

Religious and Worldviews Education Progression Plan - 2024

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
	Robin Class	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	<p>Why is the word 'God' so important to Christians?</p> <p>Why do Christians perform nativity plays at Christmas?</p> <p>Why do Christians put a cross in an Easter garden?</p> <p>How does celebrating Pentecost remind Christians that God is with them always?</p> <p>Which places are special and why?</p> <p>How can we care for our wonderful world?</p> <p>What makes every single person unique and precious</p> <p>How can we help others when they need it?</p>	<p>Who made the world?</p> <p>Why does Christmas matter to Christians?</p> <p>Why does Easter matter to Christians?</p> <p>What do Christians believe God is like?: The Lost Son</p>	<p>Who made the world? Digging Deeper</p> <p>Why does Christmas matter to Christians? Digging Deeper</p> <p>Why does Easter matter to Christians? Digging Deeper</p> <p>What do Christians believe God is like: Jonah Digging Deeper</p>	<p>What do Christians learn from the Creation Story</p> <p>What is the trinity?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>What is it like to follow God? Noah</p>	<p>What do Christians learn from the Creation Story? Digging Deeper</p> <p>What is the Trinity? Digging Deeper</p> <p>When Jesus left, what was the impact of the Pentecost</p> <p>What kind of world did Jesus want?</p>	<p>Creation and Science. Conflicting and Complementary (+HUMANISM)</p> <p>Was Jesus the Messiah?</p> <p>What did Jesus do to save human beings?</p> <p>How can following God bring freedom and justice? Moses</p>	<p>What does it mean if God is holy and loving?</p> <p>What would Jesus do?</p> <p>What did Jesus do to save human beings?</p> <p>What kind of king is Jesus?</p>

Religious and Worldviews Education Progression Plan - 2024

	What are the best symbols of Jesus' death and resurrection at Easter?						
Vocabulary To be built up as each unit is planned and completed	Harvest, creator, God, precious, thankfulness, world, universe, nature	Creator, universe, grateful, stewardship, powerful, care, natural world, responsibility, Old Testament, Jewish, Christian, ownership	Gospels, New Testament, prophecy, angels, saviour, incarnation, Bible, nativity	Adam, Eve, Tree of Knowledge, The fall, sin, forgiveness, temptation, sorrow	Trinity, Matthew, resurrection, baptism, new life	incarnation	Genesis, cosmology, science, religious, psalm, evolution,
Judaism	Why is the Torah such a joy for the Jewish community? Why is learning to do good deeds so important to Jewish people? Synagogue Visit	Why do Jewish families talk about repentance at New year?	Why do Jewish families say so many prayers and blessings?				
Vocabulary	Tu B'shevat, Jewish, Judaism, creation, God, Bible Old Testament	sukkah, shabbat, kippah, synagogue, tallit, havdalah, rosh hashanah, shofar, yom kippur, Jewish, Judaism, mitzvah, tikkun olam, tzedakah box, Torah, Simchat Torah, bimah, mezuzah, Moses, Hebrew, Holy Ark					
Islam	Whispering Allah into Baby's ear: Muslim birth custom	Which stories are special and why? Bible and Qur'an	How do some Muslims show Allah is compassionate and merciful?	Why do Muslims call Muhammad the 'Seal of the Prophets'?			
				Mosque Visit			

