



Iceni Hockwold Primary Academy

KS1 & KS2 Worldview Studies Long Term Planning

This document contains:

- **Iceni Hockwold's Intent, implementation and impact statements for Worldview Studies.**
- **Suggested teaching sequence linked to our KS1 and KS2 topic based creative curriculum.**
- **An overview of outcomes to be covered per discipline and year group showing when each is taught per class taken from the New Norfolk RE Syllabus.**
- **Faith and worldview knowledge specific end of key stage non-negotiables for KS1 and KS2.**

Intent at Hockwold

At Iceni Hockwold Primary Academy we have adopted the Norfolk Agreed Syllabus 2019 and fully support its intention to provide high quality RE teaching that will prepare our pupils for the opportunities, responsibilities and experiences of later life. We want to teach RE while supporting the rest of our creative topic-based curriculum which helps to provide children with broad and balanced opportunities which promotes spiritual, moral, cultural, mental and physical development. We aim to support our pupils towards becoming religiously literate.

We believe that pupils who are religiously literate will be:

- Able to make sense of a number of world religions and worldviews, learning about them through theological, philosophical and human/social science lenses.
- Understand the complex world in which they live and the impact of religious and non-religious worldviews through a multi-disciplinary approach.
- Become critical and free thinkers who are able to express their ideas and insights.
- Are able to make academically informed judgements and observations about religions and worldviews.
- Understand how religion and belief can shape the global landscape.
- Be ready to take their knowledge and ideas forward into Key Stage 3 (becoming secondary ready).
- But ultimately become free thinking, critically aware and compassionate pupils.

Implementation at Hockwold

Due to our mixed age classes, our Worldview Studies Curriculum is put together in key stages on a two-year rolling programme for Key Stage Two (Cycle A and B) and in single year groups for Key Stage One. For example, Beech Class (LKS2) will learn the Y3 and Y4 recommended programmes of study over two years (please see the planning grids in the next section).

Worldview Studies is planned for and taught every half term, and the Norfolk Agreed RE Syllabus guidelines are used to ensure children are given a broad and balanced experience of religion and worldviews using the multi-disciplinary approach using the three key disciplines outlined in the guidance:

Theology	Philosophy	Human/Social Sciences
<p>Thinking through believing</p> <p>It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p>	<p>Thinking through thinking</p> <p>It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>	<p>Thinking through living</p> <p>It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>

For more information please also read the Norfolk Agreed Syllabus for RE 2019; a copy of which can be found on our website.

In KS1 children will study Christianity and one other principal world religion in depth and a third religion which reflects the religions in the local and extended community. This may change from year to year, so please see the long-term planning grid below for Willow and Elm Classes.

In KS2 children will study Christianity and two other principal world religions and encounter at least one other religion or world view. These may change from year to year, so please see the long-term planning grid below for Beech and Oak Classes.

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KS1 & KS2 Yearly Topic Planning Grids for Cycles A and B

2021/2022 LTP Religious focus	Cycle A from Sept 2022		Cycle B from Sept 2021	
	In depth study	Periphery study	In depth study	Periphery study
KS1 Willow Class Elm Class	Christianity Judaism	Hinduism	Christianity Islam	Sikhism
KS2 Beech Class Oak Class	Christianity Judaism Hinduism	Humanism	Christianity Islam Buddhism	Sikhism

As recommended by the Agreed Norfolk Syllabus and exemplar curriculum, we follow the enquiry approach to teaching Worldview Studies with a balance between **Theology**, **Philosophy** and **Human/Social Sciences** (colours to identify enquiry approach in the grid below). The grid below has been adapted from the Exemplar curriculum map (Norfolk Agreed Syllabus 2019) to incorporate our mixed age classes and planning across Cycles A and B. The numbers i.e. [1.5] relate to the exemplar units for each year group and for quick reference in the long-term planning grid.

