



# Religion & World Views Curriculum





## Rationale and Intent

At Darrington, we follow the Wakefield Agreed Syllabus for Religious Education and use this alongside Understanding Christianity to teach Religion and World Views.

As a Church of England school, we aim to provide children with an in depth knowledge and understanding of Christianity as a living faith that influences the lives of people worldwide, as well as opportunities to learn about a range of other religions and non-religious worldviews. We aim to provide opportunities for pupils to consider the big questions of life and to develop their own spiritual and philosophical convictions, exploring and enriching their own beliefs and values.

We intend to enable pupils to hold balanced and informed conversations about religion and belief. We do this by providing a curriculum that:

- ⇒ develops pupil's knowledge and understanding;
- ⇒ allows pupils to recognise commonality and difference;
- ⇒ encourages pupils to explore and reflect with openness, interest and respectful curiosity;
- ⇒ gives pupils opportunities to share ideas, discuss and reflect;
- ⇒ develops an informed and respectful attitude to religions and non-religious worldviews;
- ⇒ encourages questioning;
- ⇒ provides opportunities to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

The teaching of Understanding Christianity is centered around eight core concepts which are at the heart of Christian belief. These are God, Creation, the Fall, People of God, Incarnation, Gospels, Salvation and Kingdom of God. These core concepts are explored through Biblical texts placing the texts and concepts within the wider Bible story. Each unit incorporates three elements: making sense of the text; understanding the impact and making connections.

Similarly the other world views and faith units encompass the three elements: making sense of belief; understanding the impact and making connections.

Christianity is the main focus taking up at half of the curriculum content covered in each year group. Pupils also have the opportunity to learn about other religious faiths and with more in depth studies of Islam and Judaism in KS1, Hinduism in LKS2 and Islam in UKS2

We aim to give pupils the opportunities to learn about religion and non-religious worldviews in a variety of ways for example: through art, music, drama and dance as well as through discussion, quiet reflection and more formal writing opportunities. We strive to create opportunities for pupils to experience first-hand experience or real-life experiences through visits to the church, sensitively holding mock baptisms and wedding ceremonies and inviting visitors into school to share talk about their faith whenever possible. We have RE themed weeks, allowing RE to be taught in a cross-curricular approach, and for pupils to gain a richer and deeper insight of the theme being taught.



# Progression Document

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## EYFS

Children in EYFS will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship such as the school church. They will listen to and talk about stories, including Bible stories, on a regular basis. Children will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Although RE is non-statutory in Nursery, the environment is enriched with religious texts, images and characters so that they can explore, ask questions and become familiar with religious artefacts and symbols. They will also acknowledge key religious celebrations such as Christmas and Easter. By Reception, children will be starting to develop their understanding of God and Jesus. They will learn in more detail about why God is important to Christians and the festivals of Harvest, Christmas and Easter. They will begin to think about belonging, special places and special stories. Children will be encouraged to ask questions and share their own thoughts, ideas and practices, recognising both similarities and differences. They will be given the opportunity to learn about infant baptism and how other faiths welcome children into the world, to look at places of worship including the church and the mosque and to hear religious stories from Christianity and other faiths such as Hinduism.

## KS1

During the Key Stage One, pupils will be taught knowledge, skills and understanding through learning about Christianity, Judaism and Islam. They will also encounter other religions and non-religious worldviews in thematic units where they will look at different religious buildings, codes for living and wedding ceremonies. Children will begin to learn about the 'big story' of the Bible. They will listen to the Christian Creation Story and the parable of the Lost Son as well as learning in more detail about the importance of Christmas and what happened during Holy Week. Children will be introduced to the concept of 'Gospel' or good news. They will consider Jesus' teachings around forgiveness and peace using the Story of the tax collector and other teachings from the Gospels of Matthew, Luke and John. Children will do an in depth study of Judaism and Islam—looking at religious texts, stories and teaching and how these are put into practice in daily life. During Key Stage One children will consider how people use stories, texts and teachings to guide their beliefs and actions. They will look at examples of beliefs in action including types of prayer, forgiveness in action and how people might look after the world as a result of their beliefs. Children will be given opportunities to ask questions, talk about what they have learnt and share their views with reasons.



