

powerful Religious Education

By the time they leave, pupils will:

- Know that the UK has a rich heritage of culture and diversity
- Be respectful of the religious beliefs of others
- Know that religion can shape people's lives, culture and identity
- Know and understand key features about: Christianity, Hinduism, Islam, Sikhism, Judaism and Humanism
- Know some of the key stories and teachings of the religions studied
- Know some of the similarities and differences between different religions

EYFS links

Understanding the World

Understand that some places are special to members of their community

Recognise that people have different beliefs and celebrate special times in different ways

Recognise some similarities and differences between life in this country and life in other countries

People, Culture and Communities ELG

Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts

Curriculum Intent – Religious Education at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

Religious Education sits at the heart of this vision through its insistence on understanding: what do others believe, why do they believe it, and how does that shape the way they live? Our RE curriculum is designed not merely to inform, but to equip, building in pupils the knowledge, vocabulary and disciplinary tools to understand religious and non-religious worldviews and the confidence to engage respectfully and critically with belief, their own and others'.

We are guided by the principle of Powerful Religious Knowledge: the understanding that emerges when disciplinary skill meets substantive knowledge. This knowledge is emancipatory: it builds religious literacy, challenges prejudice and misunderstanding, and is fundamental in developing the empathy and critical thinking needed to live well in a religiously diverse world. It allows children to question what they are told and to hold complexity without certainty. It progresses communities.

	Disciplinary Skills: the skills of a theologian How we investigate religion and belief: interpreting texts and sources, comparing worldviews, and reflecting on our own and others' views. At Mill View we use: Key Questions · Understand, Reflect, Express skills · An enquiry approach in every unit · Knowledge Organisers
	Substantive Knowledge: the knowledge of a theologian The factual content, key beliefs, practices, texts and vocabulary of the religions and worldviews studied. At Mill View we use: Key Questions · Curriculum Objectives · Progressive planning of units · Knowledge Organisers including key vocabulary and beliefs for each unit

Powerful Religious Knowledge, combining these two areas **combine**, they produce something greater than the sum of their parts.

This knowledge is **emancipatory**. It builds religious literacy and challenges prejudice, and is fundamental in developing empathy, respect and critical thinking about belief and meaning. Pupils begin to understand the beliefs that shape billions of lives and are able to question and reflect on their own worldview. It is empowering. It allows children to question what they are told and hold complexity without certainty. It progresses communities.

At Mill View we encourage curiosity, respect and critical reflection. We do this through careful, progressive planning of units and structured enquiry, allowing children the chance to understand, then reflect on and express their own response.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
RE is a subject built on dialogue and respectful disagreement. At Mill View, oracy in RE means: Pupils use the precise vocabulary of religion and belief (worldview, sacred, covenant, dharma, ummah) as naturally as they use everyday speech. • Structured discussion and philosophical enquiry are embedded in every unit, giving pupils the chance to reason aloud about big questions. • Pupils are taught to disagree respectfully, listening to and building on the views of others. • Talk is used to explore meaning, not just to recall facts.	Our RE curriculum connects local belief and practice to global understanding. Units on Christianity, Hinduism, Islam, Sikhism, Judaism and Humanism place Mill View within a global story of belief and meaning. • We ask: how do religion and belief shape conflict and cooperation around the world? Whose voice is missing from the story we are told? • Pupils consider how religious and non-religious worldviews respond to shared global challenges: justice, the environment, and how to live a good life. • Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.	RE develops some of the most transferable dispositions in the curriculum. • We develop empathy, critical thinking, and the ability to understand perspectives very different from one's own. • Career links are explicit: chaplains, community and faith leaders, journalists, lawyers, diplomats, social workers. • Pupils practise the skills of enquiry, evidence and argument that underpin academic and civic life. • Religious literacy is explicitly linked to living and working confidently in a diverse, multi-faith and multi-belief Britain.	Inclusion at Mill View is a design principle, not a retrofit. • The "Children can..." structure gives every pupil a clear entry point with scope for depth. • We represent religious and non-religious worldviews accurately and without caricature, including the beliefs and experiences of our own pupils and families. • Adaptive teaching means rich theological and philosophical questions are accessible to all through structured support and vocabulary instruction. • Pupils of all faiths and none are equally respected, and the right to hold a personal worldview is protected.	What makes RE at Mill View exceptional is the coherence of our vision from EYFS to Year 6. A clear conceptual spine: Understand, Reflect and Express skills build year on year alongside substantive knowledge of six major worldviews. Enquiry by design: Every unit is structured around a Key Question, not a list of facts to be delivered. Emancipatory knowledge: We ask children to question what they are told and to articulate their own response with confidence. The disciplinary habit: By Year 6, our pupils think like theologians and philosophers. This is the entitlement of every child.

