

# Religion and World Views Curriculum 2025/26 – Years 3 & 4

Autumn 1	
<b>Topic</b>	<p><b>What is the Trinity and Why is it important for Christians?</b></p> <p>In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions               <ul style="list-style-type: none"> <li>○ What is the Trinity? What happens in the Biblical Story of the baptism of Jesus? (L1)</li> <li>○ How is the Trinity shown in the Biblical story of the baptism of Jesus? (L2)</li> <li>○ Why is the Biblical story of the Baptism of Jesus important for many Christians? (L3)</li> <li>○ What are the similarities and differences between infant baptism and believer's baptism? (L4)</li> <li>○ What might affect a Christian's decisions about baptism? (L5)</li> <li>○ What is the Trinity and why is it important for Christians? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Recognise what a 'gospel' is and give an example of the kinds of stories it contains</li> <li>- Offer suggestions about what texts about baptism and Trinity mean</li> <li>- Give examples of what these texts mean to some Christians today</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know what happened at the Baptism of Jesus</li> <li>- Know what the Trinity is</li> <li>- Know what happens at a Baptism in churches today</li> <li>- Know why water is used in a baptism</li> <li>- Know why Christians chose baptism for themselves or their babies</li> <li>- Know why Jesus' baptism is important to Christians today</li> </ul>
<b>Vocab</b>	Trinity, Holy Spirit, Messiah, John the Baptist, Believer's Baptism, Father, Jesus, Scripture, Infant Baptism, Denomination



# Religion and World Views Curriculum 2025/26 – Years 3 & 4

Autumn 2	
<b>Topic</b>	<p><b>How do festivals and worship matter to Muslims?</b></p> <p>Within this unit. Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions               <ul style="list-style-type: none"> <li>○ How do festivals and family life show what matters to a Muslim? (L1)</li> <li>○ What does the opening chapter of the Qur'an teach Muslims about God? (L2)</li> <li>○ Why does prayer matter to Muslims? (L3)</li> <li>○ Why is the Mosque a special place for Muslims? (L4)</li> <li>○ Why do Muslims celebrate at the end of Ramadan? (L5)</li> <li>○ How do festivals and worship matter to Muslims? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Identify some beliefs about God in Islam, expressed in Surah 1.</li> <li>- Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve</li> <li>- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</li> <li>- Make links between the Muslim idea of living in harmony with the creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know what the five pillars of Islam are</li> <li>- Know what ibadah means</li> <li>- Know what the word Islam means</li> <li>- Know why the mosque is special to Muslims</li> <li>- Know what Eid-ul-fitr is</li> <li>- Know what the Qur'an is and how it should be cared for</li> <li>- Know what wudu is</li> <li>- Know what Muslims believe Allah to be like</li> <li>- Know how often Muslims pray and why it is important</li> <li>-</li> </ul>
<b>Vocab</b>	Prophet, Muhammad, Allah, Fasting, Tawhid, Qur'an, Salah, Ramadan, Sawm, Eid, Wudu, Mosque, Zakat, Hajj, Makkah



# Religion and World Views Curriculum 2025/26 – Years 3 & 4

Spring 1	
<b>Topic</b>	<p><b>How do festivals and family life show what matter to Jewish people?</b></p> <p>Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions               <ul style="list-style-type: none"> <li>○ What do many Jewish people do to mark Shabbat? (L1)</li> <li>○ What does Shabbat look like in the UK today? (L2)</li> <li>○ What do different Jewish people celebrate at Rosh Hashanah? (L3)</li> <li>○ What happens at Yom Kippur? (L4)</li> <li>○ What is the story of Passover? (L5)</li> <li>○ Why do many Jews celebrate Passover every year? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>- Make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>- Offer informed suggestions about the meaning of the Exodus story for Jews today</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</li> <li>- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know what the Torah says about the Shabbat</li> <li>- Know what happens during a Saturday morning Shabbat service</li> <li>- Know that Shabbat can be celebrated differently by Jews</li> <li>- Know how Shabbat is celebrated in the UK today</li> <li>- Know how Jewish people celebrate Rosh Hashanah</li> <li>- Know what happens at Yom Kippur</li> <li>- Know why forgiveness and saying sorry is important at Yom Kippur</li> <li>- Know the story of Pesach</li> <li>- Know why the story of Pesach is linked to freedom</li> <li>-</li> </ul>
<b>Vocab</b>	Freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, Progressive, Forgiveness, Synagogue, Ten Commandments



