



MAPLE HAVEN SCHOOL

PATHWAY 2-4

RELIGIOUS &
WORLDWIDE
VIEWS



Growing in belief, understanding & respect

RELIGIOUS EDUCATION | FOUNDATION TO YEAR 6



OUR ROOTS

Respect | Belonging | Curiosity | Kindness | Religious and non-religious worldviews

Proposed thematic overview: framework themes are sequenced for Foundation-Year 6. The original Pathway 2-5 labels are not treated as year-group equivalents. This is an overview, not a term-by-term teaching plan.

Sources: Maple Haven School RE Framework, 2025-2026; Kapow Primary Religion and Worldviews parent curriculum overview (27.07.25), pp. 2-8. Kapow themes are summarised; framework links are proposed.



Maple Haven School

RE learning objectives

Pathways 2-4

Foundation to Year 6

This editable document covers all 42 units in the supplied Kapow Primary Religion and worldviews standard long-term plan, updated 1 October 2026. The unit sequence and half terms follow that plan; Foundation replaces EYFS or Reception.

The objectives are adapted from the unit descriptions. They summarise intended unit learning and are not Kapow's official individual lesson objectives or a complete lesson by lesson list.

Using this document

Each unit has three objectives phrased as "To" statements. Teachers can edit them for planning, pupil needs and assessment. Lesson counts and worldviews are retained from the supplied plan.

Foundation

Unit learning objectives adapted from the supplied Kapow plan

Autumn 1 What makes us special?

5 lessons | Christian worldview

- To recognise similarities and differences between people.
- To recognise that people can hold different beliefs.
- To know that many Christians believe in God and Jesus.

Autumn 2 What are special times?

5 lessons | Hindu and Christian worldviews

- To compare Diwali and Christmas.
- To explore the meanings and traditions of these celebrations.
- To describe how celebrations bring communities together.

Spring 1 Why are some places special?

5 lessons | Christian and Muslim worldviews

- To identify places that are special to ourselves and others.
- To recognise religious buildings and places of worship.
- To explain why these places matter to different communities.

Spring 2 What makes the world special?

5 lessons | Christian and Muslim worldviews

- To describe what makes the world special.
- To listen to different views about caring for the world.
- To discuss why looking after the world matters.

Summer 1 Why are some things special?

5 lessons | Christian, Muslim, Hindu and Jewish worldviews

- To identify objects with personal or shared significance.
- To explain why objects can be special to different people.
- To respect differences in beliefs and values.

Summer 2 Why are some stories special?

5 lessons | Christian and Hindu worldviews

- To listen to stories that communicate beliefs and values.
- To discuss the messages within stories.
- To describe how stories can inspire positive actions.

Year 1

Unit learning objectives adapted from the supplied Kapow plan

Autumn 1 How did the world begin?

6 lessons | Christian, Jewish, Hindu and Humanist worldviews

- To explore creation stories and scientific ideas about the world's beginnings.
- To express personal ideas through art and language.
- To explain how creation stories shape some people's ideas about God.

Autumn 2 What do some people believe God looks like?

6 lessons | Christian, Hindu and Muslim worldviews

- To explore Islamic art, Hindu avatars and Christmas imagery.
- To describe how words and images express beliefs about God.
- To reflect on the challenges of representing God.

Spring 1 What is God's job?

6 lessons | Jewish, Zoroastrian, Muslim, Hindu and Christian worldviews

- To investigate beliefs about God through stories and sacred texts.
- To identify roles and actions attributed to God.
- To discuss what these beliefs mean to different people.

Spring 2 Why should we care for the world?

6 lessons | Jewish, Muslim, Hindu, Jain and Humanist worldviews

- To explore teachings about humans and nature.
- To compare viewpoints on caring for the world.
- To explain how beliefs influence environmental attitudes.

Summer 1 How do we know that new babies are special?

6 lessons | Muslim, Hindu, Christian and Humanist worldviews

- To describe ceremonies welcoming new babies.
- To identify symbols within these celebrations.
- To compare how different worldviews mark a baby's arrival.

Summer 2 Why should we care for others?

6 lessons | Sikh, Christian, Jewish, Muslim and Humanist worldviews

- To explore stories and guidance about caring for others.
- To identify different ways people help others.
- To explain why kindness and generosity matter.

Year 2

Unit learning objectives adapted from the supplied Kapow plan

Autumn 1 Why do we need to give thanks?

6 lessons | Hindu, Christian and Humanist worldviews

- To investigate beliefs and practices associated with gratitude.
- To use survey data and puja artefacts to explore offerings.
- To express thanks through original song lyrics.

