & fulfilment – links between Old Testament promises and New Testament accounts.</p> <p>Salvation – the belief that Jesus came to save humanity.</p> <p>Kingdom of God – Jesus bringing in God's rule of peace and justice.</p> <p>Hope – why Christians see Jesus as good news.</p>	<p>God – the nature of God as holy and loving.</p> <p>Holiness – God's purity, greatness, set-apartness.</p> <p>Love / Agape – God's self-giving love for the world.</p> <p>Trinity – Father, Son, Holy Spirit expressing God's love.</p> <p>Judgement & Mercy – tension between God's holiness and love.</p> <p>Covenant – God's faithful love in relationship with people.</p>	<p>Dharma – duty, righteousness, moral order.</p> <p>Karma – the law of cause and effect: actions have consequences.</p> <p>Samsara – the cycle of birth, death, and rebirth.</p> <p>Moksha – liberation from samsara, ultimate spiritual goal.</p> <p>Atman – the soul or true self.</p> <p>Brahman – ultimate reality, God in Hindu belief.</p> <p>Ahimsa – non-violence, a way of doing good.</p>	<p>Values and Ethics – what is right and wrong, how we treat others.</p> <p>Compassion and Justice – living in ways that benefit others.</p> <p>Community and Relationships – belonging, cooperation, mutual care.</p> <p>Worldview / Belief system – how beliefs shape actions.</p> <p>Meaning and Purpose – what people consider most important in life.</p>
Disciplinary Knowledge	Theological – Exploring Islamic beliefs about God,	Theological – Exploring Christian beliefs about the	Theological – exploring Christian beliefs about God's nature (holy and loving).	Theological – exploring Hindu beliefs about the	Theological – understanding Christian belief

King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>worship, and leadership (What do Muslims believe about God? Why is Tawhid important?).</p> <p>Philosophical – Asking questions about faith, belonging, and living a good life (How do Muslims make decisions? How do beliefs shape identity?).</p> <p>Human/Social Sciences – Understanding how Muslim communities practise their faith in Britain today (visiting a mosque, looking at prayer in daily life, meeting a Muslim visitor, videos of children talking about their faith).</p>	<p>Incarnation and Messiahship of Jesus.</p> <p>Philosophical – Asking questions about whether Jesus was who Christians claim, and why that matters.</p> <p>Human/Social Sciences – Understanding how Christians today celebrate Jesus as Messiah (Christmas, worship songs, festivals, liturgy).</p>	<p>Philosophical – asking questions about justice, forgiveness, holiness, and love.</p> <p>Human/Social Sciences – understanding how Christian communities worship and live in response to God's holiness and love (prayer, service, church traditions).</p>	<p>soul, life, and ultimate reality.</p> <p>Philosophical – asking questions about right and wrong, consequences, and the meaning of life.</p> <p>Human/Social Sciences – examining how Hindu beliefs shape daily living (e.g. festivals, family duties, vegetarianism, acts of service, yoga/meditation).</p>	<p>about love, morality, and God's guidance.</p> <p>Philosophical / Ethical – exploring Humanist and Christian approaches to deciding right from wrong.</p> <p>Human/Social Sciences – examining how beliefs shape behaviour and choices in daily life, communities, and society.</p>
Vocabulary	<p>Allah – Arabic word for God.</p> <p>Tawhid – belief in the oneness of God.</p> <p>Shahadah – Muslim declaration of faith.</p>	<p>Incarnation – God becoming flesh in Jesus.</p> <p>Messiah – anointed one, saviour, rescuer.</p>	<p>Holy – set apart, pure, worthy of worship.</p> <p>Loving – showing care, compassion, mercy.</p> <p>Agape – selfless, sacrificial love.</p> <p>Trinity – Father, Son, Holy Spirit.</p>	<p>Karma – law of cause and effect of actions.</p> <p>Dharma – duty, righteousness.</p>	<p>Humanism – a non-religious worldview focused on human well-being and ethical living.</p>

