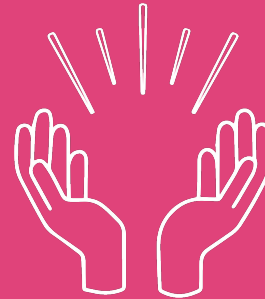


*Religion and  
worldviews*



*Kapow  
Primary™*

Religious Education  
Council curriculum  
framework coverage

# Introduction

Kapow Primary offers full coverage of the KS1 and KS2 [Curriculum Framework for Religious Education in England](#) (2013).

This document contains each end of key stage requirement from the Curriculum Framework and information about the units that will help pupils on their learning journey to meeting that statement by the end of Year 2 and Year 6.

Please note that the Curriculum Framework is not a statutory document and therefore the statements within it are not legal requirements as in the National curriculum. Many Religious Education locally agreed syllabi are based on this document, however.

This document is regularly updated to reflect changes to content on our website and the latest version can always be found [here](#).

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# Curriculum framework by Kapow Primary's units

<p><b>Key Stage 1 - Curriculum framework for Religious Education non statutory content</b></p> <p>Pupils should be taught to:</p>	<p><b>Kapow Primary topics</b> Key stage 1 - Year 1</p>						
	<p><u>Respectful R&amp;W</u></p>	<p><u>How did the world begin?</u></p>	<p><u>What do some people believe God looks like?</u></p>	<p><u>What is God's job?</u></p>	<p><u>Why should we care for the world?</u></p>	<p><u>How do we know that new babies are special?</u></p>	<p><u>Why should we care for others?</u></p>
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.		✓	✓	✓	✓	✓	✓
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		✓		✓	✓		✓
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.			✓		✓	✓	✓
B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.					✓	✓	✓
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.						✓	
B3. Notice and respond sensitively to some similarities between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

# Curriculum framework by Kapow Primary's units

<p><b>Key Stage 1 - Curriculum framework for Religious Education non statutory content</b></p> <p>Pupils should be taught to:</p>	<p><b>Kapow Primary topics</b> Key stage 1 - Year 1</p>						
	<p><u>Respectful R&amp;W</u></p>	<p><u>How did the world begin?</u></p>	<p><u>What do some people believe God looks like?</u></p>	<p><u>What is God's job?</u></p>	<p><u>Why should we care for the world?</u></p>	<p><u>How do we know that new babies are special?</u></p>	<p><u>Why should we care for others?</u></p>
<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	✓	✓	✓	✓		✓	
<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>					✓		✓
<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>					✓		✓

# Curriculum framework by Kapow Primary's units

<p><b>Key Stage 1 - Curriculum framework for Religious Education non statutory content</b></p> <p>Pupils should be taught to:</p>	<p><b>Kapow Primary topics</b> Key stage 1 - Year 2</p>						
	<p><u>Respectful R&amp;W</u></p>	<p><u>Why do we need to give thanks?</u></p>	<p><u>What do candles mean to people?</u></p>	<p><u>How do we know some people have a special connection to God?</u></p>	<p><u>What is a prophet?</u></p>	<p><u>How do some people talk to God?</u></p>	<p><u>Where do some people talk to God?</u></p>
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.		✓	✓	✓	✓	✓	✓
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		✓	✓	✓	✓	✓	
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.		✓				✓	✓
B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.		✓	✓			✓	✓
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.		✓				✓	✓
B3. Notice and respond sensitively to some similarities between different religions and worldviews.		✓	✓	✓	✓	✓	✓

# Curriculum framework by Kapow Primary's units

Key Stage 1 - Curriculum framework for Religious Education non statutory content  Pupils should be taught to:	Kapow Primary topics Key stage 1 - Year 2						
	<u>Respectful R&amp;W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connectio n to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>
C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	✓	✓	✓	✓	✓		
C2. Find out about and respond with ideas to examples of co-operation between people who are different.		✓					
C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	✓						

# Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content	Kapow Primary topics Key stage 2 - Year 3						
	<u>Respectful R&amp;W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Are scriptures central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially ?</u>
Pupils should be taught to:							
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		✓		✓		✓	✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.			✓	✓	✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.		✓	✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.							✓
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

