

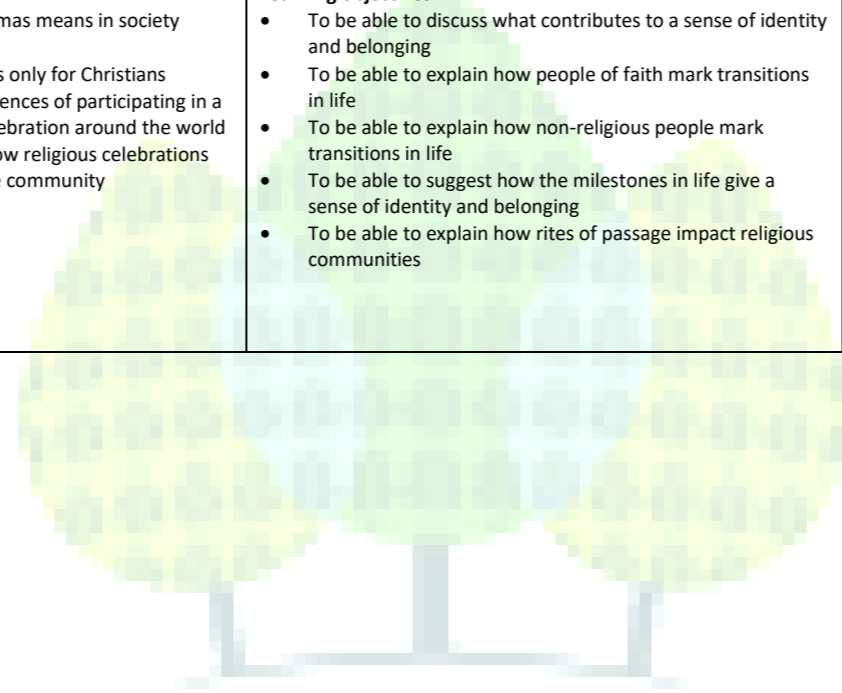
Religion and World Views Overview				
Foundation Stage One				
FS1.1 Special Places	FS1.2 Special Times	FS1.3 Special People	FS1.4 Special Books	FS1.5 Special Things
<p>Key Concepts – special</p> <p>Curricular Goal Pupils can say why their home is special</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to say what special means To be able to say special places to them To be able to say why places are special 	<p>Key Concepts – Special</p> <p>Curricular Goal Pupils can say how they feel when it is their birthday</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to say why a birthday is special To be able to share what happens on a birthday 	<p>Key Concepts – special</p> <p>Curricular Goal Pupils can say who the special people are in their lives</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able identify special people around them To be able to say what makes people special 	<p>Key Concepts – special</p> <p>Curricular Goal Pupils can say which book is special to them</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to identify special books To be able to say why books can be special 	<p>Key Concepts – special</p> <p>Curricular Goal Pupils describe their favourite toy and say why it is special</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to talk about a favourite toy To be able to explain why a toy is special
Foundation Stage Two				
FS2.1 Special Places	FS2.2 Special Times (Christmas)	FS2.3 Special People	FS2.4 Special Books	FS2.5 Special Things
<p>Key Concepts – Worship</p> <p>Curricular Goal Pupils can say that Christians go to church and Muslims go to a mosque and can say why these are special places</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to identify special places in the community To be able to say why places are special to different faith communities 	<p>Key Concepts – God</p> <p>Curricular Goal Pupils can say that Christians believe Jesus was born at the first Christmas</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to say how Christians celebrate Christmas To be able to retell the main events of the Christmas story 	<p>Key Concepts – God</p> <p>Curricular Goal Pupils can say that Christians believe Jesus was the son of God Pupils can say that Christians worship God Pupils can say that Muslims worship Allah</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to identify the special people in Christianity and Islam To be able to say how different religions have different special people 	<p>Key Concepts – God</p> <p>Curricular Goal Pupils can say that Christians believe that God made the world Pupils can say that the Christian holy book is the Bible Pupils can say that the Qur'an is the holy book of Islam</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to say how Christian believe the world was made To be able to identify special books in different religions 	<p>Key Concepts – worship</p> <p>Curricular Goal Pupils can describe some important symbols for Christians and Muslims</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to identify important symbols for Christians and how these are different to important symbols for Muslims
Year 1				
1.1 Belonging	Christmas	1.2 Worship	Easter	1.3 What a wonderful world
<p>Key Concepts – faith</p> <p>Curricular Goal Describe how the actions of Muslims and Christians show that they belong to their faith group.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> To be able to explain why symbols and artefacts are important to members of faith groups To be able to describe how a person of faith lives their life To be able to recall the religious rituals and ceremonies connected with important times in the lives of Christians To be able to recall the religious rituals and ceremonies connected with important times in the lives of Muslims. 	<p>Key Concepts – Belief</p> <p>Curricular Goal Retell the Nativity story. Recall the signs that tell us that Christmas is coming.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> To be able to retell the Nativity story. To be able to explain why Christmas is important to Christians. To be able to identify signs that tell us Christmas is coming by using our senses. To be able to explain how Christians prepare for Christmas both at home and in a Church. To be able to explain how non-Christian (Atheist) families prepare for Christmas. 	<p>Key Concepts – worship</p> <p>Curricular Goal Describe the places where Christians and Muslims worship and the artefacts within Describe the different ways Christians and Muslims may worship</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> To be able to describe places of worship for Christians and Muslims To be able to describe the artefacts used by Christians and Muslims during times of worship To be able to recall what it means to worship To be able to recall how Christians worship To be able to recall how Muslims worship 	<p>Key Concepts – Belief</p> <p>Curricular Goal Retell the Easter story. Recall the artefacts and symbols associated with Eastertime.