King Charles C of E Primary School

Religion and World Views Curriculum Content

<p>Qur'an – the holy book of Islam.</p> <p>Hadith – sayings and traditions of the Prophet Muhammad.</p> <p>Ibadah – acts of worship (e.g. prayer, fasting, giving zakah, hajj).</p> <p>Salah – daily ritual prayers.</p> <p>Imam – prayer leader in a mosque.</p> <p>Ummah – the worldwide Muslim community.</p> <p>Mosque / Masjid – place of worship.</p> <p>Halal – permissible according to Islamic law.</p> <p>Zakah – giving to charity as a duty.</p>	<p>Christ – Greek word meaning "Messiah".</p> <p>Prophecy – a message from God about the future.</p> <p>Fulfilment – when a prophecy comes true.</p> <p>Salvation – being saved from sin/death.</p> <p>Gospel – "good news" about Jesus.</p> <p>Kingdom of God – God's reign of justice, peace and love.</p> <p>Emmanuel – "God with us" (Matthew 1:23).</p> <p>Nativity – the birth of Jesus.</p>	<p>Omnipotent – all-powerful.</p> <p>Omniscient – all-knowing.</p> <p>Omnipresent – present everywhere.</p> <p>Judgement – God's decision-making about right and wrong.</p> <p>Mercy – compassion or forgiveness instead of punishment.</p> <p>Covenant – promise-based relationship with God.</p>	<p>Samsara – cycle of birth, death, rebirth.</p> <p>Moksha – liberation, release from samsara.</p> <p>Atman – eternal soul/self.</p> <p>Brahman – ultimate reality or God.</p> <p>Ahimsa – principle of non-violence.</p> <p>Mandir – Hindu temple.</p> <p>Puja – worship.</p> <p>Arti – ritual of offering light to deities.</p> <p>Bhakti – devotion.</p>	<p>Ethics – principles that guide right and wrong behaviour.</p> <p>Values – what is considered important.</p> <p>Compassion – care and concern for others.</p> <p>Justice – fairness in treatment and society.</p> <p>Beliefs / Worldview – a system of ideas that shapes understanding of life.</p> <p>Moral decision-making – choosing actions based on what is right or good.</p> <p>Responsibility – taking care of others and the environment.</p> <p>Stewardship – caring for the world and community</p>
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King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>Sawm – fasting during Ramadan.</p> <p>Hajj – pilgrimage to Makkah.</p>				(Christian and Humanist context).
<p>LCs (Components)</p> <p>Assessment checkpoints in green</p>	<p>What helps Muslims through the journey of life?</p> <p>What is the key belief of Muslims? Whiteboard retrieval task: "The key belief of Muslims is..." "Allah is..." "Muslims believe Muhammad (pbuh) was..." "One thing that helps Muslims through life is..."</p> <p>Why does prayer matter to Muslims? Oracy "Prayer matters to Muslims because..." "Muslims get guidance from..." "This helps Muslims in daily life by..."</p> <p>How is charity important to Muslims? Sorting activity:</p>	<p>What kind of saviour did the People of God want?</p> <p>What does the Bible say about the Messiah? Whiteboard retrieval task: "The People of God wanted a messiah who would..." "The Bible says the Messiah would..."</p> <p>What evidence was there that Jesus was the Messiah?</p> <p>What would a messiah look like today? Oracy-based: "Christians believe Jesus was the Messiah because..." "Jesus was similar/different to expectations because..." "A messiah today might... but Jesus..."</p>	<p>What do people expect from a god?</p> <p>Whiteboard: "People might expect a god to..."; "One reason people believe in a god is..."; "A god might be important because..."</p> <p>How is God represented in the Bible?</p> <p>Paired oracy task with evidence: "In the Bible, God is shown as..." "This story/image shows God as... because..." "Christians might learn about God from this because..."</p> <p>What do cathedrals show about what Christians believe about God?</p> <p>Whiteboard response: "A cathedral shows belief in God because..."; "Christians worship God by... which shows they believe God is..."; "This feature/action shows respect for God because..."</p> <p>How do Christians worship God?</p> <p>What do Christians believe about what God is like?</p> <p>How do Christians show that God is loving and holy?</p>	<p>What is Brahman?</p> <p>What is atman?</p> <p>Samsara: why is atman important?</p> <p>What else is important?</p> <p>Whiteboard retrieval task: "Brahman is best described as..." "Atman means..." "Samsara refers to..." "Why is atman important in Hindu belief?"</p> <p>What example does Gandhi set for how to live?</p> <p>Oracy session with sentence stems "Gandhi shows how to live because..." "One Hindu value Gandhi lived by was..." "Gandhi's actions link to belief in atman/Brahman because..."</p>	<p>Do rules matter?</p> <p>Why? What is a code of living?</p> <p>Paired discussion: "A rule is important because..." "A code of living is..."</p> <p>"Rules help people by..."</p> <p>Who is a humanist?</p> <p>What codes for living do non-religious people use?</p> <p>What can we learn from discussion and drama about good and bad, right and wrong?</p> <p>Small-group discussion with sentence stems: "Humanists follow rules such as... to..." "Christians try to follow... because..." "One similarity/difference between these codes is..."</p>

