



Curriculum Overview for Religious and Non-Religious World Views



'A Future with Hope' Jeremiah 29:11

Intent: Our curriculum is to *enable children to have informed conversations about religions and worldviews*. To think deeply making links between different religions and worldviews; exploring similarities and celebrating differences.

Implementation: Our curriculum is centred on the study of Christianity with links then made outwards to other faiths and worldviews. To create commonality between Key Stages and Year Groups there are **Golden Threads** that run between the different units of study. Children will revisit many of these threads each year to deepen their knowledge and understanding. The **Golden Threads** are:

God	The World	Worship & Community	Life of Jesus	Sacred & Holy	Faith in Action
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In comparing Christianity, our learning is focused towards Judaism, Islam, Sikhi Hindu Dharma and Humanism.

Our pedagogy promotes the concept of *Religions & Worldviews*, with religions discussed in terms of denominations and what *most* or *some* members of that religion or worldview may believe or follow. Religion is a personal and unique way of making sense of and connecting with the world. This worldview is informed not only by faith and religion but also culture, history and personal background.

The 'big' ideas and the 'big' story

Seven core concepts of Christianity and God's salvation plan.

Throughout this syllabus pupils will be introduced to and given opportunity to explore the big ideas of Christianity. These are eight core concepts at the heart of Christianity that together tell God's big story. This displayed in our school hall and is referred to during collective worship and RE lessons.

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Creation	In the beginning created the heavens and the earth and everything was good.
Fall	Humankind spoil creation and break the relationship with God. Therefore, humans need to be rescued from the consequences of 'sin' to restore their relationship with God.
People of God	In the Old Testament God tries to restore his relationship with people, choosing particular people to work with him. He spoke through the words of the prophets, but the people did not listen and were awaiting the Messiah.
Incarnation	The arrival of the Messiah, the Saviour, to rescue the people from the results of the fall and restore their relationship with God. Jesus, the Son of God, who came to live among us.
Gospel	Jesus' good news for everyone. His life, ministry and teaching, showing people what it means to live in relationship with God who is their father, and loves them.
Salvation	The death and resurrection of Jesus is the ultimate rescue plan. God's people are saved because through Jesus, sin is dealt with and forgiveness offered. People can now choose to follow the way back to God.
Kingdom of God	God's kingdom is the world as God intended it to be. Christians look forward to the day when God's kingdom fully comes and earth and heaven are transformed. Until that time they strive to build the kingdom in their communities, empowered by the Holy Spirit and reflecting Jesus example in the world.

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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Why are we all different and special?	How do you celebrate special times?	What makes a place holy?	Why do Christians believe Jesus is special?	What is prayer?	What makes a good Friend?
Thread	God	The World	Worship and Communities	Jesus	Sacred & Holy	Faith in Action
Assessment Focus	Philosophy	Human & Social	Human & Social	Theology	Theology	Philosophy
Bible Verse	Psalm 139:14	Ecclesiastes 3:1	Genesis 13:18	Matthew 7:28	Matthew 6:9	Proverbs 27:9
Key Christian themes	We are all unique and special. Christians believe that they are loved, valued and made by God.	Develop an understanding of special/holy times. Increase knowledge of the ways special times are celebrated, remembered and the reasons why. Understand why Christians say thank you to God at harvest time and talk about him being creator.	Begin to develop understanding of a place being considered as a special/holy place where believers go to worship. Talk about how Christians might worship God in Church. Talk about the lives of people around them and their roles in society.	Explore Christian values through their own actions and the actions of others. Highlight the role of significant/ special people in pupils' lives. Emphasise the ways in which Jesus was a special person. Explore why Jesus is special through the miracle stories.	Journey towards understanding what prayer is and the different ways people of faith talk to God.	Explore the meaning of friendship, how we make friends and why friends are important. Know about Jesus making friends, how he made friends and who he chose Talk about the Bible as a special book for Christians which has many special stories
Courageous advocacy	Caring for the world	Food bank		People who help us		
The Big Story	Kingdom of God Creation	Kingdom of God Creation	Kingdom of God People of God	Gospel	Salvation People of God	People of God Gospel
Comparing to other World Views	People of faith call God by different names. (Islam)	How and why Diwali is celebrated How and why Rosh Hashanah is celebrated	Islam - Mosque Hinduism - Temple/Mandir	Introduce the pupils to the role of the Imam in the Muslim community	Different ways of praying in Islam and Judaism Eid and Ramadan	