# Curriculum framework by Kapow Primary's units

<p><b>Key Stage 2 - Curriculum framework for Religious Education non statutory content</b></p> <p>Pupils should be taught to:</p>	<p><b>Kapow Primary topics</b> Key stage 2 - Year 3</p>						
	<p><u>Respectful R&amp;W</u></p>	<p><u>What makes us human?</u></p>	<p><u>Where do our morals come from?</u></p>	<p><u>Are scriptures central to religion?</u></p>	<p><u>What happens if we do wrong?</u></p>	<p><u>Why is water symbolic?</u></p>	<p><u>Why is fire used ceremonially ?</u></p>
<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	✓	✓	✓	✓	✓	✓	✓
<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>			✓				✓
<p>C3. 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, and express their own ideas clearly in response.</p>		✓	✓		✓		



# Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content	Kapow Primary topics Key stage 2 - Year 4						
	<u>Respectful R&amp;W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
Pupils should be taught to:							
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.			✓	✓	✓	✓	✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.			✓		✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	✓	✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.			✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.				✓		✓	
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

# Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content	Kapow Primary topics Key stage 2 - Year 4						
	<u>Respectful R&amp;W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
Pupils should be taught to:							
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	✓	✓		✓	✓	✓	
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.		✓				✓	
C3. 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, and express their own ideas clearly in response.		✓				✓	

# Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content	Kapow Primary topics Key stage 2 - Year 5						
	<u>Respectful R&amp;W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
Pupils should be taught to:							
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		✓	✓	✓	✓	✓	✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.		✓	✓	✓	✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	✓	✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.			✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.		✓	✓			✓	✓
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

# Curriculum framework by Kapow Primary's units

<p><b>Key Stage 2 - Curriculum framework for Religious Education non statutory content</b></p> <p>Pupils should be taught to:</p>	<p><b>Kapow Primary topics</b> Key stage 2 - Year 5</p>						
	<p><u>Respectful R&amp;W</u></p>	<p><u>Why do people have to stand up for what they believe in?</u></p>	<p><u>Why doesn't Christianity always look the same?</u></p>	<p><u>What happens when we die? (Part 1)</u></p>	<p><u>What happens when we die? (Part 2)</u></p>	<p><u>Who should get to be in charge?</u></p>	<p><u>Why are some places in the world significant to believers?</u></p>
<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>		✓	✓	✓	✓	✓	✓
<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>		✓		✓	✓	✓	✓
<p>C3. 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, and express their own ideas clearly in response.</p>		✓		✓	✓	✓	✓

# Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content	Kapow Primary topics Key stage 2 - Year 6						
	<u>Respectful R&amp;W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
Pupils should be taught to:							
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	✓	✓	✓	✓			
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.		✓	✓	✓	✓	✓	
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		✓	✓	✓	✓	✓	
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.		✓	✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.		✓	✓	✓	✓	✓	✓
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.		✓	✓	✓	✓	✓	

# Curriculum framework by Kapow Primary's units

<p><b>Key Stage 2 - Curriculum framework for Religious Education non statutory content</b></p> <p>Pupils should be taught to:</p>	<p><b>Kapow Primary topics</b> Key stage 2 - Year 6</p>						
	<p><u>Respectful R&amp;W</u></p>	<p><u>Why does religion look different around the world? (Part 1)</u></p>	<p><u>Why does religion look different around the world? (Part 2)</u></p>	<p><u>Why is it better to be there in person?</u></p>	<p><u>Why is there suffering? (Part 1)</u></p>	<p><u>Why is there suffering? (Part 2)</u></p>	<p><u>What place does religion have in our world today?</u></p>
<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>		✓	✓	✓	✓	✓	✓
<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>		✓	✓	✓		✓	✓
<p>C3. 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, and express their own ideas clearly in response.</p>				✓	✓	✓	✓

