

*Religion and
worldviews*



*Kapow
Primary™*

Religious Education
Council curriculum
framework coverage

Introduction

Kapow Primary offers full coverage of the KS1 and KS2 [Curriculum Framework for Religious Education in England](#) (2013).

This document contains each end of key stage requirement from the Curriculum Framework and information about the units that will help pupils on their learning journey to meeting that statement by the end of Year 2 and Year 6.

Please note that the Curriculum Framework is not a statutory document and therefore the statements within it are not legal requirements as in the National curriculum. Many Religious Education locally agreed syllabi are based on this document, however.

This document is regularly updated to reflect changes to content on our website and the latest version can always be found [here](#).

Copyright: While we encourage you to share this document within your school community, please ensure that it is only uploaded to your school website if it is password protected.

Curriculum framework by Kapow Primary's units

Key Stage 1 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 1 - Year 1						
	<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.		✓	✓	✓	✓	✓	✓
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		✓		✓	✓		✓
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.			✓		✓	✓	✓
B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.					✓	✓	✓
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.						✓	
B3. Notice and respond sensitively to some similarities between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 1 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 1 - Year 1						
	<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	✓	✓	✓			✓	
C2. Find out about and respond with ideas to examples of co-operation between people who are different.					✓		✓
C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.				✓	✓		✓

Curriculum framework by Kapow Primary's units

Key Stage 1 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 1 - Year 2						
	<u>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	How do we know some people were chosen in early life?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.		✓	✓	✓	✓	✓	✓
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		✓	✓	✓	✓		
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.		✓				✓	✓
B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.		✓	✓			✓	✓
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.		✓				✓	✓
B3. Notice and respond sensitively to some similarities between different religions and worldviews.		✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 1 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 1 - Year 2						
	Respectful R&W	Why do we need to give thanks?	What do candles mean to people?	How do we know some people were chosen in early life?	What is a prophet?	How do some people talk to god?	Where do some people talk to god?
C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	✓	✓	✓	✓		✓	✓
C2. Find out about and respond with ideas to examples of co-operation between people who are different.		✓					✓
C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.							

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 3						
	<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	Are scriptures central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially ?
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		✓		✓		✓	✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.			✓	✓	✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.		✓	✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.					✓		
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 3						
	<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	Are scriptures central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially ?
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	✓	✓	✓		✓		
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.			✓				
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.		✓	✓		✓		

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 4						
	<u>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	Just how important are our beliefs?	Who was Jesus?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.			✓	✓		✓	✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.			✓		✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	✓	✓	✓	✓			✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.			✓	✓		✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.				✓			
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 4						
	<u>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	Just how important are our beliefs?	Who was Jesus?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	✓	✓		✓			
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.		✓					
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.		✓		✓		✓	

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 5						
	<u>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		✓	✓	✓	✓		✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.		✓	✓	✓	✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	✓	✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.			✓	✓	✓		✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.		✓	✓				✓
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 5						
	<u>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.		✓	✓	✓	✓		
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.		✓		✓	✓	✓	✓
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.		✓		✓	✓		

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 6						
	<u>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	✓	✓	✓	✓			✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.		✓	✓	✓	✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.		✓	✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.		✓	✓	✓	✓	✓	✓
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.		✓	✓	✓			

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 6						
	<u>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.		✓	✓	✓	✓	✓	✓
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.		✓	✓		✓	✓	✓
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.					✓	✓	✓