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> To be able to retell the Easter story. To be able to explain why Easter is important to Christians. To be able to identify signs that tell us Easter is coming by using our senses. To be able to explain how Christians prepare for Easter both at home and in a Church. To be able to explain how non-Christian (Atheist) families prepare for Easter. 	<p>Key Concepts – God</p> <p>Curricular Goal Describe why the world is special and how to take care of it. Describe how Muslims and Christians believe that the world was created.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> To be able to retell the Christian creation story To be able to retell the Islamic creation story To be able to identify similarities and differences between creation stories. To be able to say why the world is a special place for faith and non-faith members. To be able to explain how we can care for the world.
Year 2				
2.1 Lead us not into temptation	Christmas	2.2 Believing	Easter	2.3 Questions, questions
<p>Key Concepts – right & wrong</p> <p>Curricular Goal Pupils will make links between religious rules and values for living.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> To be able to know what it means to be 'good' To be able to know why we have rules To be able to explain how sacred books teach faith members rules and values for living To be able to describe how people know what is right and wrong. To be able to recognise differences and similarities between religious rules and school rules. 	<p>Key Concepts: Festival</p> <p>Curricular Goal Describe how Christians celebrate the festival of Christmas Retell the nativity story including the thoughts of the shepherds and the wise men.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to suggest reasons why festivals are important To be able to explain why the Christmas story is 'good news' for Christians To be able to explain the role of the shepherds and wise men in the Christmas story 	<p>Key Concepts: Belief</p> <p>Curricular Goal Describe the similarities and differences between the key beliefs of Christians and Muslims.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to recall what Christians believe To be able to recall what Muslims believe To be able to identify differences and similarities between the beliefs of Christians and Muslims To be able to understand why we should respect other people's beliefs To know if people who do not follow a religion (Atheists) have their own beliefs To be able to describe how religious people may express their beliefs 	<p>Key Concepts: Festival</p> <p>Curricular Goal To be able to explain why the Easter story is important to Christians.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to retell the Easter story To be able to explain why people were excited to welcome Jesus on Palm Sunday To be able to explain why the festival of Easter is an important celebration for Christians 	<p>Key Concepts: God</p> <p>Curricular Goal Describe what Christians and Muslims believe about God and say how Atheists views are different</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to understand that some questions have no simple answers To be able to identify the names for God in different faiths (Christianity and Islam) To be able to express what believers say God is like To be able to ask and talk about Big Questions To know that religions may offer different answers to the same question

Year 3				
3.1 Remembering	Christmas	3.2 Founders of faith	Easter	3.3 Sacred Places
<p>Key Concepts: Festival</p> <p>Curricular Goal Compare the ways in which Christians, Muslims and Hindus celebrate religious festivals in the community and across the world.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to reflect and share why people celebrate religious and cultural events To be able to explain what different religious festivals or remembrances have in common To be able to explain how faith members use symbols and artefacts within their celebrations To be able to explain what actions or rituals are performed at a celebration or remembrance To be able to explain when remembrance is a happy time and when it is a sad time 	<p>Key Concepts: God</p> <p>Curricular Goal Describe the nativity story from Mary's point of view and from the perspective of one of the wise men.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to explain why Mary was such an important part of the Christmas story To be able to express Mary's feelings up to the time of Jesus' birth (<i>Study the Dalit Madonna painting</i>) To be able to recall how various pieces of artwork depict the Christmas story To be able to explain when and how Epiphany is celebrated To be able to compare how Epiphany is celebrated in different countries 	<p>Key Concepts: Faith</p> <p>Curricular Goal Describe the key teachings of some faith founders and the impact they have made on their followers.