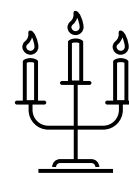


Religion and World Views Education at Holy Trinity CE Primary

**"The essence of true religious teaching is that one should serve and befriend all."
M. K Ghandi**



Our curriculum intent for Religion and World Views Education is that every child will:

- Know about and understand diverse religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- Develop knowledge and understanding of Christianity as a diverse global living faith through the exploration of core beliefs and the 5 World's principal religions (Christianity, Sikhism, Islam, Hinduism and Judaism).
- Engage with challenging questions about the meaning and purpose of life, beliefs, self, issues of right and wrong, commitment and belonging.
- Encourage pupils to explore their own beliefs, worldviews and spiritual development.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Develop respect for others, including people with different faiths and beliefs and help to challenge prejudice.

Holy Trinity is committed to ensuring all children have full access to a high-quality Religion and World Views Education to meet the statutory requirements for all state funded schools to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to Religion and World Views Education in Church schools is the study of Christianity as a living and diverse faith, focusing on the teaching of Jesus Christ and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and world views built on fostering respect for others.

Implementation of the Religion and World Views Curriculum at Holy Trinity

The Curriculum combines aspects of **Discovery RE, Understanding Christianity and a world-view enquiry unit** which brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. RE is taught weekly and devotes 10% of learning time.

Pupils study:

- Year 1 – Christianity, Judaism and a worldview unit
- Year 2 – Christianity, Islam and a worldview unit
- Year 3 – Christianity, Hinduism and a worldview unit
- Year 4 – Christianity, Judaism and a worldview unit
- Year 5 – Christianity, Sikhism and a worldview unit
- Year 6 – Christianity, Islam and a worldview unit

Religion and World Views Education is enquiry based where the children learn skills of investigation, empathy and the ability to express concepts and practices through a range of media and theological, philosophical and human/social science lenses.

The Impact of the Religion and World Views Education Curriculum at Holy Trinity

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills as displayed in our Big Religion and World Views book and displays around the school.

At Holy Trinity Primary School, we seek to ensure that all pupils are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves, others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing modern world.

How does Religion and World Views Education fit into our School Vision?



Religion and World Views links/actions:

- Pupil voice is heard through the Spiritual Leaders and through whole school/Key Stage or class collective worship.
- Ensure trips, visits to places of worship and visitors, theatre groups are planned in every year group to inspire learning
- Offer learning opportunities to enable children to make connections and explore an in-depth curriculum
- Share examples of learning and achievement within the school through displays, photos, work samples as well as celebrating achievements with families on the school website and in the newsletter
- Provide CPD for staff in understanding Christianity and other world religions.
- Termly knowledge organisers are provided to identify 'essential knowledge' required for the unit.
- Ensure resources are available and of a high standard to enable staff to undertake their job effectively and efficiently
- RE displays are an embedded part of our school environment
- Ensure children's work is celebrated and shared throughout all available platforms: RE big book, classrooms, corridors, communal areas in school, through topic books, on the website, in home learning projects etc
- Monthly prayer meetings with Reverend Jon
- Trips to Holy Trinity Church for RE lessons
- Well maintained spiritual garden an area for reflection and prayer.
- Support the local community and charities (Holy Trinity Foodbank).
- Forge links with other RE subject leaders across the local cluster and diocesan network.

