

# Religion and World Views Curriculum 2025/26 – Years 5 & 6

Autumn 1	
<b>Topic</b>	<p><b>What does it mean for God to be Holy and loving?</b></p> <p>Within this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions               <ul style="list-style-type: none"> <li>○ What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? (L1)</li> <li>○ What does the Bible say God is like? (L2)</li> <li>○ How can ideas of God be expressed in art? (L3)</li> <li>○ How do some Christians respond to a Holy and loving God? (L4)</li> <li>○ How do churches and cathedrals reflect Christian ideas about God? (L5)</li> <li>○ What does it mean if Christians believe God is Holy and loving? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Identify some different types of biblical texts, using technical terms accurately</li> <li>- Explain connections between biblical texts and Christian ideas of God, using theological terms</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</li> <li>- Show how Christians put their beliefs into practice in worship</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know why some churches and cathedrals are built in the shape of a cross</li> <li>- Know what Psalm 103, Isaiah 6 verses 1 to 5 and 1 John 4 verses 7 to 13 say God is like</li> <li>- Know what omnipresent, omniscient and omnipotent mean in relation to God</li> <li>- Know that Christians worship to show their praise to God for loving and caring for them</li> <li>- Know that Christians sing worship songs to show how they feel about God</li> <li>- Know that not all Christians believe in God so strongly, nor do they all pray or attend church</li> </ul>
<b>Vocab</b>	Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent, Isaiah, John, Testament



# Religion and World Views Curriculum 2025/26 – Years 5 & 6

Autumn 2	
<b>Topic</b>	<p><b>How can following God bring freedom and justice?</b></p> <p>Within this unit, pupils will find out about the story of Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians out their beliefs inot practice by trying to bring freedom to others. Later in the unit, pupils will investigate why the People of God were given these and what they mean for believers today.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions               <ul style="list-style-type: none"> <li>○ What can we learn about the story of Exodus in the Bible? (L1)</li> <li>○ Where do we think the Exodus story shows Moses' trust in God? (L2)</li> <li>○ How might the Exodus story help Christians when life gets tough? (L3)</li> <li>○ What do we think about the importance of the Ten Commandments? (L4)</li> <li>○ How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world? (L5)</li> <li>○ What can we say about the Exodus story, its themes and its importance for Christians today? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms</li> <li>- Identify examples of Law texts and suggest how believers might interpret them</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make clear connection between Bible texts studied and what Christians believe about being the People of God and how they should behave</li> <li>- Explain ways in which some Christians out their beliefs into practice by trying to bring freedom to others</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know the titles of the seven panels of the Big Frieze</li> <li>- Know the main events of the story of the Exodus</li> <li>- Know why Moses needed to trust in God</li> <li>- Know why the Ten Commandments are so important to Christians</li> </ul>
<b>Vocab</b>	People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharoah, rescue, Abraham, Old Testament



# Religion and World Views Curriculum 2025/26 – Years 5 & 6

	<b>Spring 1</b>
<b>Topic</b>	<p><b><u>Why do some people believe in God and some do not?</u></b></p> <p>Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising numbers of people who identify as 'no religion' and learn to use the term atheist, agnostic and theist with confidence. They will examine the idea of God using psychological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions             <ul style="list-style-type: none"> <li>○ Belief in God; what patterns can we see in our local area, our country and our world? (L1)</li> <li>○ What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy (L2)</li> <li>○ How can psychology help us understand what people mean when they think about the idea of God? (L3)</li> <li>○ What can we learn from theology about the idea of God? (L4)</li> <li>○ Why do some people believe that God does not exist? (L5)</li> <li>○ Why do some people believe in God and some do not? Where do I stand? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</li> <li>- Identify and explain what religious and non-religious people believe about God saying where they get their ideas from</li> <li>- Give examples of reasons why people do or do not believe in God</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>- Make connections between belief and behaviour in their own lives, in the light of their learning</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know what a theist is</li> <li>- Know what an atheist is</li> <li>- Know what an agnostic is</li> <li>- Know what psychology is</li> <li>- Know what the LAMBI scale is and what each letter represents</li> <li>- Know what a theologian is and what they do</li> <li>- Know about humanist beliefs</li> </ul>
<b>Vocab</b>	Theist, atheist, psychology, evidence, psychologist, agnostic, humanist, philosophy, reason, theologian, LAMBI Scale (limitless, authoritarian, mystical, benevolent, ineffable)



