

Religion and World View Curriculum end points by year group

Autumn Spring Summer

Nursery		
Unit of work	Statutory Guidance Norfolk Agreed Syllabus 2019	Unit End Points
Special people	There is no statutory requirement for Nursery.	Pupils will be able to talk about the people in their lives Pupils will talk that there are different make ups of families Pupils will understand that they are unique
Christmas		Pupils will understand that The first Christmas is a story that is important to Christians Pupils will understand that story is about the birth of Jesus
Celebrations- Holi, Lunar New Year and Perusian New Year		Pupils will understand that there are many different types of celebrations Pupils will be able to talk about how people celebrate Pupils will understand that some celebrations are important to people beliefs
Easter		Pupils will understand that The Easter story is a story that is important to Christians Pupils will understand that story is about the resurrection of Jesus
Story time		Pupils will learn that we can take messages from stories Pupils will understand that some stories are special to people because of their beliefs
Special places		Pupils will understand that there are places that are special to individuals Pupils will understand that a place can be special for many different reasons. They will understand that there are buildings that are special to people that hold a specific belief.

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Reception		
Unit of work	Statutory Guidance Norfolk Agreed Syllabus 2019	Unit End Points- Pupils will....
What makes us special?	Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. No weighting is specified in the EYFS.	-Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Compare and contrast characters from stories, including figures from the past. -Recognise that people have different beliefs and celebrate special times in different ways. -Talk about the lives of the people around them and their roles in society.
What are special times?		-Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Recognise that people have different beliefs and celebrate special times in different ways. -Talk about the lives of the people around them and their roles in society. -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.
Why are some places special?		-Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Recognise that people have different beliefs and celebrate special times in different ways. -Talk about the lives of the people around them and their roles in society. -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.

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What makes the world special?		-Talk about members of their immediate family and community. -Recognise that people have different beliefs and celebrate special times in different ways. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -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. -Talk about the lives of the people around them and their roles in society.
Why are some things special?		-Talk about members of their immediate family and community. - Name and describe people who are familiar to them. -Recognise that people have different beliefs and celebrate special times in different ways. -Understand that some places are special to members of their community. -Talk about the lives of the people around them and their roles in society. -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 .
Why are some stories special?		-Listen to and talk about stories to build familiarity and understanding. -Engage in storytimes. -Recognise that people have different beliefs and celebrate special times in different ways. -Anticipate – where appropriate – key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -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.

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Year 1		
Unit of work	Statutory Guidance Norfolk Agreed Syllabus 2019	Unit End Points
How did the world begin? (Lesson 2 and 3)	In-depth investigation of: 1. Christianity 2. One other principal world religion. And encountering : 3. At least one other principal religion or worldview reflected in the local context. More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).	<i>-To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.</i> <i>-To recognise that there are different creation stories to explain how the world began.</i> -Identify things which are natural and man-made. -Discuss ideas about how natural things were created. -Recall the key elements of the Jewish and Christian creation story in the correct order. -Understand that some Christian and Jewish people believe the story explains how the world was created. -Correctly order the key events of a Hindu creation story. -Make some links between the Hindu creation story and the Christian and Jewish creation story.
What do some people believe God looks like?(Lesson 2, 3 and 4)		<i>-To explain how some Muslim people express their ideas about God.</i> <i>-To recognise some of the different forms of God in the Hindu worldview.</i> <i>-To recognise that many Christian people believe Jesus is the son of God and God on Earth.</i> -Recognise that different people have different beliefs about God's form and appearance. -Recognise that some Hindu people believe God has many forms.

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		-Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth. -Recognise and explain how Christian, Muslim and Hindu people refer to God -Show respect for differences and similarities in how different religions represent God. -Explain why people use different names for God and show respect for the different names for God across religions.
Why should we care for the world? (lesson 3, 4, 5 and 6)		-Recognise why only humans can care for the world. -Identify the belief that God created humans as stewards over nature through scripture. -Recognise what some stories about Muhammad tell us about looking after the world. -Express why stewardship is important to some Muslim people. -Identify why people who believe in ahimsa may think it is important to look after all living creatures. -Identify reasons why it is important to care for the world.
Why should we care for others? (Lesson 1 and 2)		-To explore Christian teachings on caring through stories about Jesus.