Holy Trinity Overview for Religion and World Views Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	DISCOVERY Special People What makes people special? Christianity, Islam, Judaism	UC - Incarnation Why do Christians perform Nativity plays at Christmas? Christianity - Christmas	DISCOVERY What do people celebrate and why? Religious and Non-Religious Worldview	UC - Salvation Why do Christians put a cross in an Easter garden? Christianity – Easter	DISCOVERY Stories What can we learn from stories? Buddhism, Christianity, Islam, Hinduism, Sikhism	DISCOVERY Special Places What makes places special? Christianity, Islam, Judaism
Year 1	UC - Creation Does God want Christians to look after the world? Christianity	UC - Incarnation Why does Christmas matter to Christians? Christianity - Christmas	DISCOVERY Shabbat Is Shabbat important to Jewish children? Judaism	UC – Salvation Why does Easter matter to Christians? Christianity - Easter	DISCOVERY Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children? Judaism	How do people know how to behave? Religious and Non-Religious Worldview
Year 2	DISCOVERY What did Jesus teach? Is it possible to be kind to everyone all the time? Christianity	UC – Gospel What is the good news that Jesus brings? Christianity – no link to Christmas in resources but could be done, why do we celebrate this baby's birth?	DISCOVERY Prayer at home Does praying at regular intervals every day help a Muslim in his/her everyday life? Islam	UC - God What do Christians believe God is like? Christianity – no link to Easter but does use The lost Son / forgiveness and therefore could link to Easter	DISCOVERY Community and belonging Does going to the Mosque give Muslims a sense of belonging? Islam	What are the best reasons for following a leader? Pupils will begin to explore philosophical reasoning, testing whether ideas make sense. Worldview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	UC – Creation / Fall What do Christians learn from the creation story? Christianity	UC – Incarnation What is Trinity? Christianity - links to Christmas in Digging Deeper	DISCOVERY Hindu Beliefs How can Brahman be everywhere and in everything? Hinduism	UC - Salvation Why do Christians call the day Jesus died 'Good Friday'? Christianity - Easter	DISCOVERY Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu? Hinduism	Does it matter if a story is true or not? This unit begins to introduce questions about truth and reality, focusing on story. It is an opportunity to introduce philosophical thinking. Worldview
Year 4	UC – Gospel What kind of world did Jesus want? Christianity	DISCOVERY Beliefs and Practices How special is the relationship Jews have with God? Judaism NO CHRISTMAS LINK	DISCOVERY Passover How important is it for Jewish people to do what God asks them to do? Judaism	DISCOVERY – Salvation Is forgiveness always possible? Christianity - Easter	UC – Kingdom of God When Jesus left, what was the impact of Pentecost? Christianity – Pentecost time of year	How and why do people argue that some places can be spiritual? Worldview
Year 5	UC – People of God How can following God bring Freedom and Justice? Christianity	UC – Incarnation Was Jesus the Messiah? Christianity - Christmas	What does it mean to live a good life? This unit introduces Humanist teaching and the Golden Rule. Worldview	UC – Salvation What do Christians believe (what did) Jesus do to save Human Beings? Christianity - Easter	DISCOVERY Belief into action How far would a Sikh go for his/her religion? Sikhism	DISCOVERY Beliefs and moral values Are Sikh stories important today? Sikhism
Year 6	DISCOVERY What is the best way for a Muslim to show commitment to God? Islam	DISCOVERY Incarnation What is the significance of Mary's role in the Christmas story? Christianity	UC – Gospel What would Jesus do? Christianity	UC – Salvation What difference does the resurrection make for Christians? Christianity - Easter	How does a worldview help people decide what is important? Worldview	DISCOVERY Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead a good life? Islam

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

Religion and World Views Education at Holy Trinity CE Primary School

Holy Trinity CE Primary Religion and World Views Education overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>EYFS Religion and World Views Knowledge Organisers</u>					
EYFS	DISCOVERY: SPECIAL PEOPLE What makes people special? Pupils will know: - Who are special to them. Pupils will be able to: - Show what a friend is like and who is a role model - Say who looks after them in school - Know that Jesus is a friend to everyone Key Vocabulary - special - unique - role model - friend - believe - God - Jesus - Christian - Jew - rule	UC: INCARNATION Why do Christians perform Nativity plays at Christmas? Pupils will know: - Why Christians perform nativity plays at Christmas. Pupils will be able to: - Take part and perform a nativity play. - Know that Christmas celebrates the birth of Jesus and why it is important to Christians. Key Vocabulary - birthday - Three Wise Men (Magi) - shepherd - stable - manger - nativity - Jesus - carol	DISCOVERY: WORLDVIEW What do people celebrate and why? Pupils will know: - How people from different faiths/cultures celebrate. Pupils will be able to: - Know how people celebrate the New Year at home, in China and Persia (Nowruz). - Make a New Year resolution - Respect other beliefs Key Vocabulary - celebrate - religion - faith - culture - New Year - resolution - festival	UC: SALVATION Why do Christians put a cross in an Easter Garden? Pupils will know: - Why Christians put a cross in an Easter Garden. Pupils will be able to: - Know the story of Easter from Palm Sunday to Jesus' resurrection. Key Vocabulary - Season - Easter - Change - Life cycle - Rescue - Palm leaves - Hosanna - Disciples - Cross - Death - Tomb - Resurrection - Sin - Arrest - Forgive - Hot cross bun - Jesus	DISCOVERY: STORIES What can we learn from stories? Pupils will know: - How lessons can be learned from stories Pupils will be able to - a fable (The boy who cried wolf) - a Sikh story (The Crocodile and The Priest) - a Muslim story (Bilal and the Beautiful Butterfly) - The gold-giving serpent (Indian fairy tale) - An Asian story about Best Friends. - The Lost Coin and The Good Samaritan (Christian) Key Vocabulary - Equal - Lie - Honest - Priest - Moral - Reborn - Allah - Poor	DISCOVERY: SPECIAL PLACES What makes places special? Pupils will know: - What makes a place special Pupils will be able to: - Know special places (Church, Mosque, Synagogue, Mecca) - Know Holy Trinity Church and why it is special to our community. Key Vocabulary - Home - Worship - Pray - Service - Bible - Torah - Imam - Mecca - Special - Wudu

