



TPS RE and World Views Planning Overview

RE Disciplinary Introduction Unit (2 weeks per year)

	These introductory units develop pupils' understanding of the three disciplines of Religious Education: Theology: understanding beliefs, teachings and sources of authority. Human & Social Sciences: understanding how beliefs are lived out in communities and everyday life. Philosophy: exploring questions of meaning, truth, purpose and value. The units provide a common foundation for subsequent learning and support pupils in recognising that everyone has a worldview which influences how they understand and respond to the world.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit Title	What are religions and worldviews and how do we find out about them?	What do different religions and worldviews have in common?	Can observing behaviour reveal what people believe and value?	How does reading sacred texts help people understand the beliefs and values of others?	What shapes a person's worldview?	How can faith or belief help people cope with matters of life and death?
Core Knowledge	People belong to different groups and communities. Religions and worldviews help people make sense of the world. We can learn about them through observation, stories and questions.	Religions and worldviews often share common features such as community, celebration, symbols, stories and values.	People's actions often reflect what they believe and value. Communities express beliefs through behaviour, traditions and practices.	Sacred texts and stories help people understand beliefs, values and identity. Different people may interpret texts in different ways.	A person's worldview is shaped by family, culture, experience, beliefs, community and personal choices. Everyone has a worldview.	Religious and non-religious people seek answers to questions about life, death, meaning and purpose. Faith and belief can shape how people respond to these questions.
Theology (Understanding beliefs and teachings)	Begin to recognise that religions have beliefs, stories, symbols and teachings.	Identify some common features found across religions and worldviews.	Recognise that beliefs influence behaviour and that actions can reveal beliefs.	Understand that sacred texts communicate beliefs and values.	Explore how beliefs form part of a person's worldview.	Explore how beliefs about life and death influence people's understanding of the world.
Human & Social Sciences (Understanding lived religion and worldviews)	Observe how people show belonging to groups and communities.	Identify similarities and differences between communities and traditions.	Observe behaviours and suggest what they might reveal about values and beliefs.	Investigate how individuals and communities use sacred texts in everyday life.	Explore factors that influence a person's worldview and identity.	Compare how people from different traditions respond to questions about life and death.
Philosophy (Thinking, questioning and reflecting)	Ask questions about why people belong to groups and what makes communities important.	Consider what different religions and worldviews have in common and why.	Reflect on whether actions always reveal beliefs.	Consider whether everyone understands a story or text in the same way.	Reflect on what influences personal beliefs and values.	Explore whether faith is necessary when answering life's biggest questions.
Core Skills	Observe, ask questions, recognise belonging, identify similarities and differences.	Compare, classify, identify patterns, discuss respectfully.	Observe, infer, gather information, make simple conclusions.	Interpret texts, compare viewpoints, ask thoughtful questions, use evidence.	Reflect, compare influences, identify causes and consequences, justify ideas.	Explore viewpoints, discuss sensitive issues respectfully, compare beliefs and express reasoned opinions.
Vocabulary	religion, worldview, belief, community, belonging, symbol, story, question	religion, worldview, community, celebration, symbol, belief, value, tradition	belief, value, behaviour, community, evidence, observation, practice	sacred text, interpretation, story, meaning, belief, value, tradition	worldview, influence, identity, culture, experience, belief, value	faith, belief, life, death, purpose, meaning, worldview, religion



EYFS	By the end of Reception, pupils can: Talk about themselves and the communities they belong to. Recognise that people have different beliefs, celebrations and ways of living. Know that Christians believe in God and that Jesus is special to Christians. Identify some special places, stories, symbols and celebrations from religious and non-religious worldviews. Ask simple questions about belief and explain their own ideas while showing respect for the views of others.					
	Who am I and where do I belong?	Are all families the same?	What do people celebrate and why?	Who are Christians and what do they believe?	What is a church and who goes there?	Does everyone believe in God?
Core Knowledge	People belong to different groups and communities. Families, schools, clubs and faith groups help people feel they belong. Christians may show belonging through baptism and church. People have different beliefs and special places.	Families are diverse and celebrate in different ways. Religious and non-religious families may mark important events differently. Celebrations help create belonging and identity.	People celebrate important events for different reasons. Christians celebrate Advent and Christmas, Hindus celebrate Diwali and Jewish people celebrate Hanukkah. Some celebrations are religious and some are secular. Light is an important symbol in many celebrations.	Christians believe in God and that Jesus is God's Son. The Bible is the Christian holy book. Christians celebrate Christmas and Easter and believe God loves and cares for people.	A church is a special place for Christians. Christians worship, pray and celebrate there. Churches contain important symbols and artefacts and are places where baptisms and weddings may take place.	People have different beliefs about God. Some people belong to religions and believe in God, while others, including Humanists, do not. Different views should be respected.
