



Milton Mount Primary School

Religion and Worldviews

Planning Summary Document - Spring

EYFS, Key Stage 1 & Key Stage 2

EYFS – Understanding the World - Spring

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| Theme | Festivals: Lunar New Year, Shrove Tuesday, Ash Wednesday, Lent, Holi, Ramadan, Eid-al-Fitr, Mother's Day, Easter, Vaisakhi World Religion Day – celebrated over the week talking about different religions every day using the What's on Your Head series and Hats of Faith book. |
| Knowledge | <p>People, Culture and Communities</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> |
| Vocabulary | Spring, festival, celebrate, belief, religion, giving thanks, Hijab, Muslim, Turban, Sikh, Bishop, mitre, Christian, Kippah, Jewish, God, waiting, fasting, Lent, charity, prayer, Jesus, Holi, Hindu, colour, temple, Ramadan, Allah, moon, Eid-al-Fitr, mosque, |
| Year 1 Spring | |
| Theme | What is God's job? |
| Knowledge | To Discuss opinions about belief about what God does while respecting others' views. To share their interpretations of what different names for God tell people about what God does |
| Skills | To recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship, To identify which of the 99 names are similar to how God's job is described in the quotes, To discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview, To recognise that for some Hindus, God has many forms that help people understand what God does and explore stories to learn about these forms, To compare Zoroastrian beliefs to other religious or worldview concepts of good and bad, To make thoughtful observations about how this belief influences moral choices in daily life. |
| Vocabulary | Allah , belief, Christian, Christian Bible, creator, God, Jewish, miracle, Muslim, Trimurti, Zoroastrian |
| Year 1 Spring | |
| Theme | Why should we care for the world? |
| Knowledge | To explain different beliefs about who owns the world. |
| Skills | 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. |
| Vocabulary | Belief, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, Humanist, important, Jewish, quote, religion, responsibility, scripture, Torah, worldview |

| Year 2 Spring | |
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| Theme | What do candles mean to people? |
| Knowledge | To share examples of where they have seen and experienced candles. |
| Skills | To identify three practices associated with Diwali, To understand that some Hindu people use diyas as symbolism, To understand the meaning of Advent to some Christian followers, To identify what is important to some Jewish people at Hanukkah, To explain what a hanukiah symbolises, To understand their own positionality on what candles mean to them, To provide some examples of what candles mean to some people. |
| Vocabulary | Diwali, festival, Hanukkah, prayer, sacred, symbol, temple |

| Year 2 Spring | |
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| Theme | How do some people talk to God? |
| Knowledge | To describe what prayer means. |
| Skills | 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. |
| Vocabulary | Allah, Brahman, communicate, deity, Hindu, Jewish, mandir, mosque, Muslim, prayer, puja, Qur'an, scripture, shrine, synagogue, Torah, Veda |

| Year 3 Spring | |
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| Theme | Where do we get our morals from? |
| Knowledge | To explain what morals, rules and guidance are. |
| Skills | To identify some of the ways people decide what is right and wrong, To evaluate how Golden Rules might help people make moral decisions today, To explain how some people remember important guidance using physical items, To identify similarities and differences between different religious guidance, To identify common themes across religious and non-religious guidance, To present their own ideas for a moral code and explain their ideas clearly |
| Vocabulary | Buddha, covenant, guidance, moral, reasoning, Ten Commandments |

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| Year 4 Spring | |
| Theme | Just how important are our beliefs? |
| Knowledge | To evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways |
| Skills | To describe what baby welcoming ceremonies mean to some people, To explain the role of adults in these ceremonies, especially the promises or commitments they make, To describe the significance of commitment ceremonies to some people, To understand the cultural and religious importance of commitment ceremonies, To identify various items of clothing that people wear to express their beliefs, To explain what items may signify about an individual's commitments or convictions, To give examples of religious fasting and dietary restrictions To explain some reasons why people might demonstrate their commitment to beliefs through their diet, To justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be. |
| Vocabulary | Commitment, fast, sacrifice, tradition |