- Greed
- Grateful
- Parable
- Rejoice
- Neighbour
- Levite
- Samaritan

Year 1 Religion and World Views Knowledge Organisers

Year 1	UC: CREATION Who made the world? End Task: To retell the Creation Story through art at Harvest Festival Pupils will know: • That God created the universe • The Earth and everything in it is important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. Pupils will be able to: • Retell the story of Creation • Creation is the beginning of the 'Big Story' of the Bible. • Say what the story tells Christians about God and give an example of how we say thank you.	UC: INCARNATION Why does Christmas matter to Christians? End Task: Nativity Play Pupils will know: • Christians believe that Jesus is God and He was born as a baby in Bethlehem. • The bible portrays his birth as extraordinary (Worshipped as a King and brought the good news to the poor Shepherds). • Christians celebrate Jesus' birth: and get ready during Advent Pupils will be able to: • Retell a simple account of the story of Jesus' birth and why Jesus is important to Christians. • Recognise that stories of Jesus' life come from the Gospel.	DISCOVERY: SHABBAT Is Shabbat important to Jewish children? End Task: Invite Jewish Family to share Shabbat meal. Pupils will know: • How Jewish families spend Friday evening and Saturday. • Label a Shabbat table. • The Sabbath is a day of rest and focus on God and family. Pupils will be able to: • Say what day of the week is their favourite and why. • Talk about food they would share in a special meal. • Use the right names for things that are special to Jewish people during Shabbat and explain why. • Start making connections between	UC: SALVATION Why does Easter matter to Christians? End Task: Create their Easter Garden in Forest School Pupils will know: • Easter is very important in the 'Big Story' of the bible • Christians believe that Jesus rose from the dead, giving people hope of new life. Pupils will be able to: • Recognise that Jesus came to save his people and is an important part of the 'Big Story' of the bible. • Retell the story of Holy Week through drama. • Recognise that Jesus gives instructions about how to behave. • Give examples of how Christians show their beliefs about Jesus'	DISCOVERY: ROSH HASHANAH & YOM KIPPUR Are Rosh Hashanah and Yom Kippur important to Jewish children? End Task: Tashlich ceremony. Pupils will know: • The importance of saying sorry and forgiveness • At Rosh Hashanah, Jews make plans for things they want to achieve in the coming year. • Rosh Hashanah and the blowing the shofar marks the start of the 10 days of repentance and ends on Yom Kippur. Pupils will be able to: • Say how it feels to say sorry and what I have said sorry for.	WORLDVIEW: How do people know how to behave? End Task: Pupils will know: • Rules come from different sources and applied in different ways. • The Ten Commandments • The Golden Rule which is shared by many different groups of people. • A worldview will affect what they think is right or wrong. Pupils will be able to: • Say why we have rules in school. • Talk about an agreement Jewish people made with God. • Begin to explain the significance of one thing Jewish people do
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Religion and World Views Education at Holy Trinity CE Primary School