Religious and Worldviews Education Progression Plan - 2024

	The Muslim story of Muhammad caring for the Ants Which places are special and why? Christian and Muslim						
Vocabulary	Arabic, Qu'ran, Allah, Muslim, Muhammad	Arabic, Qu'ran, Allah, Muslim, Muhammad, compassionate		submission, obedience, example, Adhan, bismillah, sallat, muezzin, Seal of the Prophets, mosque, shahadah, calligraphy			
Sikhism	How can we help others when they need it? The Sikh story of Guru Har Gobind saving the 52 Princes			How do Sikhs put their beliefs about equality into practice?	How does the teaching of the gurus move Sikhs from dark to light? Gurdwara Visit		
Vocabulary	Guru, Sikhism, langar, Har Gobind, gurdwara, India			Sikh, waheguru, guru, guru granth sahib, equality, light, dark, meditate, langar, gurdwara, singh, kaur,			
Hinduism	What makes every single person unique and precious? (A Hindu festival for brothers and sisters: Raksha Bandhan)			Why does a Hindu want to collect good karma?	How does the story of Rama and Sita inspire Hindus to follow their dharma?		
Vocabulary	India, friendship, siblings, karma, Rama, Sita, Ramayana, raksha bandhan, murti, diwali, divas,			dharm, India, Hindu, hinduism, duty, karma, commitment, reincarnation, samsara, moksha, brahman, deities, supreme being, Atman, Krishna, Ganesh, avatar, ahimsa, spiritual, scripture, bhakti, yoga, Gita, janmashtami Ramayana, raksha bandhan, murti, diwali, divas, soul			

Religious and Worldviews Education Progression Plan - 2024



Buddhism	The Buddhist story of the Monkey King					How did Buddha teach his followers to find enlightenment? Visit to Buddhist Temple	How does the Triple Refuge help Buddhists in their journey through life?
Vocabulary	Buddha, meditation, enlightenment, wisdom					Buddha, enlightenment, Bhodi, Dharma Wheel, 8-fold path, 4 noble truths, meditation, sangha, wesak, triple gem, 5 moral precepts	

Humanism						<i>Journey of life and death</i> Why do Humanists say happiness is the goal of life?	
Vocabulary						Non religious worldview, agnostic, atheist, secularist, human values, respect, morals	

Religious and Worldviews Education Progression Plan - 2024

CHRISTIANITY

Pupils in Religious and Worldviews Education in EYFS should know that:

- The word God is a name.
- Christians believe God is the Creator of the universe.
- Christians believe God made our world and so we should look after it.
- Christians believe God came to Earth in human form as Jesus.
- Christians believe Jesus came to show that all people are precious and special to God.
- Christians remember Jesus' last week at Easter.
- Jesus' name means 'He saves'.
- Christians believe Jesus came to show God's love.
- Christians try to show love to others

Year 1 and 2

CHRISTIANITY

In Religious and Worldviews Education, pupils in Year 1 and 2 should know that:

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this.
- Christians worship God, and try to live in ways that please him.
- God created the universe.
- The Earth and everything in it are important to God.
- God has a unique relationship with human beings as their Creator and Sustainer.
- Humans should care for the world because it belongs to God
- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.

Religious and Worldviews Education Progression Plan - 2024

- The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke).
- Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.
- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
- Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.
- Christians believe Jesus builds a bridge between God and humans.
- Christians believe Jesus rose from the dead, giving people hope of a new life.

By the end of Key Stage 1 pupils should be able to

Make Sense of Key Texts and:

- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians

Understand the Impact of their learning and:

- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.

Make Connections between units and their own thoughts, feelings, knowledge and:

- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Year 3 and 4

CHRISTIANITY

In Religious and Worldviews Education Year 3 and 4 pupils should know that:

- God the Creator cares for the creation, including human beings.
- As human beings are part of God's good creation, they do best when they listen to God.
- The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help.
- The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.
- Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.
- The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them, and Bible stories show how God keeps his promises.
- The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.
- Christians believe that, through Jesus, all people can become the People of God. Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.
- Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.
- Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.
- Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.
- Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.
- Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').
- Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.

Religious and Worldviews Education Progression Plan - 2024

- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God.
- Christians celebrate Pentecost as the beginning of the Church.
- Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.

By the end of Key Stage 1 pupils should be able to

Make Sense of Key Texts and:

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.

Understand the Impact of their learning and:

- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.
- Describe how Christians show their beliefs in worship and in the way they live

Make Connections between units and their own thoughts, feelings, knowledge and:

- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Religious and Worldviews Education Progression Plan - 2024

CHRISTIANITY

In Religious and Worldview Education pupils in Year 5 and 6 should:

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.
- Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.
- Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- Christians believe getting to know God is like getting to know a person rather than learning information.
- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
- The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.
- Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.
- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour
- Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.