Theology, Philosophy and Human/Social Sciences

Curriculum Units for KS1

Willow	What do my senses tell me about the world of religion and belief? [1.1] Christian, Hindu, Jewish	How does a celebration bring a community together? [1.2] Muslim, Christian	What do Jewish people remember on Shabbat? [1.3] Jewish	What does the cross mean to Christians? [1.4] Christian	How did the universe come to be? [1.5] Hindu, Christian
Elm	Why is light an important symbol for Christians, Jews and Hindus? [2.1] Christian, Hindu, Jewish	What does the nativity story teach Christians about Jesus? [2.2] Christian	How do Christians belong to their faith family? [2.3] Christian	How do Jewish people celebrate Passover (Pesach)? [2.4] Jewish	Why do people have different views about the idea of God? [2.5] Multi/Humanist

Curriculum Units for KS2

Beech	A	How do people express commitment to a religion/worldview in different ways? [3.1] Hindu or Jewish/ Sikh/Christian	How do/have religious groups contribute to society and culture? [4.3] Hindu/Christian	What is the Trinity? [3.2] Christian	What does sacrifice mean? [4.5] Multi/Humanist
	B	Why is there so much diversity of belief within Christianity? [4.4] Christian including some theological aspects	What is philosophy? How do people make moral decisions? [3.3] Christian/Humanist	What difference does being a Muslim make to daily life? [3.5] Muslim What do Muslims believe about God? [3.4] Muslim	Where do religious beliefs come from? [4.1] Christian What do we mean my truth? Is seeing believing? [4.2] Multi, including Sikh views on God as truth
Oak	A	How and why does religion bring peace and conflict? [6.1] Multi	Is believing in God reasonable? [5.1] Multi/Humanist	How do Hindus make sense of the world? [5.5] Hindu What difference does the resurrection make to Christians? [5.4] Christians	How has belief in Islam impacted on music and art through history? [5.2] Christian/Muslim Creation or science? Conflicting or complementary? [6.4] Christian/Humanist
	B	How has belief in Islam impacted on music and art through history? [5.2] Christian/Muslim	How do beliefs shape identify for Muslims [6.5] Muslim (prep for KS3)	What can we learn about the world/knowledge/ meaning of life from the great philosophers? [5.3] Buddhist/Christian	How do Buddhists explain the suffering in the world? [6.2] Buddhist What does it mean to be human? Is being happy the greatest purpose in life? [6.3] Humanist/Christian

Timetabling

It is a legal requirement for academies with no religious denomination to teach RE and follow the local syllabus, therefore at Icen Primary Academy Hockwold, Worldview Studies will be taught for at least 30 minutes per week or the equivalent time each half term (for example a teacher may decide to teach three hour long sessions during a six week half-term).

The long-term plan below integrates the exemplar RE topics above with the class topic as much as possible to ensure RE teaching is both meaningful and relevant, also taking into account any significant religious celebrations and festivals. For each class, the Topic Cycle Grids below show the half term topic title and RE exemplar unit to teach as a quick reference guide of both Cycle A and Cycle B.

Impact

This will be evidenced with the work children do in their books; alongside the progress recorded in teacher assessments. Evidence will be written, photographic and expressed through discussion and the arts. Visits will provide clarification and first-hand experiences and taking part in whole school religious celebrations and customs will enhance the Christianity based teachings which the school is based upon. Teachers will track children's attainment through the age related learning grids attached below alongside the non-negotiable end of Key Stage and year group expectations written specifically for Icen Primary using the Norfolk Syllabus Grid as a guide. These can also be found below. Evidence of success will also be recorded via our marking policy on learning slips in books as well as through pupil interviews and teacher feedback. The following will be evidenced in a variety of ways:

- Pupils will develop an enthusiasm for Worldview Studies and look forward to their lesson each week.
- Pupils will achieve age related expectations through all three disciplines (Theology, Philosophy and Human/Social Sciences).
- Children will be able to retain knowledge that is pertinent to the world around them and use this knowledge when moving onto new learning.
- Children will be able to learn Worldview studies through collaboration, debate, comparison, the arts and more.
- Worldview and religious learning will help enhance children's learning with other subjects such as RSHE, humanities, English and art.
- Children will be able to discuss their views proving to be free thinkers, critically aware and compassionate.
- Above all, children will become religiously literate and understand a number of world religions and worldviews meeting the aims mentioned in the intent section above.

