



Religion and Worldviews Curriculum



Intent:

At Meridian Primary School the teaching of Religion and Worldviews is a vital part of our curriculum, supporting the spiritual, moral and cultural development of all our pupils. Our curriculum helps children explore life's big questions, reflect on their own views and develop respect and understanding of others in a diverse society.

We follow the Cambridgeshire Agreed Syllabus for Religious Education which provides a clear framework for progression in knowledge, skills and understanding.

The syllabus is built around 3 key aims:

- to learn about religion and belief
- to learn from religion and belief
- to develop own beliefs, values and sense of identity

In Reception, lessons focus on Christianity and the beliefs and religions of the children in the class. It also sets the scene by installing respect for alternative ideas to our own. Pupils are introduced to the other main religions in Key Stage 1.

In Key Stage 2, children enjoy learning about and comparing all the major religions, as well as the non-religious beliefs of Humanists.

Throughout, pupils learn through stories, celebrations and experiences, developing a sense of wonder, interest and empathy.

Religion and Worldviews at Meridian is not about promoting a particular religious or non-religious view. Instead, it aims to help pupils engage thoughtfully with different perspectives, fostering the school's values: Resilience, Kindness, Community, Respect and Curiosity.

Reception

In Reception the religions covered will be based on the pupils' own experiences so will vary depending on cohort.

What does it mean to 'belong' and why is it important to celebrate special times?	How are new beginnings celebrated and what symbols are associated with new life?	What can we learn from spiritual, religious and moral stories?
- Recognise that people have different beliefs, celebrate special times in different ways and don't always enjoy the same things, they are sensitive to this. - Understand that some places are special to members of their community. - Respond creatively, imaginatively and meaningfully to memorable experiences. - Using a religious celebration as a stimulus, talk about the special events associated with the celebration. - Through artefacts, stories and music, learn about important celebrations, both religious e.g. Diwali and Christmas and non-religious e.g. birthdays.	- Understand how the New Year is celebrated in different communities and why? - Be able to talk about celebrations of birth e.g. Christenings and birthdays. - Using religious artefacts and symbols as a stimulus think about and express meanings associated with the artefact and symbol. - Handle artefacts with curiosity and respect. - Ask and answer questions about religion and culture, as they occur naturally within their everyday experiences. - Share their own experiences and feelings and those of others, and are supported in reflecting on the differences e.g. that others don't always enjoy the same things, they are sensitive to this.	- Use some stories from non-religious and religious traditions as a stimulus to reflect on their feelings and experiences and explore them in various ways. - Using a story as a stimulus, they talk about the words and actions of characters and decide what they would have done in a similar situation. - Learn about religious, spiritual and moral stories and find out about their meanings through activity and play. - Using role-play as a stimulus, they can talk about some of the ways that people show love and concern for others and why this is important. - Think about issues of right and wrong and how humans help one another.
KEY VOCABULARY		
Birthdays, Harvest, Thankful, Sharing, Diwali, Christmas	Chinese New Year, Easter, Cross, Jesus, Spring, New life	Noah, Ark, Fairness, Kindness, Right and wrong

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Multi-faith People and the World Around Us	Multi-faith Hindu, Jewish, Christian Celebrations of light	Multi-faith Who is in our Community?	Multi-faith, focus on Christianity Special Places	Sikhism Celebrations and Ceremonies.	Sikhism How do the stories of the Gurus affect Sikh children?
Learn key vocabulary, naming main faiths and symbols used to represent them Recognise that people across the world, belong to the same faith and how they demonstrate this Understand the different ways people demonstrate their faith in daily life Compare similarities and differences in dress in different countries, recognising simple reasons for this	Recognise that all faiths have long traditions of celebrations Learn how the different faiths celebrate these events, finding similarities Understand the story of Diwali and its importance to Hindus Understand the story behind Hanukkah and why Jews celebrate it Understand the stories about Jesus connected with Christmas. Recognise the meaning behind a Christingle	Discuss where we live and what it is like Talk about special buildings in our local area and their purpose. Learn about Baptist Church and how it serves different members of our community Explore what a community is and how they can help us Discuss what a good community looks like,	Understand places special to them, explaining why Recognise places of worship in main religions, understanding importance of them to their communities Explore activities and ceremonies performed in a church, what and why they happen there. Recognise basic key features of a church Explore stories told in glass-stained windows	Learn key facts about Sikhs and Sikhism Understand the importance of Guru Nanak, the founder of Sikhism Learn how Sikhs celebrate the birth of a child & recognise the importance of naming for Sikhs and the meaning behind Kaur and Singh. Understand rooms in the Gurdwara. How does it bring people together?	Understand the Guru Granth Sahib is the religious text of Sikhs but is respected as the Living Guru Read Sikh Stories. Identify what they are trying to teach people. Make connections to other stories with a moral, which they know
KEY VOCABULARY					
Faith, Belief, World, Universe, Christian, Jewish, Muslim, Hindu,	Christingle, Jews, Hanukkah, Meaning, God.	Community, places, differences- similarities, roles, purpose, local,	Church, Temple, Mosque, Synagogue, stained glass windows, vicar	Sikh, Sikhism, Guru Nanak, Kaur, Singh, Gurdwara,	Equality, Guru, Guru Granth Sahib, Respect, living, moral

