

Our substantive concepts:



(beliefs)



(practices)






(Community and belonging)



People and Communities ELG: 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.


The following special times/stories have been identified to underpin our curriculum in KS1 and KS2. Through engaging with these concepts, the children develop as solid foundation of prior learning ready for our RE curriculum.



EYFS	End points / questions	Key Vocabulary
Special Times	Baptism Bar/bat Mitzvah Christmas Easter Day of the Dead World Religion Day	Celebration, Harvest, Christmas, Eid, Diwali, special, Christian, light, candle, festival
Special Stories	End points / questions Jonah and the Whale Christmas Story Creation Story Easter Story Tadpole's Promise Adam and Eve Mahamed and the Night Journey Noah's Arc Moses and the Red Sea Jesus' miracles (e.g. walking on water, turning water into wine, healing a blind man, loaves and fishes, healing the sick) The Crying Camel The Prophet and the Ants	holy, bible, Qur'an, Muslim, God, Jesus, special, promise, miracle


Year 1	End points / questions	Key Vocabulary
<p>How did the world begin?</p>  <p>(Teach this unit in Autumn 2)</p>	<p>Know that some people believe God created the world as described in Genesis. (What might some Christian and Jewish people think about creation? What is creation. Teacher note: Adam and Eve will be taught later in the year) - Kapow lesson 2</p> <p>Know that there are different creation stories to explain how the world began. (What do some Hindu people believe about creation? Who is Brahma?) - Kapow lesson 3</p> <p>Begin to explore non-religious views of creation (What is the big bang? Not on Kapow)</p> <p>Understand the beliefs of people I know. (What do your parents/teachers etc... believe about how the world began? Is it ok to have different views about creation? Not on Kapow)</p>	<p>Significant Religions: Christian, Jewish, Hindu.</p> <p>Non- religious views.</p> <p>Bible, God, Christian, creation belief, create, Genesis, creator love, Hindu, Jewish, big bang, scientist</p> <p>Religious Figures: Brahma, God</p>
<p>Why should we care for the world?</p>  <p>(Teach this unit in Spring 2)</p>	<p>End points / questions</p> <p>Recap different views about how the world began. (Review of 'How did the world begin' unit on Genesis creation story. What do some Hindu people believe about how the world began? Who is Brahma? Kapow lesson 1 – first part of 'main event')</p> <p>Explore the idea that the world is a gift and consider why we should take care of it. (Why should we take care of the world? How could we take care of the world? Kapow lesson 1 – 2nd part of 'main event')</p> <p>To understand the meaning of stewardship and how we can work together. (Why do some people believe we should care for the world? What does stewardship mean? Kapow lesson 3)</p> <p>Investigate what some Muslims believe about caring for the world by exploring stories about Muhammad. (What do some Muslim people believe about caring for the world? What does 'The Prophet and the Ants' teach Muslims? What does 'The crying camel' teach Muslims? Kapow lesson 4)</p>	<p>Significant Religions: Christian, Jewish, Hindu, Muslim</p> <p>Belief, Bible, Christian, Creation, Brahma, care, Earth, environment, stewardship, gift, stewardship</p> <p>Religious Figures: Brahma (recap)</p> <p>Muhammad</p> <p>God</p>