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- Think, talk and ask questions about living in an amazing world. Key Vocabulary: - Bible - Christian - Creation - Nature - Positive - Negative - Steward	- Think of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - Decide what they are thankful for at Christmas time. Key Vocabulary: - Advent - Good News - Christmas - Bethlehem - Birth - Jesus - Precious/special - Celebrate	being Jewish and decisions about behaviour. Key Vocabulary: - Blessing - Shabbat - Challah - Kiddush cup - Shabbat candles - Shalom - Family	death and resurrection in church worship. - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven. Key Vocabulary: - Jesus - Disciples - Holy Week - Palm Sunday - Maundy Thursday - Good Friday - Easter Sunday - Resurrection - Sin - Saviour - Salvation - Bible - Forgiveness	- Talk about Rosh Hashanah and Yom Kippur. - Choose a picture and explain why this might be important to a Jewish child. Key Vocabulary: - Rosh Hashanah - Shofar - Challah - Apples - Pomegranate - Fast - Synagogue - Happy New Year	and say how it shows their special relationship with God. - Explain how Jewish people know how to behave. - Choose a good rule. Key Vocabulary: - Ten Commandments - Golden Rule - Rules - Worldview - Shabbat - Laws of Kashrut - Moses
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Year 2 Religion and World Views Knowledge Organisers

Year 2	DISCOVERY: WHAT DID JESUS TEACH? Is it possible to be kind to everyone all the time? End Task: Pupils will know: What it means to be kind and how it feels when someone is unkind towards you.	UC: GOSPEL What is the good news that Jesus brings? End Task: Pupils will know: - Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and	DISCOVERY: PRAYER AT HOME Does praying at regular intervals every day help a Muslim in his/her everyday life? End Task: Pupils will know: Muslims pray five times a day and stop.	UC: GOD What do Christians believe God is like? End Task: Pupils will know: - Christians believe in God and that they find out about God in the Bible. Christians believe that God is loving, kind, fair	DISCOVERY: COMMUNITY & BELONGING Does going to the Mosque give Muslims a sense of belonging? End Task: Pupils will know: Know how Muslims wash themselves (Wudu)	WORLDVIEW: What are the best reasons for following a leader? End Task: Pupils will know: Different people think that different things are right. People get their ideas about what is right and true from other people
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- Retell the parable of The Good Samaritan. - Samaritans were considered the enemy. Jesus' most important teaching was 'to love your neighbour as yourself'. - Christians try to follow Jesus' example. Everyone is your neighbour. Pupils will be able to: - Tell when they have been kind to others even when it is difficult. - Retell a story Jesus told about being kind or give an example of when Jesus showed kindness. - Decide whether a Christian should be kind and give a reason. Key Vocabulary: - Samaritan - Parable - Kind/kindness - Priest - Pharisee - Levite - Forgive - Compassion - Gospels - Paralysed	being forgiven for bad things. - Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings makes people think hard about how to live and show them the right way. Pupils will be able to: - Tell stories from the bible and recognise a concept of 'Gospel' or 'Good News' - Give clear retell of what Bible texts mean to Christians. (Matthew the Tax Collector). - Recognise that Jesus gives instruction to people about how to behave. - Give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless. - Give at least 2 examples of how Christians put these beliefs into practice. - Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians or if Key Vocabulary: - Salah - Allah - Qur'an - Makkah - Ka'bah	- There are different prayer positions. The holy book is the Qur'an. - It is a daily commitment and gives a sense of achievement. Pupils will be able to: - Explain how it felt to have to stop doing something to reach the target we had set. - Say the right words to describe how Muslims pray and begin to explain why they do this. - Consider how praying five times a day might help in some ways more than others. Key Vocabulary: - Salah - Allah - Qur'an - Makkah - Ka'bah	and forgiving, and also Lord and King. - Retell some stories that show these Christian beliefs. Christians worship God and try to live in ways that please him. Pupils will be able to: - Identify what a parable is. - Retell the story of the Lost Son and recognise a link with the concept of God as a forgiving Father. - Give at least 2 examples of ways in which Christians show their belief in God and loving and forgiving. - Give ways in which Christians put their beliefs in practice. - Think, talk and ask questions whether they can learn anything for themselves. Key Vocabulary: - Bible - Parable - Christian - Worship - God - Forgiving - Father	The importance of praying in the direction of Mecca. Praying together brings greater blessings than praying alone. Pupils will be able to: - Understand how meeting in a certain place could give a sense of belonging. - Explain what happens when Muslims pray alone and at the mosque. - Describe how Muslims feel a sense of belonging when they are with other Muslims, or when they pray alone. Key Vocabulary: - Mosque - Minaret - Musalla - Mihrab - Minbar - Qur'an - Wudu - Prayer Mats - Hajj	and from the things they read. - Asking questions helps people to decide what is right. Pupils will be able to: - Describe what makes Joshua a good leader. - Recount key events that demonstrate Joshua's leadership skills. - Describe what qualities a good leader should have. - Understand that different people have different views on what qualities are important to be a good leader. - Understand it is important to follow a leader using my own values and questions to guide me. Key Vocabulary: - Leader - Joshua - Moses - Canaan - Commandments - Rules (Golden Rule)
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Tradition	there are things for anyone to learn. Key Vocabulary: - Jesus - Gospel - Disciples - Tax Collector - Forgiveness - Neighbour - Peace - Sacred - Pray		Lord/King		
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Year 3 Religion and World Views Knowledge Organisers