Autumn 2 Why is light important to people?

6 lessons | Christian, Hindu and Jewish worldviews

- To explore the symbolism of light in festivals, stories and art.
- To investigate candles in Advent and Hanukkah.
- To use natural materials to create an Advent wreath.

Spring 1 How do we know some people feel a special connection to a god?

6 lessons | Sikh, Muslim, Christian, Jewish and Hindu worldviews

- To explore stories about significant religious figures.
- To identify clues suggesting a special connection to God.
- To interpret symbolism within religious stories.

Spring 2 What is a prophet?

6 lessons | Christian, Muslim, Jewish and Sikh worldviews

- To investigate stories and artwork about significant religious figures.
- To identify their characteristics, teachings and messages.
- To develop an understanding of what makes someone a prophet.

Summer 1 How do some people talk to God?

6 lessons | Muslim, Jewish and Hindu worldviews

- To explain why some people pray.
- To investigate different prayer practices and objects.
- To describe how movement and the body can express beliefs.

Summer 2 Where do some people talk to God?

6 lessons | Muslim, Christian, Sikh and Jewish worldviews

- To investigate local and wider places of worship.
- To explain how building features reflect beliefs about God.
- To apply learning to design a place of worship.

Year 3

Unit learning objectives adapted from the supplied Kapow plan

Autumn 1 What makes us human?

6 lessons | Hindu, Christian, Buddhist and Humanist worldviews

- To explore spirituality, the inner self and the soul.
- To interpret and create artwork expressing different beliefs.
- To express ideas about being human through a book cover and blurb.

Autumn 2 Where do our morals come from?

6 lessons | Christian, Jewish, Buddhist, Muslim, Hindu and Humanist worldviews

- To reflect on right, wrong and living a good life.
- To investigate a tallit and other objects used as reminders of guidance.
- To create a personal moral code informed by learning.

Spring 1 Is scripture central to religion?

6 lessons | Jewish, Muslim and Christian worldviews

- To investigate how scriptures are used and valued.
- To describe how sacred writings are treated respectfully.
- To present findings about scripture's significance in a poster.

Spring 2 What happens if we do wrong?

6 lessons | Hindu, Muslim, Christian and Jewish worldviews

- To explore how different people understand consequences.
- To connect consequences with beliefs about God and moral guidance.
- To explore reincarnation through a Snakes-and-Ladders-style game.

Summer 1 Why is water symbolic?

6 lessons | Christian, Sikh, Muslim and Shinto worldviews

- To investigate water in rituals, ceremonies and religious stories.
- To express understanding of water's symbolism through poetry.
- To explain how beliefs about water influence environmental attitudes.

Summer 2 Why is fire used ceremonially?

6 lessons | Hindu and Zoroastrian worldviews

- To explore fire in ceremonies, celebrations and remembrance.
- To represent Hindu fire ceremonies using freeze frames.
- To design a candle commemorating a person or event.

Year 4

Unit learning objectives adapted from the supplied Kapow plan

Autumn 1 Are all religions equal?

6 lessons | Multiple, including Bahá'í, Sikh and Zoroastrian worldviews

- To investigate historical and geographical connections between religions.
- To explore Sikh and Bahá'í beliefs about unity and equality.
- To create a promotional resource for World Religion Day.

Autumn 2 What makes some texts sacred?

6 lessons | Sikh, Hindu, Buddhist and locally represented worldviews

- To investigate how sacred texts are used and treated.
- To explain what these practices show about the value of scripture.
- To analyse information about the respect shown to the Guru Granth Sahib.

Spring 1 Just how important are our beliefs?

6 lessons | Sikh, Muslim, Jewish, Hindu and Christian worldviews

- To investigate ceremonies, charity, diet and clothing as expressions of belief.
- To use photographs, personal responses and texts as evidence.
- To explain why expressions of commitment matter to believers.

Spring 2 Who was Jesus really?

6 lessons | Christian, Jewish and Muslim worldviews

- To explore biblical accounts of Jesus' life and ministry.
- To compare interpretations of Jesus' parables and miracles.
- To explain why his death and resurrection matter to many Christians.

Summer 1 Why is the Bible the best-selling book of all time?

6 lessons | Christian worldview

- To investigate how the Bible developed and when it was written.
- To identify different forms of writing and uses of the Bible.
- To present its features and significance.

Summer 2 Does the language of scripture matter?