Year 2

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Multi-faith Christian, Judaism, Non-religious Who celebrates Harvest, harvest for all?	People in Christianity	Multi-faith / Christian Special Books	Christian Why is Easter important to Christians?	Sikhism Self and community. How does Khalsa influence the lives of the Sikh people?	Muslim What is it like to be brought up in a Muslim home in Britain?
Recognise meaning of Harvest. Read and discuss books (see below) recognising different religions but common themes Explore food cycle – where does our food come from? Why do people of all faiths/ beliefs give thanks at Harvest time? Understand why Christians give food to others at harvest.	To recognise special people in our lives Explore special times for Christians Understand Jesus' use of parables and why he chose to tell stories Read and understand meaning behind key stories: The Good Samaritan. The Lost Sheep Compare to Sikh stories	Explore books that are special to them/ members of their family, explaining why they are special Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (testaments) and one is also special to Jews. Compare stories finding similarities	To know that Jesus was an historical person, a 1 st Century Jew. Understand his importance to Christians, who try and follow his teaching and example. Know the stories about Jesus connected with Easter and the importance of these for Christians Find out how Christians celebrate Easter at church and at home.	Understand Sikhs believe we are all special Recognise Sikh belief in equality (gender, race, religion, nationality) Recognise five 5ks and how they help Sikhs to always remember God is with them Understand what KESH (uncut hair) teaches a Sikh child	Explore features of a Muslim home and how they relate to their beliefs Understand Muhammed is a Prophet (messenger from God) Begin to understand key things Muslims believe about God (Allah) Explore traditional Islamic story Learn how Muslims celebrate the birth of a child
KEY VOCABULARY					
Harvest, giving, food cycle, thanks, fast, agriculture, crops, Worldview	Son of God, Samaritan, lessons, kindness, Christianity, parables	Qur'an, Bible, Torah, Hebrew, Testament, scroll, text	Hymn, cross, Easter, pray, resurrected, Worship, teachings, role model	Five K's, Nishan Sahib (Sikh flag) turban, Kesh, Kirpan, ceremonial,	(God) Allah, Prophet, Islam-Islamic, <i>aqiqah</i> (birth ceremony), Shahadah

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Judaism What influences the Jewish people?	Christianity/ Islam Why is light so important to different faiths?	Interfaith How do people celebrate New Year? New Year - Interfaith	Christianity (including Easter) Why is Easter important to Christians?	Interfaith :Investigating Good and Bad What is Good and Evil? When people make bad choices, how can they be put right?	Christianity How and why are churches different?
To recognise concept of influences and talk about their own influences Know some ways Judaism influences the lives of Jewish people Understand the origins of Judaism and the importance of Passover Learn the story behind Sukkah and how Jews celebrate it. Understand religious commitment through Bar/ Bat Mitzvahs and what the stories of the Torah mean for Jewish children today.	Identify the many symbols of light used in religions studied so far. Understand the many ways light is used as a symbol in religion – e.g. good overcoming evil, guiding/ showing you the way, etc Understand the Five Pillars of Islam, exploring how this influences the actions of Muslims Explore symbol of Light in Ramadan / Eid. Recognise importance in Egypt, understanding diversity of beliefs	Investigate ways different cultures around the world celebrate New Year. Relate to own experiences Understand calendar we follow in UK is the most used one around the world. But there are alternative calendars for different religions and cultures. Explore Rosh Hashanah, celebrated by Jews Explore New Year celebrations for Hindus in Diwali Ask and respond to questions, exploring how different communities celebrate New Year, linking their beliefs to the their actions, rituals	Know that there are four gospels giving good news about Jesus Know how to find a reference in the bible Explore how Jesus related to the marginalised in society Understand what Christians believe happen on Palm Sunday and it's significance Explore variety of ways Christians celebrate Easter around the world, with different traditions	Reflect on a theme, through the exploration of stories from different religions Understand philosophy is study of Big Questions about life, morality and ethics Learn to reflect, communicate and discuss opinions and views To ask and answer questions on issues of ethics, using own experience and values as guidance	Investigate how Christians pray in church Recognise some of the festivals celebrated in Christian calendar Explore/compare different churches in Christianity and compare their different structures. Recognise how features, of different buildings relate to different practices and beliefs
KEY VOCABULARY					
Commitment, Bar/ Bat Mitzvah, Passover, Sukkot, Sukkah, miracle, Rabbi, Moses	Christmas, Saviour, light, guide = guidance, Ramadan, Eid, Five Pillars of Islam.	New Year, calendar, Lakshmi, wealth, fortune, rangoli patterns, Rosh Hashana	Gospels, Lent, marginalised, Palm Sunday, reference, verse, Old and New Testaments	Consequences, philosophy, philosophers, Big question, forgiveness	Orthodox, Church of England, Catholic, Baptist, congregation, font, pulpit