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## Lower Key Stage 2

In LKS2, children go on to look at the story of Creation in more depth, considering what it teaches Christians. They will be introduced to the concept of 'the Fall' and consider the impact of this. They will look at guidelines for living such as the Ten Commandments and learn about how people like Noah followed God. They will also conduct an in depth study of Hinduism. Children will learn about the concept of the Trinity, they will deepen their understanding of the Gospels and look at the calling of the first disciples. They will also consider the deeper meaning of religious festivals by revisiting festivals such as Christmas, Easter, Diwali and Eid ul Fitr. During Lower Key Stage Two, children will be given opportunities to identify and describe core beliefs, making links between texts and concepts studied so that they can offer informed suggestions about what texts might mean and give examples of what these might mean to believers. They will study how people show their beliefs through worship and in the way they live and will be encouraged to identify similarities and differences. Children will be given opportunities to raise important questions and suggest answers, make links between beliefs, practices and life in the world today and to express their own ideas and views including anything that has changed their thinking, giving good reasons.

## Upper Key Stage 2

In UKS2 children will identify different types of Biblical texts and be expected to use a range of technical terms accurately to explain different Christian ideas about God and how these link back to Biblical texts. They will look in more detail about how Christians put their beliefs into practice and how religious buildings reflect beliefs about God. They will also consider why some people believe in God and others don't, considering atheist and agnostic views. Children will also deepen their understanding of Islam and what it means for Muslims to follow God. They will consider how the story of Creation and Science can be both conflicting and complementary. Pupils will consider what the stories of Moses teach about freedom and justice and how these teachings are relevant in today. Pupils will be given opportunities to suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. They will use evidence and examples to show how and why people put their beliefs into practice in different ways and make clear connections between what people believe and how they live. They will be given opportunities to reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Pupils will consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.





## Understanding Christianity Progression Grids

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	God
<b>EYFS</b>	<ul style="list-style-type: none"><li>• The word God is a name.</li><li>• Christians believe God is Creator of the universe.</li><li>• Christians believe God made our wonderful world and so we should look after it.</li></ul>
<b>Key Stage One</b>	<ul style="list-style-type: none"><li>• Christians believe in God, and that they find out about God in the Bible.</li><li>• Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</li><li>• Christians worship God and try to live in ways that please him.</li></ul>
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>• Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation).</li><li>• Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises.</li><li>• Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li><li>• Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li><li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.</li><li>• Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li><li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li><li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li></ul>



## Understanding Christianity Progression Grids

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	Creation
<b>EYFS</b>	<ul style="list-style-type: none"><li>• The word God is a name.</li><li>• Christians believe God is Creator of the universe.</li><li>• Christians believe God made our wonderful world and so we should look after it.</li></ul>
<b>Key Stage One</b>	<ul style="list-style-type: none"><li>• God created the universe.</li><li>• The Earth and everything in it are important to God.</li><li>• God has a unique relationship with human beings as their Creator and Sustainer.</li><li>• Humans should care for the world because it belongs to God.</li></ul>
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>• God the Creator cares for the creation, including human beings.</li><li>• As human beings are part of God's good creation, they do best when they listen to God.</li><li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li><li>• This means that humans cannot get close to God without God's help.</li><li>• The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li><li>• These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</li><li>• There are many scientists throughout history and now who are Christians.</li><li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li></ul>



## Understanding Christianity Progression Grids

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	People Of God
<b>EYFS</b>	Not Taught
<b>Key Stage One</b>	Not Taught
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>• The Old Testament tells the story of a particular group of people, the children of Israel – known as the People of God – and their relationship with God.</li><li>• The People of God try to live in the way God wants, following his commands and worshipping him.</li><li>• They believe he promises to stay with them and Bible stories show how God keeps his promises.</li><li>• The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</li><li>• Christians believe that, through Jesus, all people can become the People of God.</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>• The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li><li>• The story of Moses and the Exodus shows how God rescued his people from</li><li>• slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</li><li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li><li>• Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</li></ul>



