



Parkwood Primary School Religious Education 2023/24

Note: as a local authority school, we are required to fulfil the expectations set out by Medway Council for Religious Education. As a school, we have chosen to adopt aspects of the KAPOW scheme of work. This has been cross-referenced with the Medway scheme to ensure full coverage of the expectations set out by the local authority.

Knowledge

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs Knowledge						
Know the meaning of: - believe • Know that groups of people have different beliefs. • Know that Christians believe in Jesus	Know the meaning of: - believe (revisit from FS) • Know that some people believe in one God • Know that some people believe in more than one God • Know that some people have different ways of understanding God on Earth • Know that some people believe that humans have a special relationship with God • Know that there are different names for God • Know that there are different ways to refer to and represent God • Know that people have different ideas	Know the meaning of: - prophet - saviour - prayer - miracle • Know that some people believe that God performed miracles in the past • Know that some people believe that there are people who are chosen for a special purpose by God • Know that some people believe that God has made a promise between himself and his people	Know the meaning of: - religious belief - organised worldview - personal worldview - soul - immortal - spirituality - consequence - wrongdoing - forgiveness • Know that religious beliefs can make a difference to organised and personal world views • Know that some people believe all living things have a soul and that it is immortal • Know that some people believe connection with a God to be a spiritual experience • Know that actions have consequences and that people	Know the meaning of: - sacrifice - holy • Know that religious and non-religious worldviews change over time for individuals and groups • Know that people from different religions believe some of the same things • Know that organised and personal beliefs change and develop over time • Know that there are historical links and connections between religions • Know that there is evidence that Jesus was a real person and that people have different beliefs	Know the meaning of: - soul (revisit from year 3) - atheist - agnostic - theist - afterlife - reincarnation - judgement - eternity - finality - heaven - hell - protected - characteristic - leadership - authority - anointed • Know that people have different beliefs about what happens when we die • Know that a person's beliefs about death may influence how they live their life • Know that many people who are not religious believe	Know the meaning of: - omnipotent - omniscient - omnipresent - free will • Know some of the ways that culture influences people's worldviews • Know some of the ways that history influences people's worldviews • Know some of the ways that migration influences people's worldviews • Know some of the ways that tradition influences people's worldviews • Know that some places are valued by certain people due to



	about the role of God		think differently about what these are <ul style="list-style-type: none">• Know that some people believe forgiveness from God means wrongdoings will be unpunished• Know that religious and non-religious people have ideas about the relationship between God and humans	about his significance	in some form of afterlife <ul style="list-style-type: none">• Know that in the UK religious beliefs are a protected characteristic• Know that in some times and places people did not or do not have religious freedom• Know that throughout history and during modern times people have had to protest or fight for religious freedom• Know some of the ways that history, migration and leadership influence people's worldviews• Know that leadership and authority can impact people's world views• Know that worldviews impact the process of choosing leadership and authority• Know that some people believe leaders are anointed.	things that have happened there <ul style="list-style-type: none">• Know that some people believe leaders are anointed (revisit from Year 5)• Know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently• Know that beliefs about the nature of God impact people's ideas and responses to suffering
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Practices knowledge