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Judaism What is important for Jews about being part of God's family?	Christianity (including Christmas) Who are the 'Saints of God' and why are they important?	Islam Why is Muhammed important to Muslims today? *	Christianity (including Easter) Is Easter a festival of new life or sacrifice?	'People of faith, courage and commitment' Islam- Malala Yousef Humanism- Greta Thornburg	Creation – How was the world created? To understand different perspectives on creation and how they adhere to people's beliefs
Reinforce learning symbols, festivals and ceremonies learnt so far Recognise the importance of God to Jews Know that the Torah scrolls consists of 5 books and there are 613 commandments Learn about how religion affects daily life, recognising Shabbat Explore significance of Synagogues and their rituals and artefacts Know there are different types of Jew; traditional & progressive – explore the similarities and differences	What is a saint? Explore meanings, recognising meaning of Saint in Christianity Hear stories of people who have tried to follow Jesus Learn about origins of Saint Nic and his legacy. Learn about St Bernadette, her importance and pilgrimage to Lourdes	Read sources and understand the life of the Prophet Muhammad Recognise the importance of Muhammad for Muslims and the example he set. Link this to actions, rituals and beliefs of Muslims today. Recognise teachings: Kindness, compassion, truthful, showing humanity and honesty. Understand the term "Seal of the Prophets" Answer question, using learning over the course of the Unit	Find out how Christians celebrate Easter and Ascension Day To understand the events that led up to Jesus' death Describe links between Holy Communion and Last Supper Explore how different branches of Christian faith, take Holy communion Recognise why Christians believe in life after death	M.Y. – Explore her beliefs, in light of her History What are her wider world beliefs? (Education, Women's rights) What does this tell us about our own freedoms? G.T. Explore her faith (briefly) in humanism Explore her belief in the environment. Explore experience as a neuro-diverse person? What motivates her life? Explain own beliefs in light of study	Historical context as to how old the World is Explore different creation stories and discuss similarities and differences Recognise Scientific view of how the world began. Discuss - Can you believe in the Big Bang and God?
KEY VOCABULARY					
Sabbath, Shabbat, artefacts, good deeds, traditional, progressive	Saint, sainthood, holy, legacy, Pilgrimage, Lourdes, Patron Saint	Prophet Muhammad, revelation, Sunnah, Hadith, Sirah, Seal of the Prophets.	Last supper, disciples, Judas, crucifix, Holy Communion, Ascension, betrayal	Humanist, environment, activist, neuro-diverse, motivation, rights, protest,	Creation, scientific, relevance, modern, Big Bang, non-religious, non-believer

