

Religion and World Views Curriculum 2026/27 – Years 3 & 4

Autumn 1	
Topic	<u>What do Christians learn from the Creation Story?</u> This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits in the 'Big Story' of the bible.
Knowledge	- Key Questions - Where does Creation belong in the 'Big Story' of the Bible? (L1) - What kind of world do Christians believe in? What do we mean by good? (L2) - How have Christians interpreted looking after the world? (L3) - How do different Christians think about and look after the environment? (L4) - What do Christians mean by 'The Fall'? (L5) - What do many Christians learn from the stories of Creation and the Fall? (L6) Make sense of the text - Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' - Make clear links between Genesis 1 and what Christians believe about God and Creation - Recognise that the story of 'The Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understanding the impact - Describe what Christians do because they believe God is creator (e.g. follow God, wonder at how amazing God's creation is, care for the earth – some specific ways) - Describe how and why Christians might pray to God, say sorry and ask for forgiveness Making connections - Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today Sticky Knowledge - Know that the bible is full of stories and it starts with the story of Creation in the book of Genesis in the Old Testament. - Know that God asks humans to be stewards and take responsibility and look after creation for him. - Know that 'The Fall' is about Adam and Eve going against God and gave in to temptation (this was a sin against God) - Know that a Catholic is a Christian Denomination and their leader is called the Pope.
Vocab	Creation, Catholic, Big Story, Big Frieze, Responsibility, Sin, Steward, Interpret, Genesis, Fall, Temptation



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Autumn 2	
Topic	What is it like for someone to follow God? In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at different texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from watching videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.
Knowledge	- Key Questions - Which information about Bible stories can we get from different types of text? (L1) - What can we learn about Noah from reading the Biblical story? (L2) - What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? (L3) - What is the link between a Christian wedding ceremony and the idea of covenant? (L4) - Did Abram show he trusted God? (L5) - Is it always easy for Christians to try and follow God? (L6) Make sense of the text - Make clear links between the story of Noah and the idea of covenant Understanding the impact - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Making connections - Make links between the story of Noah and how we live in school and the wider world Sticky Knowledge - Know that the Old Testament teaches the story of people of God and how they lived their lives. - Know that Noah was told by God to build an ark. - Know that God made a covenant with Noah that he wouldn't send another flood or destroy the Earth again. - Know that there are many stories of prophets who brought messages to the people of God about how they should behave. - Know that God made a covenant with Abram (Abraham) - Know that in a Christian Wedding ceremony Christians make promises to each other in front of God, this is them making a covenant with him.
Vocab	Prophets, Abram, Noah, Wedding, Old Testament, Promise, Abraham, Covenant, Righteous, Christians



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Spring 1	
Topic	What do Hindus believe God is like? This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.
Knowledge	- Key Questions - How do many Hindus describe ultimate reality? (L1) - How might the idea of Brahman being in everything affect how you live? (L2) - What can we find out about some Hindu deities? (L3) - How do many Hindus understand deities? (L4) - What can we learn about deities from Ganesh? (L5) - What do Hindus believe God is like? (L6) Make sense of the text - Identify some Hindu deities and say how they help Hindus describe God. - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about what Hindu murtis express about God Understanding the impact - Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine, celebrating Diwali) - Identify some different ways in which Hindus worship Making connections - Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today - Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas Sticky Knowledge - Know that ultimate reality is known as Brahman who is the ultimate source of everything in the universe. - Know that the Atman is a spark of Brahman in every living creature. - Know that the Aum symbol represents Brahman but is also the first sound in the creation of the universe. - Know that to many Hindu the most important Deities are: Brahma, Vishnu and Shiva (together they are known as the Trimurti) - Know that Lakshmi is also an important Hindu Deity and that many Hindu's display statues of Lakshmi outside their homes during Diwali.
Vocab	Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma



Religion and World Views Curriculum 2026/27 – Years 3 & 4

Spring 2	
Topic	How and why do people mark significant events in life? In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several roles of passage and use their knowledge to reflect upon whether it is good for everyone to see life as journey, and to mark the milestones.
Knowledge	- Key Questions - How and why do people mark the significant events in life? (L1) - What is the significance of Baptism for Christians? What happens and what does it mean? (L2) - How do Jewish people mark becoming an adult? (L3) - What ceremonies do many Hindus mark in the journey of life? (L4) - Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises? (L5 & 6) - How might non-religious people celebrate their wedding? (L7 extra) Make sense of the text - Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. - Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Understanding the impact - Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. - Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) - Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Making connections - Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. - Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. - Give good reasons why they think ceremonies of commitment are or are not valuable today Sticky Knowledge - Know that Baptism is an important ceremony in Christianity as it celebrates someone becoming a member of the Christian community. - Know that at the age of 13 Jewish boys will have a Bar Mitzvah and at the age of 12 Jewish girls will have a Bat Mitzvah. These ceremonies show they can take responsibility for their religious life. - Know that many Hindu boys and girls will have a sacred thread ceremony which is them taking responsibility for their religious life. - Know that religious and non-religious people choose to show their commitment to another person by getting married.
Vocab	Significant, Journey, Baptism, Commitment, Marriage, Bar Mitzvah, Bat Mitzvah, Ceremony, Wedding, Sacred Thread



Religion and World Views Curriculum 2026/27 – Years 3 & 4

	Summer 1
Topic	What does it mean to be a Hindu in Britain today? This unit develops and extends the learning from Spring 1. In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.
Knowledge	- Key Questions - What is Hindu Dharma? (L1) - How and why do many Hindus perform Puja? (L2) - What is Dharma? What can we learn from the story of King Yudhishtira? (L3) - What does the Ramayana tell Hindus about Dharma? (L4) - How and why do many Hindus celebrate Diwali? (L5) - Can I plan a Diwali celebration for my local community? (L6) Make sense of the text - Know Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Understanding the impact - Describe how Hindus show their faith within their families in Britain today (e.g. home puja). - Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Making connections - Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas Sticky Knowledge - Know that the Hindu Dharma has its origins in India. - Know that Hindus perform Puja in their home or in the Mandir. - Know that Puja happens at a shrine and is often dedicated to a deity. - Know that Puja focuses the Hindu on Brahman and helps them fulfil their dharma. - Know that the main characters in the Ramayana are Rama and Sita. - Know that Rama and Sita are good examples of Hindus. - Know that the festival of Diwali is celebrated all over the world to remember good overcoming evil.



Vocab

Hindu, Puja, Ramayana, Shrine, Rama, Dharma, Deity, Mandir, Diwali, Sita



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Summer 2	
Topic	What kind of a world did Jesus want? In this unit, pupils will learn about the concept of 'Gospel' which tells them the story of life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what examples these set for the actions of Christians today. Pupils will learn about the links between the teaching within the bible and what the meaning of Jesus' good news for Christians is. Later in the unit, they will learn about the parable of The Good Samaritan and the importance of charity within the lives of many Christian people.
Knowledge	- Key Questions - What kind of a world did Jesus want? (L1) - How does 'fisher of men' apply to Christians today? (L2) - What is an evangelist? (L3) - How did and does Jesus want people to act? (L4) - What does the Good Samaritan teach Christians? (L5) - What kind of a world did Jesus want? (L6) Make sense of the text - Identify this as a part of a 'Gospel', which tells the story of the life and teachings of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. Understanding the impact - Give examples of how different Christians try to show love for all. Including how Christian leaders try to follow Jesus' teaching in different ways Making connections - Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. Sticky Knowledge - Know the first four people called to follow Jesus were fishermen from Galilee, who gave up their jobs and became a follower of Jesus. - Know the main events of the parable of the Good Samaritan. - Know that the followers of Jesus are called Disciples. - Know that Clergy are carrying on the role that Jesus gave his disciples. - Know that a Christian might become a Vicar to tell people about Jesus and how he helped people.
Vocab	Jesus, Disciples, Follower, Clergy, Galilee, Vicar, Parable, Samaritan, Gospel, Evangelist