<p>Know the meaning of:</p> <ul style="list-style-type: none"> - religion - Christian - Hindu - Diwali - Rangoli pattern - Diva lamp <ul style="list-style-type: none"> • Know practices involved in celebrating Christmas (gifts, going to church services, decorating, singing) • Know the main events of the Christmas story (birth of Jesus/Jesus' birthday) • Know the purpose of group celebration (relate to how birthdays are celebrated) <p>*Christmas knowledge will be built on in Year 1</p> <ul style="list-style-type: none"> • Know that Diwali is celebrated by many people in Britain • Know that Diwali is a festival of light • Know that dancing is an important part of Diwali 	<ul style="list-style-type: none"> • Know that some religious people use art to represent and remember God • Know that some religious people use objects to represent and remember God • Know that some religions use special times to represent and remember God • Know that many people have special ceremonies when babies are born • Know that many people give time, money or donations to charity as a way of showing that caring for others is important 	<p>Know the meaning of:</p> <ul style="list-style-type: none"> - worship - gratitude - festival <ul style="list-style-type: none"> • Know there are some festivals that are celebrated by religious and non-religious people • Know festivals usually celebrate a special or miraculous event from the past • Know that festivals often use light symbolically as part of celebrations • Know there are some objects that are special to followers of religious traditions • Know that one reason religious followers' worship is to show gratitude • Know that practices associated with festivals have special meanings • Know that people from the same faith may celebrate a 	<p>Know the meaning of:</p> <ul style="list-style-type: none"> - ritual - meditation - scripture - purity - remembrance - worship (revisit from Year 2) - symbolism <ul style="list-style-type: none"> • Know that prayer, meditation and rituals are used to connect spiritually • Know that the way scriptures are used and treated reflects beliefs about their importance • Know that water is often used in ceremonies and rituals to symbolise purity and remembrance • Know worship can take many forms and include symbolism 	<ul style="list-style-type: none"> • Know that the way scriptures are treated and used reflects beliefs about their meaning and origin • Know the difference between a religion and a culture • Know that rituals and practices can be based on religious and cultural routes and that these are often interconnected • Know that the way scriptures are read and used change over time • Know that people with similar world views may practice in different ways due to historical events • Know that practices change over time. 	<ul style="list-style-type: none"> • Know that funeral practices often reflect life after death • Know that funerals can be important to help people grieve • Know that some festivals commemorate times when religious freedom has been fought for • Identify some reasons for taking part in religious practices, including belief, culture, tradition and obligation • Identify some of the ways practices are influenced by culture, tradition, migration, leadership and history 	<p>Know the meaning of:</p> <ul style="list-style-type: none"> - pilgrimage <ul style="list-style-type: none"> • Know that some people may use religious practices e.g. prayer or worship to help them in times of suffering • Know that pilgrimages are an important part of people's lives • Know that pilgrimage helps some people to feel close to God • Know that visiting a place of personal, religious, cultural or historical significance holds meaning to many people • Identify some of the ways practices are influenced by culture, tradition, migration and history (revisit Year 5)
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<ul style="list-style-type: none"> • Know why Chinese New Year is celebrated • Know the importance of the colour red during Chinese New Year • Know the significance of dance during Chinese New Year • Know that money is given as a gift for Chinese New Year • Know that food is shared with family and friends 		festival differently <ul style="list-style-type: none"> • Know that people pray in different ways and different places • Know that objects can represent an idea or belief • Know that words can represent an idea or belief • Know that actions can represent an idea or belief • Know that when some people talk to God, they use their body to show respect • Know that some people talk to God in different ways for different reasons 				
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FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Wisdom and morality knowledge						
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	Know the meaning of: <ul style="list-style-type: none"> - creation story • Know that some spoken and written words are important to people • Know that creation stories provide people with possible answers as to 	Know the meaning of: <ul style="list-style-type: none"> - wisdom - guidance - gurus - values - commandments • Know that books and stories can have a different meaning to different people 	Know the meaning of: <ul style="list-style-type: none"> - morals • Know many religious and non-religious world views express the idea of a golden rule relating to how to treat others 	Know the meaning of: <ul style="list-style-type: none"> - sacred • Know that stories and scriptures give insights about how to live • Know that special and sacred texts contain 	Know the meaning of: <ul style="list-style-type: none"> - democracy - bloodline - authority - wisdom (revisit from Year 2) - guidance (revisit from Year 2) • Know that ideas about the afterlife come 	<ul style="list-style-type: none"> • Know that within and between religious and non-religious groups, teaching about challenging issues can be contradictory and controversial
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FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Community and belonging knowledge						
<p>Know the meaning of:</p> <ul style="list-style-type: none"> - belong - family <ul style="list-style-type: none"> • Know that people belong to different groups • Know that it is possible to recognise what groups people are part of (family, schools, clubs, teams) • Know that it is necessary to follow rules to be part of a community (relate to school rules) • Know what a special place is (feeling safe, welcomed, feel like you belong) • Know that a church is a special place for Christians to feel part of • Know about special places in the community that others belong to (veterinary surgery/library/doctors' surgery/ 	<p>Know the meaning of:</p> <ul style="list-style-type: none"> - ceremony - community <ul style="list-style-type: none"> • Know that religious and non-religious groups often provide support and care to their local and worldwide communities • Know that people with similar world views often work together to care for the world and for others • Know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community • Know that baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God. 	<p>Know the meaning of:</p> <ul style="list-style-type: none"> - festival <ul style="list-style-type: none"> • Know that many festivals are often celebrated as a community • Know that some people find praying as part of a community helpful • Know that members of the same community may have similar or different ways of life • Know that many religious groups have religious buildings that may have features linked to beliefs and practices • Know that offerings used to express gratitude may be used to help a person's local or national community • Know that within community people have different ideas, 	<ul style="list-style-type: none"> • Know that for many people relationships with others and being part of a community are important • Know that all communities have rules and guidance about how to live together • Know that ceremonies that involve water and fire are important occasions to some communities • Know that eternal flames are sometimes used as a sign of remembrance in a community 	<ul style="list-style-type: none"> • Know that being part of a community with similar beliefs is important to some people • Know that the history of religion affects how people see their own and others' communities • Know that the language used during worship and prayer is important for some people when connecting to their community • Know that for some people outward expressions of belief are important for a sense of belonging • Know that disagreement and change happen in communities 	<ul style="list-style-type: none"> • Know that funerals are times for communities to support one another • Know that communities sometimes fight and protest for the rights of themselves or others • Know that the community or group someone is part of shapes their sense of belonging • Know that religious communities have a leader who carries out certain duties with or on behalf of the community 	<ul style="list-style-type: none"> • Know that people respond in different ways when they see people in their community suffering • Know that shared challenge can bring people closer together • Know experiencing a pilgrimage together can help people feel a sense of community and belonging • Know that some people may find religious spaces special even if they are not part of that religion • Know that people often feel a significant connection to a building or place • Know that, for many, the



