

|  | | Y1/Y2 Religion and World Views Objectives | | | | | | Who are Refugees? | What is compassion? | Why is Eid most exciting? | What special religious places are there? | What is Easter? | What do Muslims Celebrate? |
|---|--|--|---|---|---|---|---|--------------------------|----------------------------|----------------------------------|---|------------------------|-----------------------------------|
| Beliefs and teachings (from various religions) | describe the main beliefs of a religion | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | | |
| | describe the main festivals of a religion | ✓ | | ✓ | | ✓ | ✓ | | | | | | |
| Rituals, ceremonies and lifestyles (from various religions) | recognise, name and describe religious artefacts, places and practices | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| | explain religious rituals and ceremonies and the meaning of them, including their own experiences of them | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | |
| | observe when practices and rituals are featured in more than one religion or lifestyle | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| How beliefs are expressed | name religious symbols and the meaning of them | ✓ | | | ✓ | ✓ | ✓ | | | | | | |
| | learn the name of important religious stories | ✓ | | | | ✓ | ✓ | | | | | | |
| | retell religious stories and suggest meanings in the story | ✓ | | | | ✓ | | | | | | | |
| Time to reflect and personal growth | identify things that are important in their lives | ✓ | ✓ | ✓ | | | ✓ | | | | | | |
| | ask questions about the puzzling aspects of life | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| | understand that there are similarities and differences between people | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Values (in your own life and others lives) | look at how values affect a community and individuals | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | | |
| | explain how actions can affect other people | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| | understand that they have their own choices to make and begin to understand the concept of morals | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | | | |
| • | <ul style="list-style-type: none"> Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. | | | | | | | | | | | | |

- Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.
- Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.
- Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.
- Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.



Y3/Y4 Religion and World Views Objectives

| | | What is Christianity? | What is Pilgrimage? | Why do some people wear religious clothing? | What is special about the Bible? | What do we know about Jesus? | How can food be special? |
|--|--|-----------------------|---------------------|---|----------------------------------|------------------------------|--------------------------|
| Beliefs and teachings (from various religions) | describe the key teachings and beliefs of a religion | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | begin to compare the main festivals of world religions | ✓ | | | | | ✓ |
| | refer to religious figures and holy books | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Rituals, ceremonies and lifestyles (from various religions) | identify religious artefacts and how they are involved in daily practices and rituals | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | describe religious buildings and how they are used | ✓ | ✓ | | | | |
| | explain religious ceremonies and rituals and their importance for people's lives and sense of belonging | ✓ | ✓ | ✓ | | ✓ | ✓ |
| How beliefs are expressed | begin to identify religious symbolism in different forms of art and communication | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | looking at holy texts and stories, explain meaning in a story | ✓ | | | ✓ | ✓ | |
| | express their beliefs in different forms, with respect for others' beliefs and comparing beliefs | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Time to reflect and personal growth | understand that personal experiences and feelings can influence their attitudes and actions | ✓ | ✓ | ✓ | ✓ | | ✓ |
| | offer suggestions about why religious and non-religious leaders and followers have acted the way they have | | ✓ | | | ✓ | ✓ |
| | ask questions that have no agreed answers, and offer suggestions as answers to those questions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | understand that there are similarities and differences between people and respect those differences | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Values (in your own life and others lives) | make informed choices and understand the consequences of choices | | ✓ | ✓ | | | ✓ |
| | describe how shared values in a community can affect behaviour and outcomes | ✓ | ✓ | ✓ | | | ✓ |
| | discuss and give opinions on morals and values, including their own | | ✓ | ✓ | | ✓ | ✓ |
| • | <ul style="list-style-type: none"> • Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. • Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. • Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. • Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. • Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values. | | | | | | |

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| | explain why their answers may be different from someone else's and respond sensitively | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Values (in your own life and others lives) | explain why individuals and communities may have similar and differing values | ✓ | ✓ | | | | ✓ |
| | show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | express their own values while respecting the values of others. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

- Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.
 - Children can explain how beliefs, teachings and world views can make contributions to the lives of individuals and communities. Children can compare the key beliefs, teachings and world views of various religions and non-religious groups, using appropriate language and vocabulary and demonstrating respect and tolerance.
 - Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion or philosophies e.g., Humanism, makes a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life.
 - Children continue to explore the expression of beliefs through books, scriptures, art, and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols, and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.
 - Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.
 - Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.