

Mablethorpe Primary Academy Religion and World Views Subject Overview



	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Term 1 Myself Be able to communicate what important people or stories (i.e., sources of authority) influence their own lives (e.g., family members, teachers, friends)	Christianity - What do Christians believe God is like? Identify core beliefs and concepts studied and give a simple description of what they mean Give more detailed examples of how stories show what people believe (e.g., the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers	Hinduism - How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir? Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples	Hinduism - How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Identify the meaning for believers from texts/sources of authority studied. Compare meaning from texts/sources of authority studied with some ways in which believers interpret them	
Term 2 Why do Christians perform Nativity plays at Christmas? Be able to describe or retell some stories that are important to religious people. Describe some ways in which different people celebrate important moments in life (e.g., festivals). Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")	Christianity - Why does Christmas matter to Christians? Identify core beliefs and concepts studied and give a simple description of what they mean Give more detailed examples of how stories show what people believe (e.g., the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers	Islam- What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque? Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples	Hinduism - How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Identify the meaning for believers from texts/sources of authority studied. Compare meaning from texts/sources of authority studied with some ways in which believers interpret them	
Term 3 Our special books Be able to describe or retell some stories that are important to religious people.	Islam - How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? Identify core beliefs and concepts studied and give a simple description of what they mean Give more detailed examples of how stories show what people believe (e.g., the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers	Christianity - What is the Trinity? Make links between some of the beliefs and practices studied and life in the world today [or: different ways in which humans think or reason about the world around them], expressing some ideas of their own clearly Raise important questions. Suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live	Christianity - What difference does the resurrection make for Christians? How do Christians behave/act because of their beliefs about Jesus and the resurrection? Make clear connections between what people believe and how they live, individually and in communities Analysing a range of evidence and examples, show how and why people put their beliefs into practice in different ways depending on context, e.g., in different communities, denominations or cultures	
Term 4 Why do Christians put a cross in an Easter Garden? Be able to describe or retell some stories that are important to religious people. Describe some ways in which different people celebrate important moments in life (e.g., festivals). Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")	Islam - What do Muslims do to express their beliefs? Which celebrations are important to Muslims? Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of diverse ways in which believers put their beliefs into practice	Christianity - What is the Trinity? Make links between some of the beliefs and practices studied and life in the world today [or: different ways in which humans think or reason about the world around them], expressing some ideas of their own clearly Raise important questions. Suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live	Christianity - What difference does the resurrection make for Christians? How do Christians behave/act because of their beliefs about Jesus and the resurrection? Make clear connections between what people believe and how they live, individually and in communities Analysing a range of evidence and examples, show how and why people put their beliefs into practice in different ways depending on context, e.g., in different communities, denominations or cultures	
Term 5 Why is the word 'God' so important to Christians?	Christianity and Islam - Places of worship Give examples of diverse ways in which believers put their beliefs into practice	Christianity - Why do Christians call the day Jesus died 'Good Friday'? Make links between some of the beliefs and practices studied and life in the world today [or:	Christianity - Was Jesus the Messiah? Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?	

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	<p>Be able to describe or retell some stories that are important to religious people.</p> <p>Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")</p>		<p>different ways in which humans think or reason about the world around them], expressing some ideas of their own clearly Raise important questions. Suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p>	<p>Show a clear process of reasoning for the views they and others have and the connections they make. Confidently identify some different types of evidence people use to support their process of reasoning. Weigh up the strengths and weaknesses of different types of evidence.</p>
Term 6	<p>Our Beautiful World</p> <p>Be able to describe or retell some stories that are important to religious people.</p> <p>Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")</p>	<p>Judaism and Hinduism - Places of worship</p> <p>Give examples of diverse ways in which believers put their beliefs into practice</p>	<p>What does it mean to live a good life?</p> <p>Make links between some of the beliefs and practices studied and life in the world today [or: different ways in which humans think or reason about the world around them], expressing some ideas of their own clearly Raise important questions. Suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p>	<p>How do religious and nonreligious people understand the value of creativity?</p> <p>Show a clear process of reasoning for the views they and others have and the connections they make. Confidently identify some different types of evidence people use to support their process of reasoning. Weigh up the strengths and weaknesses of different types of evidence.</p>

