



# Clipston Primary School: Two-Year Rolling Programme Overview for Religion and Worldviews

This document should be read in conjunction with the Big Picture for Religion and Worldviews and the Northamptonshire Agreed Syllabus.

Resources including Understanding Christianity, NATRE and Discovery RE are also available to support the exploration of Big Questions.

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>Autumn 1: What makes us special? <i>(Christian)</i></li> <li>Autumn 2: What are special times? <i>(Hindu, Christian)</i></li> <li>Spring 1: Why are some places special? <i>(Christian, Muslim)</i></li> <li>Spring 2: What makes the world special? <i>(Christian, Muslim)</i></li> <li>Summer 1: Why are some things special? <i>(Christian, Muslim, Hindu, Jew)</i></li> <li>Summer 2: Why are some stories special? <i>(Christian, Hindu)</i></li> </ul>	<p><u>Year A</u></p> <ul style="list-style-type: none"> <li>What do some people believe God looks like? <i>(Christian, Hindu, Muslim)</i></li> <li>How did the world begin? <i>(Christian, Jew, Hindu)</i></li> <li>Why should we care for the world? <i>(Jew, Muslim, Hindu, Humanist)</i></li> <li>Why do we need to give thanks? <i>(Hindu, Christian, Humanist)</i></li> <li>How do we know some people feel a special connection to God? <i>(Sikh, Muslim, Christian, Jew, Hindu)</i></li> <li>What is a prophet? <i>(Christian, Muslim, Jew, Sikh)</i></li> </ul> <p><u>Year B</u></p> <ul style="list-style-type: none"> <li>What is God's job? <i>(Jew, Muslim, Hindu, Christian)</i></li> <li>What do candles mean to people? <i>(Christian, Hindu, Jew)</i></li> <li>How do we know that new babies are special? <i>(Muslim, Christian, Hindu, Humanist)</i></li> <li>Why should we care for others? <i>(Sikh, Christian, Jew, Muslim, Humanist)</i></li> </ul>	<p><u>Year A</u></p> <ul style="list-style-type: none"> <li>What makes us human? <i>(Hindu, Christian, Buddhist, Humanist)</i></li> <li>Why is water symbolic? <i>(Christian, Sikh, Muslim)</i></li> <li>What makes some texts sacred? <i>(Sikh, Hindu, Buddhist)</i></li> <li>Who was Jesus really? <i>(Christian, Jew, Muslim)</i></li> <li>Why is fire used ceremonially? <i>(Hindu, Sikh)</i></li> <li>Why is the Bible the best-selling book of all time? <i>(Christian)</i></li> </ul> <p><u>Year B</u></p> <ul style="list-style-type: none"> <li>Where do our morals come from? <i>(Christian, Jew, Buddhist, Muslim, Hindu, Humanist)</i></li> <li>Is scripture central to religion? <i>(Christian, Hindu, Jew)</i></li> <li>Are all religions equal? <i>(Muslim, Christian, Hindu, Humanist)</i></li> <li>Just how important are our beliefs? <i>(Sikh, Christian, Jew, Muslim, Humanist)</i></li> <li>What happens if we do wrong? <i>(Christian, Muslim, Jew, Hindu)</i></li> </ul>	<p><u>Year A</u></p> <ul style="list-style-type: none"> <li>Why do people have to stand up for what they believe in? <i>(Christian, Muslim, Sikh)</i></li> <li>Why do Dharmic religions look different around the world? <i>(Hindu, Sikh, Buddhist)</i></li> <li>What happens when we die? Part 1 <i>(Jew, Christian, Muslim, Humanist)</i></li> <li>What place does religion have in our world today? <i>(Multiple worldviews)</i></li> <li>What happens when we die? Part 2 <i>(Hindu, Buddhist, Sikh)</i></li> <li>Who should get to be in charge? <i>(Muslim, Sikh, Christian)</i></li> </ul> <p><u>Year B</u></p> <ul style="list-style-type: none"> <li>Why doesn't Christianity always look the same? <i>(Christian)</i></li> <li>Why are some places in the world significant to believers? <i>(Christian, Jew, Buddhist, Muslim, Sikh, Hindu)</i></li> <li>Why do Abrahamic religions look different around the world? <i>(Jew, Muslim, Christian)</i></li> <li>Why is there suffering? Part 1 <i>(Jew, Christian, Buddhist)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• How do some people talk to God? <i>(Christian, Muslim, Jew, Hindu)</i></li> <li>• Where do some people talk to God? <i>(Christian, Hindu, Muslim, Sikh)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Does the language of scripture matter? <i>(Christian, Hindu, Muslim, Sikh)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Why is there suffering? Part 2 <i>(Sikh, Humanist)</i></li> <li>• Why is it better to be there in person? <i>(Muslim, Jew, Christian, Humanist)</i></li> </ul>		
<b>Celebrations and Festivals Explored throughout the school year (rolling programme):</b>	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Harvest</b> – Sept / Oct  <b>All Saints’ Day</b> – 1<sup>st</sup> Nov  <b>Christingle</b> - December  <b>Advent</b> - December  <b>Christmas</b> - 25<sup>th</sup> December  <b>Epiphany</b> – 6<sup>th</sup> January  <b>Candlemas</b> – 2<sup>nd</sup> February  <b>Shrove Tuesday</b> - February  <b>Ash Wednesday</b> - February  <b>Lent</b> – February - Easter  <b>Easter</b> – March / April  <b>Pentecost</b> – May.</p>	<p style="text-align: center;"><b>Judaism</b></p> <p><b>Shabbat</b> – Friday evening to Saturday evening  <b>Rosh Hashanah</b> New Year to Yom Kippur (10 days).  <b>Chanukah (Hanukkah)</b> – Festival of Lights  <b>Sukkot</b> – Feast of the Tabernacles.  <b>Pesach</b> – Passover</p>	<p style="text-align: center;"><b>Islam</b></p> <p><b>Ramadan</b> – Month long observance  <b>Eid ul Fitr</b> – marks the end of Ramadan  <b>Hajj</b> – Pilgrimage of about 5 days – usually in the summer</p>	<p style="text-align: center;"><b>Hinduism</b></p> <p><b>Diwali</b> – Festival of Lights  <b>Holi</b> – Festival of Colours  <b>Kumbh Mela</b> – Pilgrimage &amp; bathing in Ganges</p>	<p style="text-align: center;"><b>Sikhism</b></p> <p><b>Guru Nanak’s Birthday</b> – November  <b>Guru Gobing Sigh’s Birthday</b> – 5<sup>th</sup> January  <b>Vaisakhi</b> – 14<sup>th</sup> April  <b>Dastar Sajauni</b> – turban tying ceremony – for boys at 5 years of age.</p>

