



Milton Mount Primary School

Religion and Worldviews

Planning Summary Document - Summer

EYFS, Key Stage 1 & Key Stage 2

EYFS – Understanding the World - Summer

Festivals: Vesak/Wesak, Father's day, Ramadan, Eid – Al-Adha,

Theme

People, Culture and Communities

To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
To 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.
To 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.

Vocabulary

festival, celebrate, belief, religion, giving thanks, Buddha, Buddhist, enlightened, lotus flower, Hijab, Muslim, Ramadan, Allah, moon, mosque,

Year 1 Summer

Theme

Why should we care for the world?

Knowledge

To **explain** different beliefs about who owns the world. To **recognise** the belief that humans were created last for a reason, To **recognise** why only humans can care for the world, To **identify** the belief that God created humans as stewards over nature through scripture, To **recognise** what some stories about Muhammad tell us about looking after the world, To **express** why stewardship is important to some Muslim people, To **identify** why people who believe in ahimsa may think it is important to look after all living creatures, To **identify reasons** why it is important to care for the world.

Skills

Asking questions about things that interest them. **Beginning to ask** 'big' questions, **Listening to stories** and discussing what happens in them. **Beginning to notice** important information. **Retelling stories** in their own words. **Recognising lessons** or teachings within stories and relating to their own experiences. **Finding religious symbols** in stories and other sources. **Recognising** some religious terminology in sources. **Thinking about the meaning** of what people do. **Beginning to notice** similarities and differences within and between religions and worldviews. **Making links** between religious and non-religious beliefs and practices. **Listening to others'** ideas and comparing them to their own. **Talking about** what their answer to a question is based on. **Identifying things** that are important to people. **Noticing differences** and using respectful language to discuss them. **Sharing things** that make them wonder and what they think about these things. **Talking about** what they believe. **Respectfully sharing opinions** about what is important to them and what is important to others. **Sharing** what they have learnt. **Expressing their ideas** using symbols, drawings and choosing appropriate words.

Vocabulary

Belief, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, Humanist, important, Jewish, quote, religion, responsibility, scripture, Torah, worldview

Year 1 Summer

Theme

Why should we care for the others?

Knowledge

To **describe** some reasons why people choose to care for people other than it being their job. To **identify** how and why some people care for others by exploring the Sikh belief in Sewa, To **investigate** why many Muslims believe it is important to care for others by exploring Zakat, To **investigate** why some ways of caring might take more effort and receive less thanks than others by exploring Tzedakah, To **explore** Christian teachings on caring through stories about Jesus, To **identify** some Humanist beliefs about the importance of caring for others, To **explore** modern examples of how people use their skills to care for others.

Skills	<p>Asking questions about things that interest them. Beginning to ask 'big' questions, Listening to stories and discussing what happens in them. Beginning to notice important information. Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Thinking about the meaning of what people do. Beginning to notice similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs and practices. Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them. Sharing things that make them wonder and what they think about these things. Talking about what they believe. Respectfully sharing opinions about what is important to them and what is important to others. Sharing what they have learnt. Expressing their ideas using symbols, drawings and choosing appropriate words.</p>
Vocabulary	Act of kindness, creation, dhan, God, Gurdwara, Gurmukhi, Langar, man, religion, service, Sewa, Sikh, Tan, Waheguru, Allah, charity, donate, guidelines, The Five Pillars of Islam, Zakat, effort, fair, Jewish, responsibility, Tzedakah, Christian, Jesus, miracle, scripture, Humanist, Life skills, team

Year 2 Summer	
Theme	How do some people talk to God?
Knowledge	To describe what prayer means. To identify some reasons why people might pray, To explain how some people use their bodies during prayer, To identify some similarities and differences between the ways in which people pray, To understand why special objects and items of clothing are important to some people when they pray, To draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews.
Skills	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, and appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Understand that others may have different ideas from their own and respond respectfully. Express their own ideas and opinions , including considering worldviews studied. Ask thoughtful questions relating to their learning. Find out about religion and worldviews through: debating and discussing, looking at photographs and images, using video or audio footage and using first-hand accounts.
Vocabulary	Allah, Brahman, communicate, deity, Hindu, Jewish, mandir, mosque, Muslim, prayer, puja, Qur'an, scripture, shrine, synagogue, Torah, Veda

Year 2 Summer	
Theme	Where do some people talk to God?
Knowledge	To explain what the similarities and differences between places of worship can tell us about some people's beliefs. To identify some features of mosques and their importance to some Muslims, To explain how the features of an Orthodox Christian church might help some people pray, To make connections between beliefs about the Trinity and Christian places of worship, To identify some features of a synagogue and discuss their importance, To recognise that community and equality are important values to many Sikh people.

