



# Religion and Worldviews

## R&W

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
<p><b>At Tillingbourne we want children to:</b></p> <ol style="list-style-type: none"> <li>1. Love Learning</li> <li>2. Find their strengths and talents</li> <li>3. Achieve more than they thought possible</li> </ol>	<p><b>Children are successful at Tillingbourne School because they are:</b></p> <ul style="list-style-type: none"> <li>• Aspirational</li> <li>• Responsible</li> <li>• Resilient</li> <li>• Curious</li> <li>• Confident</li> <li>• Caring</li> </ul>	<p><b>FOCUS RIGHTS</b></p> <ol style="list-style-type: none"> <li>1. The right to learn</li> <li>2. The right to be heard</li> <li>3. The right to be me</li> </ol>	<p><b>All children must be:</b></p> <p>Ready</p> <p>Respectful</p> <p>Safe</p>

	EYFS and KS1	Year 3 Year 4 Year 5 Year 6	By the end of KS3
<b>Theological</b>			
	<ul style="list-style-type: none"> <li>• talk simply about core beliefs and concepts and what they mean</li> <li>• use appropriate subject-specific vocabulary when they talk</li> <li>• identify similarities in features of religion and belief</li> <li>• retell religious, spiritual and moral stories</li> <li>• identify how stories / symbols / objects might show what people believe</li> <li>• identify how belief is expressed in different ways for different people</li> </ul>	<ul style="list-style-type: none"> <li>• explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate</li> <li>• express their understanding of concepts in theological terms</li> <li>• suggest some ways in which different people might interpret key texts / sources</li> <li>• suggest meanings for a range of forms of expression, using accurate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• interpret worldviews, religious beliefs and practices from different perspectives</li> <li>• explain the reasons for, and effects of diversity within and between worldviews, religions, beliefs and cultures</li> <li>• use accurate religious and philosophical terminology and concepts to explain worldviews, religions, beliefs and value systems</li> </ul>

## Sociological

- talk about different communities of people
- give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- give a reason why something may be of value to themselves and/or others, recognising different viewpoints

- comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities
- investigate and describe similarities and differences in lived experience within and between religions / beliefs
- describe the impact of beliefs and practices for different people (*e.g. on individuals, groups / communities and cultures, locally, nationally & globally*)

- express their own insights into the challenges of committing to a worldview (religious and non-religious) in the world today
- explain the impact of diversity on the lived reality for different groups of people
- explain some of the challenges offered by religious and non-religious beliefs in the world today, including their place in public life and the shaping of society

## Philosophical

- respond sensitively and imaginatively to questions about being human and their own place in the world
- ask thoughtful questions about their own and others' ideas, feelings and experiences
- recognise that some questions about life are difficult to answer
- respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'
- give a simple reason for a view that they have

- explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently
- suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
- develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
- reflect on possible connections between worldviews and the human search for meaning in life

- explain the challenges posed to themselves and others by religious, spiritual and philosophical questions
- connect the human search for meaning or answers to big questions to content studied
- present clearly their own views of matters to do with moral and ethical concern comparing and contrasting others' views and insights appropriately
- present clearly their own views on matters of religious and non-religious belief and practice whilst respectfully taking into account others' viewpoints
- explain how a person's beliefs shape their worldview, including their own (**personal knowledge**)

EYFS and KS1

Year 3

Year 4

Year 5

Year 6

## Religious and Worldviews

### Christianity

**Why do Christians call God 'creator'?**

**What is the 'Nativity' and why is it important to Christians?**

**What do Christians learn from stories of Jesus?**

**What is God like for Christians? Why is giving important to Christians?**

**What's the Bible's 'big story' – and why is it like treasure for Christians?**

The Bible tells the big story of God and his people – place stories & concepts  
At the centre of it is Jesus  
Why might the Bible be like 'treasure'?  
Using creativity to express ideas / beliefs

**How can artists help us to understand what Christians believe and do?**

How Christians show ideas about God through art  
Crosses from around the world

**What did Jesus say about God's kingdom & why is it 'good news'?**

'Kingdom' as God's rule on earth & in heaven  
Jesus' teaching about God's Kingdom in the Sermon on the Mount & the Great Commandment  
Christians living as citizens of God's Kingdom

**For Christians, is communion a celebration, or an act of remembrance?**

Communion as a sacrament to 'remember'  
Passover & new covenant (& Easter)  
Communion & symbolism across the world

**How did the Church begin, and where is it now?**

Birth of the Church at Pentecost  
God calls the Church to do God's work in the world and be 'good news'  
Baptism, worship & service are signs of membership

**What do Christians believe about creation?**

Link with Science curriculum: creation / evolution theories  
Humanity has choices – 'free will'  
All of creation is affected by 'the fall'  
One day there will be a new creation

**How is God Three – and yet One?**

Holy Spirit is God at work in the world  
Holy Spirit in relationship with Father & Son  
Trinity in baptism of Jesus, creation & Christians' experience  
How does this compare with other religions?