Year 3	UC: CREATION/FALL What do Christians learn from the creation story? End Task: Pupils will know: - God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. - The bible shows that God wants to help people to be close to him – he keeps his relationship with them, give them guidelines on good ways to live (Ten Commandments)	UC: INCARNATION/GOD What is Trinity? End Task: Trinity Spinners Pupils will know: Christians believe that God is Trinity: Father, Son and Holy Spirit. God The Father creates, He sends his Son Jesus who saves; The Son sends the Holy Spirit to his followers. - Understanding God is challenging; people spend their whole lives learning more about God. - Christians want to understand God better and describe God using symbols, art, poems, and song.	DISCOVERY: HINDU BELIEFS How can Brahman be everywhere and in everything? End Task: Pupils will know: Brahman is one god who Hindus sees in many different forms. - Deities are worshipped at home, in the temple and in Puja. - The Three main deities are the Tri-Murti (Brahma - Creator, Vishnu - Preserver, Shiva - Destroyer) Pupils will be able to: - Describe some of the different roles I play being myself.	UC SALVATION Why do Christians call the day Jesus died 'Good Friday'? End Task: Pupils will know: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection - The events of Holy Week (eg. Last Supper) were important in showing the disciples what Jesus came to earth to do. - Christians trust that Jesus rose from the dead and so is still alive today.	DISCOVERY: PILGRIMAGE TO THE RIVER GANGES Would visiting the River Ganges feel special to a non-Hindu? End Task: Pupils will know: Water is vital to life. The importance of the River Ganges as a significant river. - What a pilgrimage is and why it is considered important. Brahman is in water (life source) which helps them get clean and be good people. - India is a popular holiday destination. Pupils will be able to:	WORLDVIEW: Does it matter if a story is true or not? End Task: Pupils will know: Stories can be symbolic, literal or a metaphor. Many Muslims believe that every part of the Qur'an is true. Other people believe that all religious stories are made up. Beliefs of a person will change the way they read/interpret a text. - There is debate in what is true and reliable. Pupils will be able to: - Describe the way that people see truth
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God made our wonderful world, and we need to look after it (Stewardship) Pupils will be able to: - Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' - Make clear links between Genesis 1 and what Christians believe about God and Creation. - Describe what Christians do because they believe God is Creator. - As questions and suggest answers about what might be important in the creation story for Christians living today and those who aren't Christian. Key Vocabulary: - Creation - Sin - Design - Genesis - Awe and wonder - Image - Temptation - Forgiveness	- Christians worship God as a Trinity. Christians believe the Holy Spirit is God's power at work in the world and in their lives today enabling them to follow Jesus. Pupils will be able to: - Identify the difference between a 'Gospel' which tells the teaching of Jesus and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians who their beliefs about God the Trinity in worship (baptism) and in the way they live. - Make links between some bible texts studied and the idea of God in Christianity. Key Vocabulary: - Baptism - Blessing - Immersion - Father - Son	- Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. - Recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. Key Vocabulary: - Brahman - Trimurti - Brahma - Shiva - Vishnu - Ganesha - Lakshmi - Puja - Omnipresent	- Christians remember and celebrate Jesus' last week, death and resurrection. Pupils will be able to: - Order Creation, Fall, Incarnation, Gospel, and Salvation within a timeline of the Bible's 'Big Story'. - Offer suggestions for what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean. - Give examples of what the texts studied mean to some Christians. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - Describe how Christians show their beliefs about Palm Sunday, Good Friday, and Easter Sunday in worship. - Make links between some of the stories and teaching in the Bible and life in the world today. Key Vocabulary: - Passover	- Explain why water is important - Describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. - Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. Key Vocabulary: - Ganga - Varanasi - Brahman - Pilgrimage/Pilgrim - Sacred - Purify - Dharma - Samsara - Moksha - Reincarnation	differently based on experiences. - Evaluate the effectiveness of proverbs in guiding behaviour. - Demonstrate how ideas in a text can influence behaviour. Key Vocabulary: - Worldview - Values - Reason - Philosophy - Fable - Parable - Proverb - Metaphor - Qur'an
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		• Holy Spirit • Prayer • Priest/Minister • Symbol • Trinity • Worship		• Sacrifice • Crucifixion • Salvation • Golgotha • Communion • Service • Eucharist	
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Year 4 Religion and World Views Knowledge Organisers