Religion and World Views Curriculum 2027/28 – Years 3 & 4

Autumn 1	
Topic	<u>What is the Trinity and Why is it important for Christians?</u> 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.
Knowledge	• Key Questions ○ What is the Trinity? What happens in the Biblical Story of the baptism of Jesus? (L1) ○ How is the Trinity shown in the Biblical story of the baptism of Jesus? (L2) ○ Why is the Biblical story of the Baptism of Jesus important for many Christians? (L3) ○ What are the similarities and differences between infant baptism and believer's baptism? (L4) ○ What might affect a Christian's decisions about baptism? (L5) ○ What is the Trinity and why is it important for Christians? (L6) Make sense of the text - Recognise what a 'gospel' is and give an example of the kinds of stories it contains - Offer suggestions about what texts about baptism and Trinity mean - Give examples of what these texts mean to some Christians today Understanding the impact - 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 Making connections - 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 Sticky Knowledge - Know what happened at the Baptism of Jesus - Know what the Trinity is - Know what happens at a Baptism in churches today - Know why water is used in a baptism - Know why Christians chose baptism for themselves or their babies - Know why Jesus' baptism is important to Christians today
Vocab	Trinity, Holy Spirit, Messiah, John the Baptist, Believer's Baptism, Father, Jesus, Scripture, Infant Baptism, Denomination



Religion and World Views Curriculum 2027/28 – Years 3 & 4

Autumn 2	
Topic	How do festivals and worship matter to Muslims? 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.
Knowledge	- Key Questions - How do festivals and family life show what matters to a Muslim? (L1) - What does the opening chapter of the Qur'an teach Muslims about God? (L2) - Why does prayer matter to Muslims? (L3) - Why is the Mosque a special place for Muslims? (L4) - Why do Muslims celebrate at the end of Ramadan? (L5) - How do festivals and worship matter to Muslims? (L6) Make sense of the text - Identify some beliefs about God in Islam, expressed in Surah 1. - Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Understanding the impact - Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve - 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) Making connections - 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 - 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 Sticky Knowledge - Know what the five pillars of Islam are - Know what ibadah means - Know what the word Islam means - Know why the mosque is special to Muslims - Know what Eid-ul-fitr is - Know what the Qur'an is and how it should be cared for - Know what wudu is - Know what Muslims believe Allah to be like - Know how often Muslims pray and why it is important
Vocab	Prophet, Muhammad, Allah, Fasting, Tawhid, Qur'an, Salah, Ramadan, Sawm, Eid, Wudu, Mosque, Zakat, Hajj, Makkah



Religion and World Views Curriculum 2027/28 – Years 3 & 4

Spring 1	
Topic	How do festivals and family life show what matter to Jewish people? 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.
Knowledge	- Key Questions - What do many Jewish people do to mark Shabbat? (L1) - What does Shabbat look like in the UK today? (L2) - What do different Jewish people celebrate at Rosh Hashanah? (L3) - What happens at Yom Kippur? (L4) - What is the story of Passover? (L5) - Why do many Jews celebrate Passover every year? (L6) Make sense of the text - Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - Make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people - Offer informed suggestions about the meaning of the Exodus story for Jews today Understanding the impact - 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) - Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Making connections - 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 - 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 Sticky Knowledge - Know what the Torah says about the Shabbat - Know what happens during a Saturday morning Shabbat service - Know that Shabbat can be celebrated differently by Jews - Know how Shabbat is celebrated in the UK today - Know how Jewish people celebrate Rosh Hashanah - Know what happens at Yom Kippur - Know why forgiveness and saying sorry important at Yom Kippur - Know the story of Pesach - Know why the story of Pesach is linked to freedom
Vocab	Freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, Progressive, Forgiveness, Synagogue, Ten Commandments