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	What is it like to follow God?	What do we think about how the world was made and how we should care for it?	What does it mean to belong?	What did Jesus teach people about God's love? Why did Jesus tell stories?	Where did Jesus live and grow up?	How do religions express new beginnings?
Thread	God	The World	Worship and Communities	Jesus	Sacred & Holy	Faith in Action
Assessment Focus	Theology	Philosophy	Human & Social	Philosophy	Theology	Human & Social
Bible Verse	Hebrews 11: 6	Genesis 1:1	Romans 15:7	Colossians 1: 15	John 1:1	Job 8:7
Key Christian themes	<p>Explore stories of the Old Testament. (Joseph, Esther, Miriam)</p> <p>Help pupils to talk about the actions and feelings of the characters and relate them to their own experiences.</p> <p>Consider what we can learn from stories. Learn more about the nature and characteristics of God</p>	<p>Explain how Christians view the creation of the world and try to take care for it.</p> <p>Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)</p> <p>Give children the opportunity to develop their perceptions and understanding of God.</p> <p>Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.</p>	<p>Explore what it means to Christians to belong to a church,</p> <p>Explain what it means to belong to groups, a faith, a family.</p> <p>Recognise symbols which belong to Christianity.</p>	<p>Know that Jesus was a teacher and a leader.</p> <p>Explore the stories that Jesus told and know that he told them to teach us about God.</p> <p>Explore Bible stories that reveal Jesus' power and divine nature.</p> <p>Talk about how and why Jesus was special</p> <p>Recall key teachings Christians believe about God found in the "lost" parables</p>	<p>Understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago</p> <p>Talk about the human nature and experience of Jesus as he lived in the world at that time.</p> <p>Begin children on a journey of understanding that Jesus was a Jew and would have followed Jewish law and traditions.</p>	<p>Deepen children's understanding of what it means to belong through exploring the celebration of baptism</p> <p>Explore the ways in which people of faith welcome babies.</p>
Courageous advocacy		St Francis David Attenborough Caring for creation AYLA	Ways to welcome others AYLA		Being kind and caring to others	
The Big Story	People of God	Creation	Kingdom of God	Gospel Salvation	Gospel Salvation	Incarnation Gospel

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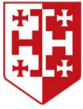
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Comparing to different Worldviews and Religions	<p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Mezuzah, Star of David.)</p> <p>Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.</p>	<p>Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated.</p> <p>Explore what people of Jewish and Hindu faith believe about how the world was created.</p> <p>Retell two stories that explain how the world was made.</p> <p>Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.)</p>	Describe at least three things that might happen at a Muslim marriage.	Talk about who Muslims say Allah and Muhammed pbuh) are	Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to the synagogue during this period	Describe at least three things that might happen at a Muslim baby's naming ceremony
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	What do different people believe about God?	Why is light important in festivals around the world?	Why are holy buildings important to people of faith?	What can we learn from stories about Jesus?	Why is the Bible a special book for Christians?	What does it mean to live a good life?
Thread	God	The World	Worship and Communities	Jesus	Sacred & Holy	Faith in Action
Assessment Focus	Theology	Human & Social	Human & Social	Philosophy	Theology	Philosophy
Bible Verse	Deuteronomy 6:4-5	1 John 1:5	Psalm 66:4	1 John 4: 7-9	2 Timothy 3: 16	Genesis 9:13
Key Christian themes	<p>Share own views about God.</p> <p>Understand why there are shared rules and values for believers</p> <p>Explore what Christians believe about God.</p>	<p>Explore why Jesus was described as the Light of the World.</p> <p>Explore how light is used in the Christingle service</p>	<p>Give pupils an understanding of 'church' as a holy place and a body of people.</p> <p>Begin developing in pupils an understanding of what happens in church and why.</p>	<p>Increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.</p> <p>Develop knowledge and understanding that Jesus had the power to miraculously heal people.</p> <p>Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan & other parables studied.</p> <p>Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.</p>	<p>Widen the children's understanding of the Bible, its contents, presentation and importance to Christians.</p> <p>Understand the Bible is a holy book (special) and explain why it might be important to Christians.</p>	<p>Talk about how and why Jesus was special</p> <p>Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.</p>
Courageous advocacy		Supporting charities through Christingle	Church leaders	Mother Teresa		Making the world a better place