6 lessons | Christian, Muslim and Jewish worldviews

- To investigate languages used in sacred texts.
- To explain links between language, beliefs, identity and tradition.
- To explore Arabic calligraphy and map stories of migration and diaspora.

Year 5

Unit learning objectives adapted from the supplied Kapow plan

Autumn 1 Why do people have to stand up for what they believe in?

6 lessons | Christian, Muslim and Sikh worldviews

- To explore historical and modern examples of standing up for beliefs.
- To consider different views on religious freedom and expression.
- To use debate and critical thinking to examine controversial issues.

Autumn 2 Why doesn't Christianity always look the same?

6 lessons | Christian worldview

- To investigate Christianity's spread around the world.
- To explain how history and geography influence Christian practice.
- To use varied sources to compare worship across communities.

Spring 1 What happens when we die? (Part 1)

6 lessons | Jewish, Christian, Muslim and Humanist worldviews

- To interpret religious and non-religious sources about death.
- To compare ways of marking death and beliefs about the afterlife.
- To explore ideas about heaven and hell through art.

Spring 2 What happens when we die? (Part 2)

6 lessons | Hindu, Buddhist and Sikh worldviews

- To explore reincarnation and enlightenment.
- To compare these concepts with previously studied beliefs about death.
- To create a visual representation of enlightenment.

Summer 1 Who should get to be in charge?

6 lessons | Muslim, Christian and Sikh worldviews

- To investigate how religious leaders are chosen.
- To explore the roles of family, qualities, laws and revelation.
- To consider what makes an effective leader.

Summer 2 Why are some places in the world significant to believers?

6 lessons | Christian, Jewish, Muslim, Sikh, Hindu and Buddhist worldviews

- To use maps, photographs, texts and personal responses to investigate significant places.
- To explain what these places reveal about beliefs and culture.
- To consider how to visit religiously significant places respectfully.

Year 6

Unit learning objectives adapted from the supplied Kapow plan

Autumn 1 Why does religion look different around the world? (Part 1)

6 lessons | Jewish, Muslim and Christian worldviews

- To investigate variation within Abrahamic religious practices.
- To explain the influence of culture, tradition, migration and interpretation.
- To compare expressions of belief across communities.

Autumn 2 Why does religion look different around the world? (Part 2)

6 lessons | Hindu, Sikh, Buddhist and Jain worldviews

- To investigate interpretation and diversity within Dharmic religions.
- To explain influences from culture, history, geography and tradition.
- To compare Buddhist schools and practices.

Spring 1 Why is it better to be there in person?

6 lessons | Jewish, Muslim, Christian and Humanist worldviews

- To investigate pilgrimage and sacred journeys.
- To explain why particular places matter to different people.
- To compare visiting in person with other ways of learning about a place.

Spring 2 Why is there suffering? (Part 1)

6 lessons | Jewish, Christian, Buddhist and Zoroastrian worldviews

- To explore suffering in relation to sin, free will and God's existence.
- To analyse stories and texts from different worldviews.
- To compare why suffering leads some people towards God and others away.

Summer 1 Why is there suffering? (Part 2)

6 lessons | Shinto, Buddhist, Sikh and Humanist worldviews

- To explore different worldview responses to suffering.
- To interpret stories, texts and beliefs about difficult experiences.
- To explain how beliefs and values influence people's responses.

Summer 2 What place does religion have in our world today?

6 lessons | Multiple worldviews

- To investigate personal worldviews, census data and digital maps.
- To explain what these sources reveal and recognise their limitations.
- To reflect on freedom of religion or belief and its role in citizenship.



Maple Haven School

RE vocabulary progression Foundation to Year 6

Pathways 2-4

This editable vocabulary list follows the year group allocations in the supplied Kapow Primary Religion and worldviews Vocabulary progression Standard document, updated 1 October 2026. Vocabulary is organised by knowledge strand and worldview rather than by half term.

Years 1 to 6 reproduce the vocabulary entries and groupings from the supplied document. Revisit earlier vocabulary as learning develops; these lists show the source's year group allocations, not every word pupils may use in that year.

Foundation vocabulary

The supplied vocabulary progression starts at Year 1. Foundation contains suggested teacher selected vocabulary drawn from the themes and descriptions in your supplied Kapow long term plan.