# Religion and World Views Curriculum 2025/26 – Years 5 & 6

Spring 2	
<b>Topic</b>	<p><b>What do Hindus want to be good?</b></p> <p>Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on ‘what do Hindus believe God in like?’ and ‘what does it mean to be a Hindu in Britain today?’ They will build on their understanding of dharma. Pupils will hear and interpret the story of the man from the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the examples of two charities.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions               <ul style="list-style-type: none"> <li>○ Who or what is Brahman? (L1)</li> <li>○ What is atman? What can be learned about atman through a Hindu story? (L2)</li> <li>○ What is samsara? Why is atman important? What else is important? (L3)</li> <li>○ How might dharma affect the way someone lives their life? (L4)</li> <li>○ What is ahimsa and how does it affect the lives of Hindu people? (L5)</li> <li>○ Why do Hindus want to be good? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc</li> <li>- Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Make connections between Hindu beliefs studied (e.g. karma, dharma), and explain how and why they are important to Hindus</li> <li>- Reflect on and articulate what impact belief on karma and dharma might have on individuals and the world, recognising different points of view</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know what atman is and why it is important in Hinduism</li> <li>- Know the story of the man in the well from Mahabharata</li> <li>- Know about what Hindus believe what happens when they die</li> <li>- Know the five daily duties of Hindus</li> <li>- Know what ahimsa is</li> <li>- Know how Hindus achieve Moksha</li> </ul>
<b>Vocab</b>	Dharma, samsara, reincarnation, atman, duty, karma, moksha, brahman, ahimsa, deity, Mahabharata, namaste, Lakshmi, Ganesha, Trimurti, Brahma, Vishnu, Shiva, ahimsa, Mahatma Gandhi



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	<b>Summer 1</b>
<b>Topic</b>	<p><b><u>What does it mean to be a Muslim in Britain today?</u></b></p> <p>Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about the five pillars of Islam, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experiences of Muslims in Britain today.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions             <ul style="list-style-type: none"> <li>○ How many Muslims and How many mosques are there in Britain? (L1)</li> <li>○ How might the five pillars affect the lives of Muslims in Britain today? (L2)</li> <li>○ Why is Zakah/charity important to Muslims? How is charity important to you? (L4)</li> <li>○ Why do Muslims go on pilgrimage? (L4 &amp; L5)</li> <li>○ What does it mean to be a Muslim in Britain today? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the messenger, Qur'an as the message)</li> <li>- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make clear connections between Muslim beliefs and idadah (e.g. five pillar, festivals, mosques, art)</li> <li>- Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Sheffield today</li> <li>- Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</li> <li>- Reflect on and articulate what it is like to be a Muslim in Britain today giving good reasons for their views</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know the two main Muslim groups; Sunni and Shi'a</li> <li>- Know the five pillars of Islam; Shahadah, Salah, Sawm, Zakah and Hajj</li> <li>- Know what ibadah means</li> <li>- Know why Zakah is so important to Muslims and where it is spent</li> <li>- Know what Hajj is and what it means to a Muslim</li> <li>- Know why ZamZam water is important to Muslims and how it links to the Hajj</li> </ul>
<b>Vocab</b>	Muslim, Ibadah, submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage, mosque, Prophet Muhammad, Makkah, Hajji, Allah



# Religion and World Views Curriculum 2025/26 – Years 5 & 6

	<b>Summer 2</b>
<b>Topic</b>	<p><b>What kind of king is Jesus?</b></p> <p>In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's Kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation into God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about the ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Key Questions             <ul style="list-style-type: none"> <li>○ In Jesus' parable, who is invited into God's kingdom? (L1)</li> <li>○ According to Jesus' teaching, how important is forgiveness in God's Kingdom? (L2)</li> <li>○ How does Christian Aid try to make the world more like God's Kingdom? (L3)</li> <li>○ How do Christians see God's Kingdom as being now and in the future? (L4)</li> <li>○ For Christians, what are the features of God's Kingdom and Jesus' kingship? (L5)</li> <li>○ How do Christians try to live in God's Kingdom? (L6)</li> </ul> </li> </ul> <p>Make sense of the text</p> <ul style="list-style-type: none"> <li>- Explain connections between biblical texts and the concept of the Kingdom of God</li> <li>- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> </ul> <p>Understanding the impact</p> <ul style="list-style-type: none"> <li>- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>- Show how Christians put their beliefs into practice in different ways</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>- Relate Christian 'Kingdom of God' model (e.g. loving others, serving the needy) to issues, problems and opportunities in the world today</li> <li>- Articulate their own responses to the idea of the importance of love and service in the world today</li> </ul> <p>Sticky Knowledge</p> <ul style="list-style-type: none"> <li>- Know that parables are found in the Gospels</li> <li>- Know the parable 'The Great Banquet'</li> <li>- Know the parable 'The Unforgiving Servant'</li> <li>- Know why Jesus told parables and why they are important to Christians today</li> <li>- Know that parables help to teach Christians how to live in God's Kingdom</li> </ul>
<b>Vocab</b>	Parable, kingdom, salvation, forgiving, unforgiving, banquet, biblical, inheritance, social, unjust, incarnation