<p>Skills</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about religion and worldviews through: debating and discussing, looking at photographs and images, using video or audio footage and using first-hand accounts.</p>
<p>Vocabulary</p>	<p>Alevi, Bible, cem, church, community, dome, equality, gurdwara, Guru Granth Sahib, Langar, mosque, Pagan, place of worship, statue, synagogue, Torah, the Trinity</p>

<p>Year 3 Summer</p>	
<p>Theme</p>	<p>What happens if we do wrong?</p>
<p>Knowledge</p>	<p>Explain which actions can be considered wrong and what consequences may derive from them, Consider the authority which gives the consequences of wrongdoing, Describe how some religious people seek forgiveness, Explore the similarities between some Jewish and Muslim practices of seeking God's forgiveness, Discuss how God's forgiveness can change a believer's life, Describe what might happen to the soul when a believer does something wrong, Explore why some religious people choose to live morally, Investigate some ways Christians 'cleanse' the soul through infant and adult baptism, Explain why Jesus was baptised and sacrificed, Define what karma means to some Hindus and how it can affect the soul, Know that many Hindus aim to live morally by collecting positive karma within their lifetimes to eventually reunite with God.</p>
<p>Skills</p>	<p>Asking questions about what others think and do and how they show their beliefs. Exploring scripture and stories to understand how different people might interpret them. Comparing and contrasting stories or teachings from different religions to identify common themes. Recognising underlying themes in stories, such as kindness or forgiveness. Exploring how language may have special religious meaning and convey beliefs and teachings. Exploring similarities and differences within and between religions and worldviews. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Justifying their ideas and opinions using evidence from current and prior learning. Explaining links between religious and non-religious practices and their significance. Recognise similarities in concepts and beliefs even when practices and expressions differ. Exploring how beliefs can impact people's lives and actions, including personal and community practices. Commenting on links with prior learning when encountering new content. Drawing on knowledge to respond thoughtfully to big questions. Developing the ability to use empathy to identify and understand the feelings of others. Beginning to discuss their own and others' spiritual experiences and beliefs. Showing respect when hearing about other people's beliefs. Explaining their learning taking into account different perspectives and evidence. Expressing thoughts, ideas and opinions clearly in a variety of ways.</p>
<p>Vocabulary</p>	<p>Baptism, cleansed, forgiveness, moral, sin, salvation, soul</p>

Year 4 Summer

Theme	Who was Jesus really?
Knowledge	Discuss and critically analyse various depictions of Jesus, considering possible historical appearances and the reasons behind diverse portrayals, Learn key historical facts about Jesus' life and reflect on the varied perceptions of his image, Identify and understand the differences between the Pharisees and Sadducees, Use texts and sources to build knowledge about people's lives and societal positions during the time of Jesus, Explore the Romans' role in Judea and their interactions with Jewish groups, Compare prophecies with actual events from Jesus' life and express personal views on whether the prophecies were realized, Examine different interpretations of miracles shown in images and understand how diverse groups might have perceived these miracles during Jesus' time, Describe the Easter story and the concept of resurrection, acknowledging its significance to many Christians.
Skills	Recognising how religious and non-religious worldviews evolve for individuals and communities. Identifying common beliefs shared across different religions. Exploring the links and connections between various religions. Acknowledging Jesus as a historical figure and understanding the diverse beliefs regarding his significance. Appreciating that followers of the Christian worldview often believe in a divine relationship with humans through Jesus. Understanding that many Christians believe in the resurrection of Jesus after his crucifixion. Recognising that some Christians believe Jesus fulfilled prophecies from the Old Testament. Considering that some followers of the Jewish worldview may see Jesus primarily as a teacher, similar to views held during Jesus' time. Acknowledging that followers of the Jewish worldview generally believe in a covenant between God and the Jewish people. Understanding that some in the Jewish community await the coming of a Messiah, as foretold by prophets, but believe this event has not yet occurred. Reflecting on how Jesus' teachings were seen as radical within his life's historical and geographical context. Recognising that many Christians commemorate Jesus' death and resurrection during Easter.
Vocabulary	Depictions, faith, Messiah, miracles, perception, Pharisees, prophecy, resurrection, Sadducees, traditions