KS1 topics with recommended RE unit of work and suggested vocabulary

	Willow Y1	Y1 Vocabulary	Elm Y2	Y2 Vocabulary
Autumn 1	<p style="text-align: center;">ALL ABOUT ME What do Jewish people remember on Shabbat? [1.3] Jewish</p>	<p><u>Tier 2</u> Candles Creation Jew Jewish Judaism Synagogue</p>	<p style="text-align: center;">HOCKWOLD AND BEYOND Why is light an important symbol for Christians, Jews and Hindus? [2.1] Christian, Hindu, Jewish</p>	<p><u>Tier 2</u> Diwali Symbolism Worship</p>
		<p><u>Tier 3</u> Challah Bread Kiddush Cup Menorah Shabbat</p>		<p><u>Tier 3</u> Hanukkah Menorah Shabbat</p>
Autumn 2	<p style="text-align: center;">TERRIFIC TRANSPORT Christianity (Christmas) Part of 1.1 What do my senses tell me about the world of religion</p>	<p><u>Tier 2</u> Because Reason Religion Sense</p>	<p style="text-align: center;">THE VICTORIANS Christianity (Christmas) What does the nativity story teach Christians about Jesus? [2.2] Christian</p>	<p><u>Tier 2</u> Advent Christmas Jesus Nativity d Thankfulness</p>
				<p><u>Tier 3</u> Incarnation Salvation Son Of Go</p>
Spring 1	<p style="text-align: center;">PIRATES Part of 1.1 What do my senses tell me about the world of religion</p>	<p><u>Tier 3</u> Belief Worship</p>	<p style="text-align: center;">UNDER THE SEA Part 1 Why do people have different views about the idea of God? [2.5] Multi/Humanist</p>	<p><u>Tier 2</u> God</p>
				<p><u>Tier 3</u> Agnostic Allah Atheist Brahman Humanist Theist</p>
Spring 2	<p style="text-align: center;">GREAT FIRE OF LONDON Christianity (Easter) What does the cross mean to Christians? [1.4] Christian</p>	<p><u>Tier 2</u> Christian Cross Jesus</p>	<p style="text-align: center;">HEROES AND HEROINES Christianity (Easter) How do Jewish people celebrate Passover (Pesach)? [2.4] Jewish</p>	<p><u>Tier 2</u> Easter Christian</p>
		<p><u>Tier 3</u> Crucifixion Resurrection Salvation</p>		<p><u>Tier 3</u> Matzah bread Moses Passover Pesach Seder plate</p>
Summer 1	<p style="text-align: center;">MATERIALS How did the universe come to be? [1.5] Hindu, Christian</p>	<p><u>Tier 2</u> Care Christian Creation God Hindu Origin Universe</p>	<p style="text-align: center;">WHERE IN THE WORLD How do Christians belong to their faith family? [2.3] Christian</p>	<p><u>Tier 2</u> Baptism Belong Belonging Christening Faith Worship</p>
		<p><u>Tier 3</u> Brahma Vishnu</p>		<p><u>Tier 3</u> Chalice Communion Font Paten</p>
Summer 2	<p style="text-align: center;">GO WILD How does a celebration bring a community together? [1.2] Muslim, Christian</p>	<p><u>Tier 2</u> Celebration Christian Christmas Community Easter Muslim Religion</p>	<p style="text-align: center;">WE ARE ZOOLOGISTS Part 2 Why do people have different views about the idea of God? [2.5] Multi/Humanist</p>	<p><u>Tier 2</u> Brahman God Humanist</p>
		<p><u>Tier 3</u> Eid-ul-Adha Eid-ul-Fitr Festival</p>		<p><u>Tier 3</u> Agnostic Allah Atheist Theist</p>