King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>"Which actions show care for others? Why?"</p> <p>Why do Muslims fast?</p> <p>Why do Muslims want to go on pilgrimage?</p> <p>Oracy -"Hajj is important to Muslims because..."</p> <p>"Going on pilgrimage helps Muslims by..."</p> <p>"Hajj shows commitment to Allah because..."</p> <p>Where do people get advice and guidance from?</p> <p>What is a special place for Muslims?</p>	<p>How do Christians express their belief in Jesus as the Messiah?</p> <p>How do Christians put their beliefs about Jesus into practice?</p>		<p>Can I research a UK based Hindu charity?</p> <p>Why do Hindus try to be good?</p>	<p>What codes for living do Christians try to follow?</p> <p>Peace: is it more valuable than any money?</p> <p>Can we create a code for living that would help the world?</p>
Assessment Checkpoint	ACP (at a distance) What matters to Muslims?	Exit ticket: "Christians show belief in Jesus as the Messiah by..." "Christians follow Jesus by..."	Oracy – give an example of how Christians show that God is loving and holy	Exit ticket / whiteboard: "Hindus try to be good because... This links to belief in..."	Group mini-presentation: "Our code of living would include... to help the world because..." "Peace is more/less valuable than money because..."

King Charles C of E Primary School

Religion and World Views Curriculum Content

Y6		Autumn		Spring		Summer
Lead Enquiry Question (Composite Outcome)	U2.2 Creation and science: conflicting or complementary	U2.9 Why is the Torah important to Jewish People?	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of King was Jesus?	U2.12 How does faith help people in Cornwall when life gets hard?
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality – asking big questions and reflect on their own views, how Christians live with these beliefs and what this might mean (in, out, up) Environment – global responsibility and care for our world	Spirituality by helping pupils reflect on how the Torah shapes Jewish community life and personal values, supporting them to <i>look in, look out, look up</i> . Hope and inspiration by showing how Torah teachings provide guidance and ethical wisdom, motivating pupils to apply these lessons in their own lives and communities.	Through Hope , pupils reflect how Christians are inspired by the example of Jesus to make aspirational choices that bring positive change to their lives and communities. In Nurture , pupils develop respect and dignity by caring for others and the world, learning that following Jesus means showing love, compassion, and stewardship in everyday life.	Spirituality (Community, Dignity) by encouraging pupils to reflect on forgiveness, sacrifice and salvation, considering how these ideas might shape their own relationships and responsibilities. Hope , as Christian beliefs in resurrection and new life provide pupils with opportunities to explore themes of aspiration, resilience and the possibility of transformation.	Spirituality Pupils reflect on Jesus' teachings about serving others and inclusion, considering how acting with compassion and respect can positively impact themselves and their communities Hope Exploring the promises of the Kingdom of God and Jesus' vision of a fair and loving world encourages pupils to imagine and aspire to make a difference in their own lives and the wider world. Nurture By examining how Jesus cared for	Spirituality (Community, Dignity) : Pupils can reflect on how the stories of suffering and support in the Bible encourage them to care for themselves and others. Inspiring (Hope) Real-life examples of faith and community resilience in Cornwall help pupils develop resilience, motivation, and empathy for others.