Theology (Understanding beliefs and teachings)	Know that some people belong to religious communities and that Christians may show belonging through baptism.	Recognise that religious and non-religious families may celebrate different events and traditions.	Retell simple stories behind festivals including Christmas, Diwali and Hanukkah. Recognise that celebrations are linked to beliefs.	Explore Christian beliefs through Bible stories, Christmas and Easter. Know that Christians believe Jesus is special.	Identify Christian symbols, artefacts and worship practices found in churches.	Understand that people hold different beliefs about God and that not everyone believes the same thing.
Human & Social Sciences (Understanding lived religion and worldviews)	Describe groups and communities they belong to and recognise that others belong to different groups.	Explore how different families live, celebrate and express what matters to them.	Compare how different communities celebrate important events.	Recognise that Christians live throughout the world and express their beliefs in different ways.	Observe how Christians use churches for worship, prayer, celebration and belonging.	Compare religious and non-religious worldviews and recognise diversity of belief.
Philosophy (Thinking, questioning and reflecting)	Reflect on what makes people unique and what belonging means. Ask questions about identity and community.	Discuss whether all families are the same and why differences should be respected.	Reflect on why people celebrate and why special events matter.	Consider what Christians believe about God and why these beliefs are important.	Ask questions about special places and why people value them.	Explore questions about God, belief and differing viewpoints. Begin to express personal ideas respectfully.
Core Skills	Observe, describe, compare, identify similarities and differences, ask questions, talk about belonging.	Listen respectfully, compare experiences, explain similarities and differences, communicate ideas.	Retell stories, identify symbols, compare festivals, describe celebrations.	Retell Bible stories, recognise key beliefs, use religious vocabulary, explain simple beliefs.	Observe religious artefacts and places, identify symbols, describe their purpose, ask questions.	Compare viewpoints, discuss beliefs respectfully, explain ideas, respond to big questions.
Vocabulary	identity, belong, community, family, belief, religion, Christian, baptism, church, special place, similarity, difference	family, celebration, tradition, religion, worldview, respect, community, belief, Christian, Jewish, Hindu, Humanist	celebration, festival, Diwali, Hanukkah, Advent, Christmas, light, darkness, Christian, Hindu, Jewish, symbol	Christian, God, Jesus, Bible, church, disciple, Christmas, Easter, resurrection, incarnation, salvation	church, worship, prayer, Bible, cross, candle, font, baptism, vicar, bishop, Christian, symbol	God, belief, worldview, Humanist, Christian, religion, atheist, different, respect, opinion, faith



Year 1	By the end of Year 1, pupils can: Recall key Christian and Jewish beliefs, stories, celebrations and practices. They can describe how beliefs influence the way people live, worship and celebrate. Pupils ask thoughtful questions about stories, beliefs and rules, begin to explain their ideas using simple reasons and recognise that people may hold different views and make different choices because of their worldview.					
	What do most Christians celebrate together?	Why do most Christians call God Creator?	What questions do stories in the Bible make us want to ask?	What do different Jewish people believe about God?	How do people know how to behave?	How and why is Shabbat important to some Jewish people in Britain?
Core Knowledge	Christians celebrate important events in the life of Jesus, especially Christmas and Easter. Christians believe Jesus is the Son of God. Baptism is a sign of belonging and new life within the Christian faith.	Christians believe God created the world. The Creation story is found in Genesis. Christians believe creation is good and should be cared for. Psalms describe God's relationship with creation.	The Bible contains stories, parables and miracles that Christians learn from. Jesus used stories to teach people how to live. Bible stories often raise important questions.	Jewish people believe in one God. They believe God called Abraham and made a covenant with him. The Shema is an important Jewish prayer. Some Jewish people identify as Jewish culturally rather than through belief in God.	Rules help people live well together. Jewish people follow teachings such as the Ten Commandments and food laws. Many religions share ideas similar to the Golden Rule.	Shabbat is an important weekly day of rest and worship for many Jewish people. It remembers God resting after Creation. Jewish families may celebrate with candles, prayers, special food and synagogue worship.