KS2 topic cycle A with recommended RE unit of work and suggested vocabulary

	Beech (Y3&4)	Y3/4 Vocabulary	Oak (Y5&6)	Y5/6 Vocabulary
Autumn 1	TIME DETECTIVES ANCIENT GREECE Judaism 3.1	Tier 2 Belonging Christianity Commitment Faith Judaism Sikhism	WORLD AT WAR WW1 Judaism 6.1	Tier 2 Christianity Conflict Hinduism Islam Peace Self-defence Just War Theory
		Tier 3 Amrit Baptism Bar Mitzvah Bat Mizvah Rite of passage		Tier 3 Ahimsa Harb al-Muqadis Pacifism
Autumn 2	OUR WORLD AND BEYOND Christianity & Judaism 3.1 Christmas & Hanukah 3.2	Tier 2 Baptism Father Gospel Holy Spirit Son Symbol	WORLD AT WAR WW2 Christianity & Judaism 5.1 Christmas & Hanukah	Tier 2 Existence Reasonableness
		Tier 3 Incarnation Trinity		Tier 3 Cosmological argument Ontological argument Teleological argument
Spring 1	AZTECS Hinduism 4.3	Tier 2 Christian Compassion Contribution Hindu Impact Society	ROMANS Hinduism 5.5 Christianity (Easter) 5.4	Tier 2 Hinduism Christianity
		Tier 3 Dharma Seva		Tier 3 Ahimsa Atman Avatars Brahman Caste System Karma Moksha Ramayana Samsara
Spring 2	MEDIEVAL Christianity (Easter)	Tier 2 Sacrifice Cross Palm Easter		Tier 2 Crucifixion Easter Sunday Forgiveness Good Friday Sacrifice Salvation
		Tier 3 Crucifix		Tier 3 Eternal life Gospel Redemption Resurrection
Summer 1	MYTHS AND LEGENDS Christianity 3.2	Tier 2 Baptism Father Gospel Holy Spirit Son Symbol	SPACE Christianity 5.2	Tier 2 Church Expressions Hymn Mosque Prophet Symbolic
		Tier 3 Incarnation Trinity		Tier 3 Aniconism Architecture Hadith Iconoclasm Patronage
Summer 2	INVENTORS Humanism 4.5	Tier 2 Poverty Ritual sacrifice	INVENTORS Humanism 6.4	Tier 2 Big Bang Theory Creation theory Evidence Evolution Genesis Prayer Mecca Medina Qu'ran
		Tier 3 Altruism Humanist Sacrifice Ultimate sacrifice Virtue		Tier 3 Cosmology Shia Sufi Eid Hadith Hadjira Jummah Ramadan