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The Big Story	People of God Kingdom of God	Kingdom of God Incarnation	Kingdom of God Salvation	Salvation Gospel	People of God	Gospel Kingdom of God
Comparing to Judaism and Islam	Talk about who Muslims say Allah and Muhammad (pbuh) are e.g., 99 names of Allah / Prophet of God.	Describe how Jewish families celebrate festivals	<p>Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads))</p> <p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star of David.)</p>		<p>Explain that the Qur'an is the holy book of Islam and say how it should be treated.</p> <p>Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand)</p> <p>Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.</p> <p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad)</p>	<p>Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place.</p> <p>Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy.</p> <p>Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated. Why Humanists value human achievements, promote freedom and fairness and want to make the world a better place.</p>

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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	What is my point of view about God and what does it mean to have faith?	Are all churches the same across the world?	Why is prayer an important part of worship?	What do I think about Jesus and how he is portrayed in art?	What does this story teach us about God?	Which rules are important?
Thread	God	The World	Worship and Communities	Jesus	Sacred & Holy	Faith in Action
Assessment Focus	Philosophy	Human & Social	Theology	Human & Social	Theology	Philosophy
Bible Verse	2 Corinthians 5:7	Matthew 16:18	Jeremiah 29:12	Hebrews 13:8	Ezekiel 20:49	John 13:34
Key Christian themes	Explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)	<p>Give children an understanding of the Christian church in its widest sense.</p> <p>Ensure pupils know that Christianity is a multi-cultural worldwide faith.</p> <p>Enable pupils to see the similarities and differences between Christian denominations</p> <p>Develop further understanding of symbolism.</p>	<p>Know that prayer is a way of communicating with God.</p> <p>Introduce pupils to the religious artefacts and actions associated with the practice of prayer.</p> <p>Know that Christians believe that God listens and responds.</p>	<p>Introduce pupils to a large variety of Christian art work including art from other cultures.</p> <p>Explore the belief that art work can be an expression of worship and prayer.</p> <p>Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World)</p>	<p>Build on and increase pupil's knowledge of Old Testament stories - the People of God.</p> <p>Explore the Christian values in these stories.</p> <p>Increase knowledge of God's Big Story.</p> <p>Make links between their own experiences and the experiences of the characters in the story.</p>	<p>Consider the value and purpose of rules.</p> <p>Examine Christian rules for living and the source of these rules.</p> <p>Encourage pupils to reflect upon their own lifestyle and the influences upon it.</p>
Courageous advocacy						Gandhi Maury McCoy
The Big Story	People of God	Kingdom of God	Kingdom of God	Gospel Incarnation Salvation	People of God	Salvation People of God
Comparing to Hinduism	Explain how a Hindu may view God.	. Explain how a Hindu may worship at home or in the mandir.	Know that believers across all World Faiths		Retell some Hindu stories and explain their significance for a Hindu	investigate the rules followed by Hindu Dharma the ways in