**What do Christians believe about the Messiah – and why is it good news?**

Jesus as fulfilment of OT prophecies in his birth, life and death  
Link with story of Simeon in the temple  
What Jesus said about himself  
Links to 'I AM' statements in John's Gospel

	<b>Why do Christians call Jesus 'Saviour'?</b>	Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)  <b>How did Jesus change lives – and how is it 'good news'?</b> Miracles & stories about Jesus through the eyes of Peter 'Gospel' as 'good news' Forgiveness & restoration	<b>What did God promise to his people?</b> Covenants and stories from OT, including creation What impact do God's promises have on Christians, the things they promise and their subsequent actions?	<b>Why is the idea of 'rescue' so important to Christians?</b> God's 'Big Story' – the rescue plan Stories of salvation across OT & NT 'Salvation' in the Easter story Creative expressions of salvation	<b>For Christians, what difference does it make to belong to God's Kingdom?</b> Command to 'act justly, love mercy, walk humbly' – what does this mean? Lord's Prayer – on earth/ in heaven Christians' beliefs about life after death
<b>Judaism</b>	<b>What is the Torah &amp; why is it so important to Jewish families?</b> <b>Why do Jewish families celebrate the gift of Shabbat?</b>	<b>What are important times for Jewish people?</b> Importance of 'remembering' in Judaism Key festivals: Passover, Yom Kippur & Sukkot, links to stories & practices Bar/Bat Mitzvah as commitment to keep mitzvot			<b>What does it mean to be part of a synagogue community?</b> Centrality of Torah to worship (e.g. <i>shema</i> ) Commitment to justice / living according to mitzvot in the Torah Synagogue: place of learning, worship & gathering for different types of Jewish people
<b>Islam</b>	<b>What is important for Muslim families?</b> <b>Who is Allah and how do Muslims worship him?</b>		<b>How does 'ibadah' (worship) show what's important to Muslims?</b> Prayer (salah) shows submission to Allah Ummah as an equal community of believers Qur'an as final revelation & guide for living	<b>What helps Muslims to live a good life?</b> Five pillars as duties for living a good life Fasting and celebrating contribute to a good life Hadith & sunnah as guidance to follow	
<b>Sikhi</b>		<b>What do Sikhs value?</b> Duties of Sikhs to pray, work and give Equality is important to Sikhs & is expressed in langar & Sikh community Gurus as teachers & leaders			
<b>Buddhism</b>			<b>What is the 'Buddhist way of life'?</b> Story of Buddha's enlightenment Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara Eightfold Path as the way to enlightenment esp. meditation		
<b>Hindu</b>					<b>HINDU (SANATAN) DHARMA: What helps Hindus to worship?</b> Sanatan Dharma' as a way of life Brahman present in all things & represented in many forms esp. Trimurti Key deities and avatars of Hinduism and their place in Hindu worship
<b>Thematic</b>	In KS1, schools have the choice of the following units:  <b>What makes a good leader?</b> <b>Why do people tell stories?</b> <b>Is prayer important to everyone?</b> <b>Why should we look after the world?</b> <b>Y2: Is it better to give or to receive?</b>	<b>Why do people use creative ways to express their beliefs?</b> People from different traditions express themselves through the arts in different ways & why this is Some ideas and beliefs are easier to express through the arts / symbolism	<b>Why do people make promises?</b> How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc. Draw on material across religions & beliefs studied	<b>What does it mean to live a 'good life'?</b> How do different people answer this question? Does collaborating make life better? What might the consequences of not living a good life be? Impact of good life on world, global / local community & self-identity	<b>What can be done to reduce racism? Can RE help?</b> What do we mean by 'racism'? What can we learn from two statues in Bristol? How can the Golden Rule challenge racism? Can good RE promote justice & equality for all?