King Charles C of E Primary School

Religion and World Views Curriculum Content

					the marginalized, pupils are encouraged to nurture themselves and others, fostering dignity, empathy, and responsibility in their relationships and actions.	
Key Texts	Genesis 1	Joseph the Dreamer Joseph Sold into Slavery The Lord the Shepherd	Sermon on the mount Matthew 7: 24-27 Luke 7 The Lords Prayer	The Last Supper – Mark 14: 17-25	Matthew 18: 21-35 The Parable of the Unforgiving Servant	Lords Prayer Variety of parables (dependent on direction of discussion of oracy sessions)
Learning Threads (Substantive Concepts)	Creation – the Christian belief that God made the universe, life and humanity; Genesis 1 as a key text. Science – scientific accounts of origins, such as the Big Bang (cosmology) and evolution (biology). Truth – different kinds of truth (scientific, religious, poetic, metaphorical, literal) and how they are understood.	Traditional – something that has been used or done by people for a long time Orthodox – older, more traditional ideas Progressive – newer, less traditional ideas Kosher – food that Jewish people are allowed to eat Trefah – food that Jewish people are not allowed to eat Shabbat – the Jewish holy day	Disciple – Following Jesus' example and teachings in daily life. Parable – A story Jesus told to teach moral or spiritual lessons. Commandment – A rule given by God to guide human behaviour. Faith – Trust and belief in God's promises and guidance. Forgiveness – Letting go of anger and	Pesach - another word for Passover Sacrifice – to give up something, especially for the sake of something or someone else Eucharist - also called Holy Communion, the Sacrament, or Lord's Supper. Where Christians take bread and wine to reminder them of the sacrifice Jesus made Mass – act of worship of the	Love – Caring for others as God cares for us. Peace – Living in harmony without conflict. Forgiveness – Letting go of anger and showing mercy. Kingdom of God – Living God's way of love and goodness on Earth. Community – A group of people who care for and support each other.	Afterlife : Beliefs about life after death; provide comfort and meaning when facing mortality or grief. Suffering : Experiences of loss, pain, or difficulty; religious and spiritual teachings help interpret and cope with suffering. Hope : Expectation or desire for positive outcomes; faith often strengthens

King Charles C of E Primary School

Religion and World Views Curriculum Content

<p>Interpretation – different Christian ways of interpreting Genesis 1 (literal, symbolic, theological).</p> <p>Conflict and Complementarity – whether science and religion contradict each other or can work together.</p> <p>Worldview – how beliefs about creation shape how people see the world and live in it (e.g. care for the environment).</p> <p>Authority – the role of sacred texts (Bible), tradition, reason and evidence in shaping beliefs.</p>	<p>offering mercy to others.</p>	<p>Roman Catholic Church</p> <p>Victory - Jesus' defeat over the grave</p> <p>Restoration – act of returning something to original condition</p> <p>Epitaph – brief statement on tombstone in memory of dead person</p> <p>Memorial – monument to honour memory of person or event</p>	<p>Parable – A simple story Jesus told to teach a lesson.</p> <p>Teacher – Someone who helps others learn and grow in understanding.</p>	<p>resilience and optimism in adversity.</p> <p>Morality: Beliefs about right and wrong behaviour, often shaped by religion, guiding decisions in difficult situations.</p> <p>Community: Groups of people sharing faith or values; offer emotional, practical, and social support during challenges.</p> <p>Prayer: Communication with a higher power, often used for guidance, hope, and emotional support.</p> <p>Ritual: Repeated, formal practices like prayer, blessings, or ceremonies that structure coping and reinforce faith.</p> <p>Worship: Acts of devotion that provide comfort</p>
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King Charles C of E Primary School