Year 5 Summer

Theme	Who should get to be in charge?
Knowledge	Explain how religious laws are created, using examples from Islam, Contrast religious law creation with British law creation, Discuss and write ideas on the succession of religious leadership, Linking Muhammad's practices, sayings or actions to the formation of some religious laws, Understanding how Guru Nanak chose his successor and how this method compares to other religious or cultural practices, Compare and contrast the leadership qualities of Sikh Gurus, noting virtues and selection methods, Describe how the Guru Granth Sahib's role as a guide compares to that of human leaders, Explain what these symbols represent about his leadership.
Skills	Reflect on how leadership and authority influence individual and collective worldviews. Analyse how worldviews affect the selection of leaders and authority figures. Compare different methods of leadership selection, such as democracy or inheritance, and understand the disagreements that may arise. Discuss the belief that some leaders are divinely chosen and what this signifies in various religions. Develop an understanding of wisdom as sensible thinking informed by knowledge and experience. Identify the role of guidance in religious and secular contexts and its importance in decision-making. Learn about the roles and responsibilities of religious leaders within communities and how they serve their followers. Interpret the significance of the Hadith and Sunna in guiding Muslims
Vocabulary	Adhere, admiration, angad, anointed, authority, bloodline, compassion, dedication, devotion, dignity, falcon, government, Guru Nanak, Guru Panth, Hadith, honesty, humility, integrity, interpretation, Kalgi, Khalsa, Kirpan, law, legal system, Lehna, lineage, merit, open-minded, Parliament, religious law, religious oppression, revelation, role model, sacrifice, selflessness, succession, Sunnah, ummah, wisdom

Year 6 Summer

Theme Why is there suffering?

Knowledge

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, **Relate stories** such as Adam and Eve's choice in Genesis, Jesus' temptation and concepts from other religions to the theme of human wrongdoing and suffering, **Draw connections** between stories from scripture, **Understand** the different perspectives on suffering and divine intervention presented in these stories from scripture, **Explain why** some people turn to prayer during times of suffering, **Make connections** between teachings about Jesus and how some Christians view and respond to suffering, **Use scripture** and personal responses to support their understanding.

Skills

Asking challenging questions and reflecting on the origins of their questions. **Identifying key information** from a broad range of sources independently. **Explaining why** interpretations of scripture and stories vary among different people. **Synthesising information** from different sources to suggest ideas about beliefs. **Recognising how** the historical and cultural context of stories can influence their meaning. **Considering** the intention of the storyteller and the impact of the story. **Reflecting** on how stories are interpreted differently by different audiences and why. Recognising further symbols and their representations within and across religions. **Analysing** symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife). **Interpreting expressions** of the same concept (for example, the afterlife) within and between religions and worldviews. **Analysing** events and issues and how these might impact people's lives. **Considering** representation in sources and how this might affect their usefulness. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. **Forming conclusions** based on a range of sources. **Making connections** between religious and non-religious traditions, beliefs and practices. **Appreciating the value** of diversity within religions and worldviews. **Analysing how** beliefs and values shape behaviours and relationships in different contexts. **Identifying** increasingly subtle links with prior learning when encountering new content. **Debating** challenging issues with reference to learning and respect for content being debated. **Using examples from their learning** alongside their personal worldview to answer big questions. **Explaining their own and others' spiritual** experiences and beliefs. **Considering** the thoughts, feelings, experiences, beliefs and values of others. **Presenting their own ideas and opinions** creatively, considering the benefits of different forms of communication.

Vocabulary

Contradictory, Fall, free will, suffering, temptation

KS1 Class Assembly – Summer 2

Theme

How do we know some people have a connection to God?

Knowledge

Recognise parts of Jesus' birth story that tell us some people believe Jesus is special, understand that religious stories can help us learn about religious beliefs, Identify some parts of the story that tell some people that Guru Nanak was special as a baby, Identify miracles in the stories that tell some people that some children are special, Make comparisons to other stories, Describe why Krishna might be seen as special by some people, Identify parts of the story that tell us that Muhammad is special to some people, identify a miracle believed to have been performed by Jesus as an adult and the significance in religious stories.

Vocabulary

Avatar, chosen, deity, Guru, messenger, Old Testament

KS2 Class Assembly – Summer 2

Theme	Why are some places in the world significant to believers?
Knowledge	Discuss why some people may consider mountains to be sacred, significant or both, Recognise that Jerusalem is a significant place for many Jewish, Christian and Muslim people, Discuss reasons why many Sikhs consider the Harmandir Sahib significant, Find examples of the Gurus' teachings in the Harmandir Sahib, List reasons why different people might visit the River Ganges, Consider what makes objects and relics significant, Explain why some people might visit a significant place due to their beliefs or commitments, Explore different perspectives about access to significant places
Vocabulary	Authentic, cleansing, covenant, Darbar Sahib, descendants, diaspora, exile, Goddess Ganga, Harmandir Sahib, holy, Israelites, Pagan, pilgrimage Promised Land, relic, replica, sacred, shrine, significant, stupa