<p>How do we know babies are special?</p> 	<p>End points / questions</p> <p>Explore the belief that a God created humans on the 6th day. (Who is Adam and Eve? Which religions believe in this story? Teacher note: recap creation from earlier in Y1 - Kapow Lesson 1)</p> <p>Explore how promises are made during Christian baptism ceremonies. (What do Christians promise during a Baptism service? What happen during a Baptism service? - Kapow lesson 5)</p> <p>Explain how some Muslim people welcome a new baby. (How do Muslims welcome a new baby? What practices do they perform? Kapow lessons 2/3)</p> <p>Know how Hindu people welcome a new baby by exploring new baby ceremonies. (What practices are performed during a Hindu baby welcoming ceremony? - Part of Kapow lesson 6)</p> <p>Compare religious and non-religious baby welcoming ceremonies. (How does a Hindu/Muslim/Christian baby welcoming ceremony compare to a Humanist ceremony. - Part of Kapow lesson 6)</p>	<p>Significant Religions: Christian, Hindu, Humanist and Muslim.</p> <p>celebration, promise, God. Allah, baptism, ceremony, godparents, promise, practices creation, baby naming</p> <p>Religious Figures: Adam and Eve God</p>
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Year 2	End points / questions	Key Vocabulary
<p>How do some people talk to God?</p> 	<p>Understand what prayer is and why some people do it. (What is prayer? Kapow lesson 1)</p> <p>Explore different ways that people might choose to pray. (How are objects used in prayer? Where do people pray? What is a prayer mat? Mix of Kapow lesson 2 and 4)</p> <p>Understand why some people use their bodies during prayer. (How do Muslim people prepare their bodies for prayer? Teacher note: emphasise that prayer is one of the 5 pillars of Islam. Kapow lesson 3)</p> <p>Know where some prayers come from. (How are scriptures important during prayer? Where do Muslim/Hindu prayers come from? - Kapow lesson 6)</p>	<p>Significant Religions:</p> <p>Christianity, Islam, Hinduism</p> <p>promise, God, belief, bible prayer, praying, prayer mats, candles, scripture, practices, Qu’ran, Torah, Church, mosque, synagogue, temple</p> <p>Religious Figures:</p> <p>God, Brahman, Allah</p>
<p>What is a prophet?</p> 	<p>End points / questions</p> <p>Explore the meaning of the word belief (linking back to creation as an example from Y1 - Not on Kapow)</p> <p>What are prophets and how do we know about them? (What is a prophet? Where will we find stories about prophets? Teacher note – explore key texts from different religions and explain that stories about prophets can be found within them. E.g. - Story of Jonah in Bible, Story of Mohamed and the night journey in Quran. Possible match up/Venn activity? - elements of Kapow lesson 1)</p> <p>Tell stories about prophets from different religions (Who was Jonah? Who believes in him? What is the story of Jonah and the Whale? - elements of Kapow lesson 1 [Jewish/Christians] Who is Mohamed? Who believes in him? What is the story of Mohamed and the Night Journey – elements of Kapow lesson 4)</p> <p>Know why the prophet Jesus Christ is special to some Muslims and Christians. (Why is Jesus important to some religious people? - Kapow lesson 5)</p>	<p>Significant Religions:</p> <p>Christianity, Islam</p> <p>Qur’an, Jesus, special, muslim, messenger, Christian, bible, messenger, belief, sacred</p> <p>Religious Figures:</p> <p>Jesus, Mohamed, Jonah</p>