Theology (Understanding beliefs and teachings)	Know that Christians believe Jesus is the Son of God and understand why Christmas, Easter and baptism are important celebrations.	Explore Christian beliefs about God as Creator through Genesis and Psalms. Understand that Christians believe creation reflects God's character.	Investigate parables and miracles and consider what they teach Christians about Jesus and God.	Understand Jewish beliefs about one God, Abraham, covenant and the significance of the Shema.	Explore how Jewish teachings, including the Ten Commandments and food laws, help believers understand right and wrong.	Understand why Shabbat matters to Jewish people and how it connects to beliefs about Creation and God.
Human & Social Sciences (Understanding lived religion and worldviews)	Investigate how Christians celebrate Christmas, Easter and baptism in different ways. Explore symbols, rituals and artefacts.	Identify how beliefs about creation influence how Christians care for the world today.	Recognise that Christians read and interpret Bible stories in different ways and may respond differently to them.	Explore how Jewish people express beliefs through prayer, symbols and traditions. Recognise diversity within Judaism, including secular Jewish identities.	Compare how different people and communities decide how to behave. Explore similarities across religious and non-religious worldviews.	Examine how Shabbat is celebrated in homes and synagogues and recognise diversity in Jewish practice.
Philosophy (Thinking, questioning and reflecting)	Consider why people celebrate important events and whether belonging changes identity.	Reflect on where the world came from, why it exists and what responsibilities humans have towards it.	Ask and answer questions about stories, truth, meaning, right and wrong. Consider different interpretations of Bible stories.	Explore questions about God, promises and belief. Consider why some people believe and others do not.	Discuss why rules exist, what makes a good rule and whether different rules matter equally.	Consider whether observing Shabbat is important and why different Jewish people might make different choices.
Core Skills	Retell stories, identify symbols, compare celebrations, describe artefacts, explain significance.	Retell narratives, identify beliefs, make connections between belief and action, explain simple consequences.	Ask questions, justify opinions, discuss ideas, interpret stories, express reasons for viewpoints.	Recall information, identify similarities and differences, explore meanings, make connections between belief and practice.	Compare viewpoints, evaluate rules, explain reasoning, discuss ethical questions.	Describe religious practice, explain simple beliefs, identify cause and effect between belief and action, compare experiences.
Vocabulary	Christmas, Easter, Jesus, Son of God, Nativity, Advent, baptism, resurrection, church, candle, symbol, disciple, Gospel, Immanuel, Saviour	Creation, Creator, Genesis, Bible, Psalm, creation story, world, environment, care, stewardship, character of God	Bible, Old Testament, New Testament, parable, miracle, Good Samaritan, Lost Sheep, question, truth, meaning, wonder	Judaism, Jewish, God, Abraham, covenant, Shema, prayer, creator, Mezuzah, Tefillin, belief	Ten Commandments, rule, law, obedience, Torah, Kashrut, kosher, Golden Rule, right, wrong, behaviour	Shabbat, synagogue, challah, Kiddush, Havdalah, rest, worship, prayer, celebration, Jewish, Creation



Year 2	By the end of Year 2, pupils can:				
	Describe how Christian and Hindu beliefs are expressed through worship, stories, symbols and ways of living. They can identify sources of authority within religions, explain how beliefs influence behaviour, ask important questions about God, community and morality, and begin to justify their own ideas using examples and evidence.				
	What do many Christians do when they meet and why?	How do Christians find out what God is like?	How do Christians decide what is right?	How do Hindus understand who God is?*	What role does worship play in the life of a Hindu?*
Core Knowledge	Christians gather for worship, learning, prayer, celebration and community. Churches support their local communities through practical action such as foodbanks and care projects.	Christians learn about God through the Bible, the life of Jesus, prayer, worship and experience. Christians believe God is loving, forgiving, just and creator.	Christians use the Bible, teachings of Jesus, church leaders, prayer and conscience to help them decide what is right and wrong.	Hindus believe in one supreme reality, Brahman. Different deities, stories and symbols help Hindus understand Brahman's qualities.	Worship is an important part of many Hindus' lives. Hindus may worship at home or in a mandir through puja, prayer and offerings.