Religious and Worldviews Education Progression Plan - 2024

- Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.
- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
- Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
- The parables suggest that there will be a future Kingdom, where God's reign will be complete.
- The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.
- Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

By the end of Key Stage 1 pupils should be able to

Make Sense of Key Texts and:

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Understand the Impact of their learning and:

- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.
- Show how Christians put their beliefs into practice in different ways, for example in different denominations.

Religious and Worldviews Education Progression Plan - 2024

Make Connections between units and their own thoughts and feelings and:

- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

EYFS and Year 1 and 2

ISLAM

In Religious and Worldviews Education, pupils in Year 1 and 2 should:

Mosque

- Visit a local mosque and become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.
- Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.
- Explore stories connected with the mosque (name, when was it built)
- Meet the people who go to the mosque.

Prophet Muhammed

- Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people.
- Explore what life was like for Prophet Muhammad as a child
- Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.

Holy Qur'an

- Know that the Qur'an is a special book for Muslims.
- Know that it has 114 chapters.
- Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them.
- Qur'an was sent to Prophet Muhammad as a guide to humanity

Muslim Life

- Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers)
- Special times for Muslims (e.g. welcoming new babies)
- Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up?

Religious and Worldviews Education Progression Plan - 2024

- Explore some stories about Muslims e.g. going for Hajj

EYFS and Year 1 and 2

JUDAISM

In Religious and Worldviews Education, pupils in Year 1 and 2 should:

Significant Jewish People

- Retell parts of the story of Moses and say some things Jewish people believe about him
- Talk about how Christians, Jews and Muslims all tell stories of Moses
- Remember and talk about the story of Jonah

Synagogue

- Remember a story about Moses and the Ten Commandments and talk about it
- I can describe what happens at a synagogue mitzvah

Torah

- Recognise a Torah scroll and talk about religious art showing a scroll
- Use correct words to describe things that are special at Simchat Torah
- Talk about what is interesting in the story of Ruth and say what it might mean to a Jewish person

Jewish Life

- Describe why doing good deeds is important to Jewish people
- Understand and use the words God, mitzvah, tzedakah correctly
- I can talk about the concept of Tikkun Olam
- Recognise and talk about some of the symbols associated with Rosh Hashanah, including the shofar
- Know and use the word 'repentance'
- Know about some of the ways that some Jewish people celebrate Yom Kippur and why
- Talk about the purpose and symbolism of a Sukkah at Sukkot
- Understand the importance of blessings in Jewish family life
- Recall the Creation story as a time of thankfulness for Jewish people
- Talk about the importance of prayer at home on Shabbat and describe some of the ways Shabbat is different from all other days of the week

Key Stage 2

SIKHISM

In Religious and Worldviews Education pupils in Year 3 and 4 should:

Knowledge and Belief

- Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc
- Explain how Guru Granth Sahib came into being and what is the significance of the Living Guru
- Know what the Guru Granth Sahib teaches about one's relationship with the Creator, the world and life – how does reincarnation work?
- Know what Sikhs believe about God and the creation that we live in?
- Understand that Sikhs believe we are all special
- Know that Sikhs believe that we are all Gifts from that One Creator
- Describe KESH (the keeping of uncut hair) teaches a Sikh child to accept that we are all gifts from that One Creator
- Know what can be learnt from the lives of the 10 Gurus
- Know how the Guru Granth Sahib is respected as the Living Guru

Meaning and Purpose(belonging)

What does it mean to belong to a family?

- Know that Sikhs meditate and serve in Gurdwaras and in their own homes
- List the key features of the Gurdwara, and say how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).
- Know that male and female, all race, religions and nationalities, are treated equal
- Describe the 5ks and how they help a Sikh to always remember God is with them.

Celebrations and Ceremonies

How does a Sikh family choose to name a child that they have been blessed with?