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hinduism What can stories and images of deities tell us about Hindu beliefs?	Christianity (including Christmas) How does the Christmas narrative influence Christians today?	Buddhism Why is Buddhism important to Buddhists?	Humanism How does Humanism influence humanists?	Christianity Why is Jesus an inspiration to some people?	Judaism, Christianity, Humanism How should we treat each other?
Recognise Hinduism is World's oldest religion Understand Hindus believe in one God, who comes in many forms. Recognise what the Aum sign represents and its importance Learn about Hindu belief that life is cyclical Explain Good and Evil with the story of Durga and the Buffalo Demon Discuss idea of Reincarnation	To understand how the bible was created and how it is used by Christians To read and understand the biblical accounts of Jesus. Recognise the similarities and differences between Matthew and Luke's account, understanding how the current story takes both elements. Compare the journey of Mary and Joseph to those of refugees in modern day. Understand the term refugee, reasons people leave their countries and what support someone might need.	Learn the origins of Buddhism and importance of Siddhartha Gautama's journey to become Buddha Explore the Four Noble Truths, and why Buddhists follow the Noble Eightfold Path Understand the practice of meditation and how it can help Buddhists and non-religious people Recognise how the Noble Eightfold Path teaches and supports the belief of Karma Read stories- compare themes to Christian and Hindu stories • Siddhartha and the Swan • Kisa and the mustard seed • the story of the Monkey King	Recognise that many people have differing views regarding God, faiths and belief. Understand philosophy of Humanism and important beliefs Research how humanists celebrate events in life – e.g. naming ceremonies and how they compare to religious ceremonies Understand how the belief that there is no afterlife, affects their behaviour and view of happiness Discuss and recognise what happiness means to them.	Explore Jesus' teaching as a foundation for Christian living -making moral decisions, -giving to charities (Christian Aid, food-banks) - beliefs about death and its links to Christian funerals To understand how the concept of forgiveness influences Christian's lives Read some of Jesus' miracle stories, understanding why they are important. Compare stories to others read over year.	Recognise the Commandments and why they are in both the Torah and Bible. Identify differences in the commandments in Jewish and Christian faith (Be sensitive to Thou Shalt not Commit Adultery), Explore how modern day thinking has changed, explaining reasons. Understand the Golden Rule of Humanism Use book (M N I Bob) to consider issues the book covers and relate to 10 Cs and Golden Rule of Humanism
KEY VOCABULARY					
Deities, Aum, Ganesh, Brahman, Karma, Durga, demon, reincarnation, soul/spirit,	Matthew, Luke, accounts, refugees, immigrate, humble, biblical, roots	Buddha, Buddhism, corpse, idol, Noble Eightfold Path, truths, meditation,	Humanism, moral dilemmas, Naming Ceremony. afterlife	Crucifixion, aid, funeral, heaven, miracle, repent, sins, atonement	Commandments, in vain, witness, Thou, Golden Rule,

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hinduism Hinduism in Britain: How and why do Hindus worship at home and at the Mandir?	Islam <i>How does the Hajj show what matters to Muslims?</i>	Buddhism What does it mean to be a Buddhist? Can we all be enlightened?	Christianity (including Easter) How do the I am sayings influence Christians? -The Lord's Prayer	Beliefs and actions in the world: Mahatma Gandhi Hinduism What key beliefs influence people of faith?	Worldviews Investigating how have beliefs changed in our country?
Recognise meaning of term Worship, recapping/ investigating how other religions we have studied worship and comparing them Explore how Hindus worship at home Learn about the Mandir, routines, rituals etc and relate to beliefs of Hindus Learn how Hindus celebrate events such as Weddings. Compare to other religious/ non- religious events.	Learn about Hajj – and the meaning behind pilgrimage to Makkah Understand the significance of the Ka'ba. Recognise how the rituals of Hajj connect to Islam's History Link Hajj to Muslim beliefs about God, worship and community (global Muslim community – Ummah). Explore its importance to Muslims today. Recognise diversity within Muslim faith- use videos to explore similarities and differences	Explore concept of Enlightenment and what it means to Buddhists Understand how Buddhists practice the Dharma (Buddha's teachings) –meaning of The Three Jewels Learn about Sangha – order of Monks / Nuns. Understand that Buddhists live and practice their faith in diverse ways, including in their everyday lives and within communities. Explore different ways Buddhists worship, comparing to other religions Explore own views of enlightenment	To understand how Jesus described himself using metaphors To investigate the Christian shepherd/ sheep metaphor. Explore stories. Understand how these relate to Christians' beliefs about God, Jesus and the Holy Spirit (Trinity) Explore origin of Lord's prayer and how it used in worship today	Recall people of faith explored in the past. Briefly explain History of India before Ghandi To discuss inspirational people – ask if they share the same characteristics. Understand the life of Gandhi and events which influenced his actions in later life Learn about Satyagraha, understand its importance to Gandhi Recognise Gandhi's doctrine of non-violent protests. Discuss links to religious values.	Recall key features of Humanism and how they differ from religious faiths. Investigate Humanist weddings, discussing reasons for rituals by referring to their beliefs. Identify and explain differences/ similarities to religious weddings Explore how beliefs have changed by reading local census. Discuss possible reasons behind this.
KEY VOCABULARY					
Mandir, offerings, shrine, Shiva, Vishnu, Brahma, rituals, Puja	Hajj, Ummah, Ka'ba, pilgrim, Makkah, diversity	Enlightenment, rebirth, compassion, Dharma, Sangha, Monks, Nuns, vows	Lord's Prayer, Trespass, shepherd, flock, Holy Spirit, Trinity	Inspirational, Gandhi, British Empire, India, repression, non-violence, Satyagraha, colonial rule,	ethics, agnostic, spiritual, census, majority, personal, context.