Religion and World Views Curriculum 2027/28 – Years 3 & 4

Spring 2	
Topic	<u>Why do Christians call the day Jesus died Good Friday?</u> 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.
Knowledge	• Key Questions ○ What can you remember about Holy Week? (L1) ○ How did people feel on Good Friday? (L2) ○ Why did Jesus have to die and rise again? (L3) ○ Why is the Easter story important? (L4) ○ For Christians, why is Good Friday so important? (L5) ○ Why do Christians call the day Jesus dies 'Good Friday'? (L6) Make sense of the text - Recognise the word 'Salvation', and that Christians believe Jesus to 'save' or 'rescue' people, e.g. by showing them how to live - Offer informed suggestions about what the events of Holy Week mean to Christians - Give examples of what Christians say about the importance of the events of Holy Week Understanding the impact - Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities - Describe how Christians show their beliefs about Jesus in worship in different ways Making connections - Raise thoughtful questions and suggest some answers about why Christians all the day Jesus died 'Good Friday', giving good reasons for their suggestions Sticky Knowledge - Know why the Easter Story is important to Christians - Know why Jesus had to die on the cross - Know what happened on Palm Sunday, Good Friday and Easter Sunday - Know what a Christian might feel on Good Friday
Vocab	Salvation, Jerusalem, Resurrection, Forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary



Religion and World Views Curriculum 2027/28 – Years 3 & 4

Summer 1	
Topic	How and why do people try and make the world a special place? 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.
Knowledge	- Key Questions - How and why do people try to make the world a better place? What is wrong with the world? (L1) - How can the 'Golden Rule' help people to work out how to make the world a better place? (L2) - Tikkun ~Olam, repairing the world: How do Jewish people try to make the world a better place? (L3) - Who is inspired by Jesus' example of sacrifice? (L4) - How do Muslims try to make the world a better place? (L5) - How do non-religious people try and make the world a better place? (L6) Make sense of the text - Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place Understanding the impact - 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) - Describe some examples of how people try to live (e.g. individuals and organisations) - Identify some differences in how people put their beliefs into action Making connections - 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 - Make links between some commands for living from religious tradition, non-religious worldviews and pupils' own ideas - 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 Sticky Knowledge - Know why religious and non-religious people care for the world - Know that Christians believe that God repaired the world and how he did it - Know what the Golden Rule is and who is important for - Know how Jewish people try and care for the world - Know why Muslims try to give 2.5% of their earnings to charity - Know how humanists care for the world
Vocab	Tikkun Olam, Jewish, Christian, Muslim, Zakat, Stewardship, Steward, Salvation, Humanist, Golden Rule



Religion and World Views Curriculum 2027/28 – Years 3 & 4

Summer 2	
Topic	For Christians, when Jesus left, what was the impact of Pentecost? 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.
Knowledge	- Key Questions - What do you already know about Pentecost? (L1) - What does the Bible say about Pentecost? (L2) - How have artists depicted the Pentecost? (L3) - For Christians what is the impact of the gift of the Holy Spirit? (L4) - For Christians, what is the impact of the Holy Spirit? (L5) - What can you tell me about the Trinity? (L6) Make sense of the text - Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth - Offer informed suggestions about what the events of Pentecost in Acts 2 might mean - Give examples of what Pentecost means to some Christians now Understanding the impact - Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now - Describe how Christians show their beliefs about the Holy Spirit in worship Making connections - 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 Sticky Knowledge - Know what the Trinity is - Know how the Holy Spirit helps Christians today - Know the story of the Pentecost - Know why the disciples were able to speak in different tongues
Vocab	Pentecost, Holy Spirit, Disciples, Lord's prayer, Baptised, Tongues, Acts, Trinity, Apostles