## Understanding Christianity Progression Grids

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	Incarnation
<b>EYFS</b>	<ul style="list-style-type: none"><li>• Christians believe God came to Earth in human form as Jesus.</li><li>• Christians believe Jesus came to show that all people are precious and special to God.</li></ul>
<b>Key Stage One</b>	<ul style="list-style-type: none"><li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li><li>• The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li><li>• Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</li></ul>
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li><li>• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li><li>• Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</li><li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>• Jesus was Jewish.</li><li>• Christians believe Jesus is God in the flesh.</li><li>• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li><li>• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li><li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li><li>• Christians see Jesus as their Saviour (see Salvation)</li></ul>





## Understanding Christianity Progression Grids

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	Gospel
EYFS	Not Taught
Key Stage One	<ul style="list-style-type: none"><li>• Christians believe Jesus brings good news for all people.</li><li>• For Christians, this good news includes being loved by God, and being forgiven for bad things.</li><li>• Christians believe Jesus is a friend to the poor and friendless.</li><li>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</li></ul>
Lower Key Stage Two	<ul style="list-style-type: none"><li>• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li><li>• Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</li><li>• Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</li><li>• Christians try to be like Jesus — they want to know him better and better.</li><li>• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li></ul>
Upper Key Stage Two	<ul style="list-style-type: none"><li>• Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</li><li>• Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</li><li>• Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God).</li><li>• Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li></ul>



# Understanding Christianity Progression Grids

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	Salvation
<b>EYFS</b>	<ul style="list-style-type: none"><li>• Christians remember Jesus' last week at Easter.</li><li>• Jesus' name means 'He saves'.</li><li>• Christians believe Jesus came to show God's love.</li><li>• Christians try to show love to others.</li></ul>
<b>Key Stage One</b>	<ul style="list-style-type: none"><li>• Easter is very important in the 'big story' of the Bible.</li><li>• Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li><li>• Christians believe Jesus builds a bridge between God and humans.</li><li>• Christians believe Jesus rose from the dead, giving people hope of a new life.</li></ul>
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li><li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li><li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li><li>• Christians remember and celebrate Jesus' last week, death and resurrection.</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li><li>• The Gospels give accounts of Jesus' death and resurrection.</li><li>• The New Testament says that Jesus' death was somehow 'for us'.</li><li>• Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</li><li>• Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li><li>• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li><li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li><li>• Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li></ul>



## Understanding Christianity Progression Grids

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	Kingdom of God
<b>EYFS</b>	Not Taught
<b>Key Stage One</b>	Not Taught
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>• Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.)</li><li>• Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</li><li>• Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</li><li>• Christians celebrate Pentecost, as the beginning of the Church.</li><li>• Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li><li>• The parables suggest that there will be a future Kingdom, where God's reign will be complete.</li><li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li><li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world..</li></ul>



## Generic Religion Progression Grids

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	<b>Make sense of a range of religious and non-religious concepts and beliefs</b>
<b>Key Stage One</b>	<ul style="list-style-type: none"><li>Identify the core concepts and beliefs studied and give a simple description of what they mean</li><li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li><li>Give clear, simple accounts of what stories and other texts mean to believers</li></ul>
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>Identify and describe the core beliefs and concepts studied</li><li>Make clear links between texts/sources of authority and the key concepts studied</li><li>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li><li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li><li>Taking account of the context(s), suggest meanings for texts/ sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.</li></ul>
	<b>Understand the impact and significance of religious and non-religious beliefs</b>
<b>Key Stage One</b>	<ul style="list-style-type: none"><li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li><li>Give examples of ways in which believers put their beliefs into action</li></ul>
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li><li>Describe how people show their beliefs in how they worship and in the way they live</li><li>Identify some differences in how people put their beliefs into practice</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>Make clear connections between what people believe and how they live, individually and in communities</li><li>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li></ul>





## Generic Religion Progression Grids

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	<b>Make connections between religious and non-religious concepts, beliefs, practices and ideas studied</b>
<b>Key Stage One</b>	<ul style="list-style-type: none"><li>• Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas</li><li>• Give a good reason for the views they have and the connections they make</li><li>• Talk about what they have learned</li></ul>
<b>Lower Key Stage Two</b>	<ul style="list-style-type: none"><li>• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li><li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li><li>• Give good reasons for the views they have and the connections they make</li><li>• Talk about what they have learned and if they have changed their thinking</li></ul>
<b>Upper Key Stage Two</b>	<ul style="list-style-type: none"><li>• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li><li>• Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li><li>• Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li><li>• Talk about what they have learned, how their thinking may have changed and why</li></ul>



(Creation) - Why is the word 'God' so important to Christians?