<p>What do candles mean to people? (Do this unit in Autumn 2)</p> 	<p>End points / questions</p> <p>Talk about what candles mean to me and explain what candles mean to others. (What are candles? What might they mean to other people? [teacher note – touch here on how candles can be used in a religious and non-religious way] - Kapow lesson 1)</p> <p>Discuss the story of Rama and Sita and why people celebrate Diwali together. (How did the community help Rama and Sita? [lighting the candles] Why do some Hindus celebrate Diwali together? How is it celebrated? - Kapow lesson 2 and some of lesson 3)</p> <p>Understand why Christians make Christingles and how they link to togetherness. (What do Christingles symbolise? How do they show togetherness? Kapow lesson 4)</p> <p>Understand why some Jewish people celebrate Hanukkah (Why do people celebrate Hanukkah? [to celebrate being Jewish after the Greeks tried to stop their worship] Kapow lesson 5)</p>	<p>Significant Religions:</p> <p>Hindu, Christianity, Judaism</p> <p>Diwali, celebrate, festival, Jesus, togetherness, belonging, community, Christingles, Hanukkah</p> <p>Religious Figures:</p> <p>Rama and Sita</p> <p>Jesus</p>
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Year 3	End points / questions	Key Vocabulary
<p>What makes us Human?</p> 	<p>Understand that beliefs inform our worldview. (What is a worldview? [the lens we see the world through]) - Kapow introductory lesson with KS1 recap of creation and prophets)</p> <p>Explore Christian, Jewish and Hindu worldviews on what makes us human. (What do Christian, Jewish and Hindu believe about the soul? - Kapow lesson 2)</p> <p>Explore non-religious views about what makes us human. (What do Humanists believe about the soul? - not on Kapow)</p> <p>Understand how and why Buddhists meditate. (Do Buddhists believe in the soul? Why do they meditate? - Lesson 4 Kapow)</p>	<p>Significant Religions: Christian, Jewish, Muslim, Hindu, Buddhist, Humanist View.</p> <p>special, prophet, creation, belief, soul, human, worldview, meditation,</p> <p>Religious Figures: Jesus, Mohamed, Jonah</p>
<p>Where do our morals come from?</p> 	<p>End points / questions</p> <p>Understand what morals are and how they contribute towards our choices. (What do Humanists believe about morals? How do we know what's right and wrong? What part does religion play in our morals? Teacher note – recap the idea of stewardship here from Y1 Kapow lesson 1)</p> <p>Explain why some Christians and Jewish people follow the ten commandments. (What are the ten commandments? How do they help people to live moral lives within their communities? Kapow lesson 2)</p> <p>Understand the 5 Pillars of Islam and How Zakat (charity) forms part of the Muslim moral code. (What is the Zakat? How do Muslim people live a moral life and support their communities? Kapow lesson 4)</p> <p>Explore the Buddhist's Eightfold Path. (How does the Eightfold Path help Buddhists to live moral lives? How does this help others? Kapow lesson 5)</p>	<p>Significant Religions: Humanism, Christianity, Judaism, Buddhism, Islam</p> <p>Promise, prophet, Pillars of Islam, stewardship, creation Eightfold Path, morals, right and wrong, ten commandments, Zakat, Charity</p> <p>Religious Figures: Adam and Eve (Recap) Moses (Recap) Buddha</p>




<p>Why is water symbolic?</p> 	<p>End points / questions</p> <p>Know how water is important to life practically and symbolically. (Teacher note – review Y1 creation here. How is water important to religion? What does water symbolise? Part of Kapow lesson 1)</p> <p>Explore the significance of Water in Christian bible stories (Why is water central to the Moses story? Why is water central to Noah’s story? Kapow lesson 1 + teacher planning for Noah’s Arc)</p> <p>Recap how water is used in baptism ceremonies and how relates to purity. (Why do some Christians use water in Baptism services? Recap from Y1 - Mix of Kapow lesson 2 and 5)</p> <p>Explore how some Muslims and Hindu use water as part of their practices. (Why is water used in the Wudu ceremony? How do Hindus use water in their festivals? Kapow lesson 4 + 6)</p>	<p>Significant Religions: Christian, Hinduism</p> <p>belief, festivals, bible, prayer, practices, symbolism, symbolic, purity, water, festivals</p> <p>Religious Figures: Noah, Moses</p>
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Year 4	End points / questions	Key Vocabulary
<p>Are all religions equal?</p>  <p>(Teach unit in Autumn 2 due to World Religion Day being in Jan)</p>	<p>Understand how religious worldviews are connected. (Teacher note – recap what a worldview is from Y3 topic ‘What makes us human’. Why is it important to learn about other worldviews? Where do religions originate from? - Kapow lesson 1)</p> <p>Identify how some Sikh beliefs and practices reflect ideas about religious equality. (Why was Guru Nanak? What did he teach people about living peacefully/religious equality? - Kapow lesson 2)</p> <p>Understand how the Bahá’í (pronounced: Ba-high) worldview promotes unity. (What is the Bahá’í worldview? How does it incorporate all religions? - Kapow lesson 4)</p> <p>Explore ‘World Religion Day’ and how we can live together harmoniously. (What is World Religion Day? Why is it celebrated?)</p>	<p>Significant Religions: Humanism, Christianity, Judaism, Buddhism, Islam, Bahá’í, Sikhism</p> <p>belief, practices, prophet, messenger, worldview, equal, unity, harmony</p> <p>Religious Figures: Guru Nanak</p>
<p>Just how important are our beliefs?</p> 	<p>End points / questions</p> <p>Recap our understanding of how beliefs inform worldviews and the promises we make. (What promises do you make and why? [eg – Brownies/class charter/ fasting]) - Teacher note - Kapow mix of lessons 1/2/3 without emphasis on ceremonies. Use layers of the Earth activity from lesson 3.</p> <p>Understand that commitment to beliefs can be shown through outward appearance. Can we see the importance of someone’s beliefs on the outside? Elements of Kapow lesson 4.</p> <p>Know how commitment to beliefs can be demonstrated through diet by some people. (How else might some people show their commitment? Teacher note: emphasise that fasting is one of the 5 pillars of Islam. Elements of Kapow lesson 4.)</p> <p>Understand the value of ceremonies of commitment to some religious and non-religious people. (Why do some people have baby welcoming ceremonies? Why do some Jewish people have Bat/Bat Mitzvas? What is confirmation to Christians? Kapow lesson 1 for baby welcoming ceremonies (Knowledge review from Y1) Kapow lesson 2 for Bat Mitzvas)</p>	<p>Significant Religions: Christian, Jewish, Muslim</p> <p>promise, Bible, special times, belief, Torah, sacred, baptism, worldview, Bar Mitzvah, Bat Mitzvah, confirmation, fast, Pillars of Islam</p>