# Cross-curricular links - Year 1

National curriculum subjects	<u>Respectful R&amp;W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
English	<b>Spoken language:</b> discussing what they think is true.	<b>Reading:</b> listening to, explaining and discussing creation stories. <b>Spoken language:</b> explaining and discussing ideas about how the world began.	<b>Spoken language:</b> participating in a discussion about why people might have different names for God; engaging in a collaborative conversation about the different representations of God across different worldviews.	<b>Spoken language:</b> participating in discussion about what some people might believe God does; taking part in role play to show ideas about God's roles.	<b>Spoken language:</b> participating actively in collaborative conversations about caring for the world and initiating and responding to comments. <b>Reading:</b> listening to religious stories, making inferences about caring for the world on the basis of what is being said and done.	<b>Spoken language:</b> participating actively in collaborative conversations about baby welcoming ceremonies. <b>Reading:</b> discussing word meanings, linking new meanings to those already know about baby welcoming ceremonies.	<b>Spoken language:</b> participating actively in collaborative conversations about caring for others. <b>Reading:</b> listening to religious stories, making inferences about caring for others on the basis of what is being said and done.
Maths		<b>Number:</b> using numbers 1-7 to order events in a story.					
Science		<b>Working scientifically, Everyday materials:</b> sorting objects and pictures into man-made or natural.					
Art and design		Using drawing or painting to show their ideas about creation.	Using drawing to share their ideas about God. Designing a Christmas card to show some Christian people believe that Jesus is the son of God.	Using drawing to share their ideas about God's role.		Designing a new baby card from someone who believes God created humans.	Using drawing or painting to show their ideas about caring for others.
Geography		Sorting objects and pictures into man-made or natural.					
RSE/PSHE	Discussing ways to show good speaking and listening.  Respecting others and listening to their ideas.	Talking about how it feels to create something.  Respecting others and listening to their ideas.	Respecting others even if they have different beliefs.  Respecting others and listening to their ideas.	Respecting others and listening to their ideas.	Learning about the importance of respecting others by caring for the environment.  Respecting others and listening to their ideas.	Exploring why families might celebrate a new baby.  Respecting others and listening to their ideas.	Understanding the importance of respecting others, even when they are very different from them.

## Cross-curricular links - Year 2

National curriculum subjects	<u>Respectful R&amp;W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>
English		<p><b>Reading:</b> listening to and discussing a Christian and a Hindu story.</p> <p><b>Writing:</b> creating song lyrics.</p>	<p><b>Spoken language:</b> considering different viewpoints from their peers about candles and festivals.</p> <p><b>Reading:</b> linking stories to their own experiences.</p>	<p><b>Spoken language:</b> participating in discussions about how we know that some people are believed to have a special connection to God.</p> <p><b>Reading:</b> asking and answering questions about religious stories; making inferences based on what is said and done.</p>	<p><b>Reading:</b> linking what they watch, hear and read to their own experiences; using vocabulary during discussions; asking and answering questions about the role of prophets.</p>	<p><b>Spoken language:</b> participating in discussions and debates about what why people pray and what prayer can mean to different people.</p>	<p><b>Spoken language:</b> participating in discussions and debates about the importance of place in prayer and the significance of places of worship and their features in different worldviews.</p>
Maths		<p><b>Statistics:</b> using survey data to find out people's views about Harvest festival.</p>					
Science		<p><b>Seasonal changes:</b> thinking about harvest as a time when crops are harvested.</p>					
Art and design			<p>Using drawing to develop and share their ideas about the meaning of candles.</p>				
Geography		<p>Talking about autumn being the season when harvest is celebrated in the UK.</p>	<p>Understanding and locating India on a world map.</p>				
Music		<p>Listening to worship songs; writing their own lyrics.</p>	<p>Listening to and interpreting music in order to learn about different cultures</p>				
RSE/PSHE	<p>Discussing big questions; creating guidelines for showing respect.</p>	<p>Discussing ideas with others and working collaboratively; respecting others and listening to their ideas.</p>	<p>Learning to accept similarities and differences between themselves and others; respecting others and listening to their ideas.</p>	<p>Respecting others and listening to their ideas.</p>	<p>Respecting others' ideas and opinions.</p>	<p>Respecting others' ideas and opinions.</p>	<p>Respecting others' ideas and opinions.</p>