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	Retell some Hindu stories and explain their significance for a Hindu		pray in many similar and different ways. Explain how a Hindu may worship at home or in the mandir. Retell some Hindu stories and explain their significance for a Hindu.			which these rules influence behaviour and decisions Analyse a Hindu's journey of life and significant events along the way.
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	What does it mean to be called by God?	How can I make a difference in the world?	How do people worship?	How does Jesus change lives?	What values do you consider to be important?	How can I make a difference in the world?
Thread	God	The World	Worship and Communities	Jesus	Sacred & Holy	Faith in Action
Assessment Focus	Philosophy	Human & Social	Human & Social	Theology	Philosophy	Human & Social
Bible Verse	Isaiah: 6:8	1 John 3:17	Psalm 95:6	Hebrews 13:16	Joshua 1:8-9	
Key Christian themes	<p>Consider what it means to be called by God</p> <p>Consider the responses people have made in the past and still do today when they hear a call from God</p>	<p>Give pupils an opportunity to think about the world in which they live and to discuss what changes, if any, need to be made in order to make it a better place.</p> <p>Give pupils an opportunity to think about the ways in which they can make a difference and make the world a better place.</p>	Explore features of the church which are important for worship	<p>Deepen children's insight into the impact Jesus had/has on people's lives.</p> <p>Explain why & how people lives changed when they met Jesus.</p> <p>Describe how Christians live their lives as disciples and choose to follow Jesus.</p>	<p>Explore the Story of David and his strengths and qualities.</p> <p>Read the Psalms and use them to discover more about the nature of God.</p> <p>To identify the values that the pupils consider to be particularly important.</p>	Archbishops Young Leaders' Award
Courageous advocacy	Harriet Tubman Corrie Ten Boon	Archbishop's Young Leaders' Award Rabbi Andrew Sachs		Maximilian Kolbe	Nelson Mandela Greta Thunberg	
The Big Story	People of God Gospel Kingdom of God	Kingdom of God	Kingdom of God Salvation	Salvation Gospel	People of God	People of God
Comparing to Judaism and Islam, Humanism	Identify and understand that Muslims believe the	Describe how Humans have the potential to	Reflect on why and how Jews worship.	Explain the importance of the Covenant for Jews	Explore David as King of the Jewish.	Describe how Humans have the potential to

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	<p>Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet.</p> <p>Recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. Eg Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God.'</p>	<p>make the world a better place and have responsibilities to the planet and each other</p> <p>Understand there is no single way to be happy as humans are all different and you should be free to pursue what makes you happy as long as this causes no harm.</p>	<p>Explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief.</p> <p>Describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. (Prayer, prayer mat, direction of prayers.)</p> <p>Analyse how the main features of a mosque explain Muslim key beliefs. (Washroom, Minarets, direction Mecca, removing shoes)</p>		<p>Recognise the symbol of the Star of David</p>	<p>make the world a better place and have responsibilities to the planet and each other.</p>
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	What is the nature and character of God?	How do people show their faith in action across the world?	What are the benefits of worship for a believer?	How did the news of Jesus resurrection spread around the world?	Does evolution disprove creation?	How does having faith affect people's lives?
Thread	God	The World	Worship and Communities	Jesus	Sacred & Holy	Faith in Action
Assessment Focus	Theology	Human & Social	Philosophy	Theology	Philosophy	Human & Social
Bible Verse	Matthew 6:33	James 2:17	John 4:24	Matthew 28:19	Genesis 1:2	1 Corinthians 16:13
Key Christian themes	<p>Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people.</p> <p>Increase pupil's awareness that many people live without any belief in or recognition of the existence of God.</p> <p>Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.</p> <p>Evaluate diverse Christian expressions of worship.</p>	<p>Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.</p> <p>Investigate how one charity has responded to The Beatitudes</p> <p>Evaluate the impact of one Christian activist</p>	<p>Evaluate diverse Christian expressions of worship.</p> <p>Identify the links between the Passover meal, Last Supper and Eucharist.</p> <p>Develop pupils' understanding of the Eucharist and the symbolism connected with it.</p> <p>Develop pupils' understanding of the importance of the Eucharist and why it is celebrated.</p>	<p>Delve deeper into the meaning and impact of the Ascension and Pentecost.</p> <p>Provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians.</p> <p>Realise the significance of the life of St Paul and the concept of mission.</p>	<p>Explore whether the Big Bang Theory disproves the Genesis accounts of creation.</p> <p>Discuss if Christian spiritual experience can co-exist alongside scientific principles.</p>	<p>Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions.</p> <p>Discuss that Christian people are called to build God's kingdom here on earth</p> <p>Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.</p>
Courageous advocacy		Martin Luther King Rosa Parks Islamic Aid Christian Aid				Oxfam Islamic Relief

