

Religion and World Views Curriculum 2026/27 – Years 1 & 2

Autumn 1	
Topic	<u>Who do Christians say made the world?</u> Within this Unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.
Knowledge	• Key Questions ○ Who do Christians say made the world? (L1) ○ What happens in Genesis? (L2) ○ Why do Christians look after the world? (L3) ○ What happens at Harvest and why? (L4) ○ How do artists show the creation? (L5) ○ Who do Christians say made the world? (L6) Make sense of the text - Retell the story of creation from Genesis 1:1-2.3 simply - Recognise that 'creation' is the beginning of the 'big story' of the Bible - Say what the story tells Christians about God, Creation and the world. Understanding the impact - Give at least one example of what Christians do to say thank you to God for creation Making connections - Think, talk and ask questions about living in an amazing world - Give a reason for the ideas they have and the connections they make between the Christian/Jewish creation story and the world they live in Sticky Knowledge - Know the events of the creation story (each day) - Know that Christians say thank you to God for creating the world - Know that Christians thank God at Harvest time for all that he created - Know that Churches have stained glass windows to retell the creation
Vocab	Creation, world, belief, thank, harvest, God, believe, Bible, Genesis, praise



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Autumn 2	
Topic	<u>How should we care for the world and for others and why does it matter?</u> Within this Unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.
Knowledge	- Key Questions - What do Christian, Jewish and non-religious people believe about caring for people? (L1&2) - What do Jewish people believe about caring for people? (L3&4) - What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world? (L5&6) Make sense of the text - Identify a story of text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understanding the impact - Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories - Give examples of how Christians and Jews can show care for the natural world - Say why Christians and Jews might look after the natural world Making connections - Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world - Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world Sticky Knowledge - Know that Christians and Jews believe that God created the world and all the people in it. - Know that Christians read the creation story on Genesis 1, the first book in the old testament - Know that Jewish people read the creation story in the first book of Moses - Know that the Psalms teach Jewish people that God loves and cares for them - Know that the Gospels teach Christians that God loves and cares for them - Know that Mother Teresa helped people - Know what giving tzedakah is - Know what the festival of Sukkot is and that it is about helping people
Vocab	Community, world, Psalm, stewardship, love, Genesis, religious, non-religious, Christian, Jew, sukkot, tzedakah, Mother Teresa



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Spring 1	
Topic	Who is Jewish and how do they live? Within this Unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the Mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.
Knowledge	- Key Questions - What is precious to Jewish people? What does a mezuzah remind Jewish people about? (L1 & 2) - How and why do Jewish people celebrate Shabbat? (L3) - What stories do Jewish people tell from the Torah? (L4) - What might Chanukah make Jewish people think about? (L5) - Who is Jewish and how do they live? (L6) Make sense of the text - Recognise the words of the Shema as a Jewish prayer - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. shabbat, Chanukah) remind Jews about what God is like Understanding the impact - Give examples of how Jewish people celebrate special times (e.g. shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live - Give an example of how some people might remember God in different ways (e.g. mezuzah, on shabbat) Making connections - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them to. Sticky Knowledge - Know that Jewish people have things in their homes to help them follow the Jewish faith (e.g. Mezuzah) - Know what a mezuzah is used for (It holds the Shema prayer, a very important prayer from the Torah) - Know that a Star of David is used to show that something is Jewish - Know that Chanukah is a special Jewish celebration to remember when there was only enough oil to light the temple menorah for one day but it stayed lit for 8 - Know about the story of David and Goliath and retell the key events from this (David (an Israelite) volunteers to fight Goliath (a philistine giant), David refused to wear armour, David defeats Goliath using his sling and a stone, the philistine army runs away.)
Vocab	Synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David, Judaism,



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Spring 2	
Topic	<u>What makes some places sacred to believers?</u> Within this Unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.
Knowledge	- Key Questions - What places are special to me? Where is a sacred place for a believer to go? (L1) - Which place of worship is sacred to Christian? (L2) - Which place of worship is sacred to Jewish people? (L3) - What happens in Church and in a Synagogue during worship? (L4) - Which place of worship is sacred for Muslims? (L5) - How are places of worship similar and different? Why are places of worship important to a community? (L6) Make sense of the text - Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used during worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs imply to a place of worship Understanding the impact - Give examples of stories, objects, symbols and actions used in a church, mosques and/or synagogues what show what people believe - Give simple examples of how people worship at a church, mosque or synagogue - Talk about why some people like to belong to a sacred building or a community Making connections - Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas - Talk about what makes some places special to some people, and what the difference is between religious and non-religious special places Sticky Knowledge - Know that a sacred place allows a community to come together and to worship together. It is sacred because its purpose is dedicated to worshipping God. - Know that a Church is a holy building for Christians where they come together to worship God and celebrate key events in their life - Know that a synagogue is a building where Jewish people worship and that many Jewish people will celebrate shabbat at the synagogue - Know that a mosque is an important place of worship for a Muslim as it allows them to come together for salah every day and for Friday prayer so that they can all worship Allah as one.
Vocab	Worship, Jewish, Holy, Christian, Muslim, community, Mosque, sacred, Church, Synagogue, Place of worship, Shabbat