Religion and World Views Curriculum Content

						and a sense of connection.
Disciplinary Knowledge	Theology to explore what Christians believe about Creation and how they interpret Genesis. They use philosophy to think about different kinds of truth, asking whether science and faith are in conflict or complementary. They also use human and social sciences to see how Christians today live with both scientific and religious explanations, and how beliefs about Creation shape attitudes to life and the environment.	Theology through Jewish beliefs about the Torah, Philosophy by considering questions about the meaning and purpose of sacred texts, and Human and Social Science by examining how the Torah shapes Jewish daily life, ethics, and community practices.	Theology Christians look to Jesus' teaching in the Gospels to understand what God is like and how God wants people to live. Philosophy People explore Jesus' words to ask and answer big questions about right and wrong, truth, and how to live a good life. Human and Social Science Christians put Jesus' teaching into practice in their daily lives, churches, and charities, shaping how they act in the world.	Theology Pupils explore Christian texts and teachings about Holy Week, Jesus' death and resurrection, and the idea of salvation, recognising that Christians interpret these in different ways. Philosophy Pupils ask and discuss big questions about sacrifice, forgiveness and life after death, and evaluate whether Christian beliefs about salvation are coherent and meaningful. Human/Social Sciences Pupils investigate how different Christians remember and celebrate Jesus' saving work (e.g. Communion, Easter) and	Theology Pupils learn to interpret Biblical texts (e.g., parables) to understand what Christians believe about Jesus as King, and how his kingship reflects God's nature. Philosophy Pupils explore and evaluate ethical and moral questions raised by Jesus' teachings, such as what it means to act justly, love others, and live under a servant-king. Human and Social Science Pupils investigate how belief in Jesus as King influences Christian behaviour, communities, and social practices, and consider the impact on individuals and society.	Theology : Pupils study how Christians in Cornwall use prayer and scripture to find comfort in times of hardship helps us understand how religious beliefs shape daily life. Philosophy : Pupils consider questions such as "Why do people suffer?" encourages pupils to explore ethical and existential ideas about human experience and resilience. Social and Human Sciences : Pupils observe how local communities support one another during difficult times demonstrates the social role of faith and its impact on human behaviour and wellbeing.

King Charles C of E Primary School

Religion and World Views Curriculum Content

				consider how these beliefs shape daily life, identity, and community.		
Vocabulary	Genesis Creation Cosmology Evolution. Complementary Conflict Theology Philosophy Authority Worldview Big Bang Natural selection Interpretation Sacred text	Traditional Orthodox Progressive Kosher Trefah Shabbat	Disciple Parable Commandment Faith Forgiveness	Pesach Sacrifice Eucharist Mass Victory Restoration Epitaph Memorial	Love Peace Forgiveness Kingdom of God Community Parable Teacher	Faith Belief Religion Spirituality Ritual Worship Prayer Community Scripture Karma Reincarnation Afterlife Hope Suffering Resilience Tradition
LCs (Components) Assessment checkpoints in green	1.Identify key events from the Christian Creation story. Genesis 1:1-2:3 <i>Can you summarise the key ideas from Genesis 1?</i> 2.Explain my understanding of the scripture of Genesis 1 and the message	1.What can we find out about Jewish communities in the UK and further afield? <i>Short quiz of key facts about the Torah</i> 2.What do Jews believe about God? 3.How do Jews remember their beliefs about God? 4.What is a Sefer Torah? How is it used?	1.What message did Jesus give in the Sermon on the Mount? <i>Give your opinion as to why Jesus gave the sermon on the mount</i> 2.What do the Gospels teach Christians? 3.What does Jesus say the foundations of life	1.understand what sacrifice is and how Christians feel about Jesus' death 2.Interpret the story of the last supper <i>Share thoughts and feelings that Christians feel about the Last Supper</i>	1.Explore what Christians mean by 'Kingdom of God'. 2.Consider qualities Jesus' kingdom would have <i>Pupils to define three qualities that Christians might say Jesus has as a king</i> 3.Identify how some Christians	1.Define 'faith' and <i>discuss</i> the significance in personal and community life Oracy discussion 2.Explore where faith helped people in challenging times in the bible 3.Compare Hindu perspectives of coping with