"Religious Education is learning at its most powerful: a belief understood, a viewpoint tested against one's own, and an open mind children can use to change themselves, their community, and their world."

Alignment with the Ofsted Inspection Framework, RE Subject Report and 2025 Curriculum Review

Ofsted / Curriculum Review focus	How RE at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Our Understand, Reflect and Express skills are tracked and sequenced from EYFS to Year 6, alongside substantive knowledge of six major worldviews, so concepts are returned to, deepened, and tested across key stages.
Oracy as a curriculum entitlement	Disciplinary vocabulary, structured discussion and philosophical enquiry are embedded in every unit. Pupils are taught to disagree respectfully and reason aloud about big questions.
Global perspectives and contemporary relevance	Units explicitly connect religious and non-religious worldviews to global challenges and contemporary multi-faith Britain, meeting the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.
Adaptive teaching: high expectations for all	Inclusion is a design principle. Worldviews, including pupils' own, are represented accurately and respectfully. Vocabulary instruction and structured support ensure every pupil can engage with complex theological and philosophical ideas.
Assessment that proves knowledge has stuck	Key Assessment Questions, Knowledge Organisers and end-of-unit reflection test whether knowledge of beliefs and practices is secure and can be applied, not just encountered once.
Disciplinary knowledge and skills	Disciplinary skills – Understand, Reflect, Express – are tracked separately from substantive knowledge of each worldview, with explicit progression from Year 1 to Year 6, in line with the Ofsted RE subject report, "Deep and Wide" (2021), and our locally agreed syllabus.
Career and future readiness	Religious literacy, empathy and reasoned argument are explicitly linked to living and working confidently in a diverse, multi-faith and multi-belief society.

Curriculum End Points - RE

EYFS - Little Wrens

Final Milestone

- I can understand how to look after the environment and living things.

EYFS - Robins

ELG: People, Culture and Communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



Year 1



Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values

Christianity			Free Choice – Hinduism	Islam	
What does it mean to belong?	Why is Christmas celebrated by Christians?	What do we think about how the world was made and how should we look after it?	Who are some Hindu Gods and how are they worshipped?	How and why are Allah and Muhammad important to Muslims?	How do Muslims express new beginnings?
Children can.... express ways they special talk about what it means to belong name some religions in the world suggest why some Christian adults might want to be baptised	Children can.... suggest why something is precious retell the events of Jesus' birth say why the birth of Jesus is good news for Christians	Children can.... talk about things they think are beautiful in the world identify what the bible says about how the world was created, and express their own views about this	Children can.... talk respectfully about faith show respect for the views of other people	Children can.... identify who Muhammed was and name some of the 99 names ask questions about their faith and that of others explain who Allah is and why he is important to Muslims	Children can.... explain what the holy book of Islam is and why it is special show how the Muslim and Christian stories of creation compare share how a

		suggest how can we look after the 'creation'			Muslim baby is welcomed
     Year 2 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
Judaism		Christianity			Free Choice
What do Jews believe about God?	How do Jews show faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus and why is he important today?	Why did Jesus teach people through stories?	What is a humanist?
Children can... suggest the meaning of religious stories discuss sacred writings and recognise communities they come from recognise different religious symbols?	Children can... ask and answer questions about religious communities notice and respond to differences in religious ideas	Children can... retell a religious story using prompts ask questions about belongs, truth and meaning express my own views and opinions with respect	Children can... share opinions and say what is important to them; explain what is right and wrong; follow ideas on right and wrong in my everyday life.	Children can... retell a religious story using prompts work with a variety of people, ages and faiths?	Children can... share my opinions and say what is important to me explain what is right and wrong
     Year 3 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
Hinduism	Sikhism	Christianity		Islam	Christianity
How do Hindus view God and how is Diwali celebrated?	What is Sikhism?	What do I think about Jesus and how he is portrayed in art from around the world?	What is my point of view about God and why do people have faith?	How do Muslims worship?	How do Christians use the Bible to help them with their lives?
Children can... recall different beliefs, faiths and practise, explaining the meaning behind them give	Children can... name the founder of Sikhism and identify where Sikhs worship, retell a	Children can... discuss examples of religious leaders in stories from different faiths and perspectives find out	Children can... connect my ideas regarding religion with my own previous learning reflect on my own values understand commitment	Children can... find the moral in a story show and explain what is sacred to people of different faiths show why worshippers	Children can... make connections between stories and sayings of different world views explore belief in action