KS2 topic cycle B with recommended RE unit of work and suggested vocabulary

	Beech (Y3&4)	Y3/4 Vocabulary	Oak (Y5&6)	Y5/6 Vocabulary
Autumn 1	TIME DETECTIVES - Christianity 4.4	Tier 2 belief Practice Religion Worship	TIME DETECTIVES - Early Islamic Civilisation Islam 5.2 & 6.5	Tier 2 Architecture Church Symbolic Prayer Mecca
		Tier 3 Denomination Reformation Schism		Tier 3 Aniconism Expressions Hadith Hymn Iconoclasm Mosque Patronage Prophet Eid Hadith Hadjira Jummah Medina Qu'ran Ramadan Shia Sufi
Autumn 2	FROZEN Christianity 4.4 Christmas & Divali (Sikh)	Tier 2 Belief Practice Religion Worship Christmas celebrate	FROZEN Christianity 5.3 Christmas & Divali	Tier 2 Eternal Philosophers Philosophy Reincarnation Self Soul Crucifixion Easter Sunday Eternal life Forgiveness Good Friday Gospel Sacrifice Salvation
		Tier 3 Denomination Reformation Schism Christ Diwali Hannukah		Tier 3 Corporeal Incorporeal Karma Redemption Resurrection
Spring 1	EGYPT Christianity (Easter) Humanism 3.3	Tier 2 Humanism Logical	LOCATION, LOCATION, LOCATION Christianity (Easter) Buddhism 6.2	Tier 2 Buddha Reincarnation
		Tier 3 Moral Morality Philosophy		Tier 3 Deities Dukka Eightfold Path Five Precepts Karma Magga Nirodha Nirvana Samsara Samudaya
Spring 2	LOCATION, LOCATION, LOCATION Islam 3.5	Tier 2 Five Pillars Islam Mosque Muslim	AMAZING BODIES Christianity & Sikhism 6.3	Tier 2 Humanist Platonic Reason Soul
		Tier 3 Hajj Salah Sawm Shahadah Shia Sufi Sunni Zakah		Tier 3 Hedonic Calculus Hedonism Utilitarianism
Summer 1	AMAZING BODIES Christianity 4.1	Tier 2 Authority Bible Commandments Reformation Sacrifice	AMAZING BODIES Christianity & Sikhism 6.3	
		Tier 3 Testament Incarnation		
Summer 2	ALL ABOUT ART Sikhism 4.2	Tier 2 Burden of proof Evidence Truth Truth Ultimate Reality		
		Tier 3 Axiom Ik Onkar Proof Supreme Waheguru		



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Age Related Expectations Overview from Norfolk Agreed Syllabus

The grids below list the age-related expectations (ARE) for each discipline (theology, philosophy and human social sciences), showing the progression from Y1 through to Y6 taken from the Diocese of Norwich/Norfolk Agreed Syllabus.

It is intended that teachers use these ARE to in conjunction with the suggested end of year group and key stage statements (see below) to create their own I can statements in 'child speak' when teaching a lesson. Teachers can make these I can statements faith specific and should to set at least three to enable suitable differentiation for their classes. Units of work should show a progression. A unit of work may last for a half term.

Ideally each unit should focus on only one of the disciplines i.e. theology, philosophy or human/social sciences.

One or two units may focus on two disciplines or all three, but the best approach is that teachers focus primarily on one as the new Norfolk Agreed Syllabus 2019 takes this approach.

Across a year, pupils should have an opportunity to meet all the age-related expectations across all three disciplines for their year group.

Age-related expectations showing Key Stages 1-2 for Diocese of Norwich schools and academies

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.	Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in believers interpret sources of authority.	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
B. How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present.	Identify events in history and society which have influenced some religious and non-religious worldviews.	Describe how events in history and society have influenced some religious and non-religious worldviews.	Explain how events in history and society have influenced some religious and non-religious worldviews.
C. How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews.	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews.	Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.
D. How beliefs shape the way believers see the world and each other	Give an example of how _____ use beliefs to guide their daily lives.	Give different examples of how _____ beliefs influence daily life.	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.

¹ Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.

² Where _____ is indicated, the teacher is invited to insert the adherent of a religion or worldview they are studying e.g. Muslims.

Age-related expectations showing Key Stages 1-2 for Diocese of Norwich schools and academies

Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The Nature of knowledge, meaning and existence	<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>
B. How and whether things make sense	<p>Give a simple reason using the word 'because' when talking about religion and belief.</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views.</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</p>
C. Issues of right and wrong, good and bad	<p>Using religious and belief stories to talk about how beliefs impact on how people behave.</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>

Age-related expectations showing Key Stages 1-2 for Diocese of Norwich schools and academies

Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
B. Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.



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End of Key Stage Faith and Worldview Knowledge Specific Non-Negotiable Statements

The grids below list the age-related expectations (ARE) for each religion in order to help teachers link the three disciplines with specific religious and worldview knowledge required in each Key Stage.

As mentioned above, It is intended that teachers use these ARE to create their own I can statements in 'child speak'. Please see the section above for more information.

