



Religions and Worldviews long-term plan

Intent

Religions and Worldviews in our schools enables every child to flourish and to live life in all its fullness. (John 10:10). It helps educate for dignity and respect, encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and world views) and for the religious freedom of each person.

The principal aim of Religions and Worldviews is to engage children by asking big questions about life in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

Religions and Worldviews gives pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions.

Religions and Worldviews makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society.

Implementation

We teach Religions and Worldviews according to the aims of the North Yorkshire Agreed Syllabus (2024-2029). This requires all pupils to learn from Christianity and the other 5 principal faiths in the UK: Islam, Hinduism, Sikhism, Buddhism and Judaism. Non-religious worldviews such as Humanism are also explored. The Christian element of the Religions and Worldviews curriculum is taught through the Understanding Christianity resource. World religions are taught through the RE Today agreed syllabus.

The Religions and Worldviews curriculum is delivered through aspirational teaching of the three types of knowledge (known as the pillars of progression): **Substantive Knowledge**: knowledge about various religious and non-religious traditions; **Disciplinary knowledge** (referred to as “ways of knowing” by OFSTED: pupils learn “how to know” about religion and non-religion; **Personal knowledge**: pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study.

To enable children to critically reflect on and discuss their own religious, spiritual and / or philosophical convictions, children are taught to view Religions and Worldviews through the three lenses of **Theology (believing)**, **Philosophy (thinking)** and **Human / Social Sciences (living)**.

Impact

The Religions and Worldviews curriculum is designed to ensure that all learners are able to use their knowledge to succeed in life; implementing the principal aims of RE: learners are engaged in systematic enquiry into significant human questions, which Religion and Worldviews address; learners develop the understanding and skills needed to appreciate and appraise varied responses to these questions and learners are able to develop responses of their own.



Yoredale Schools: Bainbridge Infants and Askrigg Juniors
*Inspired by the compassion of the Good Samaritan, we treat one another with respect and kindness,
 using courage and creativity as we grow and learn.*



EYFS

Autumn		Spring		Summer		
EYFS Robins	Development Matters - Understand that some places are special to members of community - Recognise that people have different beliefs and celebrate special times in different ways.					
	Religious Festivals: Sukkoth & Diwali		Religious Festivals: Pentecost, Ramadan & Eid ul-Fitr		Religious Festivals: Eid-ul-Adha	
	Why is the word God so important to Christians?	Why is Christmas special for Christians?	Which stories are special and why?	Why is Easter special to Christians?	Which places are special and why?	Being Special: Where do we belong?
	UC F1 God / Creation	UC F2 Incarnation	RE Today F1	UC F3 Salvation	RE Today F3	RE Today F2
	- Learn that for Christians the word “God” is the name of someone very important, the creator of the universe - Understand that Christians show God is important to them by praying and singing to God and using his name with love and care - Make connections between the idea of a creator God and the Christian belief that God made everything	- Learn about Jesus through bible stories - Start to understand that Christians believe that Jesus is God on Earth and Jesus shows what God is like - Start to understand that Christians act like Jesus to show their love of God and their neighbour	- Learn about sacred books for Christians and Muslims - Start to understand that stories in sacred books have meanings that teach, help and support believers - Start to make connections between stories from sacred books and what believers believe	- Learn about the events of holy week - Understand that Easter Sunday is an exciting day for Christians as they want everyone to know that Jesus is not dead - Start to make connections between the Easter story and elements of Easter celebrations	- Start to learn about special / sacred buildings for Christians and Muslims - Understand the importance of sacred buildings to Christians and Muslims - Make connections between the sacred buildings and the worship of Christians and Muslims	- Learn more about Jesus and also about Guru Nanak - Understand that religions have special people who have done great things - Make connections between the actions of the special people and how their followers behave