Theology (Understanding beliefs and teachings)	Understand that Christian worship reflects beliefs about God, Jesus and belonging to a faith community.	Explore Christian beliefs about the character of God through Old Testament stories, parables and the life of Jesus. Begin to encounter the Trinity.	Understand that Christians use Jesus' teachings, Bible stories and commandments as sources of authority.	Understand that Hindus believe Brahman is one God expressed in many forms. Explore the Trimurti, deities, avatars and stories that reveal qualities of Brahman.	Understand the meaning of puja, aarti, mandir and home worship. Recognise why worship is important for many Hindus.
Human & Social Sciences (Understanding lived religion and worldviews)	Investigate what happens in churches today and compare different forms of Christian gathering and worship.	Explore how Christian beliefs influence actions such as prayer, charity and caring for others.	Examine how Christians make decisions in everyday life. Recognise that different Christians may interpret teachings differently.	Explore how Hindu beliefs are expressed through symbols, murtis, stories and devotional practices.	Investigate how Hindus worship at home and in mandirs and how worship influences daily life.
Philosophy (Thinking, questioning and reflecting)	Consider why people gather together and whether belonging to a community changes behaviour or identity.	Reflect on whether people can truly know what God is like and which sources of knowledge are most reliable.	Discuss what makes a good decision, whether everyone agrees about right and wrong and what role conscience plays.	Explore questions about the nature of God and whether one God can be understood in different ways.	Consider whether worship is the most important part of religious life and what responsibilities people have towards others.
Core Skills	Observe, question, compare, identify patterns, make connections between belief and practice.	Interpret stories, identify characteristics, gather evidence, make inferences, describe beliefs.	Debate respectfully, justify opinions, evaluate choices, explain reasoning and recognise different viewpoints.	Identify symbolism, compare beliefs, interpret stories, make links between belief and representation.	Observe religious practice, compare worship, explain significance, ask questions and communicate findings.
Vocabulary	worship, church, prayer, sermon, vicar, priest, community, service, foodbank, fellowship, celebration, Easter, Christmas	God, Trinity, Father, Son, Holy Spirit, creator, loving, forgiving, just, miracle, parable, Bible, prayer	conscience, commandment, Bible, authority, guidance, forgiveness, confession, Golden Rule, decision, right, wrong, morality	Brahman, deity, Trimurti, Brahma, Vishnu, Shiva, avatar, murti, symbol, creator, preserver, destroyer, Hindu Dharma	worship, puja, aarti, mandir, shrine, murti, offering, prayer, devotion, Hindu, duty, festival



Year 3	By the end of Year 3, pupils can: Explain how beliefs, teachings, sacred texts and worship influence the lives of Christians and Muslims. They can identify diversity within religious traditions, make connections between belief and practice, interpret stories, symbols and artwork, and begin to evaluate different viewpoints using evidence. They can explain why faith communities may express similar beliefs in different ways and ask increasingly thoughtful questions about authority, meaning and interpretation.					
	How are different people inspired by the teachings of Jesus?	Why is communion an important part of Christian worship?	How does the worldwide Christian family celebrate, worship and mark key events?	What do Muslims believe about God and where did Islam start?	What is the Qur'an and why do many Muslims try to learn it by heart?	Does art help with understanding stories?
Core Knowledge	Christians believe Jesus' teachings show people how to live. His parables, miracles, Beatitudes and Greatest Commandment continue to inspire Christians today.	Communion remembers the Last Supper and links to Passover, Easter and Christian worship. Christians understand the bread and wine in different ways.	Christianity is a worldwide faith expressed through different denominations and cultures. Christians mark key events such as Christmas, Easter, baptism, confirmation, communion and weddings in diverse ways.	Muslims believe in one God (Allah). Islam began when Muhammad received revelations through Angel Jibril. Tawhid is the foundation of Muslim belief.	Muslims believe the Qur'an contains the revealed words of Allah. It is treated with great respect and many Muslims memorise parts or all of it.	Christians have used art for centuries to represent Bible stories. Different cultures and artists interpret Jesus and Holy Week differently.
Theology (Understanding beliefs and teachings)	Explore the teachings of Jesus through parables, miracles, Beatitudes and commandments. Understand why Christians see Jesus as a model for life.	Understand the theological meaning of communion and its connection to the Last Supper, sacrifice, resurrection and covenant.	Understand how beliefs about incarnation, resurrection, salvation and belonging shape Christian celebrations worldwide.	Understand Tawhid, the role of Muhammad, the Night of Power and the 99 Names of Allah.	Understand the origins, authority and significance of the Qur'an and its role in Islamic belief.	Explore how artistic representations communicate theological ideas about Jesus, Holy Week and salvation.