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Summer 1	
Topic	What is the good news Jesus brings? (Part 1) Within this Unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness looking at their heart rather than what they have done in the past. Pupils will learn about the instructions Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things people from different world views to consider. This is part 1 of this unit of work, this learning is continued in part 2.
Knowledge	- Key Questions - What did Jesus' good news mean for Matthew in the Bible story? (L1) - What might a Christians say was the good news that Jesus brought to Matthew? (L2) - What do many Christians believe is the good news that Jesus brings about forgiveness? (L3) - What do many Christians believe is the good news that Jesus brings about peace? (L4) - What might Christians do to follow the life of Jesus and bring 'good news' to people? (L5) - How might Christian's prayer link to saying sorry and forgiveness? (L6) Make sense of the text - Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news. - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - Recognise that Jesus gives instructions to people about how to behave. Understanding the impact - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless - Give at least two examples of how Christians put these beliefs into practise in the Church community and their own lives (for example; charity, confession) Making connections - Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas Sticky Knowledge - Know the story of Matthew the Tax collector (Matthew wasn't well liked but Jesus still chose him to be one of his Apostles) - Know three people that Jesus picked to be his followers (Simon, Peter and Andrew) and why they were unlikely choices - Know that Christians turn to God during troubling time to help them find peace. - Know that Jesus teaches Christians to forgive and you will be forgiven
Vocab	Christians, Jesus, Matthew, fishermen, Disciples, tax collector, peace, forgiveness, Apostles



Religion and World Views Curriculum 2026/27 – Years 1 & 2

Summer 2	
Topic	What is the good news Jesus brings? (Part 2) Within this Unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness looking at their heart rather than what they have done in the past. Pupils will learn about the instructions Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things people from different world views to consider. This is part 1 of this unit of work.
Knowledge	- Key Questions - What can we say about peace as part of the good news Christians believe Jesus brings? (L1) - How can we show the good news that Christians believe Jesus brings? (L2) - What do Christians believe Jesus showed them about how to pray? (L3) - What are the important parts of prayer for many Christians? (L4) - What is the good news Christians believe Jesus brings? (L5) - What do we know about the good news the Christians believe Jesus brings? (L6) Make sense of the text - Tell stories from the bible and recognise a link with the concept of 'Gospel' or good news. - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. - Recognise that Jesus gives instructions to people about how to behave. Understanding the impact - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. - Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example, charity, confession) Making connections - Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. Sticky Knowledge - Know that the good news Jesus brings was to love everyone. - Know that Jesus choose fishermen to be world changers and to spread his message to forgive and be forgiven. - Know that Jesus' apostles spread his message whilst Jesus was on Earth and after his death. - Know that the disciples of Jesus spread his message now in what they say and what they do. - Know that Jesus gave his disciples the Lord's prayer as a way of saying sorry, please and thank you to God. - Know that the Lord's prayer is a very special prayer for Christians.
Vocab	Christians, Jesus, Matthew, fishermen, Disciples, tax collector, peace, forgiveness, Apostles, Prayer



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Autumn 1	
Topic	<u>What do Christians believe God is like?</u> 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.
Knowledge	• Key Questions ○ 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) Make sense of the text - 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 Understanding the impact - 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) Making connections - 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 Sticky Knowledge - 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



Autumn 2	
Topic	<u>What does Christmas matter to Christians?</u> 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.
Knowledge	• Key Questions ○ 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) Make sense of the text - 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 Understanding the impact - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas Making connections - 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 Sticky Knowledge - 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

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Spring 1	
Topic	Who is a Muslim and how do they live? Part 1 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.
Knowledge	- Key Questions - 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) Make sense of the text - 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 Understanding the impact - 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 Making connections - 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 Sticky Knowledge - 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

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Spring 2	
Topic	<u>What does easter matter to Christians?</u> 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.
Knowledge	• Key Questions ○ 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) Make sense of the text - 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 Understanding the impact - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in Church worship at Easter. Making connections - 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. Sticky Knowledge - 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

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Summer 1	
Topic	<u>Who is a Muslim and how do they live? Part 2</u> 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.
Knowledge	- Key Questions - 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) Make sense of the text - 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 Understanding the impact - 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 Making connections - 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 Sticky Knowledge - 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 Know what Muslims do during Ramadan (Don't eat or drink during daylight hours for a month every year)
Vocab	Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet Muhammad, Allah, Mosque, Qur'an, Ibadah



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Summer 2	
Topic	<u>What does it mean to belong to a faith in a community?</u> 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.
Knowledge	- Key Questions - 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) Make sense of the text - Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leaders taught about loving other people Understanding the impact - 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) Making connections - 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 Sticky Knowledge - 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 (Tapi, 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