Year 4	UC: GOSPEL What kind of world did Jesus want? End Task: Pupils will know: • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. Pupils will be able to:	DISCOVERY: BELIEFS AND PRACTICES How special is the relationship Jews have with God? End Task: Pupils will know: • Jews believe in one God who not only created the world, but with whom every Jew can have a personal and individual relationship. • Jewish history begins with the covenant and God's special promise to Abraham and all his descendants. • Moses was given the Ten commandments and God asked the Jewish people to live by these as their promise to him. • How Jewish people keep their promises today.	DISCOVERY: PASSOVER How important is it for Jewish people to do what God asks them to do? End Task: Pupils will know: • Jews choose to keep God's requests because they respect God and his authority. • Jewish food is kosher (Kashrut rules). • The importance of The Passover. • Jews celebrate Passover with a Seder Meal. Pupils will be able to: • Discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. • Describe some of the things Jews do to show respect to God.	DISCOVERY: SALVATION Is forgiveness always possible? End Task: Pupils will know: • The meaning of forgiveness. • Stories from the bible where Jesus showed forgiveness • Jesus' death took away our sins and offered forgiveness and salvation. Pupils will be able to: • Discuss how forgiveness might be shown. • Describe what a Christian might learn about forgiveness from a Biblical text. • Empathise how Christians believe God	UC: KINGDOM OF GOD When Jesus left, what was the impact of Pentecost? End Task: Pupils will know: • Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make	WORLDVIEW: How and why do people argue that some places can be spiritual? End Task: Pupils will know: • There are places connected with their beliefs that are important to them. • Different people recognise different places as spiritual. • Spiritual places can include places of worship, pilgrimage and can be different for different people. Pupils will be able to: • Explain features of special places (church/mandir/non religious) • Explain the importance in places of pilgrimage (Christian/Hindu) • Compare and contrast places of worship/pilgrimage.
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- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. - Make simple links between Bible texts and the concept of 'Gospel' (good news). - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. - Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly Key Vocabulary: - Gospel - Parable - Neighbour - Disciple - Forgiveness - Charity	Pupils will be able to: - Give examples of agreements and contracts and explain how one would feel if it was broken. - Explain what makes Jewish people believe they have a special relationship with God. - Discuss some of the ways Jewish people express their special relationship with God and empathise how they might feel. Key Vocabulary: - Covenant - Abraham - Isaac - Moses - Ten Commandments - Torah - Ner Tamid - Synagogue - Rabbi - Tallit - Mezuzah - Shema	- Begin to identify how it would feel to keep Kashrut. Key Vocabulary: - Pesach (Passover) - Seder - Hagadah - Matzah - Charoset - Zeroah - Beitzah - Maror - Karpas - Chazeret - Exodus - Moses - Kashrut - Kosher	can help them show forgiveness. Key Vocabulary: - Forgiveness - Salvation - The Lord's Prayer - The Last Supper - Peter	Jesus' invisible Kingdom visible by living lives that reflect the love of God. - Christians celebrate Pentecost as the beginning of the Church. Pupils will be able to: - Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. - Offer suggestions about what the description of Pentecost in Acts 2 might mean. - Give examples of what Pentecost means to some Christians now. - Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today,	- Explain how a place can become spiritual. Key Vocabulary: - Spirituality - Religious - Church - Mandir - Synagogue - Gurdwara - Mosque - Holy - Pilgrimage - Tourism
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Religion and World Views Education at Holy Trinity CE Primary School