thoughtful responses explain elements of the Hindu faith	story from a Sikh festival.	questions about right and wrong express their own opinion	and dedication needed by people of any faith and none	choose a particular place and what it means to belong	in their life and community
     Year 4 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
Hinduism	Christianity			Judaism	Humanism
How do Hindus worship?	Why do Christians think about Incarnation at Christmas?	How did Jesus teach about God and values through parables?	How can I understand different Easter concepts?	How do Jews demonstrate their faith through their communities?	What is Humanism?
Children can... talk about important events in the life of people of faith and reflect on ideas explore and describe a range of beliefs, symbols and actions consider ways people of diverse faith can live together with respect	Children can... make connections between religions and worldviews I have studied consider and discuss examples of key leaders in stories	Children can... respond with respect to a different beliefs and wisdoms explain the significance of particular events and views to individuals and communities	Children can... make links between my learning about a variety of faiths Can I explain what faiths have in common discuss why worshippers attend a place of worship and what it means to belong	Children can... identify what make synagogue special to people of Jewish faith show respect and reverence give thoughtful and respectful responses	Children can... describe the main points of a Humanist belief describe how Humanists play a role in modern society articulate my own beliefs and show respect for others
     Year 5 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
Christianity		Islam		Sikhism	Free Choice Unit
Which concepts do we find hard to understand in Christianity?	How do Christians show their beliefs in action?	Why are the Five Pillars important to Muslims?	How is the Muslim faith expressed through family life?	Why is community and equality important to Sikhs?	What is the Baha'i faith?

Children can... explore eye witness accounts of faith, and explain different ways of seeing the world observe and explain dimensions of religions, showing similarities and differences discuss tricky concepts with an open mind and listen to the ideas of others	Children can... explore eye witness accounts of faith, and explain different ways of seeing the world observe and explain dimensions of religions, showing similarities and differences discuss tricky concepts with an open mind and listen to the ideas of others	Children can... describe the five pillars of Islam, explaining their importance to Muslims discuss the idea of pilgrimage in religion and explain how this might feel to be part of make comparisons with other religions they have studied and express opinions with respect	Children can... discuss my own and others' spiritual experiences understand the importance of family in Islam see how a sense of community can be both at home and with the wider world	Children can... describe some features of the Sikh faith discuss the idea of community and quality in relation to religion make informed responses to ultimate questions show respect for other views in their responses	Children can... explain why worshippers chose a particular place to worship and belong describe some features of the Baha'i faith connect their ideas
Year 6      Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
Christianity		Sikhism	Religious Diversity	Christianity	
Christian Buildings and Music	Christian Worship	How do Sikhs Worship?	Religious Diversity	Christianity – Locally and Globally	The Kingdom of God
Children can... identify what we learn from Christian religious buildings and music reflect on their own values express their own ideas clearly and respond to those of others	Children can... explain how and why Christians worship suggest the benefits for believers understand the commitment and dedication of needed to follow a religious or non-religious view	Children can... identify common features of Sikh worship tell us different ways of expressing identity and belonging show how Gurdwara are significant and identify their features discuss my own ideas of faith	Children can... show why belonging to a community may be valuable in diverse societies explain my own identify explain how history and culture can influence an individual and how some question these influences	Children can... identify some of the difference and similarities within Christianity locally and globally make connections between faiths they have studied explain how churches similar and different	Children can... identify what is the Kingdom of God and what Christians believe about the afterlife give thoughtful responses

Progression in RE from EYFS to Year 6

EYFS - Little Wrens

3	Milestone 1	Milestone 2	Milestone 3	Final Milestone
I notice things that I see in the Natural World 	I can use my senses to explore the Natural world.	I can begin to use new vocabulary to talk about what they see.	- I can talk about living things. - I can show care for living things.	I can understand how to look after the environment and living things.