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		-To identify how and why some people care for others by exploring the Sikh belief in Sewa. -Identify ways of caring for others in Bible stories. -Look for similarities between people's beliefs about caring for others. -Explain how people use their skills to care for others while being inspired by their beliefs.
How do we know that new babies are special?		-Suggest reasons why people might celebrate a new baby. -Identify reasons why some Muslim people welcome a new baby with Adhan. -Recognise the key parts of Aqiqah and why these are important to some Muslim people. -Identify the important parts of Jatakarma and why these are important to some Hindu people. -Explore similarities between Jatakarma, Adhan and Aqiqah. -Identify what a promise means in a Christian baptism. -Explain ways in which some people choose a name for a new baby. -Describe what happens at religious and Humanist baby naming ceremonies.

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Year 2		
Unit of work	Statutory Guidance Norfolk Agreed Syllabus 2019	Unit End Points
Why do we need to give thanks?	In-depth investigation of: 1. Christianity 2. One other principal world religion. And encountering : 3. At least one other principal religion or worldview reflected in the local context. More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).	-Identify reasons people may feel thankful and how this is expressed. -Explain how some people celebrate harvest time. -Identify the meaning behind some harvest celebrations and practices. -Talk about what Hindu and Christian followers might learn from stories about gratitude. -Explain how some Hindus and Christians show their gratitude to God. -Explain how Hindu worship may reflect a person's beliefs about gratitude to God. -Recognise how worship through songs can be used to express thanks to God. -Express ideas about gratitude using music.
What is a prophet?		-Identify how some prophets' feelings changed and explain the people's reactions to new prophets. -Understand the promises God made to some individuals, including promises shared across the Christian and Jewish worldviews. -Describe the story of the Night Journey and identify common prophets in the Muslim, Christian and Jewish worldviews.

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		-Explain Jesus' varied role in the Jewish, Christian and Muslim worldviews, identifying similarities and differences in these perspectives. -Describe how a guru might be similar to a prophet. -Explain what makes some prophets important to the people in the worldviews they explore.
How do some people talk to God? (lesson 2,3 and 4)		-To describe different ways some people pray. -To describe ways of praying through exploring Muslim prayer -To explain simply how and why special objects and clothing are used during prayer. - Identify some reasons why people might choose to talk to God and what it means to some people. -Identify similarities and differences in the ways in which people pray. -Use appropriate vocabulary to describe what prayer looks like. -Recognise how some people prepare for prayer. -Identify some of the ways people use their bodies when praying. -Recognise and name some important objects and items of clothing used by some Jewish, Muslim and Hindu people during prayer. -Talk about what makes some objects special.
Where do some people talk to God? (lesson 1,4, and 5)		-To describe what makes a place of worship special. -To understand why some Sikhs visit the gurdwara. -To identify similarities and differences between places of worship.

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		-Describe what a place of worship is. -Recognise different places of worship. -Give at least two reasons why some people go to places of worship. -Explain how one feature of the gurdwara shows that sharing and fairness are important to many Sikhs. -Identify how two places of worship are similar or different.
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Year 3		
Unit of work	Statutory Guidance Norfolk Agreed Syllabus 2019	Unit End Points
What makes us human?	In-depth investigation of: 1. Christianity 2. Two other principal world religions. And encountering: 3. At least one other religion or worldview. More time should be spent on Christianity than any other individual religion or worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).	-Share their personal worldview. -Explain how and why their worldview might change. -Identify the difference between personal and organised worldviews. -Ask and answer open-ended questions. -Explain what is meant by a soul and express their ideas about what a soul means to them personally. -Understand that some people believe that humans have a soul. -Summarise the similarities and differences between what people believe about the soul. -Express their ideas clearly and compare their own beliefs with others.

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		-Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self. -State benefits and challenges relating to Buddhist meditation. -Give examples of Buddhist meditation practices. -Explain the reasons and purpose behind meditation. -Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'.
Where do our morals come from? (Lesson 1,2 and 4)		-To explain what morals are by exploring Golden Rules from different worldviews. -To evaluate the importance of religious guidance to some Christian and Jewish people. -To describe how religious guidance can influence daily life in different worldviews. -Explain what morals, rules and guidance are. -Identify some of the ways people decide what is right and wrong. -Evaluate how Golden Rules might help people make moral decisions today. -Identify similarities and differences between different religious guidance. -Identify common themes across religious and non-religious guidance.
What happens if we do wrong? (Lesson 3,4,6)		-To compare Christian and Humanist beliefs about forgiveness through real life scenarios.

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		-To explore how some Jewish people seek God's forgiveness during Yom Kippur. -To summarise what some Hindus believe about karma and how actions have consequences. -Identify what actions might be seen as wrong and why. -Identify what Christians believe about forgiveness from Bible stories. -Describe similarities and differences between Christian and Humanist ideas about forgiveness and saying sorry. -Explain why some Hindus choose to live morally and make good choices.
Is scripture central to religion? (Lesson 2 and 5)		-To explore beliefs about scripture by looking at the Torah and the Chumash. -To recognise the value of the Bible by exploring how and why some Christians use it. -Evaluate the significance of scripture to some Jewish and Christian people. -Explain how some ways of using and treating the Christian Bible and the Torah show their importance. -Discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary. -Make links between scripture from the Abrahamic religions.

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Why is water symbolic? (lesson 2 and 4)		-To explore the significance of water in rituals. -To investigate water's symbolism and role in Christian baptism. -Making connections between religious stories and the importance of water. -Identifying how water is used in some rituals. -Suggesting what water might symbolise. -Making links between beliefs and actions. -Talking about why some Christians choose to be baptised.
Why is fire used ceremonially? (Lesson 1 and 4)		-To suggest some symbolic meanings of fire by exploring the Olympic flame ceremony. -To explore the significance of fire in the Zoroastrian worldview. -Suggesting the symbolism of the Olympic flame. -Explaining why fire is used in some Zoroastrian ceremonies. -Discussing different ways fire can be used and considering connections.

Year 4		
Unit of work	Statutory Guidance Norfolk Agreed Syllabus 2019	Unit End Points
Are all religions equal? (Lesson 1 and 4)	In-depth investigation of: 1. Christianity 2. Two other principal world religions. And encountering: 3. At least one other religion or	-To recognise that there are many connections between religious worldviews. -To determine how Bahá'í teachings influence some practices.

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	worldview. More time should be spent on Christianity than any other individual religion or worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).	-Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs. -Talk about why making connections can be helpful. -Explain similarities and differences between the ways people from different worldviews understand God. -Use a range of sources to find out what might be important to some people from the Bahá'í faith. -Compare what people with different worldviews may think about other religions.
What makes some texts sacred? (Lesson 2, 5 and 6)		-To evaluate information about Buddhist, Hindu and Sikh scriptures. -To evaluate the significance of religious scripture to some people. -To describe the importance of scripture to some people. -Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions. -Giving some reasons why different Hindu texts might be significant to people. -Providing examples of why and how the Guru Granth Sahib is respected. -Drawing out connections between beliefs and practices. -Comparing and making links between scriptures from different worldviews. -Identifying the role and value of scripture in some people's lives.
Just how important are our beliefs? (Lesson 4,5 and 6)		-To investigate how commitment to beliefs can be demonstrated through diet by some people.

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		-To explore why some people sacrifice time or money for their beliefs. -To describe what sacrifice can mean to some Sikh people. -Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be. -Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways. -Give examples of religious fasting and dietary restrictions. -Explain some reasons why people might demonstrate their commitment to beliefs through their diet. -Understand the cultural and religious importance of commitment ceremonies.
Who was Jesus really? (Lesson 1,5 and 6)		-To explore who Jesus was and how he has been represented in different ways. -To create deductions about Jesus by interpreting Bible stories. -To explore what the Easter story might suggest about Jesus for many Christians. -Share ideas about what Jesus might have been like. -Think critically about different representations of Jesus. -Interpret extracts from prophecies in the Old Testament and making connections with events in the New Testament. -Discuss how different people might interpret accounts about Jesus. -Suggest what some Christians may learn from the Easter story.
Does the language of scripture matter?		-Explain why writing stories down helps to keep their meaning the same. -Explain that some Jewish people read the Torah in Hebrew because it is the original language of the scripture.

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		-Explain that reading Hebrew can help some Jewish people feel closer to God and connected to their traditions. -Describe how Muslims show respect for the Qur'an and explain how using scripture can help them feel close to God or connected to others. -Talk about how Christians say the same prayer in different ways. -Explain that translations help more people understand scripture. -Explain why language is important in religious communities, including an example (e.g. Sikh use of Gurmukhi). -Identify that the same message can be expressed using different words. -Describe how language can help people feel part of a community.
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Year 5		
Unit of work	Statutory Guidance Norfolk Agreed Syllabus 2019	Unit End Points
Why do people have to stand up for what they believe in?	In-depth investigation of: 1. Christianity 2. Two other principal world religions. And encountering: 3. At least one other religion or worldview.	-Use clues to determine someone's beliefs about God. -Assess different points of view. -Gather evidence to form an opinion. -Articulate the importance of Guru Hargobind's inclusivity of others. -Identify the meaning behind different festivals of light.