Human & Social Sciences (Understanding lived religion and worldviews)	Investigate how Christians today follow Jesus' teachings through service, mission and everyday living.	Explore how communion is celebrated differently by Christian denominations around the world.	Examine diversity within global Christianity and how culture influences worship and celebration.	Explore how Muslim beliefs influence worship, prayer, Ramadan and daily life.	Investigate how Muslims use, read, memorise and care for the Qur'an at home and in the mosque.	Explore how artistic interpretations differ across cultures and historical periods and what this reveals about Christian communities.
Philosophy (Thinking, questioning and reflecting)	Consider whether Jesus' teachings remain relevant today and what makes an inspirational leader.	Discuss belonging, identity and whether communion is the most important expression of Christian faith.	Explore what makes someone a Christian and whether practices need to be the same for all Christians.	Consider how people know what God is like and the implications of believing in one God.	Reflect on the value of sacred texts and whether people need authoritative sources to guide life.	Consider whether art helps people understand stories and whether interpretation changes meaning.
Core Skills	Explain influence, interpret teachings, make connections, analyse impact, compare viewpoints.	Explain symbolism, compare beliefs, identify similarities and differences, investigate belonging.	Compare traditions, investigate diversity, interpret evidence, identify patterns across communities.	Explain beliefs, place events in context, make connections between belief and practice, compare worldviews.	Investigate sources, compare sacred texts, explain significance, evaluate practices.	Interpret visual sources, analyse symbolism, compare representations, justify opinions using evidence.
Vocabulary	Gospel, disciple, parable, miracle, Beatitudes, Kingdom of God, Greatest Commandment, inspiration, mission, discipleship, neighbour, forgiveness	communion, Eucharist, Mass, Lord's Supper, covenant, Passover, chalice, paten, sacrifice, resurrection, worship, denomination	denomination, Catholic, Protestant, Orthodox, baptism, confirmation, wedding, Eucharist, incarnation, resurrection, belonging, culture	Islam, Muslim, Allah, Tawhid, Muhammad, Jibril, Night of Power, Ramadan, revelation, monotheism, prophet, Qur'an	Qur'an, Hadith, Hafiz, Arabic, revelation, sacred text, mosque, Wudu, devotion, recitation, Surah, Ayah	symbolism, interpretation, representation, Holy Week, crucifixion, resurrection, artist, culture, perspective, depiction, salvation



Year 4	By the end of Year 4, pupils can: Explain complex religious ideas and concepts such as incarnation, Trinity, prayer, spiritual experience and the nature of God. They can analyse how beliefs influence worship, identity and community life, compare historical and contemporary religious practices, and evaluate different perspectives about spiritual truth, sacred places and religious experience. Pupils increasingly use evidence to support their views while recognising that people may interpret beliefs and experiences differently.					
	Who do Christians believe Jesus is?	Does prayer make a difference and how do Christians know?	How and why has Christian practice changed over time?	How do Sikhs understand who God is?	What role does worship play in the life of a Sikh?	How and why do people argue that some places can be spiritual?
Core Knowledge	Christians believe Jesus is the Son of God, part of the Trinity and the Messiah. Christians understand Jesus as both fully human and fully divine through the doctrine of incarnation.	Christians believe prayer is a way of communicating with God. Prayer can take many forms and Christians believe it can change people, situations and sometimes lead to miracles.	Christianity has changed over time as it spread around the world. The Church developed through the Early Church, Medieval Church, Reformation and modern denominations.	Sikhs believe in one God, Waheguru. The Mool Mantar explains God's nature and qualities. Guru Nanak and the teachings of the Gurus help Sikhs understand God.	Worship is central to many Sikhs' lives. Sikhs worship at home and in the Gurdwara through prayer, meditation, scripture, hymns and service (Sewa).	People understand spirituality in different ways. Some places become spiritual because of religious belief, worship, pilgrimage, history, beauty or personal meaning.