EYFS - Robins



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
UNDERSTANDING THE WORLD RE / FESTIVALS	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	- Identify family - Commenting on photos of their family; naming who they can see and of what relation they are to them. - Talk about what they do with their family - Can draw similarities and make comparisons between other families. - Navigate around our classroom and outdoor areas. - Make own investigations of the season of Autumn through Outdoor learning sessions	- Use photos, discuss how we celebrate Christmas - Use world maps to show where some stories, events and festivals are based. - Encounter a range of fictional characters and creatures from stories. - Identify change in living things – Changes in the leaves, weather, seasons, autumn focus	- Listen to stories and place events in chronological order. - Recognise change in seasons - winter focus - Discuss own homes - Make close observation of the natural world, including animals and plants - Comment on what their home is like to draw comparisons - What lives in our school environment? - Use the words now and then, old and new – explore an old suitcase	- Use new vocabulary where appropriate. - Use touch, smell and hearing to explore the natural world through hands-on experiences. - Environments – Identify features of local environment using Google Earth, Google Maps and photos – - Use texts and artefacts and ICT to compare - Explore maps and create own representations	- Identify ways we can care for the natural world around us. - Make comparisons from how they have changed from when they were a baby (past) - Make close observation of the natural world, including animals and plants - Learn the life cycles of chicks and butterflies - Identify change in living things – Changes in the leaves, weather, seasons, Summer focus - Explore growing plants in our kitchen garden	- Make close observation of objects – use the words float, sink, magnetic - Make comparisons between contrasting environments using images, stories, props - Use the words: recycle, recycling, re-use. - What is it like at the <u>seaside</u>?
	Autumn bags	Diwali Christmas	Valentines Day (14th February) Lunar new Year	Shrove Tuesday Holi Palm Sunday Easter Start of Ramadan	Eid (end of April)	
PROGRESSION INTO YEAR 1	I can talk about a practice from a religion. I can talk about my own experiences and can link these to the communities to which I belong. I can ask questions about me, and who I am, showing awe and wonder. I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. I have started to share my opinions and say what is important to myself and to others. I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God. I can recognise some religious symbols and words					

	    					
	Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Christianity – Knowledge and Skills					
	What does it mean to belong? I can explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant) I can describe key important things Christians believe about Jesus. (Life of Jesus) Why is Christmas celebrated by Christians? How will Christians celebrate	Why is the Bible a special book for Christians? I can understand the Bible is a holy book (special) and explain why it might be important to Christians. Who was Jesus, why did he teach through stories and why is he important to Christians today? I can recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good	How can the bible help a Christian with their way of life? I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World) I can describe how Christians live their lives as disciples and choose to follow Jesus. I can explain why & how people lives changed when they met Jesus.	Why do Christians think about Incarnation at Christmas? What is the Trinity? I can explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity) I can suggest what Christians can learn about Jesus from nativity stories and the Easter story. I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel,	Which beliefs do we find hard to understand in Christianity? I can evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation) I can explain how the life of Jesus was a sacrifice. I can describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the	Are Humanist and Christian ideas about science, conflicting or complimentary? Does the Big Bang Theory disprove the Genesis account on Creation? I can outline how Christians interpret Genesis in the light of the Big Bang theory. I can explore whether the Big Bang Theory disproves the Genesis accounts of creation. I can compare the views of the afterlife across a selection of religious worldviews to Christianity. (Views to be selected

	Christmas in our local churches? I can explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant) I can Describe key important things Christians believe about Jesus. (Life of Jesus) I can Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.	Samaritan & other parables studied. I can describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.	What do I think about Jesus and how he is portrayed in art from around the world? Why is the cross important to Christians? I can explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity) I can suggest what Christians can learn about Jesus from nativity stories and the Easter story. I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World) What is my point of view about God and why do people have faith?	Messiah, Light of the World) How did Jesus teach about God and values through parables? I can respond with respect to a different beliefs and explain the significance of particular events and views to individuals and communities What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity? I can suggest what Christians can learn about Jesus from nativity stories and the Easter story. I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World)	Christian idea of forgiveness. How and why do Christians worship? What are the benefits for believers? I can explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead. I can evaluate diverse Christian expressions of worship	which are relevant to the individual school context). I can compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view. I can explain why Humanists feel that science is a process which allows claims to be tested. I can discuss if Christian spiritual experience can co-exist alongside scientific principles What are some of the differences and similarities within Christianity locally and globally? What can we learn from religious buildings and music? I can describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.
--	--	--	--	--	---	--