- Know how going to the Gurdwara brings people together: example when a Turban is first tied on a child.
- Know how life and death are celebrated and accepted.
- Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this
- Explain what happens in Sikh celebrations and ceremonies in the Gurdwara?
- Describe the role of music and meditation play in Sikh ceremonies.
- Explore how music and meditation can make you feel
- Understand that the Guru Granth Sahib respected in the Gurdwara?

Religious and Worldviews Education Progression Plan - 2024

The Sikh Way of Life

Why do Sikhs think we should be good to each other?

- Explain how Meditation, honest living and serving humanity help us become better people?
- Describe the ways in which Seva (Selfless Service) is an important aspect of human life?
- Explain the influences on the ways people behave, and what is expected of an individual choosing the Sikh way of Life
- List what ways Sikhs make a difference in the local community?
- Explain how the Five 5K's assist a Sikh practise their purpose in life – ie to connect with the Creator?

Key Stage 2

HINDUISM

In Religious and Worldviews Education pupils in Key Stage 2 should:

Places of Worship

- Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers).
- Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).
- Hear a story about the deity represented by the murti(s).
- Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs(temples) for puja.
- Visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere.
- Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.
- Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times.
- Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the
- shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad.
- Discover how a mandir also acts as a community centre.

Deities and Scripture

- Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Divali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.

Religious and Worldviews Education Progression Plan - 2024

- Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.
- (The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati).
- Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.

Dharma

- Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life.
- Discover some popular Indian recipes and the important Hindu custom of hospitality.
- Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body and experiences the fruits of actions in its previous life.
- Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.

Hindu Way of Life

- Explore the Hindu way of welcoming babies, e.g. Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear.
- The child naming ceremony (Namakarana) and how names are chosen
- Head shaving is connected to the removal of impurities.
- Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandhan - its meaning and customs.

Key Stage 2

BUDDHISM

Religious and Worldviews Education Progression Plan - 2024

In Religious and Worldviews Education pupils in Key Stage 2 should:

- Ask about the decisions I, and others, make about whether to persevere at a hard task, referring to the story of Buddha
- Explain how religious stories of struggles / temptations
- told by Christians (or Hindus) and Buddhists might influence their teachings about life
- Show how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment
- Discuss some of the benefits and problems of holding strong values and commitments, including ideas related to Buddhist Commitments
- Describe different practices of Buddhists in search of enlightenment on the Eightfold Path
- Ask questions about why people belong to Buddhist communities and the challenges of being a Buddhist or belonging to a Buddhist community in Britain
- Make links that show Buddhists want to find enlightenment in their own lives because of the example and teaching of Buddha
- Ask questions about the meaning and purpose of life
- Link my need, and the need of others, for a refuge, with the way I think and behave in tough times
- Ask questions about what life is for and think of how others, including young Buddhists, might answer these questions
- Use wide religious vocab. to give reasons for similarities and differences in how Buddhists and other faiths approach the creation of images of their leaders
- Link belief in taking refuge with the importance of the Sangha and show how this is connected to the lives of both monks and lay Buddhists
- Give my own and others' views on questions of whether it is easier to achieve a goal in the company of others rather than to do so alone, relating this to the Sangha and
- enlightenment reasons for people's
- Ask why the Triple Refuge is so important to Buddhists and consider whether anything in my life is as important, giving reasons

Religious and Worldviews Education Progression Plan - 2024

HUMANISM

In Religious and Worldviews Education pupils in Key Stage 2 should:

- Ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so.
- Make links between Humanist beliefs and the sources from which they draw their ideas. or which they use to promote their views of life
- Show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why
- Explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live
- Ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why Humanists challenge religious groups
- Use the right terms to describe some practices / experiences involved at a Humanist naming, wedding or funeral, and how they might affect people
- Ask questions about what the meaning and purpose of life is for a human being and suggest my own idea and a Humanist one
- Use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why
- Compare my own ideas about the meaning and purpose of life, or about what is true, with others, including those of a practising Humanist
- Ask about moral decisions I and others make, as a result of our values and say what might happen if we made happiness the goal for everyone
- Discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature