

| Key stage | Worldview | Question/Theme Th = Theology Ph = Philosophy HSS = Human and social science | Content in bold is intended to be CORE. The remainder is suggested content. NB this will probably need expanding with more detail as we go on. | Comments |
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| EYFS 4s-5s | Christianity | Who is Jesus? What is the church? What do Christians celebrate? What do we learn from Christian stories? | Stories of Jesus – Nativity, Easter, <i>incarnation</i> Exploration of church life – worship and prayer Range of festivals – Christmas, Easter, Pentecost, Harvest, recognising that not all Christians celebrate the in the same way. Parables and narrative stories from Old and New Testaments | Great starting from the beginning. Clear foundation of knowledge. |
| | Worldviews – religious non-religious | Why are some people special? Why are some places special? Why are some times special? What can we learn from stories? | Stories of Abraham and Sarah, Moses, Prophet Muhammad and Khadijah, Guru Nanak, Bahá'u'lláh, Buddha, and contemporary examples Mandir, Mosque, Gurdwara, Temple, Vihara, Synagogue, and secular spaces; Planet earth and the environment Shabbat, Channukah, Holi, Diwali, Eid, Ramadhan, Vaisakhi, Wesak, and some secular festivals Choose suitable examples, probably including a range of creation stories and other tales with a moral. | Nice link to role models, shared experience. |
| | Worldviews – non-religious and Humanist | What do people think about the world? | The universe started at the Big Bang and as a result humans are made of star dust and so all are special. Looking at fossils, humans have worked out that all of life on earth has evolved. Some creatures like the dinosaurs have died out and others have changed over time. | |
| KS1 5s-7s | Generic introductory unit (1 or 2 lessons) | <i>What is (organised?) religion? (Ph)</i> <i>How do we find out about what people believe?</i> | <i>Establish the idea of Abrahamic and Dharmic religions. Explore some of the common features of religions building on the topics covered at EYFS – place, celebration, ritual.</i> | Does this also need to explore what is meant by Theology and introduce the ways of knowing theologically? |

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| | <p>Christianity – in every year group</p> | <p>What do Christians believe about God and where do these ideas come from? (Th)</p> <p>What is the story of Jesus? (Th)</p> <p>What did Jesus teach his followers and how did he teach? (Th)</p> <p>How and where do Christians worship? (HSS)</p> <p><i>How do Christians show that they belong to the church? (HSS)</i></p> <p>What do Christians believe about prayer? (Th, Ph)</p> | <p>God as Creator and the beauty of Creation, and the early revelation of God to Abraham, Isaac, Jacob, and Moses. The Bible and its format (simple) The life of Jesus (simple) – the narratives of his life and the disciples The parables of Jesus – particularly the Lost sheep, coin and son, Good Samaritan Christian worship at home and in the church, looking for some of the symbols in church that link to Christian teaching, particularly the life of Jesus. Explore some denominational differences, to include church that do not use liturgy. Most Christians see church is the body of Christ not just the buildings but the people, like one big worldwide family made up of different styles of prayer, worship and differences do not matter, what matters is belief in Jesus. Baptism or thanksgiving and confirmation, and full immersion baptism. Communion. Different ways of praying and the Lord’s Prayer – Prayers of praise, rejoicing, adoration, confession asking (Thank you, sorry, please prayers)</p> | <p>Solidifies the importance of the stories Links the Theology and belief together</p> |
| | <p>Judaism</p> | <p>How do Jewish people (Jews) understand God? (Th)</p> <p>Who is important in Judaism? (Th)</p> <p>What is the synagogue? (HSS)</p> <p>What do Jewish people celebrate and why? (HSS)</p> | <p>Oneness of God, Shema Abraham, Jacob, Joseph, Moses, current leaders in Judaism e.g., rabbis Role of the rabbi in the synagogue and role of the synagogues in the community. Passover, Shabbat, Rosh Hashanah, Yom Kippur, Bar and Bat Mitzvah</p> | <p>Keeping a pattern helps students see the similarities in faiths</p> |
| | <p>Hindu Dharma</p> | <p>How do Hindus understand God? (Th)</p> <p>What is the Mandir and why is it important? (HSS)</p> | <p>Brahman and the Trimurti, Rama and Sita, Ganesha, Hanuman, Gurus and Rishis. Symbolism The role of the mandir in Hindu life, worship in the mandir and worship at home, Puja, Aarti</p> | <p>Happy to add in the information, if this is a format that will work</p> |

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| | | How do Hindus worship and celebrate and why? (HSS) | Divali , Holi, Navaratri and the stories that accompany them | |
| | Non-religious worldviews | What do Humanists believe? What do other non-religious people believe? | Humanists think the world is a natural place formed by natural forces and evolution - we ask questions and look at evidence to help us understand it. (Humanists don't believe in a god.) Humanists think we should be kind to other people, animals, and the planet. Humanists think we should be free to find what makes us happy . Humanists symbol is the Happy Human . <i>What can we add about other non-religious worldviews at this point?</i> | |
| LKS2 7s-9s | <i>Generic introductory unit (1 or 2 lessons)</i> | <i>What is religion and what do religions have in common? (Th, PH)</i> <i>What questions can we ask about how people behave?</i> | <i>Revise much of what taught in KS1 and extend to a wider range of practices. Begin to explore ideas about God and the similarities and differences between a range of beliefs. As far as possible keep to the religions introduced and those the pupils will meet this year.</i> | <i>We will need teachers to write this unit Perhaps this can introduce the concept of social science?</i> |
| | Christianity | Who do Christians believe Jesus is? (Th) How did Jesus teach his followers to show friendship? (Th, HSS) What are the key messages of Easter? (TH, HSS, PH) What difference does Pentecost make? (TH, PH) Where do ideas about right and wrong come from for Christians? (TH, PH, HSS) How and why do Christians try to make a difference in the world? (TH, HSS) | Trinity, Son of God , Messiah, Saviour, Nativity, Prophecies teaching of Jesus and his miracles . The role of sin and forgiveness . Range of bible stories – Zacchaeus, the Disciples , Forgiveness, Good Samaritan, Peter, Easter and Holy week , communion, death and resurrection , God's rescue plan and the role of confession and restitution. Acts Chapters 1- 2 and Holy Spirit , (Trinity) Change and proclamation, Gospel Parables of the Kingdom of Heaven in the book of Mark (chapters 4 and 13) The 10 commandments and other expressions of the rule of law – particularly in the teachings of Jesus. (Golden Rule) Christian life and the work of the church in social justice (e.g. foodbanks, debt assistance and overseas aid charities) | Nice to see the scholarship. Would be good to ensure that we have the same standard across the other faiths too |

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| | | | (local and global) now and historically (include Lord Shaftesbury, Wilberforce and Wesley) | |
| | Islam | How do Muslims understand God? (Th) Who is Prophet Muhammad and why is he important to Muslims? (Th) What is the Qur'an and why is it important? (Th, HSS) | Tawhid, Allah, 99 names, Shahada Prophet Muhammad as the seal of the prophets, the night of power and the role of the angel Jibreel. Qur'an, Wudu, etc | |
| | Sikhi | How do Sikhs understand God? (Th) What is the gurdwara and how is it used? (HSS) How does someone demonstrate that they are a Sikh? (HSS) | Mool Mantra, Waheguru, Nam Japna , Guru Nanak and the other Gurus, including the Guru Granth Sahib Ji. Look at a range of Sikh stories and what they teach. The role of the gurdwara , especially Langar, Guru Granth Sahib Ji and worship. Khalsa, Vaisakhi, 5 K's, Sewa, Vaand chakkna, Kirat Karna. | |
| | Non-religious worldviews | How do Humanists live good lives? | Humanism is non-religious approach to life. Humanists are atheist or agnostic . Not a religion as we don't believe in god; have no holy books; nor worship or places of worship. We know we can lead a good, happy, and meaningful life without the need for religion. We share the Golden Rule with many world religions. <i>Treat other people as you'd want to be treated in their situation.</i> Humanists have ceremonies for baby naming, marriages, and funerals | |
| UKS2 9s-11s | <i>Generic introductory unit (1 or 2 lessons)</i> | <i>What is religion and non-religion? (Th, Ph)</i> <i>What questions can we ask about how people think?</i> | <i>Introduction to the vocabulary of religious, non-religious, faith, secular, atheist, and agnostic. Explore some of the features of religion that may be found in non-religious organisations – such as foodbanks and charities.</i> | Perhaps this introduces the knowledge of philosophy? |
| | Christianity | Why is the Bible important in Christian worship both in church and at home? (Th, HSS) | The story of the Bible as a whole, its history and translations. The way Christians use the Bible, at home and in church , especially in worship but also as a basis for | Same as above, good to have the same level of depth in the other lessons. |

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| | | <p>How is the Bible interpreted by different Christians? (Th, Ph)</p> <p>How does the Bible teach Christians to be wise? (Th, Ph)</p> <p>What are the big questions of life and death and how do Christians try to answer them? (Th, Ph)</p> <p>How and why do Christians show commitment to God? (Th, HSS, Ph)</p> <p>How do Christian beliefs influence the way people respond to local and global issues? (Th, HSS, Ph)</p> | <p>songs and hymns. Also, in preaching and inspiration in architecture – e.g., stained glass windows and symbols. Different readings of parables, miracles, and other teachings. The relationship between the Old and New Testaments and the role of prophecy, particularly as an interpretation of the Nativity and Easter stories.</p> <p>The wisdom literature - Psalms and Proverbs in particular.</p> <p>The big questions of life and death; resurrection, life after death, heaven and funeral practices and memorials.</p> <p>Church attendance, prayer, Bible study, good works, social justice, baptism, confirmation, etc.</p> <p>Care for creation, God as creator. Explore what influences many Christians to espouse the green movement, and other ways that Christians respond to other global issues of social justice. Maybe explore issue that are of local relevance. Racism and anti-semitism</p> | | |
| | <p>Judaism and/or Islam</p> | <p>What do believers learn about God and human life from their sacred text? (Th)</p> <p>How do different believers practise their faith in worship, at home and in the community? (TH, HSS)</p> | <p>Islam</p> <p>Core theological ideas from the Qur’an: Tawhid, Ummah, human life and flourishing.</p> <p>Use of the Qur’an in worship in the mosque, 5 Pillars, daily and Friday prayers, Role of the imam etc. Hajj, Eid; Rites of passage as appropriate.</p> | <p>Judaism</p> <p>Core theological ideas from the Torah: God, Shema, and covenant. Value of life, Love thy Neighbour</p> <p>Role of the synagogue in the Jewish community and the place of family, laws of kashrut, shabbat and other festivals. Jewish values;</p> | <p>Less information greater depth? <i>These questions could be combined to create one in-depth unit.</i></p> |

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| | | How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS) | Muslim responses to care for creation, Red Crescent and other Muslim charities , eco/green Mosque in Cambridge | Rites of passage as appropriate. Rosh Hashanah, Yom Kippur, Purim Tu BiShvat – place of trees in Jewish teaching, Mitzvah Day, Jewish charities, etc | | |
| Hindu Dharma and/or Sikhi/ or Buddhism | What do believers learn about God and or human life from their sacred texts and stories? (Th) | How do different believers practise their faith in worship, home, and community? (Th, HSS) | Hindu Dharma Smriti and Shruti . Explore some of the key stories and what is learned from them – e.g. Krishna and Arjuna, Rama and Sita, Prahlad and Holika etc. Explore range of Hindu practice in Mandir and at home, Ganesha as remover of obstacles, role of prayer and meditation. Rites | Sikhi Guru Granth Sahib, Mool Mantra . Inclusion of hymns and prayers from other religious traditions, and equality. Stories of Guru Nanak... Explore how the GGSJ is treated in the Gurdwara, Langar, Khalsa, Rites of passage, Amrit, Golden Temple | Buddhist Life of Siddhartha Gotama (The Buddha), Three Marks of Existence, Four Noble Truths, Noble Eightfold Path, Five Precepts , stories including Kisa and the Mustard Seed, the Donkey in the Well, Three Jewels Monasteries, diversity , artefacts (used by some), meditation, chanting, the Buddhist Sutras | <i>These questions could be combined to create one in-depth unit.</i> |

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| | | How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS) | of passage, Pilgrimage Sources of authority and the concept of Dharma , Karma, vegetarianism etc. Responses to poverty and injustice | Sikh charity work, sewa, langar, Khalsa Aid, etc. | Serving the community | |
| | Humanism | How do Humanists try to live good lives? | <p>Humans evolved naturally and have many abilities. If put them to good use, people can lead good and happy lives, for themselves and for others. They celebrate positive human achievements but recognise the many challenges ahead. Human beings alone are responsible for making the world a better place. Humanists campaign for equality and human rights, and to protect the environment.</p> <p>Humanists think this is the one life people have and they need to make it a good life. People are free to choose how to live (but not harm others) seeking happiness and helping others to do achieve happiness. Humanists consider the consequences of their actions and the likely impact on other people and animals and the world. Morality and ethics are not absolute (they're human, not god-given) and always context-dependent. They use empathy and treat other people kindly and fairly and apply the Golden Rule.</p> | | | |
| KS3 11s-14s | Generic introductory unit (1 or 2 lessons) | What is meant by secular, atheist, and agnostic? | <p>Definitions of Secular, atheist and agnostic and the recognition that humanists can be any one or more of those,</p> <p>There are different types of non-religious belief of which humanism is one.</p> | | | |

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| | | | Explore a range of philosophers who have explored these ideas, how they have interpreted them and lived them out. | |
| | Christianity (select questions for a 2-year KS3) See P&E for further questions | How and why did Christianity become a global religion? (Th, HSS) Does following the teachings of the Christian church affect a person's lifestyle? (Th, HSS, Ph) What do Christians believe about the Jesus as Messiah and why are there so many different interpretations? (Th, Ph) Can you be a scientist and Christian, and if so, how? (Ph, Th) | Story of Pentecost and the birth of the church. The role of evangelism, and the Holy Spirit . Examine the role of preaching and teaching, and prayer. Acts 10, and the story of the Good Samaritan as well as other stories about Samaritans and outcasts. Diversity within tradition , e.g. liberation theology and other modern examples. Christianity as a global, diverse and living tradition . Explore issues of Christian Lifestyle , e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity and the fact that these are contested. Explore Biblical teaching and interpretation. Messiah, Saviour, OT prophecies , Different models of atonement, Final judgement, heaven and hell, Revelation and reason. Different interpretations, The perceived conflict between science and religion , particularly the question around creation , but also the reliability of the Biblical text with reference to sickness and miracles. Darwin et al | |
| | Buddhism | Who is the Buddha and why do people follow him? How does following the teachings of the Buddha impact on different Buddhists? (Th, Ph, HSS) How and why did Buddhism become a global religion? (HSS) | Life of the Buddha Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Refer to the Five Precepts and Noble Eightfold Path, Three Poisons Diversity within tradition , Nicheren, Theravada, Mahayana, Pure Land, Zen Buddhism etc Bodhisattvas, Arhats, Dalai Lama | |
| | Humanism | How do Humanist beliefs impact on the way the people live? (Th, HSS) | Humanists share their moral outlook with many world religions, but consider morality and ethics as human not | <i>In this we need to identify what is CORE</i> |