# Clipston Primary School – Progression & End Points for Religion and Worldviews

*End point outcomes are integrated into the programme of units taught.*

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Theology</b>			
<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>Recount outlines of religious stories e.g. Diwali and The Nativity.</li> <li>Talk about and re-tell religious stories.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to give some core beliefs of worldviews and describe them simply.</li> <li>Be able to give some examples of stories which show people’s beliefs.</li> <li>Be able to simply describe what stories and other sources of authority mean to people and why they may be special.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe the core beliefs of worldviews and what they mean.</li> <li>Be able to describe how texts/sources of authority connect to core beliefs and concepts.</li> <li>Be able to give examples of texts and other sources of authority and what they mean to people.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to explain core beliefs using examples from texts/sources of authority.</li> <li>Be able to explain how people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>Be able to explain the meaning of texts/other sources of authority, comparing this with the different ways people may interpret this.</li> </ul>

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Social Sciences</b>			
<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>Talk about e.g. the Church as a special place to people in their community and link this to their own experiences.</li> <li>Know that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to give some simple ways in which people use stories, texts and teachings to guide their beliefs and practices.</li> <li>Be able to understand that communities are made of people with different worldviews.</li> <li>Be able to understand that stories can sometimes have a deeper message or meaning, and give simple descriptions of these stories.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe, with some examples, how people use stories, texts and teachings to guide their beliefs and practices.</li> <li>Be able to give some examples of different worldviews when applied to a concept.</li> <li>Be able to describe some stories and how their deeper messages may help people make decisions about how they live.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to explain how beliefs impact practices, both as individuals and within communities.</li> <li>Be able to use evidence to explain the range of worldviews within communities.</li> <li>Be able to explain how teachings can impact the decisions people make about how they live.</li> </ul>

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Philosophy</b>			
<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>Children are beginning to notice and understand similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Consider, in simple terms, how ideas and concepts learned resonate with them.</li> <li>Use knowledge about worldviews to give simple ideas of what people might believe in response to philosophical questions.</li> <li>Be able to make simple connections between worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe some of their views in connections with ideas and concepts learned.</li> <li>Use knowledge about worldviews to explain some ideas of what people might believe in response to philosophical questions.</li> <li>Be able to give reasons for connections between worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to apply their worldview to different contexts and questions.</li> <li>Use knowledge about worldviews to explain beliefs in response to philosophical questions, evaluating the importance to different people.</li> <li>Be able to make connections and explain how ideas and concepts learned relate to other worldviews.</li> </ul>