			I can explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)	I can understand the concept of salvation means 'to be rescued' from sin.		I can evaluate diverse Christian expressions of worship
Key Assessment Questions	Give an example of a Christian symbol. What is the font used for in a church? How was Jesus baptised? What gifts did the Wise Men bring? What is an Advent Wreath? Who told the Shepherds about the birth of Jesus? Why is Jesus important to Christians?	What makes a book "Special"? Why do Christians try to live their lives according to teachings in the Bible? Can you name four disciples? What is a parable? What is the crucifixion and the resurrection?	What languages was the Bible originally written in? What is the name for a particular sentence when you are looking for a reading in the bible? Which books in the Bible contain many of the stories about the life of Jesus? Why is the cross an important symbol for Christians? How did Jesus describe himself? What are the Gospels? What is the Trinity in Christianity? Can you explain what these Christian symbols mean? (Include the Trinity). What is a Philosopher? Can you recognise a Christian belief about God from these statements. (Use statements about Ganesh, Allah and the Christian view.)	What is a Christingle? Who did John call "The Word"? What is incarnation? Why did Jesus teach about God through parables? What does incarnation mean? Why is salvation important to a Christian? Can you name the parts of the Trinity? What is the resurrection?	What is a Christian view of sin? Explain the Christian terms of Saviour, Messiah and Emmanuel. How can you connect 'Good News' and 'Incarnation'? Name three different ways that a believer may worship. What happens at an adult / believers' Baptism? How is silence part of worship?	What do Christians and Humanists believe happens when you die? Do some Christians believe in the Big Bang and evolution? How do some Christians view the story of Creation? What is the name and denomination of the church which is near the dentist etc? What happens in an act of Communion in a church? How is Easter celebrated in (country)?

	Islam	Judaism	Islam	Judaism	Islam	Sikhism
	What do Muslims believe about Allah and Muhammad? I can talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. I can explain that the Qur'an is the holy book of Islam and say how it should be treated. I can show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads)) How do Muslims express new beginnings in their lives?	What do Jewish people believe about God? I can identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives. I can describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period. I can identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. How do Jewish people live their faith through practices and celebrations?	What do Muslims believe happened on 'the Night of Power' and how do they worship? I can identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet. I can recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. I can identify and recognise the Qur'an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it	How do Jews demonstrate their faith through their communities? I can reflect on why and how Jews worship. I can explain the importance of the Covenant for Jews I can 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. I can evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.	Why are the Five Pillars important to Muslims for their daily lives? I can identify, describe, and explain key Muslim beliefs related to Allah (God). I can name the Five Pillars and explain why they are important to the majority of Muslims. I can explain how Muslims' organisations help people in need. How is a Muslim way of life expressed at home and in the community? I can describe how Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will. Including Jihad	How do Sikhs worship? I can describe what happens in the Gurdwara (eg welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect. I can discuss how Sikhs worship in Gurdwaras around the world.

	I can describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed) I can describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.)	I can describe how Shabbat is important to a Jew and how Jews may go to Synagogue during this period. I can identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue I can describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.	to be the exact words of 'Allah' (God) I can describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. I can analyse how the main features of a mosque explain Muslim key beliefs.		to have 'inner struggle with oneself' to make oneself a better Muslim. I can explain & assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. I can explain how Muslims' organisations help people in need.	
Key Assessment Questions	How many names are there for Allah? What is the name of the special book for Muslims? How is the Qur'an stand used? Which fruit does a Muslim baby taste first? What is the name of the Muslim sacred text?	Can you remember three words which show how a Jewish person may describe God? Which language did we find in the Torah scroll? Which of these objects might you find in a Synagogue? What is a special name for the end of the week celebrated	What happened on the Night of Power? What features would you expect to find in a mosque? Why is Muhammad (pbuh) important to Muslims? How many times a day do Muslims pray? What is the sacred text for Muslims and what language is it written in?	What is a covenant? Which two Jewish festivals remember the Exodus? Name three items which you will find on the Seder plate. Write three words which would help you to label inside a synagogue.	What are the Five Pillars of Islam? How do Muslims prepare for prayer or reading the Qur'an? What happens during the month of Ramadan? How many times do Muslims pray in a day? What is the difference between a Muslim and a Mu'min? What is Ummah?	Explain the symbolism of the Khanda What happens in a gurdwara? What is Naam Karan?

