



Clipston Endowed VC Primary School – The Big Picture – Religion and Worldviews

Our Over-arching Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum		
Aims of our Curriculum – by the end of their time with us at Clipston we aim...	To develop successful, engaged, who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.
Core School Value	“Be Kind ~ Be Your Best ~ Be Happy”		
The Intrinsic Core of Religion and Worldviews – our Intent	A. To Know about and understand a range of religions and worldviews.	B. To express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.

How we organise learning in Religion and Worldviews, through the development of Big Ideas

Develop knowledge and understanding over time of Whole School Big Ideas in Christianity, linked to our Christian Values and the Liturgical Year. Develop knowledge and understanding over time about Big Ideas in Worldviews (religious and non-religious).						
Seven Christian Values	Kindness (Term1)	Justice (Term 2)	Love (Term 3)	Forgiveness (Term 4)	Responsibility (Term 5)	Courage (Term 6)
	Thankfulness (Threaded throughout terms 1-6)					
Explore and Investigate Whole School Big Ideas – Key concepts for a spiral curriculum, as outlined in the Agreed Syllabus	Belonging & Believing		Words & Wisdom		Respecting Places & the World	
	The connection between identity, community and faith, and how belief shapes personal identity.		The study of sacred texts and teachings across religions and how they guide followers.		Reverence and responsibility towards sacred places and the natural world.	
	Experience & Behaviour		Leading a Good Life		Continuity, Change & Diversity	
	How religious experiences influence actions and moral decisions.		Ethical teachings within religions and philosophies on living morally good lives.		How religious beliefs evolve overtime while maintaining continuity, and the coexistence of diverse perspectives.	

The Big Ideas are developed through the understanding of Key Themes or Schema, developed from EYFS to Year 6

	We have chosen to use this resource because, in addition to meeting statutory requirements, it provides full coverage of the KS1 and KS2 Curriculum Framework for Religious Education in England (2013). Additionally, this programme links closely with the priorities, concepts and disciplinary lenses set out within the Northamptonshire Agreed Syllabus (2025-2030).		
Explore and Investigate Key Themes (Schema) – Disciplinary Lenses as outlined in the Agreed Syllabus – Key Concepts as outlined in the Kapow Programme	Theology <i>(Links to Kapow – Beliefs & Practices)</i>	Social Sciences <i>(Links to Kapow – Community & Belonging)</i>	Philosophy <i>(Links to Kapow – Wisdom & Morality)</i>
	<ul style="list-style-type: none"> - Identify and understand the core beliefs and ideas that shape individuals’ perspectives of the world. - Examine how people with different worldviews understand and interpret their core beliefs and how various sources inform these beliefs of authority. - Develop skills to analyse and interpret different beliefs and concepts recognising the significance of context and perspective in shaping meaning. - By doing so, gain a deeper understanding of the complexity and diversity of worldviews. 	<ul style="list-style-type: none"> - Explore how and why individuals put their beliefs into action. Practices could include people’s behaviour, actions and moral/ethical decision making. - This will be observed in various forms within their daily routines, local communities, and the wider world. - Develop an appreciation for the varied ways people live out their beliefs, considering the contexts in which these beliefs are expressed. 	<ul style="list-style-type: none"> - Examine philosophical and ethical questions using knowledge of different worldviews. - Question and consider how these ideas may challenge perspectives. - Identify potential connections between the ideas and beliefs learnt about and personal lives and experiences.

Implementation: How do we deliver our Curriculum? (Year A – 2025/26 Year B – 2026/27)

Progression	Progression in Learning from Reception to Year 6 is outlined in our Religion and Worldviews Overview and End Points document.
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Early Years Foundation Stage Continuous Provision

EYFS Disciplinary Knowledge - In the context of...	<p>What makes us special? (Autumn Term 1) Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special.</p> <p>What are special times? (Autumn Term 2) Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.</p> <p>Why are some places special? (Spring Term 1) Investigating what makes places special and significant to different people.</p>	<p>What makes the world special? (Spring Term 2) Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.</p> <p>Why are some things special? (Summer Term 1) Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.</p> <p>Why are some stories special? (Summer Term 2) Discussing favourite stories and exploring why some stories are special to other people.</p>
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Key Stage 1 – Year 1 & Year 2

