

Religion and World Views Curriculum 2025/26 – Years 1 & 2

Autumn 1	
Topic	<p>What do Christians believe God is like?</p> <p>Within this Unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the big fish and find out about how many Christians put their beliefs into practice through worship.</p>
Knowledge	<ul style="list-style-type: none"> • Key Questions <ul style="list-style-type: none"> ○ What is a parable and what can Christians learn from them? (L1) ○ What do parables teach Christians to do when things go wrong? (L2) ○ Why is the story of the Lost Son important to Christians? (L3) ○ How did God show he was loving and forgiving? (L4) ○ Why do Christians believe they should talk to God? (L5) ○ What do Christians believe God is like? (L6) <p>Make sense of the text</p> <ul style="list-style-type: none"> - Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians <p>Understanding the impact</p> <ul style="list-style-type: none"> - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) - Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Making connections</p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether they can learn anything from the story themselves, exploring different ideas - Give a reason for the ideas they have and the connections they make <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Know what a parable is - Know the main events of the Lost Son (the Prodigal Son) - Know what the Lost Son teaches Christians - Know the different types of prayer used by Christians (praise, saying sorry, saying thank you, asking) - Know the main events of Jonah and the big fish
Vocab	Forgiving, prodigal, worship, Nineveh, loving, Father, parable, Jonah, God, Holy



Religion and World Views Curriculum 2025/26 – Years 1 & 2

Autumn 2	
Topic	<p><u>What does Christmas matter to Christians?</u></p> <p>Within this Unit pupils will start to think about the terms secular and religious. Drawing from their knowledge from foundation stage, they will talk about the key events from the Christmas Story in more detail. Pupils will find out about how Christmas is celebrated today and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p>
Knowledge	<ul style="list-style-type: none"> • Key Questions <ul style="list-style-type: none"> ○ Who is Jesus? (L1) ○ What happened in the story of the birth of Jesus? (L2) ○ Was Jesus born where people would have expected? (L3) ○ Why is waiting and preparing for Christmas important for many Christians? (L4) ○ What do people like to say thank you for at Christmas? (L5) ○ How do people use the story of the Nativity to guide their beliefs at Christmas? (L6) <p>Make sense of the text</p> <ul style="list-style-type: none"> - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians - Recognise that stories of Jesus' life come from the gospels <p>Understanding the impact</p> <ul style="list-style-type: none"> - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas <p>Making connections</p> <ul style="list-style-type: none"> - Decide what they personally have to be thankful for, giving a reason for their ideas - Think, talk and ask questions about Christmas for people who are Christians and for people who are not <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Know what the word incarnation means - Know the main events of the Christmas Story - Know what advent is - Know what an advent wreath is - Know what many Christians do at Christmas to remind them of the story of the birth of Jesus
Vocab	Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Secular, Religious, Birth, Celebration



Religion and World Views Curriculum 2025/26 – Years 1 & 2

Spring 1	
Topic	<p><u>Who is a Muslim and how do they live? Part 1</u></p> <p>Within this Unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and found out way about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p>
Knowledge	<ul style="list-style-type: none"> • Key Questions <ul style="list-style-type: none"> ○ What do people think about God? What do Muslims think about God? (L1) ○ What do Muslims think about God? What do some of the Muslim 99 beautiful Names for God mean? (L2) ○ What do Muslims think about God? What does the Shahadah say about Muslim beliefs? (L3) ○ Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? (L4) ○ Why is the Prophet Muhammad so important to Muslims? (L5) ○ What do Muslims do because they want to treat the Qur'an with respect? (L6) <p>Make sense of the text</p> <ul style="list-style-type: none"> - Recognise the words of the Shahadah and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understanding the impact</p> <ul style="list-style-type: none"> - Give examples of how Muslims use the Shahadah to show what matters to them - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Give examples of how Muslims put their beliefs about prayer into action <p>Making connections</p> <ul style="list-style-type: none"> - Think, talk and ask questions about Muslim beliefs and ways of living - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Know why the number 99 is important to Muslims (99 names for God, 99 beads of prayer beads) - Know that Allah is the Arabic word for God - Know what the five pillars of Islam are called (Shahadah, Salah, Zakat, Sawm, Hajj) - Know the basic details from the story Muhammad and the cat - Know why Mount Hira is important to Muslims - Know how the Qur'an should be treated by Muslims (Washing hand before touching, on a stand and never on the floor, placing it up high when not using it) -
Vocab	Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet Muhammad, Allah, Mosque, Qur'an



