



## Ludgvan School Subject Progression Document 2024-2025

### Subject: Religion and Worldviews

#### Skills and Knowledge Progression / Subject Content Coverage and Timeline

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Being Special: Where do we belong?</b>	<b>Why is Christmas special for Christians?</b>	<b>Why is the word 'God' special to Christians?</b>	<b>Why is Easter special to Christians?</b>	<b>Which places are special and why?</b>	<b>Which stories are special and why?</b>
	*Retell religious stories  *Share occasions that made them feel special	*Talk about people who are special to them family and friends  *Recall what happens at a traditional Christian festival (Christmas)	* Talk about the world  * Creation story  * Looking after our world	*Stories connected with Easter  *Say why Easter is special  * Christian symbols (eg leaves, cross, eggs etc)	*Places that are special to them  *Recognise that some religious people have places which have a special meaning for them Church etc	*Talk about some religious stories  (Christianity and another)

Believing	Living	Expressing
<b>ELG: listening, attention and understanding</b> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>		
<b>ELG: self-regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul>		

<b>ELG: people, culture and communities</b>		
<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>		
<b>KS1 readiness objectives</b>		
<ul style="list-style-type: none"> <li>• To know that different people have different faiths</li> <li>• To know that some stories come from different holy books, and to express ideas in response to those stories</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different people have different times of celebration</li> <li>• To understand that different people have different ways of celebrating major events</li> <li>• To know that people of all faiths can and do live well alongside each other</li> <li>• To enjoy joining in with family customs and routines</li> <li>• To be able to express some of their own families' customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different people have a range of different ways of showing their beliefs, including prayers and worship</li> <li>• To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>

<b>Year Group 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Whole school theme</b>	Wellbeing	Diversity	Local citizens	Global citizens	Planet Earth	Aspirations
<b>Key question</b>	How did the world begin?	What do some people believe God Looks like?	What is Gods job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
	*Exploring a range of creation stories in imaginative ways. *To present their ideas about creators	*Looking at Islamic art, Hindu avatars and images of the Christmas story	*Investigating the roles of God through stories and sacred texts *Examine the actions of God and what this	*Build on their understanding of creation stories *Study quotes and religious stories the	*Explore different ceremonies to welcome home a new baby	**Explore stories and guidance that inspire people to care for others

	*To consider how creation stories help some people to understand what God is like	*To explore how different people understand God on Earth *Talk about why putting ideas about God into words and pictures is difficult	means to some different people	relationship between humans and nature *Investigate why different people believe it is important to care for Earth?	*Investigate the symbolism in these ceremonies *Seek connection between ways people from diverse worldviews celebrate a new baby	*Examine the reasons behind these actions and the impact on people's lives *Investigate different ways people show care and understand why giving to others is important
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Year Group 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole school theme</b>	Wellbeing	Diversity	Local citizens	Global citizens	Planet Earth	Aspirations
<b>Key question</b>	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
	*To learn the beliefs around using offerings to show gratitude *Artefacts used during puja *To write own lyrics for a song of thanks	*Investigate the many ways light is used in religious and worldwide contexts *Explore different festivals, focusing on candles *Use natural resources to create advent wreaths *Explore Hanukkah	*Build on their understanding of how people perceive God on earth *Stories from diverse perspectives about early lives of significant religious figures *Explore how we recognise that some individuals have a special connection to God	*Asking questions about religious stories *Significant people like Abraham, Jonah, Moses, Jesus, Muhammad, and Guru Nanak *Create own definition of a prophet	*Investigating the importance of communication in relationships *Different ways that people pray and why they consider this important *Explore objects that some people use during prayer	*Examine buildings within our local area and beyond *To discover what the features of the buildings might reveal about peoples beliefs about God *Design their own place of worship based on their learning

Year Group 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school theme	Wellbeing	Diversity	Local citizens	Global citizens	Planet Earth	Aspirations
Key question	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happened if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
	<ul style="list-style-type: none"> <li>*To explore ideas about spirituality, inner self and the soul</li> <li>*Use art to express beliefs about the soul and inner self</li> <li>*Design a book cover and blurb called ' what make sus human?'</li> </ul>	<ul style="list-style-type: none"> <li>*Reflect on why people make choices about how to live a good life</li> <li>*Investigate hoe some Jewish people use tallit to help them remember guidance</li> <li>*To write their own moral code mini-book</li> </ul>	<ul style="list-style-type: none"> <li>*To investigate how scripture is used and treated by different people</li> <li>*Visit or use virtual places of worship</li> </ul>	<ul style="list-style-type: none"> <li>*To explore the meaning of consequences to different people</li> <li>*Design and play snakes and ladders style games to explore beliefs about reincarnation</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the many ways water is used in rituals and ceremonies</li> <li>*To learn about the historical connections of water in some religions</li> <li>*Create poetry to express ideas about the symbolism of water</li> </ul>	<ul style="list-style-type: none"> <li>*To explore the use of fire in many ceremonies and as a symbol of remembrance</li> <li>*Design an eternal flame to commemorate a particular person or event</li> <li>*Create artwork inspired by the symbolic use of fire</li> </ul>