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The Big Story	Kingdom of God People of God	Gospels Kingdom of God	Kingdom of God Gospel	Incarnation Salvation	Creation	Kingdom of God
Comparing to Islam and Humanism, different World Views	<p>Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths.</p> <p>Identify, describe, and explain key Muslim beliefs related to Allah (God).</p> <p>Describe how Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will. Including Jihad to have 'inner struggle with oneself' to make oneself a better Muslim.</p>	Explain how Muslims' organisations help people in need.			<p>Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view.</p> <p>Explain why Humanists feel that science is a process which allows claims to be tested.</p>	<p>Explain how Muslims' organisations help people in need.</p> <p>Describe how Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will. Including Jihad to have 'inner struggle with oneself' to make oneself a better Muslim.</p>

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Does everyone believe in God?	What does it mean to live in a religiously diverse world?	How do religions buildings reflect faith?	Is anything eternal?	Are faith stories important today?	How do people work together for a fairer world?
Thread	God	The World	Worship and Communities	Jesus	Sacred & Holy	Faith in Action
Assessment Focus	Philosophy	Human & Social	Human & Social	Theology	Theology	Philosophy
Bible Verse	Proverbs 10:9	Matthew 28:19-20	Proverbs 24:3-4	Titus 1:2	Psalms 119: 105	Galatians 5:22
Key Christian themes	Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people.	Learn basic facts about how Christianity spread throughout Britain.	Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness	<p>Ask questions, and discuss feelings about loss, death and heaven.</p> <p>Express ideas and perceptions of loss, death, heaven and eternal life.</p> <p>Think about and respond to key questions in a safe, loving environment.</p> <p>Develop the children's understanding of Christian hope and the promise of eternal life with God.</p> <p>Develop pupil's understanding and knowledge of how people of faith mark the end of life.</p>	Deepen children's understanding of the importance and impact of the contents of the Bible in the lives of Christians.	<p>Define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.</p> <p>Discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media (with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.)</p> <p>Give two examples of how changemakers from different world views are making a fairer world.</p>
Courageous advocacy		St Aidan St Cuthbert	St Chad			Equality and Justice John Sentamu Mata Khivi

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The Big Story	Creation Kingdom of God	Incarnation Salvation Kingdom of God	Incarnation Salvation Kingdom of God	Salvation Gospels	People of God	Kingdom of God The Fall
Comparing to Sikhi, Humanism and other worldview	<p>Explain how Sikhs believe in all pathways leading to God.</p> <p>Reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews.</p> <p>Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view.</p> <p>Explain why Humanists feel that science is a process which allows claims to be tested.</p>	<p>Analyse how religious diversity originated in the UK and give some examples.</p> <p>Identify the origins of religious and non-religious worldviews around the world and place on a timeline.</p> <p>Reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews.</p>	<p>Describe what happens in the Gurdwara (e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect.</p> <p>Discuss how Sikhs worship in Gurdwaras around the world.</p>	<p>Explain how Sikhs believe in all pathways leading to God</p> <p>Comparing the views of the afterlife across a selection of religious worldviews to Christianity.</p> <p>Develop pupil's understanding of Muslim, Hindu and Buddhist beliefs about death and life after death.</p> <p>Develop understanding of Humanist beliefs about death.</p>	<p>Develop further children's understanding of the significance of holy books in the lives of the people of all world faiths.</p> <p>Describe what happens in the Gurdwara (e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect</p> <p>Describe the founder of Sikhi, Guru Nanak and recall key events in his life.</p>	<p>Analyse how Sikhs show community and equality in their lives. (e.g., Langar, charity, all people are equal, values, duty)</p> <p>Explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.</p> <p>Discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community.</p>