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| | | <p>Which people have most influenced Humanists and how?</p> | <p>God-given, ideas. There is no concept of heaven and hell. Justice is for human agencies to administer in this world. Humanists obey just laws of the country they live in and campaign to change unjust laws. They campaign against privileges of religions in parliament, education, etc., which impact other people.</p> <p>Many Humanists mark major life events with ceremonies. The format is chosen by the participants, and the content focuses on their lives. Baby naming celebrates a new human life, marriage is a celebration of two people entering a public partnership; funerals celebrate the achievements of the deceased. Celebrants are trained and accredited.</p> <p>Humanists train non-religious pastoral carers for the armed forces, hospitals, prisons etc.</p> <p>Humanism supports people leaving controlling religions or cults, including those cast out by families.</p> <p>In the early sixties Humanism ran a Humanist Housing Association, and an Adoption Agency, to address religious discrimination. They campaigned successfully with parliamentarians for LGBTQ rights achieving the law that legalized consensual sex between adult men, previously a serious crime.</p> <p>Humanist ideas have been around for well over 2000 years, notably in India, China, Greece.</p> <p>Democritus thought the world we know is all there is, and it works naturally without any prior plan, and thus was remarkably close to some ideas of modern science and Humanism.</p> <p>Roman Stoic philosopher Seneca (2BCE-65CE) wrote, “Religion is recognised by the common people as true, by the wise as false, and by the rulers as useful,” and said,</p> | |
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| | | | <p>“The time to live is now,” something believed by humanists today.</p> <p>Thomas Paine, though a theist, wrote “My country is the world; my religion is to do good.”</p> <p>David Hume was sceptical about reports of miracles: “A wise man proportions his belief to the evidence” and should “always reject the greater miracle.”</p> <p>Charles Darwin’s <i>Origin of Species</i>. Published in 1859, described evolution by natural selection. Many people became agnostics when they realised that there was no need for a god to have created the earth and all life forms in six days.</p> <p>Mary Ann Evans / George Eliot translated Feuerbach’s <i>The Essence of Christianity</i> (1854), suggesting that religion was “the dream of the human mind”, projecting onto an illusory god our own ideals and nature. She herself was agnostic.</p> <p>Britain’s first openly atheist MP, Charles Bradlaugh, was elected in 1880. He was denied his seat until 1888 when his Oaths Act enabled non-religious affirmations as an alternative to religious oaths.</p> | |
| | Islam | <p>How and why did Islam become a global religion? (Th, HSS)</p> <p>How does following Islamic teaching impact on different Muslims?</p> | <p>Spread of Islam, Islamic Scholarship, diversity within Islam, Schools of thought, Medieval ‘Crusades’,</p> <p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Qur’an and Hadith, Sharia, Jihad (lesser and greater)</p> | |
| | Ethical and Philosophical (Must include Christianity, but | <p>How do people make sense of suffering? (Ph)</p> <p>Do ‘Good’ and ‘Evil’ really exist? (Ph)</p> | <p>Problem of suffering</p> <p>Definitions of good and evil</p> | |

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| | can bring in a range of religious tradition too including Baha’i, Zoroastrian, Rastafari etc.) | Is there a God and does it matter? (Th, Ph) What do we mean by a just and fair world and who decides? Th, Ph, HSS) | Existence of God Justice and fairness | |
| KS4 CORE | Christianity | | | |
| | Baha’i | | | |
| | Pagan | | | |
| | Pupil choice? Research? | | | |
| KS5 | | | Suggestions please! | |

Notes:

The key feature of the primary phase is that by the end of KS2 pupils need to have encountered, in addition to Christianity, Judaism, Hindu Dharma, Islam and Sikhi. An all through primary school MAY choose to deliver religious traditions in a different order, but to ensure balance and progression, infant, junior and first schools are required to cover the religions in the order suggested. We know that this means that not every pupil will see themselves represented in every year group. I don’t think there is an alternative. We could consider switching Islam and Judaism between KS1 and LKS2.

Schools may consider using RE days to bring in traditions not included in the syllabus, using similar questions and ideas.

I know that every religious tradition would like to have a fair share of the pie, but if we bear in mind that we are teaching pupils how to ask questions about religions and worldviews, we are equipping them with the skills and knowledge to research other religions as required. Perhaps other traditions can be included in the generic units?

Please also note – this is a working document and NOT what the finished product will look like!