Faith and Worldview Knowledge Specific
End of Key Stage One Expectations

<p><u>General multi-worldview and faith objectives</u></p> <ul style="list-style-type: none"> • I can talk about how belief in God(s) are different in different religions. • I can make links between belief and behaviours. • I can start to notice similarities and differences between faiths. • I can start to use vocabulary linked to different religions. 		
<p><u>An Introduction to Christianity</u></p> <ul style="list-style-type: none"> • I can talk about some of the teachings of Jesus. • I know the Bible is the Christian sacred text. • I can draw and identify Christian symbols. • I know that Christians worship in a church. • I know about Christian rites of passage (baptisms, weddings, funerals). • I can talk about Christian celebrations (Christmas, Easter). • I can talk about Christian concepts of creation, incarnation and salvation. 	<p><u>An Introduction to Hinduism</u></p> <ul style="list-style-type: none"> • I can retell a Buddhist story such as the Ramayana. • I can talk about the Hindu holy books and their teachings. • I can talk about the Dharma as a Hindu way of life. • I can name some Hindu Gods. • I can begin to know what Brahman's Avatars are. • I can talk about Hindu celebrations (Diwali). 	<p><u>An Introduction to Humanism</u></p> <ul style="list-style-type: none"> • I can begin to understand atheism and the non-belief of God. • I can talk about Humanist values of empathy and the golden rule. • I can listen to quotes from Humanist thinkers both ancient and modern. • I can identify the Happy Human Humanist symbol. • I understand that Humanists believe in consequences of actions.
<p><u>An Introduction to Islam</u></p> <ul style="list-style-type: none"> • I can learn about the life and teachings of the Prophet Muhammad. • I know that the Qur'an is the Holy Scripture. • I can retell the story of Muhammad and the Angel Gabriel. • I know that Muslims worship in a mosque. • I can learn about some Muslim traditions and celebrations (Eid, Ramadan). 	<p><u>An Introduction to Judaism</u></p> <ul style="list-style-type: none"> • I can learn about the Torah as the five books of Moses. • I know that the Torah is written in Hebrew. • I can talk about the celebration of Shabbat. • I know that Jews worship in a Synagogue. 	<p><u>An Introduction to Sikhism</u></p> <ul style="list-style-type: none"> • I can talk about the importance of Equality and how this links with Sikh beliefs. • I know who Guru Nanak was. • I know that Guru Granth Sahib is a living Guru. • I can learn about the Mool Mantra. • I can learn about Sikh festivals (Baisakhi and Armit). • I can talk about the 5Ks • I know that Sikhs worship in the gurdwara.