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to identify the key teachings of faith founders (Parables of Jesus and Teaching of Mohammad PBUH) To be able to identify how Hindus are led without the influence of one faith founder To be able to explain the relevance of different faith founders on their followers today To be able to identify the teachings of key religious figures, identifying some similarities and differences To understand how a person's faith influences the way that they live 	<p>Key Concepts: Belief</p> <p>Curricular Goal Describe the events of Holy week and how Christians remember them today</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to recall the key events of Holy week To be able to explain who was at the Last supper and why they were there To be able to express the feelings of the disciples at the Last supper To explain the significance of bread and wine in the Last Supper (<i>Matthew 26:17-35, Mark 14:12-31 Christians remember Easter every time they take communion</i>) To be able to recall what happened at the garden of Gethsemane (<i>Matthew 26:36-46</i>) 	<p>Key Concepts: worship</p> <p>Curricular Goal Describe what makes a place sacred and recognise the reasons why</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to explain what the word 'sacred' means To be able to show an understanding of what is sacred for believers in religious places To be able to explain how faith members show respect in a place of worship To be able to explain the uses of sacred places for believers To be able to identify symbols and artefacts which are important to Christians and explain their uses To be able to identify symbols and artefacts which are important to Muslims and explain their uses To be able to identify symbols and artefacts which are important to Hindus and explain their uses To be able to consider why people choose to mark milestones in their lives in sacred places

Year 4				
4.1 Communities	Christmas	4.2 People who inspire us	Easter	4.3 Our world
<p>Key Concepts – Faith</p> <p>Curricular Goal Describe and explain the contribution of a religious group to their community.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to explain what is meant by 'community' To be able to identify the responsibilities of belonging. To be able to discuss why people belong to different groups. To be able to identify where there is evidence of religion locally. To be able to explore whether belonging to a group gives people a sense of identity. To be able to compare how a person from a non-religious group (Atheists) and a member of a religious group might make a difference within the wider community. 	<p>Key Concepts: God</p> <p>Curricular Goal Explain how and why Christians believe Jesus to be the 'Light of the world'.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to describe why light is an important symbol To be able to describe why light is an important symbol of Christmas To be able to discuss why Jesus is the 'light of the world' for Christians To be able to explain how light is used in festivals 	<p>Key Concepts – right & wrong</p> <p>Curricular Goal Explain and give reasons why a person of faith devoted themselves to a cause.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to describe what a saint is and how a person becomes one. To be able to discuss if all saints are Christians. To be able to discuss whether you have to be religious to commit to a cause. 	<p>Key Concepts: Belief</p> <p>Curricular Goal Explain the meaning of the cross for Christians and how it conveys the Easter message.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to explain what the 'good news' of Easter is for everyone To be able to compare different styles of crosses from around the world and what they mean 	<p>Key Concepts – belief</p> <p>Curricular Goal Explain why it is important to look after the earth. Compare what different religions and world views say about the origin of the universe.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to discuss how we can care for the world To be able to show an understanding of Stewardship and suggest actions everyone can take To be able to compare different beliefs and views about how the universe began To be able to compare religious teachings to see how faith members should care for the Earth

Year 5				
5.1 Expressions	Christmas	5.2 Faith in action	Easter	5.3 Pilgrimage