Foundation

Suggested vocabulary linked to the supplied Kapow Foundation units

Autumn 1 What makes us special?

special • same • different • community • belief • Christian • God • Jesus

Autumn 2 What are special times?

celebration • festival • tradition • Diwali • Christmas • Hindu • Christian

Spring 1 Why are some places special?

special place • religious building • place of worship • community • Christian • Muslim

Spring 2 What makes the world special?

world • care • viewpoint • Christian • Muslim

Summer 1 Why are some things special?

object • meaning • value • respect • belief • Christian • Muslim • Hindu • Jewish

Summer 2 Why are some stories special?

story • message • belief • value • inspire • Christian • Hindu

Year 1

Vocabulary allocated to this year in the supplied Kapow progression

Substantive knowledge

believe/belief • blessing • ceremony • community • creator/creation • God • miracle • religion • responsibility • scripture (3) • worldview (3)

Personal knowledge

respect • idea

Disciplinary knowledge

proof • important • quote

Christian

Christian Bible • Christian • God • Jesus • Christmas

Muslim

Allah (God) • Muhammad • Muslim

Hindu

Brahman (God) • Hindu • Trimurti

Jewish

God • Jewish • Torah

Sikh

Sikh • Waheguru (God)

Other worldviews

Humanist • Zoroastrian

Year 2

Vocabulary allocated to this year in the supplied Kapow progression

Substantive knowledge

chosen • festival • Guru (3) • messenger (3) • place of worship (3) • practices • prayers • prophet (3) • ritual (3) • sacred (3) • shrine (3) • symbol/symbolise • temple • worship

Personal knowledge

opinion • value

Disciplinary knowledge

express • link

Christian

church • cross • disciples • Messiah • Old Testament

Muslim

mosque • Qur'an

Hindu

avatar • deity • Diwali • mandir • murti • puja

Jewish

Hanukkah • synagogue

Sikh

gurdwara • Guru Granth Sahib • Guru Nanak

Other worldviews

Alevi

Year 3

Vocabulary allocated to this year in the supplied Kapow progression

Substantive knowledge

cleanse • covenant (3) • divine (3) • equality • eternal • faith • forgiveness • guidance • holy (3) • inspired • moral • offering • reasoning • sin • soul

Personal knowledge

response • source • influence

Disciplinary knowledge

connection • organised worldview (3) • personal worldview (3) • historical • modern • represent

Christian

baptism • New Testament • Ten Commandments • salvation

Muslim

Islam • Five pillars of Islam

Hindu

aarti

Jewish

Tenak • Torah scroll

Sikh

Langar

Other worldviews

Buddhist • Buddha • meditation • Shinto • Ahura Mazda

Year 4

Vocabulary allocated to this year in the supplied Kapow progression

Substantive knowledge

ancient • commitment • culture • Dharma (3) • fast • harmony • merciful/mercy • origin • prophecy (3) • revealed/revelation • sacrifice • spiritual • traditions • translation

Personal knowledge

perspective • viewpoint

Disciplinary knowledge

artefact • evidence • impact • perception • literal

Christian

crucified • Easter • Gospel(s) • Lent • resurrection • saviour

Muslim

Hadith • halal • hijab • Ramadan

Hindu

Bhagavad Gita • Vedas

Jewish

kippah • kosher

Sikh

Khalsa • articles of faith

Other worldviews

Bahá'í • Bahá'u'lláh • Buddhist Canon

Year 5

Vocabulary allocated to this year in the supplied Kapow progression

Substantive knowledge

Abrahamic (3) • agnostic • atheist • denomination • devotion • Dharmic (3) • enlightenment (3) • exile • karma (3) • liberation • pilgrimage/pilgrim (3) • reincarnation/reincarnated (3) • religious • succession • theist (3)

Personal knowledge

discrimination • stereotype • prejudice • tolerance/tolerant

Disciplinary knowledge

interpretation • portrayal • significant • suggest

Christian

crucifixion • Holy Spirit • parable • sacraments • The Trinity

Muslim

ummah

Hindu

moksha

Jewish

Yom Kippur

Sikh

Bandi Chhor Divas • Ik Oankar • mukti

Other worldviews

Eightfold Path • Four Noble Truths • nirvana

Year 6

Vocabulary allocated to this year in the supplied Kapow progression

Substantive knowledge

diversity • free will • incarnation • liberal • martyrdom (3) • monotheist (3) • orthodox • protected characteristics • secular • suffering • temptation • wisdom

Personal knowledge

bias • contradictory • controversial • personal

Disciplinary knowledge

census • respond • reflect

Christian

Fall

Muslim

Hajj

Hindu

No new vocabulary listed in the supplied progression

Jewish

mitzvot • Shabbat • tabernacle

Sikh

Hukam

Other worldviews

Jain