Key Stage One

Autumn			Spring		Summer	
Year A	Who is a Muslim and how do they live? RE Today 1.2	Why does Christmas matter to Christians? UC 1.3 Incarnation Resources	Who is Jewish and how do they live? RE Today 1.3	What is the good news Christians say Jesus brings? UC 1.5 Salvation Resources	Sacred Books RE Today 1.4	What is the good news Christians say Jesus brings? UC 1.4 Gospel Resources
	- Learn about the Muslim ways of life and beliefs - Identify ways that Muslims mark Ramadan and celebrate Eid-ul-Fitr - Make connections between the Muslim ways of life and beliefs and their own beliefs and the school's vision of love God love your neighbour	- Have a clear understanding of the story of Jesus's birth. - Consider what they have to be thankful for at Christmas - Make connections between the story of the nativity and Christians' beliefs and actions at Christmas	- Learn about Jewish people and objects in the Jewish home that link to the Jewish way of life - Recognise that Shabbat is a special day of the week for Jews and understand how Jews celebrate Shabbat - Make connections between their own ideas on the value of times of reflection and thanksgiving and the Jewish celebrations studied	- Revisit stories of Holy Week and Easter and make a link to the idea of salvation - Recognise that Incarnation and Salvation are part of the Big Story of the Bible - Make connections between the story of Easter and feelings of sadness, hope or heaven	- Learn special stories from the Bible, Qur'an and Torah - Understand the meaning of special stories and their impact on believers' ways of life - Make links between the messages within sacred texts and the way people live	- Investigate the lives of characters in the Gospels whom Jesus brought good news - Recognise that Jesus gives Christians instructions on how to behave such as love God, love your neighbour - Consider whether Jesus's good news is only for Christians or for everyone
Autumn			Spring		Summer	
Year B	What do Christians believe God is like? UC 1.1 God Resources	What do Christians believe God is like? (Digging Deeper)	How should we care for others and the world? RE Today 1.8	Celebrations RE Today 1.6	What makes some places special to believers? RE Today 1.5	Who do Christians say made the world? UC 1.2 Creation
	- Learn the parable of the Lost Son - Understand what the story means to Christians - Make connections with the parable and the concept of God as a forgiving, loving father	- Learn the key points of the story of Jonah - Recognise that the story of Jonah is another example of God's message to love our neighbour - Make connections between the story of Jonah and Christians' understanding of God	- Learn about the lives of different believers who have loved God and loved their neighbour - Identify ways that some believers have responded to God by loving their neighbour - Make connections with other religions that promote the Golden Rule	- Learn about Easter, Pesach and Eid-ul-Fitr - Investigate the meanings of symbols and actions used in religious celebrations - Investigate the meanings of symbols and actions used in religious celebrations	- Learn about the sacred places of Christians, Muslims and Jewish people - Identify special objects in places of worship and understand their meaning to believers - Consider similarities between objects and their meaning or uses from different world religions	- Learn the story of creation from Genesis 1:1-2:3 - Recognise that the story of creation is the beginning of the Big Story of the bible - Make connections between the story of creation and the wonders of Wensleydale



Lower Key Stage Two

	Autumn		Spring		Summer	
	Humanism RE Today L2-11	What does it mean to be a Hindu in Britain today? RE Today L2.8	Why do Christians call the day Jesus died Good Friday? UC 2A.5 Salvation Resources	When Jesus left, what was the impact of Pentecost? UC 2A.6 Kingdom of God Resources	How and why do people mark the significant events of life? RE Today L2.6	What kind of world did Jesus want? UC 2A.4 Gospel Resources
Year A	- Learn about Humanist beliefs, ideas and values - Identify ceremonies and celebrations of Humanists. - Identify values important to Humanists. - Consider ways in which Humanist ideas make a difference to behaviour for individuals and communities.	- Learn some examples of what Hindus do to show their faith through puja, aarti and bhajans - Discuss what it means to be a Hindu in Britain, making links with their own experiences in Wensleydale - Consider the actions of Hindus in helping others and ways in which they help other people in their local and wider community	- Learn the story of Holy Week, from the triumphant arrival into Jerusalem to the death and resurrection of Jesus - Make links between the events of Holy Week and events in their local community that mark Easter - Start to make connections between, creation, fall, incarnation, gospel and salvation in the Big Picture	- Understand what the description of Pentecost in Acts 2 means to Christians - Understand the impact of Pentecost on global Christianity, recognising the link between Pentecost and Christianity throughout the world - Make connections between the events of Pentecost, the Holy Spirit and the Kingdom of God	- Learn about significant milestones in the journey of life such as Baptism, Bar / bat Mitzvah, Hindu Samskaras and marriage - Recognise that these significant events represent commitments for believers - Make connections between the different ceremonies and events in their own life	- Learn / revisit a series of Gospel stories showing Jesus's relationships with the people of God - Realise that instead of a list of rules, the Gospels tell a story which shows God's love for his people - Make connections between the Gospels and how God wants Christians to behave, in particular making links to the Good Samaritan