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	More time should be spent on Christianity than any other individual religion or worldview.	-Express their thoughts and feelings after considering events in the past and present. -Consider various viewpoints surrounding religious prejudice.
Why doesn't Christianity always look the same?	A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).	-Give examples of how Christianity spread as a religion. -Explain how significant people have led to changes in how Christianity is practised. -Think about their views on leaders changing the way religion is practised. -List some reasons why there are different Christian denominations and what it means. -Recognise that not all Christians interpret passages about the Holy Spirit in the same way. -Note similarities and differences between practices from different denominations. -List some ways Christian worship and practices have changed over time. -Share their personal views.
What happens when we die? Part 2.		-Recognise beliefs about the soul being part of God. -Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life. -Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation. -Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. -List ways a person can gather karma through actions and experiences. -Suggest ways some Sikh practices and funeral rites may provide comfort to someone experiencing death. -Discuss the meaning of moksha and nirvana, drawing similarities from them.

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		-Consider ways enlightenment can be represented in art.
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Year 6		
Unit of work	Statutory Guidance Norfolk Agreed Syllabus 2019	Unit End Points
Why does Religion look differently around the world? (Part 1 Lesson 2,4 and 5)	In-depth investigation of: 1. Christianity 2. Two other principal world religions. And encountering: 3. At least one other religion or worldview. More time should be spent on Christianity than any other individual religion or worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).	<i>-To identify how some religious practices change over time by exploring Jewish mitzvot.</i> <i>-To recognise how some religious practices are influenced by culture.</i> <i>-To use scripture and lived experience to discuss why someone may choose to cover their hair.</i> -Compare the ways some Jewish people observe Shabbat. -Make links between a traditional Jewish meal and a denomination. -Describe how a kippah can reflect someone's beliefs or identity within the Jewish community. -Identify reasons why someone might wear a hair covering.

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Why does religion look differently around the world? part 2 (Lesson 1,2 and 4)		-To explore how places can influence the worship of different Hindu deities. -To explore how some people maintain their Hindu identity in the UK. -To analyse and understand festivals of light from different worldviews. -Recognise some ways Hindu worship is influenced by geography, history and culture. -List how some people in the Hindu community practise their religion in the UK. -Suggest similarities and differences between how people practise their religion in the UK and India. -Consider the symbolism of light in different worldview stories.
Why is it better to be there in person?		-Identify the common features and significance of both religious and non-religious gatherings. -Suggest reasons people might attend such events. -Explain the importance of place, people and practice in the context of gatherings. -Articulate the importance of Jerusalem to Jewish people. -Discuss why the Dome of the Rock is important to some Muslim people. -Identify the significance of Makkah for many Muslims. -Explain the significance of various pilgrimage sites in different religious worldviews. -Make thoughtful connections between the pilgrimage sites and the concept of spirituality.

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Why is there suffering? Part 1 (Lesson 2,3 and 6)		-To understand the concept of free will through exploring scripture. -To investigate beliefs about human wrongdoing through religious perspectives. -To examine how teachings about Jesus affect some Christian responses to suffering. -Make links between the creation story in Genesis and the concept of suffering. -Suggest some ideas as to why suffering exists in the world. -Discuss passages from Genesis that relate to free will, demonstrating an understanding of context. -Identify different reasons why humans may make choices that cause suffering. -Make connections between teachings about Jesus and how some Christians view and respond to suffering.
Why is there suffering? Part 2 (Lesson 1,4 and 6)		-To consider how people's beliefs influence responses to suffering. -To recognise how the belief in Hukam can help Sikhs in difficult times. -To make links and comparisons between different meditative practices performed by some Buddhists. -Consider different responses to suffering. -Explore their own views and responses to suffering. -Explaining what Hukam means and how it links to suffering. -Share reasons why many Sikhs live good lives despite the belief that God has a plan for them. -Rank ideas to show their personal responses. -Consider how their learning has reflected or

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		developed their own views about suffering.
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