• Teachings • Miracle				expressing some of their own ideas. Key Vocabulary: • Pentecost • Impact • Kingdom • Holy Spirit • Disciples • Crucifixion • Resurrection • Ascension	
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Year 5 Religion and World Views Knowledge Organisers

Year 5	UC: PEOPLE OF GOD How can following God bring freedom and justice? End Task: Pupils will know: • The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom	UC: INCARNATION Was Jesus the Messiah? End Task: Pupils will know: • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these	WORLDVIEW: What does it mean to live a good life? End Task: Pupils will know: • Some philosophical background to making choices about how to live. • A good life is not something agreed on by all people, • The Golden Rule gives some guidance that is accepted by most people. • Many religions believe there are rewards for living a 'good life'. • Many governments lay down rules that are meant to help people live 'a good life'.	UC: SALVATION What do Christians believe (what did) Jesus did to save Human Beings? End Task: Pupils will know: • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice	DISCOVERY: BELIEF IN ACTION How far would a Sikh go for his/her religion? End Task: Pupils will know: • The Langar is an important meal to Sikhs and signifies that all people are equal. • The five Sikh beliefs (God is in everything, duty to serve others, all people are treated as equals, Share what they can, Earn their living honestly) • The importance and significance of marriage. • The importance of the 5 Ks.	DISCOVERY: BELIEFS AND MORAL VALUES Are Sikh stories important today? End Task: Persuasive writing Pupils will know: • That the Guru Granth Sahib is important as it teaches Sikhs how God wants them to live. • The following stories: Guru Nanak and the Jasmine Flower, Bhai Lalo and Malik Bhago, Vaisakhi, Guru Nanak and the Cobra. • Relevance of these stories in today's world. Pupils will be able to: • Explain how stories teach people about
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Religion and World Views Education at Holy Trinity CE Primary School

to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Pupils will be able to: • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. Key Vocabulary: • Freedom	expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour. Pupils will be able to: • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that	Pupils will be able to: • Evaluate what a range of religions and non-religious mean by a good life. • Know that everyone has a worldview and this may change over time. • Evaluate that worldviews are a combination of organised and personal opinions. Key Vocabulary: • Worldview • Philosophy/ers • Aristotle • Plato • Socrates • Humanism • Reason • Virtue • Principles • Moral code • Values • Atheist • Agnostic • Theist	for sin; as a victory over sin; death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. Pupils will be able to: • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas	Pupils will be able to: • Identify the different levels of commitment to different things and explain priorities. • Make links between how Sikhs practise their religion and the beliefs that underpin. • Respectfully ask questions about some of the ways Sikhs choose to behave the levels of commitment they show. Key Vocabulary: • Guru • Amrit • Khalsa • Karah • Prashad • 5 Ks • Kirpan • Kesh • Kara • Kangha • Kachera • Guru Granth Sahib • Langar • Golden Temple of Amritsar • Guru Nanak	what is important and how to behave. • Recognise that stories can be an important way of expressing belief and meaning. • Explain the relevance of a Sikh story. • Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. Key Vocabulary: • Guru Granth Sahib • Guru Nanak • Khalsa • Inequality • Courage • Guru • Langar • Gurdwara • Guru Gobind • 5 Ks
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• Justice • Slavery • Resurrection • Exodus • Courageous Advocacy • Commandments • Salvation • Reconciliation	might make in people's lives. Key Vocabulary: • Prophecy • Old Testament • Gospel • Rescuer • Salvation • Saviour • Messiah		with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Key Vocabulary: • Sacrifice • Communion • Mass • Eucharist • Lord's Supper • Resurrection • Martyr • Corinthians • Salvation • Incarnation		
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Year 6 Religion and World Views Knowledge Organisers