<p>Who is Jesus?</p>  <p>(Teach in Spring Term due to Easter link)</p>	<p>End points / questions</p> <p>Understand how Jesus is represented in different ways (What do you know about Jesus? Teacher note: Recap the Y2 idea that Jesus is a prophet. Kapow lesson 1)</p> <p>Understand beliefs and perceptions of Jesus at the time he was alive. (What did the Romans think of Jesus? Mix of Kapow lesson 2 and 3)</p> <p>Explore the idea of prophesies. (What is a prophesy? [a prediction] Can you explain 2 Christian prophesies? - Kapow lesson 4)</p> <p>Consider the concept of miracles and their significance to beliefs about Jesus. (Can you name a miracle that Jesus is believed to have performed? Kapow lesson 5)</p> <p>Understand the significance of the resurrection and how this confirmed beliefs about him at the time. (What is the resurrection? Why is the Easter story significant? - Kapow lesson 6)</p>	<p>Significant Religions: Christianity</p> <p>Easter, Jesus, miracle, prophet, prophesy, perceptions, resurrection, prediction</p> <p>Religious Figures: Jesus, God</p>
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Year 5	End points / questions	Key Vocabulary
<p>Why doesn't Christianity look the same?</p>  <p>(Teach in Spring Term due to Easter link)</p>	<p>Recap who Jesus is and which traditions believe in him. (Was Jesus a prophet? Which religions believe in Jesus? [Judaism/Christianity] Why did some people believe Jesus was the Messiah [Easter Story]?) - Non Kapow lesson</p> <p>Know some Bible and Torah stories about Jesus. (What does the Bible/Torah teach us about Jesus?) Kapow lesson 1. - Recap of KS1/EY nativity.</p> <p>Identify the different denominations/branches of Christianity (Do all Christians believe the same thing? Name 2 different denominations of Christianity.) - Non Kapow lesson</p> <p>Know factors that influenced the spread of Christianity. (How did Christianity develop?) Kapow lesson 2</p> <p>Know some of the features of a Catholic church. (What is Roman Catholicism? Explore the links to Romans from Y3 history.) Kapow lesson 3 Possible what is Jesus lesson?</p>	<p>Significant Religions: Christianity- Roman Catholic, Church of England, Methodist.</p> <p>church, Jesus, Christian, Messiah, belief, Christianity, prophet, Torah worldview, baptism, messiah, denominations/branches</p> <p>Religious Figures: Jesus, God</p>
<p>What happens when we die?</p> 	<p>End points / questions</p> <p>Understand the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews. (Why do some people believe in a soul? - recap from Y3 – Kapow lesson 1)</p> <p>Know what funerals mean for different people. (What is the purpose of a funeral? Kapow lesson 4)</p> <p>Understand the Jewish rituals linked to forgiveness and judgement after death. (How do people seek forgiveness in their lives? What do Jewish people do to remind them of how to live a good life? Kapow lesson 5.)</p> <p>Understand the significance of Dia de los Muertos as a religious and cultural celebration for some Catholic people. (Teacher note – recap Catholicism from Y5. How do some people remember those that have died? - Kapow lesson 6)</p>	<p>Significant Religions: Judaism</p> <p>Belief, soul, celebration, worldview, festival, Abrahamic, funeral, forgiveness, judgement, heaven, eternal</p>