Year Group 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school theme	Wellbeing	Diversity	Local citizens	Global citizens	Planet Earth	Aspirations
Key question	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of the scripture matter?
	<ul style="list-style-type: none"> <li>*Explore the origins of religions</li> <li>*Explore geographical and historical links between some religions</li> </ul>	<ul style="list-style-type: none"> <li>*Look at different ways scriptures are used and what this shows about the value placed on them</li> <li>*Look at how the Guru Granth Sahib is treated</li> </ul>	<ul style="list-style-type: none"> <li>*Find out how people show commitment to their beliefs</li> <li>*Why do people choose to demonstrate the importance of their beliefs in certain ways</li> </ul>	<ul style="list-style-type: none"> <li>*Use texts to find out about the historical figure of Jesus</li> <li>*Consider his place in Jewish, Christian and Muslim teaching and</li> </ul>	<ul style="list-style-type: none"> <li>*Explore how the Christian bible that exists today developed</li> <li>*Look at different types of writing within the Bible and when it was written</li> </ul>	<ul style="list-style-type: none"> <li>*To find out about the different languages scriptures are used in and what this reveals about different beliefs</li> <li>*To try Arabic calligraphy</li> </ul>

	*Investigate Sikh and Bahai beliefs and practices	like royalty and analyse the information collaboratively	*Look at ceremonies of commitment ,diet, charity and clothing	how he is seen by different communities *Learn about the social and religious environment of Jesus' here and how this impacted the way he was viewed	*To find out how some Christians use their Bibles	*Retell the story of different diasporas using a map
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Year Group 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole school theme</b>	Wellbeing	Diversity	Local citizens	Global citizens	Planet Earth	Aspirations
<b>Key question</b>	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? Part 1	What happen when we die? Part 2	Who should be in charge?	Why are some places in the world significant to believers?
	*Thinking about religious freedom use historical and modern-day examples of people ,such as Guy Fawkes, who fought for their beliefs *Use debate and critical analysis activities to discuss controversial issues	*Explore the spread of Christian beliefs worldwide  * Looking at why Christian worship looks so different in the UK and across the world	*Interpreting different sources of wisdom and beliefs about what happens when we die *looking at Abrahamic and non-religious perspectives do to mark someone's death *Explore how this is linked with beliefs about afterlife *Consider concepts of heaven and hell through art	*Learning the meaning of reincarnation and enlightenment *Compare these ideas with those studied in part 1 *Create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews	*Investigate the different ways religious leadership and authority are determined *Explore what happens when people don't agree *Develop- knowledge of democracy , bloodline and being 'chosen' to think critically about the issues raised	*Investigate why some places are significant to some religions *Explore why this has sometimes led to conflicts and what these places can reveal about beliefs in culture

Year Group 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole school theme</b>	Wellbeing	Diversity	Local citizens	Global citizens	Planet Earth	Aspirations
<b>Key question</b>	Why does religion look different around the world? (part 1)	Why does religion look different around the world? (part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
	<ul style="list-style-type: none"> <li>*Comparisons about the origins of the Abrahamic religions</li> <li>*Discover how some religions practices are observed</li> <li>*Consider how culture, tradition, migration and interpretation can affect how someone practices their religion</li> </ul>	<ul style="list-style-type: none"> <li>*Think about the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perspectives</li> <li>*Explore why there are different Buddhist schools</li> </ul>	<ul style="list-style-type: none"> <li>*Find out about significant journeys and pilgrimages and why visiting particular places are important to some people</li> <li>*Investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss suffering, sin and free will</li> <li>*Look at what people from different worldviews think about this challenging question</li> <li>*Explore why some people turn to God in times of suffering</li> </ul>	<ul style="list-style-type: none"> <li>*Explore alternative ideas about and responses to suffering</li> <li>*Consider how people might respond to suffering and how their reactions are influenced by their worldview</li> </ul>	<ul style="list-style-type: none"> <li>*Explore their own worldview and the religious composition of their class</li> <li>*Consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become a better citizens in the future</li> </ul>

**Vocabulary Progression**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Believe/belief Blessing Ceremony Community Creator/creation God Miricale Religion Responsibility Scripture Worldview Respect Idea Proof important quote	Chosen Festival Guru Messenger Place of worship Practices Prayer Prophet Ritual Sacred Shrine Symbol/symbolise Temple Worship Opinion Value Express link	Cleanse Convent Divine Equality Eternal Faith Forgiveness Guidance Holy Inspired Moral Offering Reasoning Sin Soul Response Source Influence Connection Organised Worldview Historical Modern represent	Ancient Commitment Culture Dharma Fast Harmony Merciful/mercy Origin Prophecy Revealed/ revelation Sacrifice Spiritual Traditions Translation Perspective Viewpoint Artefact Evidence Impact Perception literal	Abrahamic Agnostic Atheist Denomination Devotion Dharmic Enlightenment Exile Karma Liberation Pilgrimage/ Pilgrim Reincarnation Religious Succession Theist Stereotype Prejudice Discrimination Tolerance/ Tolerant Interpretation Portrayal Significant	Diversity Free will Incarnation Liberal Martyrdom Monotheist Orthodox Protected characteristics Secular Suffering Temptation Wisdom Bias Contradictory Controversial Personal Respond Reflect census