community center/preschool/café)		values and beliefs				<p>people in particular space are more important than the place itself.</p> <ul style="list-style-type: none"> • Know that some places are of particular significance due to historical, cultural and geographical reasons • Know that shared practices can be important to give people a feeling of belonging • Know that some practices can demonstrate belonging to a particular community
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Skills

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarities and differences						
<ul style="list-style-type: none"> • Talk respectively about the beliefs that different groups of people or individuals hold 	<ul style="list-style-type: none"> • Commenting on similarities and differences between religions and worldviews. • Commenting on similarities and differences 	<ul style="list-style-type: none"> • Exploring similarities and differences between religions and worldviews • Exploring similarities and differences 	<ul style="list-style-type: none"> • Identifying similarities and differences between religions and worldviews. • Identifying similarities and differences within religions and worldviews • Giving thoughtful insights about why some things are the same and others are different. • Exploring the ways diverse people and groups can work together for good. 		<ul style="list-style-type: none"> • Interpreting expressions of the same concept by people whose worldview differs. • Interpreting expressions of the same concept by people with the same worldview • Exploring why people from the same religion may disagree. 	



	<p>within religions and worldviews.</p>	<p>within religions and worldviews.</p> <ul style="list-style-type: none"> • Comment respectfully on examples of diverse people and groups cooperating in everyday life. 		<ul style="list-style-type: none"> • Understanding and evaluating the value of diversity within religions and worldviews respectfully
Making links				
<ul style="list-style-type: none"> • Make links between their lives and the lives of others 	<ul style="list-style-type: none"> • Making links between religious and non-religious beliefs and practices. 	<ul style="list-style-type: none"> • Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. 	<ul style="list-style-type: none"> • Explaining links between religious and non-religious practices and their significance. • Recognising links with prior learning when encountering new content. 	<ul style="list-style-type: none"> • Evaluating links between religious and non-religious traditions, beliefs and practices. • Identifying increasingly subtle links with prior learning when encountering new content.
Responding respectfully and empathetically				
<ul style="list-style-type: none"> • Without stereotyping, talk about the different things that people do and believe respectfully <p>*The word stereotyping doesn't need to be shared with the children</p>	<ul style="list-style-type: none"> • Talking about their own experiences in relation to their learning. • Respectfully sharing opinions about what is important to them and what is important to others. • Respectfully listening to others' ideas and comparing them to their own. • Beginning to use correct vocabulary when talking 	<ul style="list-style-type: none"> • Responding sensitively to people whose experiences are different to theirs. • Commenting respectfully on things that they notice which may be surprising or different. • Showing respect when looking at evidence about other people's ideas and beliefs. • Using correct vocabulary when talking and beginning 	<ul style="list-style-type: none"> • Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. • Asking questions about how people show their faith and considering why they might have these questions. • Developing the ability to use empathy to identify and understand the feelings of others. • Using increasingly complex vocabulary and explaining its meaning to others 	<ul style="list-style-type: none"> • Considering the thoughts, feelings, experiences, beliefs and values of others. • Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. • Debating challenging issues with reference to learning and respect for content being debated. • Using complex vocabulary confidently and in different contexts.



	about their learning.	to use in written work.		
Personal skills				
<ul style="list-style-type: none"> • Talk about their own personal experiences 	<ul style="list-style-type: none"> • Talk about simple ideas and the things that interest them about belief in God • Express their own ideas and opinions based on personal experience and the beliefs of family members • Ask their own questions about the world around them • Discuss their ideas about what is right or wrong. 	<ul style="list-style-type: none"> • Ask questions about what interests them about religious and non-religious texts and stories they have read • Express their own ideas and opinions, including worldviews studied • Ask thoughtful questions related to their learning • Explain why they feel something is right or wrong and compare their ideas to others 	<ul style="list-style-type: none"> • Discuss their own views about belonging, meaning, purpose and truth • Ask open questions and suggest responses • Discuss their own and others' ideas when deciding what is right and wrong • Suggest ideas about the right ways to treat others, including own ideas and opinions from learning • Think about their own ideas about God in light of their learning, experiences and discussions 	<ul style="list-style-type: none"> • Make links and comparisons between their own and others' views about belonging, meaning, purpose and truth • Ask and explore questions from different perspectives, including their own • Discuss ideas about how their own or another person's world view influences their own responses to ethical issues • Engage in times of thoughtfulness and reflection • Make links between own and others' experiences • Express their own thoughts about the existence and nature of God