God

(Incarnation) – Why do Christians perform nativity plays at Christmas?



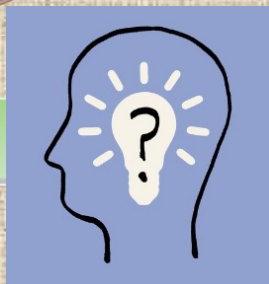
Which places are special and why?



(Salvation) – Why do Christians put a cross in an Easter garden?



Which stories are special and why?



Being special - Where do we belong?





Understanding Christianity

Y1/2 Cycle 1

Wakefield Agreed Syllabus

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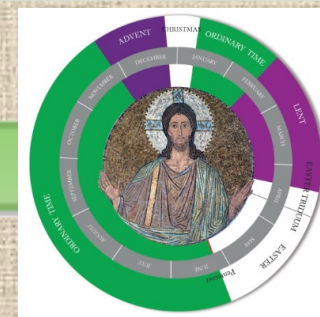
(God) What do Christians believe God is like?

(Incarnation) Why does Christmas matter to Christians?



How can we learn from sacred books?

How and why do we celebrate special and sacred times?



(Islam) Who is Muslim and what do they believe?

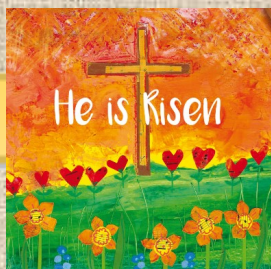
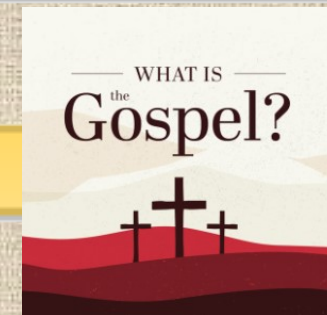
(Thematic) How should we care for the world and for others, and why does it matter?

What does it mean to belong to a faith community?



(Judaism) Who is Jewish and what do they believe?

(Gospel) – What is the good news that Jesus brings?



(Salvation) – Why does Easter matter to Christians?

(Creation) – Who made the world?



What makes some places sacred?



(People of God) What is it like to follow God?



What do different people believe about God?



(Gospel) What kind of world did Jesus want?



Why do some people think that life is a journey and what significant experiences mark this?

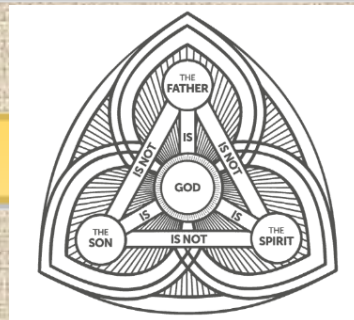


(Hinduism) What does it mean to be a Hindu in Britain today?

(Creation) What do Christians learn from the Creation story?



What can we learn from religions about deciding what is right and wrong?



(Incarnation) What is the trinity?



Why are festivals important to religious communities?



(Salvation) Why do Christians call the day Jesus died 'Good Friday'?



(Kingdom of God) When Jesus left, what was the impact of Pentecost?



Why do people pray?







(God) What does it mean if God is holy and loving?

Why do some people believe God exists?



(Gospel) What would Jesus do?



(Salvation) What did Jesus do to save human-beings?

If God is everywhere why go to a place of worship?



(People of God) – How can following God bring freedom and justice?



Understanding Christianity

Y 5/6 Cycle 2

Wakefield Agreed Syllabus

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ISLAM

(Islam) What does it mean to be a Muslim in Britain today?



(Incarnation) Was Jesus the messiah?

Is it better to express your religion using arts and architecture or charity and generosity?

(Salvation) What difference does the resurrection make for Christians?

(Creation) Creation and Science: conflicting or complimentary?



What do religions say to us when life gets hard?