	Autumn		Spring		Summer	
	Right and Wrong RE Today L2.9	What is it like for someone to follow God? UC 2A.2 People of God Resources	What is the Trinity and why is it important to Christians? UC 2A.3 God Resources	Festivals RE Today L2.5	Different Beliefs RE Today L2.1	What do Christians learn from the creation story? <i>Unit: Understanding Christianity 2A.1</i>
Year B	- Recognise that our school vision of Love God, Love your neighbour is echoed in the Golden Rule of Humanism and Judaism - Examine how Christians, humanists and Jewish people decide what is "right" - Understand that a person's beliefs can impact on their actions. For example the work of Desmond Tutu against Apartheid	- Learn the story of Noah and understand the concept of a covenant - Make connections between the story of Noah and the promises made in a wedding ceremony - Make links between the story of Noah and how they live in Wensleydale	- Learn the story of Jesus's Baptism and recognise the different elements of the Trinity within the story - Understand that Christians believe that God can be seen through the work that he does - Express what Christians believe about the connections between God the Father, God the Son and God the Holy Spirit	- Learn about Easter, Divali, Pesach and Eid-ul-Fitr - Understand how celebration reminds believers of key belief and allows them to focus on those beliefs and commitments - Use different disciplinary methods to investigate and explore the unit question - Make connections between the stories, symbols and beliefs with what happens in the festivals	- Identify beliefs about God that are held by Christians, Hindus and Muslims - Identify similarities and differences between ideas about what God is like in different religions - Make connections between the beliefs of Christians, Hindus and Muslims and their own beliefs	- Learn that Christians believe the world was created by a Creator God and that the fall occurred as a result of a choice made by Adam and Eve - Recognise that Christians believe that God owns everything he has created (including them) and creation has been placed into human hands to be looked after - Children realise that all humans are tempted to do things their own way rather than follow the guidance of a Creator God



Upper Key Stage Two

	Autumn		Spring		Summer	
Year A	What does it mean if Christians believe God is holy and loving? UC 2B.1 God Resources	What does it mean to be a Muslim in Britain today? RE Today U2.6	Green Religion RE Today U2.10	What difference does the resurrection make to Christians? UC 2B.7 Salvation Resources	Hard Times RE Today U2.3	For Christians, what kind of king was Jesus? UC 2B.8 Kingdom of God Resources
	- Identify different types of biblical texts written by people who know God: David (Psalms), Isaiah and John (1 John) - Consider how biblical teachings about God as holy and loving make a difference in the world today - Make clear connections between bible texts and what Christians believe about God	- Learn and describe the five pillars of Islam and identify why the Qu'ran is important to Muslims - Describe and reflect on the significance of the Qu'ran to Muslims - Make connections between the five pillars and Muslim's beliefs about Allah and Muhammad	- Describe some key environmental problems and some key religious teachings about the Earth. - Make connections between beliefs about the Earth and activist behaviour in different religions. - Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to "save the Earth."	- Critically examine the story of Jesus's resurrection - Understand the impact of the resurrection on Christian beliefs and the Big Picture - Make connections between the Christian belief in the story of the death and resurrection and how Christians worship on Good Friday and Easter Sunday	- Learn about different religions teachings about hard times and what happens when we die - Understand what difference beliefs might make to how someone lives - Express ideas about how and why religion can help believers when times are hard	- Investigate Gospel allegories of the Kingdom of God such as The Feast (Luke 14:12-24) and The Tenants (Matthew 21:33-46) - Relate teachings on the Kingdom of God to issues, problems and opportunities in and around Wensleydale - Make connections between Christian belief about the Kingdom of God and how those beliefs are put into practice

	Autumn		Spring		Summer	
Year B	Why do Christians believe Jesus was the Messiah? UC 2B.4 Incarnation Resources	Expressing Beliefs RE Today U2.5	Anti Racism RE Today U2-10	Salvation UC 2B.6 Salvation Resources	Ahimsa, Grace and Ummah RE Today U2.8	Creation and science: conflicting or complimentary? UC 2B.2 Creation
	- Recognise that Christians believe Jesus fulfilled prophecies about the Messiah - Explain that Christians believe that Jesus is God incarnate and as part of the big picture, will rescue God's people bringing them back to Him - Consider why Christians believe that Jesus is the Messiah	- Learn about religions teachings on charity and generosity alongside examples of religious creativity - Understand the value of sacred buildings and art - Make connections between sacred texts and the unit question	- Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews. - Understand the challenges racism presents to human communities and consider different religious responses. - Describe examples of connections between anti-racism and religion.	- Focus on the death and resurrection of Jesus, considering Christians belief that Jesus's death was a sacrifice - Show how Christians put their beliefs about Jesus's death into practice - Make clear connections between Jesus's death as a sacrifice and how Christians celebrate Holy Communion	- Describe what Ahimsa, Grace and Ummah mean to religious people - Consider the challenges of being a Hindu, Christian or Muslim in Britain today - Make connections between beliefs and behaviours in different religions	- Critically examine the story of creation found in Genesis 1:1 – 2:3 - Recognise the significance to Christians of a creator God who made all things - Consider whether the creation story is in conflict with or complementary with scientific accounts of creation