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Term 1	<p>Myself</p> <p>Be able to communicate what important people or stories (i.e., sources of authority) influence their own lives (e.g., family members, teachers, friends)</p>	<p>Islam - What does the Qur'an say about how Muslims should treat others and live their lives?</p> <p>Identify core beliefs and concepts. Begin to give a simple explanation of what the core beliefs and concepts mean to believers.</p>	<p>Why do we celebrate? What different events/times of life do we celebrate? How do different people celebrate things differently?</p> <p>Make clear links between texts/sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples. Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice, explaining how context can affect ways of living</p>	<p>Islam - What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</p> <p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Identify the meaning for believers from texts/sources of authority studied. Make clear connections between what people believe and how they live, individually and in communities Analysing a range of evidence and examples, show how and why people put their beliefs into practice in different ways depending on context, e.g., in different communities, denominations or cultures</p>
Term 2	<p>Why do Christians perform Nativity plays at Christmas?</p> <p>Be able to describe or retell some stories that are important to religious people. Describe some ways in which different people celebrate important moments in life (e.g., festivals). Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")</p>	<p>Christianity - Why does Christmas matter to Christians?</p> <p>Give simple examples of how stories show what people believe. Give simple accounts of what stories and other texts mean to believers. Give examples of how people use stories, texts and teachings to guide their beliefs and actions. With questioning, begin to give examples of diverse ways in which believers put their beliefs into practice.</p>	<p>Hinduism - How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live.</p>	<p>Christianity - What does it mean if God is loving and Holy?</p> <p>Identify the meaning for believers from texts/sources of authority studied. Show a clear process of reasoning for the views they and others have and the connections they make. Confidently identify some different types of evidence people use to support their process of reasoning. Analyse a range of evidence and examples, show how and why people put their beliefs into practice in different ways.</p>
Term 3	<p>Our special books</p> <p>Be able to describe or retell some stories that are important to religious people.</p>	<p>Why does Easter matter to Christians?</p> <p>Give simple examples of how stories show what people believe.</p>	<p>Islam - How is Muslim worship expressed collectively? How does Muslim worship and</p>	<p>Big Question - Do you have to believe in God to be good?</p> <p>Identify the meaning for believers from texts/sources of authority studied. Show a clear process of reasoning for the views they and others have and the</p>

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		<p>With questioning, begin to give simple accounts of what stories and other texts mean to believers.</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give examples of diverse ways in which believers put their beliefs into practice</p>	<p>celebration build a sense of community?</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live.</p>	<p>connections they make.</p> <p>Confidently identify some different types of evidence people use to support their process of reasoning. Analyse a range of evidence and examples, show how and why people put their beliefs into practice in different ways.</p>
Term 4	<p>Why do Christians put a cross in an Easter Garden?</p> <p>Be able to describe or retell some stories that are important to religious people.</p> <p>Describe some ways in which different people celebrate important moments in life (e.g., festivals).</p> <p>Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")</p>	<p>Islam - What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?</p> <p>Give examples of diverse ways in which believers put their beliefs into practice.</p>	<p>Christianity - What do Christians learn from the creation story?</p> <p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples.</p>	<p>Big Question - Creation and Science: Conflicting or Complementary?</p> <p>Identify the meaning for believers from texts/sources of authority studied. Show a clear process of reasoning for the views they and others have and the connections they make.</p> <p>Confidently identify some different types of evidence people use to support their process of reasoning. Analyse a range of evidence and examples, show how and why people put their beliefs into practice in different ways.</p>
Term 5	<p>Why is the word 'God' so important to Christians?</p> <p>Be able to describe or retell some stories that are important to religious people.</p> <p>Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")</p>	<p>Judaism, Christianity, Islam - Thankfulness</p> <p>Identify core beliefs and concepts. Give a simple explanation of what the core beliefs and concepts mean to believers.</p> <p>Give simple examples of how stories show what people believe e.g., the meaning of the Creation Story to Christians. With questioning, begin to give simple accounts of what stories and other texts mean to believers.</p>	<p>What is a pilgrimage? What does pilgrimage involve?</p> <p>Describe how people show their beliefs in how they worship and in the way they live</p> <p>Identify some differences in how people put their beliefs into practice, explaining how context can affect ways of living.</p>	<p>Hinduism - How do Hindus show they belong?</p> <p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Analysing a range of evidence and examples, show how and why people put their beliefs into practice in different ways depending on context, e.g. in different communities, denominations or cultures.</p>
Term 6	<p>Our Beautiful World</p> <p>Be able to describe or retell some stories that are important to religious people.</p> <p>Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")</p>			<p>Islam - How do Muslims show they belong?</p> <p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Analysing a range of evidence and examples, show how and why people put their beliefs into practice in different ways depending on context, e.g., in different communities, denominations or cultures.</p>