Theology (Understanding beliefs and teachings)	Explore incarnation, Trinity, Messiah and the many names used for Jesus. Understand why Christians see Jesus as God revealed in human form.	Understand Christian beliefs about prayer, God's response to prayer, miracles and spiritual communication.	Understand how Christian beliefs remained constant while practices, worship styles and church structures developed over time.	Explore Sikh beliefs about Waheguru through the Mool Mantar, Ik Onkar, Guru Nanak and the Guru Granth Sahib.	Understand the purpose of worship, prayer, meditation, scripture and Sewa within Sikhi.	Explore religious ideas about sacred space, pilgrimage and spiritual experience within Christianity and Hindu Dharma.
Human & Social Sciences (Understanding lived religion and worldviews)	Investigate how Christian beliefs about Jesus influence worship, festivals and daily life.	Examine how Christians pray differently across traditions and why prayer remains important today.	Investigate how historical events, cultures and leaders have influenced Christian practice through history.	Explore how Sikh beliefs are expressed through symbols, artefacts, scripture and daily living.	Investigate worship in homes, Gurdwaras and Sikh communities. Examine how worship shapes Sikh identity and service.	Compare how Christians, Hindus and non-religious people understand spiritual places and pilgrimage.
Philosophy (Thinking, questioning and reflecting)	Consider who Jesus was and whether it is possible for one person to be both human and divine.	Explore whether prayer makes a difference, whether miracles happen and how people know.	Consider whether change is positive or negative and whether religious traditions should adapt over time.	Explore questions about the nature of God, truth, equality and how people come to know God.	Consider whether worship is more important than service and whether people need special places to worship.	Debate what makes a place spiritual and whether spirituality depends on belief, experience or location.
Core Skills	Interpret theological concepts, compare beliefs, analyse symbolism, make connections between belief and practice.	Investigate claims, compare viewpoints, evaluate evidence, explain reasoning.	Interpret historical evidence, identify continuity and change, compare different periods and practices.	Analyse symbols, interpret scripture, compare understandings of God across religions.	Explain significance, compare practices, investigate lived religion, make connections between belief and action.	Compare viewpoints, evaluate arguments, interpret significance, justify opinions using evidence.
Vocabulary	incarnation, Trinity, Messiah, Christ, Emmanuel, Saviour, Son of God, resurrection, divine, human, Lord, Prince of Peace	prayer, Lord's Prayer, miracle, meditation, confession, thanksgiving, supplication, intercession, adoration, Holy Spirit, rosary, chant	Pentecost, disciple, persecution, monastery, Reformation, Martin Luther, denomination, missionary, creed, translation, Protestant, Catholic	Sikhi, Waheguru, Guru Nanak, Guru Granth Sahib, Mool Mantar, Ik Onkar, equality, creator, truth, eternal, Guru	Gurdwara, worship, meditation, prayer, langar, Sewa, sangat, kirtan, Guru Granth Sahib, Waheguru, seva, devotion	spirituality, spiritual, pilgrimage, sacred, Mandir, church, cathedral, shrine, pilgrimage, Lourdes, Varanasi, pilgrimage site, reflection



Year 5	By the end of Year 5, pupils can: Analyse how beliefs, teachings and sources of authority influence the lives of believers. They can compare different interpretations within and between religious traditions, explain the significance of key theological concepts, evaluate ethical ideas from religious and non-religious perspectives, and construct reasoned arguments about truth, meaning and morality. Pupils increasingly recognise the diversity that exists within worldviews and can justify their own viewpoints using evidence and examples.					
	What do Christians believe about the death of Jesus?	Does wisdom look the same for every Christian?	How do rites of passage shape the lives of different Christians?	Why is it important to Muslims that Muhammad is known as the Seal of the Prophets?	How far does the mosque contribute to the Muslim concept of Ummah?	What does it mean to live a good life?
Core Knowledge	Christians believe Jesus' death and resurrection are central to salvation. Many understand Jesus' death as a sacrifice that restores the relationship between God and humanity.	Christians believe wisdom comes from God and can be found through scripture, prayer, experience and the teachings of Jesus. Different Christians may interpret wisdom differently.	Christians mark important stages of life through rites of passage such as baptism, confirmation, communion, weddings and funerals. Different traditions practise these in different ways.	Muslims believe Muhammad is the final prophet and the recipient of God's final revelation. Islam recognises many prophets, including Abraham, Moses and Jesus.	Muslims belong to a worldwide community called Ummah. The mosque supports worship, learning, service and community life, but belonging to Ummah is also expressed through the Five Pillars.	Different worldviews offer different ideas about what makes a good life. Religious, philosophical and humanist traditions all provide guidance about how people should live.