# Cross-curricular links - Year 3

National curriculum subjects	<u>Respectful R&amp;W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Are scriptures central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
<b>English</b>		<b>Spoken language:</b> sharing and discussing their opinions.	<b>Spoken language:</b> sharing and discussing their opinions.	<b>Word reading:</b> applying their knowledge of root words, prefixes and suffixes and understand the meaning of new words. <b>Reading:</b> participating in discussions; developing positive attitudes.	<b>Spoken language:</b> listening and responding appropriately; sharing and discussing opinions. <b>Reading:</b> understanding and discussing what they read.	<b>Writing:</b> discussing and recording ideas about why water is important; creating poetry about water. <b>Spoken language:</b> listening and responding appropriately; sharing and discussing their opinions.	<b>Spoken language:</b> sharing ideas about why fire is used in different worldviews and practices. <b>Reading:</b> learning about different Zoroastrian views of the Atash Barham. <b>Writing:</b> writing sentences about what the Olympic flame represents.
<b>Science</b>						<b>Plants:</b> understanding that water is needed for plants to grow. <b>States of matter:</b> considering the practical uses of water.	<b>States of matter:</b> exploring how fire can cook food. <b>Plants:</b> making links between the needs of plants and the Hindu Trimurti.
<b>Art and design</b>		Using drawing to express ideas about the soul or inner self; exploring how others express abstract ideas.		Increased awareness of different kinds of art, craft and design.	Using painting to express abstract ideas about the soul's journey, including the impact of wrongdoing.	Creating a symbol to represent purity, incorporating ideas found in different worldviews.	
<b>Geography</b>						<b>Human and physical geography:</b> learning about the importance of water and water sources around the world; identifying environments where water is considered precious.	<b>Human and physical geography</b> Considering some of the impact of volcanic eruptions.
<b>History</b>				Placing their growing knowledge into different contexts, understanding the connections between religious and social history.			Learning about the origins of the Olympic flame and Olympic Games in Ancient Greece.
<b>Music</b>		Listening to and responding to music.					
<b>RSE/PSHE</b>	Appreciating the range of national, regional, religious and ethnic identities in the United Kingdom.	Respecting others' ideas and opinions.	Respecting others' ideas and opinions.	Respecting others' ideas and opinions.	Respecting others' ideas, opinions and beliefs.	Respecting others' ideas, opinions and beliefs.	Respecting others' ideas and opinions.

# Cross-curricular links - Year 4

National curriculum subjects	<u>Respectful R&amp;W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
<b>English</b>	<b>Spoken language:</b> taking part in discussions based on prompts about religious equality; giving and listening to instructions to draw a mystery object.	<b>Spoken language:</b> discussing ideas during collaborative tasks.	<b>Spoken language:</b> taking part in discussions. <b>Reading:</b> finding information in non-fiction texts.	<b>Spoken language:</b> sharing ideas and findings with a group.	<b>Spoken language:</b> sharing ideas and findings with a group; taking part in discussions.	<b>Reading:</b> finding information from non-fiction texts; interpreting the meaning of passages. <b>Spoken language:</b> discussing, explaining and presenting findings.	<b>Reading:</b> finding information from non-fiction texts; interpreting the meaning of passages. <b>Spoken language:</b> sharing viewpoints and information explored; presenting ideas.
<b>Art and design</b>			Exploring how art has been used to communicate; using drawing to represent abstract ideas.				
<b>Geography</b>		Looking at where religions originated on a world map.					Looking at diasporas on a world map.
<b>History</b>			Looking at communication in the past; using different types of information.			Placing events on a timeline; analysing the significance of people and events.	Developing a chronologically secure knowledge and understanding of local and world history; looking at communication in the past.
<b>RSE/PSHE</b>	Respecting others' ideas and opinions.	Respecting others' ideas and opinions.	Respecting others' ideas and opinions.	Respecting others' ideas and opinions; understanding that beliefs cannot always be seen externally.	Respecting others' ideas and opinions.	Respecting others' ideas and opinions.	Respecting others' ideas and opinions.

# Cross-curricular links - Year 5

National curriculum subjects	<u>Respectful R&amp;W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
<b>English</b>	<b>Spellings:</b> understanding the etymology of the words 'atheist', 'agnostic' and 'theist'.	<b>Reading:</b> reading Hindu, Sikh, and Christian stories and identifying challenges.	<b>Reading:</b> reading extracts from the Bible; making links and comparisons within the Old and New Testaments. <b>Spoken language:</b> sharing viewpoints in role in a historical freeze-frame. <b>Writing:</b> creating a fact-file about different Christian denominations.	<b>Reading:</b> exploring extracts about death and the soul as well as prayers and readings. <b>Spoken language:</b> sharing viewpoints and information explored.	<b>Reading:</b> exploring extracts about the soul from Hindu and Sikh scripture; retrieving information from a resource about how Sikhs may find comfort after the death of someone. <b>Spoken language:</b> sharing viewpoints and information explored.	<b>Reading:</b> finding out about laws; exploring extracts from the Hadith. <b>Spoken language:</b> discussing the role of religious laws and the legal system; sharing ideas about successors and justifying their views.	<b>Reading:</b> reading extracts from different scripture; making links between non-fiction texts about mountains. <b>Spoken language:</b> sharing viewpoints and information explored; presenting ideas. <b>Writing:</b> responding to thought-provoking questions with reason and justification; creating guides.
<b>Science</b>					<b>Properties and changes of materials:</b> making links between a salt solution and the idea that people believe God is within everyone.		
<b>Art and design</b>				Creating sketches about their ideas of the concept of purgatory and heaven and annotating these; illustrating a remembrance piece.	Creating artwork to represent their ideas about the concept of samsara.		
<b>Computing</b>							Using QR codes to search the internet for specific sites; using Google maps.
<b>Geography</b>							<b>Locational knowledge and Human and physical geography:</b> exploring different mountains around the world and noticing their location and significance.
<b>History</b>		Learning about the religious politics behind the Gunpowder Plot.	Considering the impact of the Romans on the spread of early Christianity.	Exploring Ancient Egyptian beliefs about the soul and judgement.		Learning about important religious leaders and the succession of the Sikh Gurus.	Exploring ancient events in scripture that lead to Jerusalem becoming a significant place.
<b>RSE/PSHE</b>	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.

# Cross-curricular links - Year 6

National curriculum subjects	<u>Respectful R&amp;W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
English	<b>Spellings:</b> using prefixes and understanding the etymology of the 'omni' words.	<b>Reading:</b> reading extracts from the Torah, Qur'an and Bible; interpreting Jewish, Muslim and Christian viewpoints.	<b>Reading:</b> reading and extracting information from stories about Hindu deities <b>Spoken language:</b> exchanging Buddhist guidance and demonstrating the importance of the Buddhist Council.	<b>Spoken language:</b> sharing their ideas about significant places, considering the viewpoints of others; justifying their reasoning. <b>Writing:</b> creating a response to a travel vlogger about rules surrounding entrance to a mosque.	<b>Spoken language:</b> sharing their ideas about suffering and considering the viewpoints of others; justifying their reasoning. <b>Reading:</b> reading and interpreting stories and quotes from scripture.	<b>Spoken language:</b> sharing their ideas about causes of and coping with suffering; debating; considering viewpoints and justifying their ideas. <b>Reading:</b> reading and interpreting Sikh and Buddhist stories and quotes from scripture. <b>Writing:</b> creating a letter in response to a Buddhist story.	<b>Spoken language:</b> sharing ideas and opinions about census data, religious spread, the value of R&W and answering big questions.
Maths							Analysing data expressed in terms of percentages.
Computing							Using digital mapping and data tools.
Geography		<b>Human and physical skills:</b> looking at how migration influenced Jewish culture and tradition.	<b>Human and physical skills:</b> identifying geographical features that influenced deity worship and Indian settlements. <b>Geographical skills and fieldwork:</b> locating areas where Guru Nanak visited.		<b>Human and physical skills:</b> identify causes of suffering including natural disasters.		<b>Human geography:</b> looking at religious distribution on digital mapping tools.
History							Noticing and discussing changes in census data over time.
RSE/PSHE	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions.	Taking part in discussions and sharing opinions; learning about human rights; considering how understanding other's beliefs can make better citizens.

## Version history

Date	Update
13.12.23	Updated to reflect newly published Spring units.
08.02.24	Updated to reflect newly published Spring 2 units.
29.03.24	Updated to reflect newly published Summer 1 units.
03.06.24	Updated to reflect newly published Summer 2 units. Cross-curricular links added (p. 15-20).