Year 6	DISCOVERY: BELIEFS AND PRACTICES What is the best way for a Muslim to show commitment to God? End Task: Pupils will know: - How Muslims show commitment to God through The Five pillars of Islam. - The importance of prayer in showing their belief and commitment to Him. - Zakah (3rd pillar) giving money to charity. - Sawm (Fasting during Ramadan) living the way that God want and to remember people who are hungry. Pupils will be able to: - Show an understanding of why people show commitment in different ways. - Describe how difference practices enable Muslims to show their commitment to God and understand that some of these will be	DISCOVERY: INCARNATION What is the significance of Mary's role in the Christmas story? End Task: Pupils will know: - Mary was chosen to be Jesus' Mother as she was humble and ordinary. This symbolises Jesus being pure and for everyone. - She was a virgin - Joseph was going to call off the engagement as he felt that Mary had betrayed him. An angel visited him - Incarnation means God in Human Form. Pupils will be able to: - Explain the qualities needed in different people because of the important jobs they are chosen to do. - Make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation) - Consider own response to the Christian belief in the Virgin birth,	UC: GOSPEL What would Jesus do? End Task: Pupils will know: - The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. - Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. - Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community Pupils will be able to:	UC: SALVATION What difference does the resurrection make for Christians? End Task: Pupils will know: - Christians read the 'Big Story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. - The Gospels give accounts of Jesus' death and resurrection. - Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. - This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). Pupils will be able to: - Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.	WORLDVIEW: How does a worldview help people decide what is important? End Task: Pupils will know: - A worldview describes the way in which a person encounters, interprets, understands and engages with the world. - A worldview will be influenced by their context. - Experiences influence a person's worldview. - A worldview may change over time. Pupils will be able to: - Make connections/ links between the different world views they have studied and humanism. - Understand similarities and differences between the different worldviews and what connects them together in society. - Evaluate sources of wisdom about what is important and justify their own opinions.	DISCOVERY: BELIEF AND MORAL VALUES Does belief in Akhirah (life after death) help Muslims lead a good life? End Task: Pupils will know: - Akhirah refers to life after death. Muslims are held accountable and God will reward to punish accordingly. - Akhirah explains human existence. Allah will not test them beyond their limits. - The soul will enter Barzakh (state of waiting) until the Day of Judgement. - There are seven levels of Heaven. - Hell is described as a place of fire and torment. (Jahannam) - Jihad is a personal struggle against evil. Pupils will be able to: - Give examples of times my choices have been influenced and may have changed when I considered the
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more significant to some Muslims than others. - Think of some ways of showing commitment to God that would be better than others for Muslims. Key Vocabulary: - Commitment - Muslim - Allah - Salah - Worship - Makkah - Prostrating - Ramadan - Ihram - Ka'bah - Five Pillars - Zakah - Sawm - Qur'an - Hajj	showing respect to Christian views. Key Vocabulary: - Mary - Virgin - Incarnation - Holy Spirit - Engagement - Conceived - Humble - Annunciation - Fiat	- Identify features of Gospel texts (for example, teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. - Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. - Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own Key Vocabulary: - Restoration - Foundation - Parable - Denial - Parallels	- Suggest meanings for resurrection accounts and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. - Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. - Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. - Show how Christians put their beliefs into practice in different ways. - Explain why some people find belief in the Resurrection makes sense and inspires them. - Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges	Present cogent arguments and spot faulty logic. Key Vocabulary: - Golden Rule - Humanism - Worldview - Values - Reason - Philosophy - Maslow Hierarchy of needs - Duty - Serving	consequences that might follow. - Explain how believing in Akhirah influences Muslims to do their best to lead good lives. - Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. - Give examples of times when I misinterpreted something. - Explain two different Muslim interpretations of Jihad. - Recognise what motivates me or influence me to lead a good life and compare it with what motivates and influences Muslims. Key Vocabulary: - Akhirah - Muhammad - Qu'ran - Five Pillars - Jihad - Motivation - Struggle - Influences - Interpretation
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			• Sacrament • Minister • Ethical dilemma	and problems in the world today. Key Vocabulary: • Luke • Incarnation • Fundamental • Justify • Epitaph • Secular		
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