Religion and World Views Curriculum 2025/26 – Years 1 & 2

	Spring 2
Topic	<p><u>What does easter matter to Christians?</u></p> <p>Within this Unit, pupils will recognise that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the bible. They will find out about the key events of Holy Week and Easter, making links with the Christians belief of Salvation. Pupils will learn about how Christians show their beliefs about Jesus being their saviour within the celebrations and worship in church at Easter. Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put hope in heaven.</p>
Knowledge	<ul style="list-style-type: none"> • Key Questions <ul style="list-style-type: none"> ○ What are the main events of the Bible story of Holy Week and Easter? (L1) ○ What are the six biggest moments in the story of Easter? (L2) ○ How do Christians feel about the main events of the Bible stories of Holy Week and Easter? (L3) ○ Why do Christians say 'Good Friday' for the day Jesus died? (L4) ○ What impact does the Easter Story have on many Christians? (L5) ○ Why does Easter matter to Christians? (L6) <p>Make sense of the text</p> <ul style="list-style-type: none"> - Recognise that Incarnation and Salvation are part of the 'big story' of the Bible. - Tell stories of Holy Week and Easter from the bible and recognise a link with the idea of Salvation (Jesus rescuing people) - Recognise that Jesus gives instructions about how to behave <p>Understanding the impact</p> <ul style="list-style-type: none"> - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in Church worship at Easter. <p>Making connections</p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Know the main events of the Easter Story (The Last Supper, Jesus was crucified, Jesus rose from the dead) - Know what resurrection means - Know the main events of Holy Week (Palm Sunday, Ash Wednesday, Maundy Thursday, Good Friday, Easter Sunday) - Know why Christians sometimes call Jesus a saviour - Know why Christians give each other Easter Eggs
Vocab	God, salvation, saviour, resurrection, eternal life, secular, Easter, worship, Good Friday, Religious



Religion and World Views Curriculum 2025/26 – Years 1 & 2

Summer 1	
Topic	<p><u>Who is a Muslim and how do they live? Part 2</u></p> <p>Within this Unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and found out way about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p>
Knowledge	<ul style="list-style-type: none"> • Key Questions <ul style="list-style-type: none"> ○ Who was the Prophet Muhammad and why is he important to Muslims? (L1) ○ What difference does worshipping God make to Muslims? (L2) ○ Why is prayer important to Muslims? (L3) ○ How does the Qur'an help Muslims to lead their lives in worship to Allah? (L4) ○ How does Zakat and Sawm show that Muslims are worshipping Allah? (L5) ○ Who is Muslim and how do they live? (L6) <p>Make sense of the text</p> <ul style="list-style-type: none"> - Recognise the words of the Shahadah and that it is very important to Muslims - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understanding the impact</p> <ul style="list-style-type: none"> - Give examples of how Muslims use the Shahadah to show what matters to them - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Give examples of how Muslims put their beliefs about prayer into action <p>Making connections</p> <ul style="list-style-type: none"> - Think, talk and ask questions about Muslim beliefs and ways of living - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Know that Prophet Muhammad is a leader who shared Allah's word with Muslims - Know that Ibadah means worship - Know what the five pillars of Islam are called (Shahadah, Salah, Zakat, Sawm, Hajj) - Know that Most Muslims try to pray five times a day - Know what Wudu means (a washing ritual) - Know that Prayer mats are imperfect because Muslims believe only Allah is perfect - Know that the Qur'an is a guide to help Muslims lead their lives in worship to Allah <p>Know what Muslims do during Ramadan (Don't eat or drink during daylight hours for a month every year)</p>
Vocab	Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet Muhammad, Allah, Mosque, Qur'an, Ibadah



Religion and World Views Curriculum 2025/26 – Years 1 & 2

Summer 2	
Topic	<p><u>What does it mean to belong to a faith in a community?</u></p> <p>Within this Unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are part of.</p>
Knowledge	<ul style="list-style-type: none"> • Key Questions <ul style="list-style-type: none"> ○ What does it mean to belong to a community? (L1) ○ How do Christians and Muslims show that they belong? (L2) ○ How do Christians, Muslims and Jewish people show that they belong? (L3) ○ What do worldviews say about how valuable people are? (L4) ○ How do Muslims and Christians welcome a new baby? (L5) ○ How do people show that they belong to each other? (L6) <p>Make sense of the text</p> <ul style="list-style-type: none"> - Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leaders taught about loving other people <p>Understanding the impact</p> <ul style="list-style-type: none"> - Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols are - Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Making connections</p> <ul style="list-style-type: none"> - Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas <p>Sticky Knowledge</p> <ul style="list-style-type: none"> - Know what belonging means - Know that Christians often have things to show that they belong (a cross, ichthus fish, a bible) - Know that Muslims often have things to show that they belong (Topi, prayer mat, Qur'an) - Know that believers participate in certain activities when they are together to show that they belong (e.g. Friday prayers for Muslims, Sunday services for Christians and Shabbat for Jewish people) - Know that in Christianity everyone is valuable to God (Lost coin Parable) - Know that people get married to show they belong to one another - Know that Christians and Muslims have certain rituals when a baby is born (Baptism in Christianity, Aqidah ceremony in Islam)
Vocab	Community, Muhammad, Shabbat, Allah, Ichthus, Faith, Baptism, Aqidah, Parable, wedding, baptism