	In which sort of building would a Muslim get married? What is the name for God in Arabic?	by Jewish families (Friday eve-Saturday eve)? What is the name of the heroine who is celebrated and remembered at Purim? How many days does Hanukkah last for?			What is Ibadah?	
	World Views How do different and similar worldviews believe the world began and how should we look after it? I can explain how Christians view the creation of the world and try to take care for it, (stewardship). I can retell two stories that explain how the world was made. I can explain how different groups of people believe the world was made	Humanism What do Humanists think a good life is about? I can 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. I can see how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place.	Hinduism What does a Hindu believe about God and how is Diwali celebrated? I can explain how a Hindu may worship at home or in the mandir. I can describe and explain how a Hindu celebrates Diwali and Holi I can explain how a Hindu may view God. I can retell some Hindu stories and explain their significance for a Hindu.	Hinduism How do Hindus worship in their daily lives? I can explain how a Hindu may worship at home or in the mandir. I can explain how a Hindu may view God. I can analyse a Hindu's journey of life and significant events along the way.	Sikhism How are the values of community and equality shown though the Sikh way of life? Why is community and equality important to Sikhs? I can explain how Sikhs believe in all pathways leading to God. I can describe the founder of Sikhi, Guru Nanak and recall key events in his life. I can describe what happens in the Gurdwara	World Views What does it mean to live in a religiously diverse world? I can analyse how religious diversity originated in the UK and give some examples. I can Identify the origins of religious and non-religious worldviews around the world and place on a timeline I can reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews. What do religious and non-religious world views

	(Hindu, Genesis, Big Bang Theory.) I can describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)	I can recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy. I can 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			I can explain the symbolism of the 5Ks for some Sikhs. I can analyse how Sikhs show community and equality in their lives.	believe about equality, justice and fairness? I can 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. I can 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. I can discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media I can discuss how a range of world views teach about care of the environment including the
--	--	---	--	--	---	---

Key Assessment Questions	What is the Big Bang Theory? How many days did it take for God to create the world according to the Christian story? What did Brahma do with a lotus flower to create the world?	What is a Humanist? Do Humanists believe in the one life? What is the Humanist logo?	Can you name these Murtis? Which Hindu deities would you find in the Ramayana? Name three ways a Hindu would celebrate Diwali.	What is Samsara? What is Karma? What happens at the festival of Holi? What is puja?	What are the 5Ks? What is the name of the Sikh holy book? What is a langar? Who was the first Guru?	sacred status of the cow in Hindu Dharma. What does immigration mean? What is the Golden Rule? What is discrimination? What places of worship are they're in our local community? How does The Equality Act support those with religious and non-religious beliefs? How can you recognise fake news? Why do many Hindus honour cows?
	Free choice	Free choice	Free choice	Humanism	Free choice	Free choice
	Who are some Hindu Gods and how are they worshipped? I can describe the Hindu God Brahma and the three forms he comes in I can explain why Shiva is blue I can explain what a shrine is I can explain who Ganesh is and why	What is respect? I can explain how we are all special and unique recognising our similarities and differences. I can explain what the term "Respect" means with examples from day to day life and religious and non-religious worldviews.	What is Sikhism? I can name the founder of Sikhism and identify where Sikh's worship I can retell one of the stories celebrated during a Sikh Festival and explain why the Guru Granth Sahib is considered to be the last Guru.	How do Humanists arrive at their views about the world? I can explain how Humanists look to science for explanations of origins as evolved animals. I can describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other	What is the Bahai faith? I can explain why worshippers chose a particular place to worship and belong I can describe some features of the Baha'i faith I can connect my ideas	How do Baha'is express unity through Prayer and service? I can talk about faith in action from a religion I can talk about the concept of unity I can ask questions about the teaching of the Baha'i Faith

	he has an elephant head	I can describe how someone may have a different world view to themselves. I can explain the meaning of empathy.		I can discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answers I can 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.		
Key Assessment Questions	Can I talk respectfully about faith? Can I show respect for the views of other people?	What is respect and how can I show respect for others? Why do people have different worldviews? How can I understand someone else's point of view?	Who founded Sikhism? Where do Sikh's worship? Who is Guru Granth Sahib?	What is the name of someone who leads a naming ceremony for a Humanist family? Where would a Humanist hold a life event ceremony? Do Humanists follow rules?	Can I explain why worshippers chose a particular place to worship and belong? Can I describe some features of the Baha'i faith? Can I connect my ideas?	How do Baha'is serve their communities around the world? What is special about the Baha'i temples and how do they invite unity?