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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How do Christians Celebrate Jesus' birthday?	Why do we give and receive gifts?	Why do the people in the nativity story travel to Bethlehem?	How does the presence of Jesus impact on people's lives?	Why is Jesus described as the light of the world?	How is Christmas celebrated around the world?	How do Christians prepare for Christmas?
Christmas	Christmas	Christmas	Christmas	Christmas	Christmas	Christmas
Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth. Develop curiosity as to why Christians do nativity plays at Christmas.	Deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. Discuss the thoughts and feelings associated with giving and receiving gifts.	Explore the story of Christmas from the perspective that it was good news then and now. Explore the Christmas story through the journeys to Bethlehem made by Mary and Joseph and those who	Suggest what Christians can learn about Jesus from nativity stories and the Easter story Give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now.	Suggest what Christians can learn about Jesus from nativity stories and the Easter story Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel,	Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation) Develop children's perceptions of Christmas celebrations beyond their own personal experiences.	Delve deeper into the themes of the season of Advent. Introduce pupils to the Christian belief that Jesus will return (the second coming).

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



Curriculum Overview for Religious and Non-Religious World Views

'A Future with Hope' Jeremiah 29:11

Explain why Christians give and receive presents at Christmas	Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.	<p>travelled to visit the Christ child.</p> <p>Develop pupils' understanding that Christians believe that Jesus is the saviour and how that fits into God's big story.</p>	Deepen pupils' understanding of the concept of Incarnation	<p>Messiah, Light of the World)</p> <p>Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'. explore the multi-faceted metaphor of bringing light into people's lives.</p>	Deepen pupils' understanding of the ways in which Christmas celebrations reveal Christian beliefs. Increase their understanding of Christianity as a world faith.	
Explore the story and celebrations of the Hindu festival of Diwali.						

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Pause Days

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Why do Christians believe that Easter is all about love?	What do you think is the most important part of the Easter Story?	How do symbols help us to understand the Easter story?	Is the cross a symbol of sadness or joy?	A story of betrayal or trust?	Why do Christians believe that Easter is a celebration of victory?	How do Christians celebrate Easter around the world?
Easter	Easter	Easter	Easter	Easter	Easter	Easter
<p>Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection.</p> <p>Begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story)</p> <p>Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important.</p>	<p>Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.</p> <p>Give children an opportunity to reflect upon the miracles of nature and new life during springtime.</p> <p>Hear and be able to retell the Easter Story. Make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.</p>	<p>Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.</p> <p>Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.</p> <p>Extend pupils knowledge of the details of the Easter story.</p> <p>Develop pupils' understanding of the importance of Easter and the concept of salvation</p>	<p>Suggest what Christians can learn about Jesus from nativity stories and the Easter story</p> <p>Understand the concept of salvation means 'to be rescued' from sin</p> <p>Increase pupils' knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week.</p> <p>Discover how the services held in churches during Holy week reflect the sadness and joy.</p> <p>Develop further the pupils' understanding of the concept of salvation.</p>	<p>Suggest what Christians can learn about Jesus from nativity stories and the Easter story</p> <p>Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.</p> <p>Deepen pupil's understanding of the concept of salvation. Focus on the significance of the incidents of betrayal and trust in the Easter story</p>	<p>Explain how the life of Jesus was a sacrifice. Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness</p> <p>Emphasise that Christians believe that Easter is the celebration of Christ's triumph and victory over death. This is at the very heart of Christian belief.</p> <p>Ensure that pupils have an understanding of the importance of Jesus death and resurrection in Christian belief, as a rescue plan to restore the relationship between God and his people</p>	<p>Widen children's perceptions of the celebrations of Easter beyond their own experiences in Britain to include worldwide Christian traditions.</p> <p>Develop further pupil's understanding of the Christian concept of salvation and that Easter is a celebration of the culmination of God's rescue/salvation plan.</p> <p>Explain how the life of Jesus was a sacrifice.</p>

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