Faith and Worldview Knowledge Specific
End of Key Stage Two Expectations

<p><u>General multi-worldview and faith objectives</u></p> <ul style="list-style-type: none"> • I can compare the belief in God(s) in different religions and debate the existence of God. • I can discuss different views about the nature of knowledge, meaning and existence. • I actively discuss the similarities and differences between faiths. • I can use vocabulary linked to different religions. • I can make links with faith and global diversity. • I can study varying expressions of prayer, cultural expressions of faith and the role of religion in a community. • I can talk about the links between faith and charity work. 	<p><u>Developing an Understanding of Humanism</u></p> <ul style="list-style-type: none"> • I can discuss and debate atheism, agnosticism, rationalism, One Life and Happiness. • I can study the writings of Humanist thinkers and philosophers. • I can debate the importance of evidence in Humanist thinkers; and the absence of sacred and divide texts and rules. • I can start to understand ethical theory such as utilitarianism. • I can compare Humanist practice in relation to ceremonies and cultural festivals. • I can debate the importance of the natural world and caring for the environment. • I can learn about the importance of the arts and sciences in Humanist thinking as well as love and relationships. 	
<p><u>Developing an Understanding of Buddhism</u></p> <ul style="list-style-type: none"> • I can make links between the Four Noble Truths and suffering. • I understand the Buddhist belief about birth, death and rebirth and the Five Precepts. • I can retell a Buddhist story (Jataka tales). • I can learn about Tipitaka and Metta Sutta and discuss key writings/teachings from Buddhist teachers. • I can talk about Buddhist perspectives on moral issues and consider the consequences of action in relation to karma. • I can learn about Buddhist practices such as meditation, pilgrimage, symbolism and looking after the environment. 	<p><u>Developing an Understanding of Christianity</u></p> <ul style="list-style-type: none"> • I can discuss Christian beliefs about God (Trinity), creation and salvation. • I can discuss the life and teachings of Jesus. • I can compare the different teachings/interpretations of the Bible • I can compare how different events in society have influenced Christian beliefs. • I can learn about key teachings from Christian philosophers. • I can discuss the importance of love and forgiveness within Christian traditions. • I can understand the Christian perspectives on moral issues and how this affects daily life. 	<p><u>Developing an Understanding of Hinduism</u></p> <ul style="list-style-type: none"> • I can talk about/study Brahman, Atman, Avatars, Ahimsa, Samsara and Karma • I can listen to and discuss Hindu oral traditions and the Vedas. • I can learn about the teachings of Hindu teachers. • I can discuss events and experiences which have impacted on Hindu beliefs. • I can start to think about ethical and moral issues in relation to consequences of action and karma. • I can discuss the moral values expressed in Hindu stories. • I can discuss the impact of ahimsa, dharma and karma on daily life and beyond. • I can learn about Hindu festivals, expression of faith and Sanatan Dharma (the eternal or absolute set of duties).
<p><u>Developing an Understanding of Sikhism</u></p> <ul style="list-style-type: none"> • I can discuss the life and teachings of the 10 Gurus and The Guru Granth Sahib. • I can discuss the concepts of Ik Onkar, Equality, hukam and Samsara. • I can discuss moral issues from a Sikh perspective (such as 'hukam' and the emphasis on equality). 	<p><u>Developing an Understanding of Islam</u></p> <ul style="list-style-type: none"> • I can talk about the concepts of Tawhid, Creation, Prophethood, Revelation, Khalifah and Akirah. • I can discuss the life and teachings of the Prophet Muhammad and the Six Articles of Sunni Belief. • I know that the Qur'an and Hadith are sources of authority. 	<p><u>Developing an Understanding of Judaism</u></p> <ul style="list-style-type: none"> • I can learn about the Covenant, Mitzvot and Atonement. • I know that the Torah and Talmud are sources of authority. • I know that the Tora is read out loud in Hebrew.

<ul style="list-style-type: none"> • I can retell a story from the life of Guru Nanak. • I can discuss the impact of martyrdom on Sikh teachings. • I can know some of the practices when worshipping in the Gurdwara. • I know about festivals such as Armit. • I know about the 5Ks and the importance within Sikh traditions. • I can learn about the importance of Amrtisar and the Golden Temple. 	<ul style="list-style-type: none"> • I can learn about the Five Pillars of Islam, the masjid and the three main Muslim traditions (Sunni, Shia, Sufi). • I can discuss key teachings from important Muslim teachers. • I can discuss the impact of the spread of Islam across the world. • I can discuss Muslim perspectives on moral issues including the idea of 'intention'. • I can discuss how Muslims express their faith in their daily lives. • I can learn about the importance of Ramadan. The two Eid festivals and Jummah prayers. 	<ul style="list-style-type: none"> • I know the importance of Shabbat and the reading of The Torah. • I can learn about the importance of the Shema narratives associated with the development of Jewish traditions. • I can begin to learn about Jewish perspectives on moral issues including the impact of the 613 mitzvot and the 10 commandments. • I discuss the historical impact on Jewish belief/culture. • I can discuss and compare Jewish festivals such as Yom Kippur. • I can identify and discuss the importance of Jewish artefacts and symbolism in festivals and rituals. • I can discuss the rules of Kashrut and the importance of Jerusalem and the Western Wall for many Jewish people.
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