Theology (Understanding beliefs and teachings)	Explore salvation, sacrifice, atonement, Passover symbolism and the significance of the crucifixion within the Christian story.	Examine biblical wisdom literature, parables and teachings of Jesus. Explore how Christians understand wisdom as rooted in relationship with God.	Understand the theological meaning of baptism and other rites of passage as symbols of belonging, commitment and transformation.	Understand Muhammad's role in Islam, the meaning of "Seal of the Prophets", prophethood, revelation and the authority of Qur'an and Hadith.	Understand how the Five Pillars express belief in Allah and contribute to the unity of the Muslim community.	Explore religious and philosophical ideas about virtue, morality, justice, purpose, responsibility and human flourishing.
Human & Social Sciences (Understanding lived religion and worldviews)	Investigate how beliefs about Jesus' death influence Christian worship, charity, sacrifice and daily living.	Explore how different Christians interpret scripture and apply wisdom to contemporary life.	Compare how baptism and other rites of passage are practised across Christian denominations and cultures.	Examine the place of prophets within Islam and compare Islamic understandings of Jesus and other shared Abrahamic figures.	Investigate the role of the mosque in local and global Muslim communities and how Muslims express belonging in different contexts.	Compare how religious and non-religious worldviews shape people's ideas about ethical living and decision-making.
Philosophy (Thinking, questioning and reflecting)	Consider why sacrifice matters and whether Jesus' death remains relevant today. Explore questions of responsibility, justice and forgiveness.	Debate what wisdom is, whether wisdom is universal and how people decide which sources of wisdom to trust.	Reflect on commitment, belonging and whether rituals themselves bring about change.	Explore why prophets matter and whether people need revelation or religious authority to know the truth.	Evaluate whether community depends on a physical place or whether belonging can exist beyond buildings and shared rituals.	Explore what a good life is, whether morality is universal and how people decide what is right, meaningful and worthwhile.
Core Skills	Interpret theological concepts, analyse symbolism, compare explanations, evaluate significance and support conclusions with evidence.	Interpret texts, compare viewpoints, evaluate wisdom claims, justify opinions and analyse meaning.	Compare traditions, interpret symbolism, identify continuity and diversity, explain significance.	Compare religious perspectives, identify similarities and differences, analyse sources of authority and evaluate importance.	Investigate community life, weigh evidence, evaluate influence and justify conclusions.	Debate respectfully, compare worldviews, evaluate ideas, synthesise evidence and construct reasoned arguments.
Vocabulary	salvation, sacrifice, atonement, crucifixion, resurrection, forgiveness, Passover, Holy Week, redemption, Lamb of God, covenant, sin	wisdom, proverb, parable, Proverbs, Ecclesiastes, Psalms, knowledge, discernment, virtue, foolishness, Sermon on the Mount	rite of passage, baptism, confirmation, sacrament, immersion, christening, Eucharist, godparent, commitment, belonging, symbolism	prophet, revelation, Muhammad, Seal of the Prophets, Qur'an, Hadith, Sunnah, Tawhid, Jibril, Abrahamic religions, Sunni, Shi'a	Ummah, mosque, masjid, Shahadah, Salah, Zakat, Sawm, Hajj, Makkah, qiblah, minaret, mihrab, muezzin	worldview, philosophy, virtue, Golden Rule, Golden Mean, morality, ethics, humanism, justice, courage, wisdom, responsibility, flourishing



Year 6	By the end of Year 6, pupils can: Critically evaluate religious and non-religious worldviews, drawing on theological ideas, lived experiences and philosophical reasoning. They can analyse how beliefs influence behaviour, assess evidence and arguments, recognise diversity within and between traditions, and explain how worldviews shape people's responses to questions of truth, morality, purpose and meaning. Pupils can articulate and justify their own views while engaging respectfully with the views of others.						
	How far is belief in the resurrection important to Christians today?	How and why do Christians try and make the world a better place?	How do people make valid judgements about how and why the world is as it is?	What is the significance of karma and moksha for Hindus?	What might a Hindu gain from a pilgrimage to India?	Do we need a deity to be committed to creating a better world?	How does a worldview help people decide what is important?