<p>Key Concepts – Belief</p> <p>Curricular Goal Describe the different forms of worship and spiritual expression and explain where they might take place.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to explain what some expressions of faith are To be able to discuss how faith members creatively express their beliefs To be able to explore how the arts express belief and ideas To be able to compare the common forms of expression in religious worship between Muslims, Christians and Hindus 	<p>Links to prior learning: Year 4 Christmas Unit</p> <p>Key Concepts: God</p> <p>Curricular Goal Describe what the significance is of Jesus as the 'Prince of Peace' for Christians.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to explain what peace is To be able to discuss how Jesus brought peace To be able to explain how Jesus teaches Christians about peace 	<p>Links to prior learning: Unit 5.1 Expressions, Unit 3.2 Founders of faith</p> <p>Key Concepts: Right & Wrong</p> <p>Curricular Goal Compare and contrast the lives of Oscar Romero and Harold Blackham and explain how their world views shaped their lives.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to explain the significance of the key teachings of faith founders for faith members. To be able to describe the world views of a key religious figure. To be able to identify similarities and differences between lives of key religious and non-religious figures. 	<p>Links to prior learning: Year 4 Easter Unit</p> <p>Key Concepts: Belief</p> <p>Curricular Goal Compare and contrast how the disciples reacted to the resurrection of Jesus and explain what the resurrection of Jesus means for Christians today.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to discuss the impact of Jesus' resurrection on his disciples To be able to explain how Christians celebrate the resurrection 	<p>Links to prior learning: Unit 5.1 Expressions</p> <p>Key Concepts: Festival</p> <p>Curricular Goal Describe and show understanding of actions carried out by a pilgrim.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to describe what pilgrimage is, who goes on it and why. To be able to identify how a pilgrim is different to a tourist To be able to describe the actions carried out by a pilgrim before, during and after pilgrimage To be able to discuss what a pilgrim might feel at different stages in their journey To be able to suggest ideas about the meaning of pilgrimage to a believer and the impact on their life

Year 6				
6.1 Justice and freedom	Christmas	6.2 Living a faith	Easter	6.3 Hopes and visions
<p>Key Concepts – Right & Wrong</p> <p>Curricular Goal Discuss barriers to reconciliation and harmony and the power of forgiveness.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to discuss what it means to be fair To explore if justice is the same as fairness To be able to discuss what the world would be like without forgiveness To be able to compare what different religions teach about forgiveness To be able to discuss what is meant by reconciliation and how people can reconcile To be able to discuss if harmony and reconciliation sometimes involves compromise 	<p>Key concepts: Festival</p> <p>Curricular Goal Compare and contrast the celebration of Christmas in religious and secular homes across the world.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to discuss what Christmas means in society today To be able to argue if Christmas is only for Christians To be able to compare the experiences of participating in a religious festival or Christmas celebration around the world To be able to reflect and share how religious celebrations and rituals have an impact on the community 	<p>Key Concepts – Faith</p> <p>Curricular Goal Discuss and give examples of how participating in rites of passage have an impact on religious communities.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to discuss what contributes to a sense of identity and belonging To be able to explain how people of faith mark transitions in life To be able to explain how non-religious people mark transitions in life To be able to suggest how the milestones in life give a sense of identity and belonging To be able to explain how rites of passage impact religious communities 	<p>Key concepts: Belief</p> <p>Curricular Goal Explain the message of Easter for Christians and for the world today.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to discuss what repentance is To be able to explain what Jesus' death and resurrection means to Christians To be able to explain how Christians celebrate the resurrection today 	<p>Key Concepts – God</p> <p>Curricular Goal Compare and contrast different faith and secular views about the purpose of life.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to discuss what Christian views are about life, the purpose of our existence and who or what is God. To be able to discuss what Muslim views are about life, the purpose of our existence and who or what is God. To be able to discuss what Hindu views are about life, the purpose of our existence and who or what is God. To be able to discuss what Secular views are about life, the purpose of our existence and who or what is God. To be able to compare what different people believe about the purpose of life To be able to compare what religious and non-religious communities teach about how people should live their lives



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