<p>Why do people have to stand up for what they believe in?</p>  <p>(Teach in Autumn Term due to Diwali link)</p>	End points / questions	<p>Significant Religions: Sikhism, Christianity, Judaism</p> <p>Diwali, celebration harmony, belief, togetherness, belonging, community, Devotion, martyr, prejudice, protected characteristics, tolerance, Bandi Chhor Divas</p> <p>Religious Figures: Guru Hargobind Guru Arjan</p>
	<p>Know that religion is a protected characteristic. (What is religious freedom? Kapow lesson 1)</p> <p>Consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories. (What challenges have Jewish people/Sikh people overcome? Teacher note – Hanukkah story recap from Y2 Kapow lesson 2)</p> <p>Understand why Bandi Chhor Divas is celebrated by many Sikhs. (How is Bandi Chhor Divas linked to freedom? Who was Guru Arjan? Why was he a martyr? Teacher note – link back to Diwali here Kapow lesson 3)</p> <p>Explain how and why people stand up for what they believe in. (What is discrimination? How can we prevent religious prejudice and discrimination? Kapow lesson 5)</p>	

Year 6	End points / questions	Key Vocabulary
<p>Why does religion look different?</p>  	<p>Identify similarities and differences between Abrahamic religions (What is the same about Judaism, Christianity and Islam? [one God, 10 commandments and Torah to Moses, Noah was important to all] What was different? [names of prophets] Kapow part 1, lesson 1)</p> <p>Understand that, within Sikhism, there are different Gods/Deities and people hold different beliefs about them. (Why do some Sikhs believe that one deity is more important than another? [due to language, geography, culture] Kapow part 2 lesson 1)</p> <p>Understand beliefs and worldviews around wearing a hijab. (Why might someone want to cover their hair/bodies? Kapow part 1 lesson 5)</p> <p>Explore the different ways that Buddhists practice their religion. (Kapow Why Does Religion Look Different Around the World – part 2. lesson 5)</p> <p>Explore differences in the ways that Jewish people observe the Shabbat. (How might a Jewish person observe the Shabbat? Do all Jewish people do the same thing? Kapow part 1 – lesson 2)</p>	<p>Significant Religions: Sikhism, Buddhism, Judaism, Christianity, Islam</p> <p>God, belief, promise, special times, prophet, torah, sacred, worldview, deity, hijab, Shabbat, observe, denominations, rabbi</p> <p>Religious Figures: Moses, Noah, Allah</p>
<p>What Place does Religion have in Our World Today?</p> 	<p>Consolidation Unit</p> <p>Understand my own worldview. (What is your worldview? What informs this? Kapow lesson 1 – Touch on beliefs about souls from Y3)</p> <p>Use census data to find out about religion in the UK. (What is the most/least common religion in the uk? How does this compare to Wigan and the children in our class? - Kapow lesson 2)</p> <p>Understand where and why religions spread. (How have religions spread around the world? Kapow lesson 4 Teacher note – recap Y5 topic on the spread of Christianity here also.)</p> <p>Explore reasons why we should we learn about other religions. (Why is religion important in terms of citizenship? How does religion impact society? Kapow lesson 6)</p>	<p>Significant Religions: All previously taught</p> <p>God, belief, soul, human, worldview, census data, citizenship, society, denominations/branches</p>