

Reception

Outcomes: The concept of 'special' should arise naturally from pupils' own interests and lives. Teachers should teach the concept of special, enabling children to make wider connections and form the foundation for exploring the concepts of community and identity. Learning begins with the self then works outward (family to school to the wider community). Introduction of the words 'theology', 'philosophy' and 'social science' should be introduced to support disciplinary knowledge.

<u>Unit 1</u> Which people, stories and events are special to me?	<u>Unit 2</u> Which people, stories and events are special to me?	<u>Unit 3</u> What do I know about Holi?
<u>Unit 4</u> What do I know about Easter?	<u>Unit 5</u> Why are some places and objects special or sacred?	<u>Unit 6</u> Why are some places and objects special or sacred?

Year 1

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about life, God and issues of right and wrong. Pupils should learn about and from religions and worldviews in different contexts. Pupils should begin to develop and express their ideas, and to agree or disagree respectfully. Teaching should continue with themes followed in Reception but with a focus upon special stories and traditions. This helps pupils to understand how stories help people make sense of the world, as individuals and communities. Pupils should also learn about the ways in which stories include important concepts or 'big ideas' which form part of religions and worldviews.

<u>Unit 1</u> What do stories from religious traditions teach about God? What can we learn from other stories?	<u>Unit 2</u> How are stories and celebrations linked?	<u>Unit 3</u> What do creation stories teach about God and human nature?
<u>Unit 4</u> What do creation stories teach about God and human nature?	<u>Unit 5</u> What do people learn from stories and festivals?	<u>Unit 6</u> What do people learn from stories and festivals?

Year 2

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about life, God and issues of right and wrong. Pupils should learn about and from religions and worldviews in different contexts. Pupils should continue to develop and express their ideas, and to agree or disagree respectfully. Pupils should begin to gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should draw on what they have learned already about aspects of different worldviews and look at how beliefs are revealed through sacred scriptures. This leads on to the connections between worldviews, within the context of Abrahamic and Dharmic traditions as well as non-religious worldviews. Pupils will also consider their own position.

<p style="text-align: center;"><u>Unit 1</u> What are sacred texts and why do they matter?</p>	<p style="text-align: center;"><u>Unit 2</u> What are sacred texts and why do they matter?</p>	<p style="text-align: center;"><u>Unit 3</u> What do we mean by religion and worldviews? What beliefs, values and practices are important within religion and worldviews?</p>
<p style="text-align: center;"><u>Unit 4</u> What do we mean by religion and worldviews? What beliefs, values and practices are important within religion and worldviews?</p>	<p style="text-align: center;"><u>Unit 5</u> What do we mean by religion and worldviews? What beliefs, values and practices are important within religion and worldviews?</p>	<p style="text-align: center;"><u>Unit 6</u> What do we mean by religion and worldviews? What beliefs, values and practices are important within religion and worldviews?</p>

Year 3

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should learn about and from religions and worldviews in different contexts. This builds upon learning in Year 2, when pupils were introduced to the concept of worldviews and the connections between them, particularly in relation to key beliefs. Pupils will focus upon how people express these beliefs through worship and caring for others. Pupils will also consider the sensory and emotional responses to worship. How do people feel when they engage in prayer and worship? What do they experience? This includes a consideration of the part played by music, art, etc. It is important to emphasise once again that not all people within the same religion worship (or experience worship) in the same way.

<p><u>Unit 1</u> How do people express their beliefs through worship and caring for others? How do people use their senses in worship?</p>	<p><u>Unit 2</u> How do people express their beliefs through worship and caring for others? How do people use their senses in worship?</p>	<p><u>Unit 3</u> What do we mean by religious and spiritual experiences?</p>
<p><u>Unit 4</u> What do we mean by religious and spiritual experiences?</p>	<p><u>Unit 5</u> What might pagans believe? SCHOOL DESIGNED UNIT</p>	<p><u>Unit 6</u> How is religion and spirituality expressed through art, music, drama, photographs and videos? SCHOOL DESIGNED UNIT</p>

Year 4

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should learn about and from religions and worldviews in different contexts. Pupils should develop and express their insights in response, and to agree or disagree respectfully. Pupils build on learning in the previous year about how people express the things they believe. Pupils should know that this expression can be seen through worship, caring for others and religious experiences and encounters. This is developed further by looking at how beliefs are expressed through pilgrimage. How do special journeys and pilgrimages bring communities together? What experiences do people expect to have during a pilgrimage? Learning covers RWs in the community and why they matter.

<p><u>Unit 1</u> What does pilgrimage mean to individuals and communities?</p>	<p><u>Unit 2</u> What does pilgrimage mean to individuals and communities?</p>	<p><u>Unit 3</u> Which Religious Worldviews can we find in our neighbourhood?</p>
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<p align="center"><u>Unit 4</u> Which Religious Worldviews can we find in our neighbourhood?</p>	<p align="center"><u>Unit 5</u> What might Jewish people believe? SCHOOL DESIGNED UNIT</p>	<p align="center"><u>Unit 6</u> SCHOOL DESIGNED UNIT Festivals in Leicester</p>
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Year 5

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should learn about and from religions and worldviews in different contexts. Pupils should develop and express their insights in response, and to agree or disagree respectfully. Pupils should gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

<p align="center"><u>Unit 1</u> How do people welcome new life into the world? How do people show their commitment to a religion?</p>	<p align="center"><u>Unit 2</u> How do people welcome new life into the world? How do people show their commitment to a religion?</p>	<p align="center"><u>Unit 3</u> How do people celebrate marriage?</p>
<p align="center"><u>Unit 4</u> How do people celebrate marriage?</p>	<p align="center"><u>Unit 5</u> What do people believe about the afterlife? How is this expressed in the funeral process?</p>	<p align="center"><u>Unit 6</u> What do people believe about the afterlife? How is this expressed in the funeral process?</p>

Year 6

Outcomes: Pupils should have the opportunity to ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should learn about and from religions and worldviews in

different contexts. Pupils should develop and express their insights in response, and to agree or disagree respectfully. Pupils should gain systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

<p><u>Unit 1</u> <u>What do people believe?</u></p>	<p><u>Unit 2</u> <u>What do people believe?</u></p>	<p><u>Unit 3</u> <u>What do people believe?</u></p>
<p><u>Unit 4</u> <u>What do people believe?</u></p>	<p><u>Unit 5</u> <u>Which religion or worldview do I want to know more about?</u> School designed unit</p>	<p><u>Unit 6</u> <u>What have I learnt about religion and worldviews in primary school?</u> School designed unit</p>