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| Year 5 Spring | |
| Theme | Why doesn't Christianity always look the same? |
| Knowledge | To recognise why Christianity changed over time. |
| Skills | To explain why some people believe Jesus was the Messiah, To give examples of how Christianity spread as a religion, To identify different features of a Catholic church, To explain the uses of different features of a Catholic church, To identify some reasons why people began practising in different ways, To organise different Christian practices according to their impacts on believers, To identify how different people represent Jesus depending on personal and cultural influences. |
| Vocabulary | Crucifixion, denomination, Holy Spirit, pilgrimage, portrayal, sacraments, succession, The Trinity |

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| Year 6 Spring | |
| Theme | Why does religion look different around the world? |
| Knowledge | To build on comparisons, to discover how some religious practises are observed, to consider how different elements can affect how someone practices their religion. |
| Skills | To recognise some ways Hindu worship is influenced by geography, history and culture, To list how some people in the Hindu community practise their religion in the UK, To suggest similarities and differences between how people practise their religion in the UK and India, To understand that being part of a religion does not always mean a person is a theist, To consider how a person may identify as a Sikh, To list ways some Sikhs feel part of the community, To consider the symbolism of light in different worldview stories, To list some similarities and differences between the way Buddhist monks and lay people spend their day, To describe different ways a Buddhist can practice to fulfil a discipline. |
| Vocabulary | Avatar, Brahman, customs, deity, Dharmic, diversity, enlightenment, Jain, Trimurti, belonging, community, migration, Ashok Vijayashadami Bandi Chhor Divas, Diwali, liberation, Mahavira Nirvana Divas, symbolism, Alms person, Bikkhu, Dhamma, Lay Buddhist, monk, Puja, Eightfold Path, impermanence, interpretation, mahayana, Theravada, Vajrayana, Zen |

KS1 Class Assembly – Spring 2

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| Theme | How do we know that new babies are special? |
| Knowledge | To explore the belief in a God that created humans and suggest why babies are special to parents |
| Skills | To explain why some Muslim people welcome a new baby with the Adhan, To explain how some Muslim people welcome a new baby by investigating Aqiqah, To explain how some Hindu people welcome a new baby by exploring Jatakarma, To identify why names are sometimes an important part of baby naming ceremonies. |
| Vocabulary | Belief, blessing, celebrate, Christian, creation, gift, God, precious, religion, Adhan, Allah, ceremony, Muslim, welcome, Aqiqah, celebration, Charity, community, connection, giving thanks, The Five Pillars of Islam, zakat, aum, Brahma, Brahman, Jatakarma, Hindu, honey, Shiva, Trimurti, Vishnu, Baptism, Church, font, Godparents, promise, Gurdwara, Guru Granth Sahib, Namakarana, naming ceremony, Sikh |

KS2 Class Assembly – Spring 2

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| Theme | What makes some texts sacred? |
| Knowledge | To identify the role and value of scripture in some people's lives. To explain the difference between evidenced or recognised information about scripture and beliefs and opinions. |
| Skills | To give some reasons why different Hindu texts might be significant to people, To identify the key events that led to the writing of the Buddhist Canon, To discuss the importance of the Buddhist canon to some people today, To provide examples of why and how the Guru Granth Sahib is respected, To draw out connections between beliefs and practices, To compare and make links between scriptures from different worldviews. |
| Vocabulary | Ancient, communication, divine, Holy, sacred, scripture, Baghavad Gita, Buddhist Canon, Guru Granth Sahib, origin, source, Vedas, authoritative, Brahmans, oral tradition, remembered, revealed, Shruti, Smriti, canon, enlightenment, Lay Buddhist, monk, nun, Pali, Sanskrit, Guru, Gurdwara, respect, sovereign, value, Waheguru, ancestor, role, sermon |