# Religion and World Views Curriculum 2025/26 – Years 3 & 4

Spring 2	
<b>Topic</b>	<p><b>Why do Christians call the day Jesus died Good Friday?</b></p> <p>Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions               <ul style="list-style-type: none"> <li>○ What can you remember about Holy Week? (L1)</li> <li>○ How did people feel on Good Friday? (L2)</li> <li>○ Why did Jesus have to die and rise again? (L3)</li> <li>○ Why is the Easter story important? (L4)</li> <li>○ For Christians, why is Good Friday so important? (L5)</li> <li>○ Why do Christians call the day Jesus dies 'Good Friday'? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Recognise the word 'Salvation', and that Christians believe Jesus to 'save' or 'rescue' people, e.g. by showing them how to live</li> <li>- Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>- Give examples of what Christians say about the importance of the events of Holy Week</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</li> <li>- Describe how Christians show their beliefs about Jesus in worship in different ways</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Raise thoughtful questions and suggest some answers about why Christians all the day Jesus died 'Good Friday', giving good reasons for their suggestions</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know why the Easter Story is important to Christians</li> <li>- Know why Jesus had to die on the cross</li> <li>- Know what happened on Palm Sunday, Good Friday and Easter Sunday</li> <li>- Know what a Christian might feel on Good Friday</li> </ul>
<b>Vocab</b>	Salvation, Jerusalem, Resurrection, Forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary



# Religion and World Views Curriculum 2025/26 – Years 3 & 4

	<b>Summer 1</b>
<b>Topic</b>	<p><b><u>How and why do people try and make the world a special place?</u></b></p> <p>In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions             <ul style="list-style-type: none"> <li>○ How and why do people try to make the world a better place? What is wrong with the world? (L1)</li> <li>○ How can the 'Golden Rule' help people to work out how to make the world a better place? (L2)</li> <li>○ Tikkun ~Olam, repairing the world: How do Jewish people try to make the world a better place? (L3)</li> <li>○ Who is inspired by Jesus' example of sacrifice? (L4)</li> <li>○ How do Muslims try to make the world a better place? (L5)</li> <li>○ How do non-religious people try and make the world a better place? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>- Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make simple links between teaching about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</li> <li>- Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>- Identify some differences in how people put their beliefs into action</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</li> <li>- Make links between some commands for living from religious tradition, non-religious worldviews and pupils' own ideas</li> <li>- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know why religious and non-religious people care for the world</li> <li>- Know that Christians believe that God repaired the world and how he did it</li> <li>- Know what the Golden Rule is and who is important for</li> <li>- Know how Jewish people try and care for the world</li> <li>- Know why Muslims try to give 2.5% of their earnings to charity</li> <li>- Know how humanists care for the world</li> <li>-</li> </ul>
<b>Vocab</b>	Tikkun Olam, Jewish, Christian, Muslim, Zakat, Stewardship, Steward, Salvation, Humanist, Golden Rule



# Religion and World Views Curriculum 2025/26 – Years 3 & 4

	<b>Summer 2</b>
<b>Topic</b>	<p><b><u>For Christians, when Jesus left, what was the impact of Pentecost?</u></b></p> <p>In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions             <ul style="list-style-type: none"> <li>○ What do you already know about Pentecost? (L1)</li> <li>○ What does the Bible say about Pentecost? (L2)</li> <li>○ How have artists depicted the Pentecost? (L3)</li> <li>○ For Christians what is the impact of the gift of the Holy Spirit? (L4)</li> <li>○ For Christians, what is the impact of the Holy Spirit? (L5)</li> <li>○ What can you tell me about the Trinity? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth</li> <li>- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>- Give examples of what Pentecost means to some Christians now</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now</li> <li>- Describe how Christians show their beliefs about the Holy Spirit in worship</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Make links between ideas about the Kingdom of God in the bible and what people believe about following God today, giving good reason for their ideas</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know what the Trinity is</li> <li>- Know how the Holy Spirit helps Christians today</li> <li>- Know the story of the Pentecost</li> <li>- Know why the disciples were able to speak in different tongues</li> </ul>
<b>Vocab</b>	Pentecost, Holy Spirit, Disciples, Lord's prayer, Baptised, Tongues, Acts, Trinity, Apostles