King Charles C of E Primary School

Religion and World Views Curriculum Content

	<p>3.explain other viewpoints on creation Describe two ways a Christian could interpret Genesis</p> <p>4.Distinguish between conflicting and complementary viewpoints between science and faith Define conflict and complementary in my own words with examples linked to learning</p> <p>5.explain my opinion about the difference between Genesis and Science Give an example</p>	<p>5.Are there particular laws that Jewish people need to follow? Create Kosher meal</p> <p>6.What happens during worship at a synagogue? Oracy discussion</p>	<p>are? Venn diagram</p> <p>4.How might Christians respond to Jesus' healing stories?</p> <p>5.What would Jesus do about prayer today? Identify aspects of a prayer</p> <p>6.What would Jesus do to make a better world? Pose questions about the world</p>	<p>3.Understand the story of Jesus' sacrifice Order the stations of the cross</p> <p>4.Identify the people involved in Jesus' death Can consider reasons behind people's actions in the lead up to Jesus' death</p> <p>5.Understand why Jesus' sacrifice is important to Christians today</p>	<p>put their faith into practice Discuss the qualities that Christians believe Jesus would want them to have</p> <p>4.Consider how Jesus' teachings relate to my local area. Discuss and share key links between belief and practice.</p> <p>5.Explore the parable of the Unforgiving Servant 6. Consider how Christian forgiveness works in today's society Oracy discussion</p>	<p>hardship with other faiths Venn diagram of Hindi and Christian beliefs</p> <p>4.Non-belief perspective of coping with hardship. Link to community, family and support systems</p> <p>5.Explore how art reflects belief of life after death and coping with loss Discuss an identified (personal) piece of art.</p> <p>6.Reflect on how faith can help you and communities during difficult times. Mind map different ways.</p>
Assessment Checkpoint	Share with a peer your understanding of Genesis vs science	Explain what Kosher is – give examples of Kosher food and who would eat them	Share how Christians believe Jesus made the world a better place	Order images from the stations of the cross	Identify in your own life (Year 6 Flourishing time) when you have shown forgiveness	

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Religion and World Views Curriculum Content

Substantive concepts										
Traditions	Festivals	Worship	Pilgrimage	Creation	Comparing faiths	Incarnation and reincarnation	Salvation	Significant people	Buildings and community	Religious books

Disciplinary Concepts:

Theology (believing) → "What do people believe?"

Philosophy (thinking) → "How do people think about life's big questions?"

Human/Social Sciences (living) → "How do people live out their beliefs in the world?"

Pupils should develop the ability to:

- **Recall and explain** key beliefs and teachings (theological).
- **Explore and evaluate** ideas, questions, and ethical dilemmas (philosophical).
- **Describe and connect** religious practices, community life, and cultural context (human/social science).
- Use a range of **subject-specific vocabulary** accurately and thoughtfully.

Personal Knowledge in RE:

Personal knowledge is about **what pupils bring of themselves** to RW, and how they develop the ability to reflect on their own worldview alongside what they learn about religion and belief.

It's different from **substantive knowledge** (the content of religions) and **disciplinary knowledge** (the ways of studying religion).

Definition:

Personal knowledge is the awareness of one's own presuppositions, values, and lived experience when engaging with religion and worldviews.

It helps pupils:

King Charles C of E Primary School

Religion and World Views Curriculum Content

- Recognise that everyone (including themselves) looks at life through their own lens.
- Become aware of how their own beliefs, background and experiences shape how they understand others.
- Develop empathy, respect and curiosity when engaging with people of different worldviews.