Key Stage One Disciplinary Knowledge - In the context of...	Year A	Year B
	<p>What do some people believe God looks like? Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.</p> <p>How did the world begin? Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.</p> <p>Why should we care for the world?</p>	<p>What is God’s job? Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.</p> <p>What do candles mean to people? Exploring beliefs about what candles mean to other people and reflecting on the similarities and differences between festivals.</p> <p>How do we know that new babies are special? Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.</p>

	<p>Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.</p> <p>Why do we need to give thanks? Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude.</p> <p>How do we know some people feel a special connection to God? Exploring how we know that some people are believed to have a special connection to God through looking for clues in religious stories.</p> <p>What is a prophet? Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people.</p>	<p>Why should we care for others? Investigating the importance of taking care of others from different views.</p> <p>How do some people talk to God? Investigating why some people pray, children identify similarities and differences between prayer practices.</p> <p>Where do some people talk to God? Investigating why people choose to go to places of worship.</p>
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Lower Key Stage 2 – Year 3 & Year 4

	Year A	Year B
<p>Lower Key Stage Two Disciplinary Knowledge - In the context of...</p>	<p>What makes us human? Interpreting and using art to express beliefs about spirituality, inner self and the soul.</p> <p>Why is water symbolic? Looking at water's symbolic use and the many ways it is used in religious rituals and ceremonies.</p> <p>What makes some texts sacred? Exploring the different ways scriptures are used, what this shows about the value placed on them and why this might be.</p> <p>Who was Jesus really? Considering Jesus' life and the significance of his death and resurrection.</p> <p>Why is fire used ceremonially? Exploring the symbolism of fire in ceremonies and for remembrance.</p> <p>Why is the Bible the best-selling book of all time? Exploring the history of the Christian Bible and investigating its relevance to many Christians today.</p>	<p>Where do our morals come from? Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong.</p> <p>Is scripture central to religion? Reflecting on what revelation means to some people, children explore the significance of some scriptures.</p> <p>Are all religions equal? Exploring the origins of various religions, children discover geographical and historical connections among them.</p> <p>Just how important are our beliefs? Considering how actions and practices demonstrate the importance of beliefs and whether we can tell what a person believes from the outside.</p> <p>What happens if we do wrong? Investigating who has the authority to decide the consequences of wrongdoing.</p> <p>Does the language of scripture matter? Exploring the ancient and translated languages of scripture and investigating its importance to many believers today.</p>

Upper Key Stage 2 – Year 5 & Year 6

	Year A	Year B
<p>Upper Key Stage Two Disciplinary Knowledge - In the context of...</p>	<p>Why do people have to stand up for what they believe in? Investigating historical and modern-day examples of people who have fought for their beliefs.</p> <p>Why do Dharmic religions look different around the world? Considering how culture, history, geography and tradition can influence religion and worldviews.</p> <p>What happens when we die? (Part 1) Interpreting different sources of wisdom and beliefs about what happens when people die.</p> <p>What place does religion have in our world today? Exploring the place of religion personally, locally, nationally and globally.</p> <p>What happens when we die? (Part 2) Continuing to investigate concepts relating to death and exploring the concepts of reincarnation and karma.</p> <p>Who should get to be in charge? Exploring how leaders can be chosen for leadership characteristics.</p>	<p>Why doesn't Christianity always look the same? Investigating why Christian worship looks different across the world when key beliefs are the same.</p> <p>Why are some places in the world significant to believers? Using maps, pictures and texts, children investigate why some places are significant to some religions.</p> <p>Why do Abrahamic religions look different around the world? Comparing the Abrahamic religions, children discover how some practices are observed.</p> <p>Why is there suffering? (Part 1) Interpreting different sources of wisdom and exploring beliefs to answer the question 'Why there is suffering?'.</p> <p>Why is there suffering? (Part 2) Developing their understanding of suffering, children look at alternative ideas about suffering.</p> <p>Why is it better to be there in person? Exploring significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.</p>

<p>Impact</p>	<p>Most children achieve the End Point Milestones for Religion and Worldviews</p>		
	<p>Children become...</p>		
	<p>Successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.</p>	<p>Confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.</p>	<p>Responsible, happy citizens of the world who have the capacity to make positive contributions to society.</p>