



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
- Autumn 1: What makes us special? <i>(Christian)</i> - Autumn 2: What are special times? <i>(Hindu, Christian)</i> - Spring 1: Why are some places special? <i>(Christian, Muslim)</i> - Spring 2: What makes the world special? <i>(Christian, Muslim)</i> - Summer 1: Why are some things special? <i>(Christian, Muslim, Hindu, Jew)</i> - Summer 2: Why are some stories special? <i>(Christian, Hindu)</i>	Year A: - What do some people believe God looks like? <i>(Christian, Hindu, Muslim)</i> - How did the world begin? <i>(Christian, Jew, Hindu)</i> - Why should we care for the world? <i>(Jew, Muslim, Hindu, Humanist)</i> - Why do we need to give thanks? <i>(Hindu, Christian, Humanist)</i> - How do we know some people feel a special connection to God? <i>(Sikh, Muslim, Christian, Jew, Hindu)</i> - What is a prophet? <i>(Christian, Muslim, Jew, Sikh)</i> Year B: - What is God's job? <i>(Jew, Muslim, Hindu, Christian)</i> - What do candles mean to people? <i>(Christian, Hindu, Jew)</i> - How do we know that new babies are special? <i>(Muslim, Christian, Hindu, Humanist)</i> - Why should we care for others? <i>(Sikh, Christian, Jew, Muslim, Humanist)</i> - How do some people talk to God? <i>(Christian, Muslim, Jew, Hindu)</i>	Year A: - What makes us human? <i>(Hindu, Christian, Buddhist, Humanist)</i> - Why is water symbolic? <i>(Christian, Sikh, Muslim)</i> - What makes some texts sacred? <i>(Sikh, Hindu, Buddhist)</i> - Who was Jesus really? <i>(Christian, Jew, Muslim)</i> - Why is fire used ceremonially? <i>(Hindu, Sikh)</i> - Why is the Bible the best-selling book of all time? <i>(Christian)</i> Year B: - Where do our morals come from? <i>(Christian, Jew, Buddhist, Muslim, Hindu, Humanist)</i> - Is scripture central to religion? <i>(Christian, Hindu, Jew)</i> - Are all religions equal? <i>(Muslim, Christian, Hindu, Humanist)</i> - Just how important are our beliefs? <i>(Sikh, Christian, Jew, Muslim, Humanist)</i> - What happens if we do wrong? <i>(Christian, Muslim, Jew, Hindu)</i>	Year A: - Why do people have to stand up for what they believe in? <i>(Christian, Muslim, Sikh)</i> - Why do Dharmic religions look different around the world? <i>(Hindu, Sikh, Buddhist)</i> - What happens when we die? Part 1 <i>(Jew, Christian, Muslim, Humanist)</i> - What place does religion have in our world today? <i>(Multiple worldviews)</i> - What happens when we die? Part 2 <i>(Hindu, Buddhist, Sikh)</i> - Who should get to be in charge? <i>(Muslim, Sikh, Christian)</i> Year B: - Why doesn't Christianity always look the same? <i>(Christian)</i> - Why are some places in the world significant to believers? <i>(Christian, Jew, Buddhist, Muslim, Sikh, Hindu)</i> - Why do Abrahamic religions look different around the world? <i>(Jew, Muslim, Christian)</i> - Why is there suffering? Part 1 <i>(Jew, Christian, Buddhist)</i>

		Where do some people talk to God? <i>(Christian, Hindu, Muslim, Sikh)</i>	Does the language of scripture matter? <i>(Christian, Hindu, Muslim, Sikh)</i>	- Why is there suffering? Part 2 <i>(Sikh, Humanist)</i> - Why is it better to be there in person? <i>(Muslim, Jew, Christian, Humanist)</i>	
Celebrations and Festivals Explored throughout the school year (rolling programme):	Christianity	Judaism	Islam	Hinduism	Sikhsm
	Harvest – Sept / Oct	Shabbat – Friday evening to Saturday evening	Ramadan – Month long observance	Diwali – Festival of Lights	Guru Nanak’s Birthday – November
	All Saints’ Day – 1 st Nov	Rosh Hashanah New Year to Yom Kippur (10 days).	Eid ul Fitr – marks the end of Ramadan	Holi – Festival of Colours	Guru Gobing Sigh’s Birthday – 5 th January
	Christingle - December	Chanukah (Hanukkah) – Festival of Lights	Hajj – Pilgrimage of about 5 days – usually in the summer	Kumbh Mela – Pilgrimage & bathing in Ganges	Vaisakhi – 14 th April
	Advent - December	Sukkot – Feast of the Tabernacles.			Dastar Sajauni – turban tying ceremony – for boys at 5 years of age.
	Christmas - 25 th December	Pesach – Passover			
	Epiphany – 6 th January				
	Candlemas – 2 nd February				
	Shrove Tuesday - February				
	Ash Wednesday - February				
	Lent – February - Easter				
	Easter – March / April				
	Pentecost – May.				

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

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

R	KS1	LKS2	UKS2
Theology			
- Can talk about and re-tell religious stories (e.g. Diwali and The Nativity). - Understands that different people may believe different things, and that this is their Worldview.	- Can give some core beliefs of worldviews studied and describe them simply. - Can give some examples of stories which show people's beliefs. - Can describe, in simple terms, what stories / books mean to people and why they may be special.	- Can describe the core beliefs of worldviews studied and what they mean. - Can describe how texts / sources of authority connect to core beliefs and concepts of worldviews. - Can give examples of texts and other sources of authority and what they mean to people.	- Can explain core beliefs of worldviews studied, using examples from texts / sources of authority. - Can explain how people use texts / sources of authority to make sense of core beliefs and concepts. - Can explain the meaning of texts / other sources of authority, comparing this with the different ways people may interpret this. - Know that worldviews can be religious and non-religious, giving some examples.

R	KS1	LKS2	UKS2
Social Sciences			
- Can talk about places that are special to people within and outside their community and link this to their own experiences (e.g. the Church). - Knows that some people have different beliefs / worldviews and celebrate special times in different ways.	- Can give some simple ways in which people use stories, texts and teachings to guide their beliefs and practices. - Understands that communities are made of people with different worldviews. - Understands that stories can sometimes have a deeper message or meaning, giving simple descriptions of these stories.	- Can describe, with some examples, how people use stories, texts and teachings to guide their beliefs and practices. - Can give some examples of different worldviews when applied to a concept. - Can describe some stories and how their deeper messages may help people make decisions about how they live.	- Can explain how beliefs impact practices, both as individuals and within communities. - Can use evidence to explain the range of worldviews within communities. - Can explain how religious and non-religious teachings can impact the decisions people make about how they live.

R	KS1	LKS2	UKS2
Philosophy			
Is beginning to notice and understand similarities and differences between themselves and others, and among families, communities and traditions.	- Can discuss, in simple terms, how ideas and concepts learned resonate with them. - Can use knowledge about worldviews to give simple ideas of what people might believe in response to philosophical questions. - Can make simple connections between worldviews.	- Can describe some of their views in connections with ideas and concepts learned. - Can use knowledge about worldviews to explain some ideas of what people might believe in response to philosophical questions. - Can give reasons for connections between worldviews.	- Can apply their worldview to different contexts and questions. - Can use knowledge about worldviews to explain beliefs in response to philosophical questions, discussing the importance to different people. - Can make connections, explaining how some ideas and concepts learned relate to other worldviews.