Core Knowledge	Christians believe the resurrection is central to Christianity because it demonstrates the divinity of Jesus, brings salvation, offers eternal life and enables Christians to receive the Holy Spirit.	Christians believe they have a responsibility to care for people and creation. Many Christian charities are inspired by biblical teachings about justice, stewardship and compassion.	Christians and scientists may use different methods to understand the world. Faith and science often ask different kinds of questions about reality, origins and meaning.	Hindus believe in karma, samsara and moksha. Actions have consequences across lifetimes and the ultimate goal is liberation from the cycle of rebirth.	Pilgrimage is a spiritual journey that may strengthen faith, build community, encourage reflection and help Hindus move closer to moksha.	Religious and non-religious people can both be committed to improving society. Worldviews influence values, behaviour and ideas about positive change.	Everyone has a worldview. Personal and organised worldviews shape decisions about what matters, how people live and how they understand the world.
Theology (Understanding beliefs and teachings)	Explore resurrection, salvation, eternal life, forgiveness, divinity and the work of the Holy Spirit. Evaluate why these doctrines are central to Christian belief.	Understand Christian teachings about stewardship, charity, justice, service and responsibility for creation.	Examine Christian understandings of creation, humanity and truth. Explore how scripture is interpreted in different ways.	Explore the interconnected concepts of dharma, karma, samsara, moksha and Brahman and how they shape Hindu belief.	Understand how pilgrimage relates to spiritual growth, devotion, sacred places, moksha and connection with Brahman.	Explore religious and non-religious understandings of morality, purpose and responsibility without assuming belief in a deity.	Explore the beliefs, values and assumptions that lie behind worldviews and influence moral and philosophical decision-making.
Human & Social Sciences (Understanding lived religion and worldviews)	Investigate how belief in the resurrection affects Christian worship, attitudes to death, hope and daily living.	Examine how Christians put beliefs into action through charities, aid agencies, social justice projects and environmental stewardship.	Investigate how Christians and scientists construct knowledge and how different communities respond to questions about origins and meaning.	Explore how beliefs about karma and moksha influence behaviour, duties, worship and life choices.	Investigate pilgrimage practices, sacred places and the lived experiences of Hindu pilgrims.	Compare how religious believers, Humanists and other non-religious groups work for positive change in society.	Investigate how different individuals and communities prioritise values and make decisions based on their worldview.
Philosophy (Thinking, questioning and reflecting)	Evaluate evidence for the resurrection and consider whether belief in it is reasonable and important.	Debate whether Christians have special responsibilities towards people and the environment.	Explore questions about truth, evidence, knowledge and whether faith and science conflict or complement one another.	Consider whether actions determine future consequences and whether moksha is a meaningful goal.	Evaluate whether spiritual journeys change people and whether pilgrimage is necessary for spiritual growth.	Debate whether belief in God is necessary for morality, charity and creating a better world.	Examine how people decide what is important, evaluate arguments and identify strengths and weaknesses in reasoning.
Core Skills	Evaluate evidence, analyse theological claims, construct arguments, justify conclusions, compare viewpoints.	Apply beliefs to real-world contexts, analyse impact, evaluate ethical responses, investigate organisations.	Compare methodologies, evaluate evidence, identify different types of knowledge, engage in reasoned debate.	Analyse religious concepts, make connections between beliefs, evaluate consequences and interpret stories.	Compare traditions, evaluate spiritual impact, interpret experiences and justify viewpoints.	Compare worldviews, analyse motivations, evaluate arguments and present balanced conclusions.	Synthesise learning, evaluate reasoning, identify faulty logic, compare perspectives and construct coherent arguments.
Vocabulary	resurrection, salvation, eternal life, divinity, evidence, forgiveness, Holy Spirit, atonement, sacrifice, redemption, justification	stewardship, justice, charity, Christian Aid, compassion, sustainability, responsibility, service, dignity, poverty, environment	faith, science, evidence, hypothesis, observation, creation, evolution, worldview, truth, interpretation, cosmology	karma, moksha, samsara, dharma, Brahman, atman, reincarnation, Vedas, Shruti, Smriti, duty, liberation	pilgrimage, sacred journey, moksha, Varanasi, Ganges, Kumbh Mela, devotion, purification, atonement, spiritual growth	worldview, deity, theist, atheist, agnostic, Humanism, ethics, values, commitment, charity, responsibility	worldview, values, beliefs, assumptions, reasoning, argument, syllogism, Golden Rule, Human Rights, Maslow, priorities, morality