Curriculum overview for parents and carers

Religion and worldviews

Summary of key Religion and worldviews learning for EYFS to Year 6.

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Religion and worldviews curriculum overview (EYFS: Reception)

	EYFS (Reception)		
Autumn 1	**What makes us special?** Exploring the different ways people are special. Through stories, discussions and creative activities, they learn about what makes themselves, people around them and in the community special. They learn that it is good for people to have different beliefs and ideas and that some Christian people believe in God and Jesus.	**Autumn 2**	**What are special times?** Discovering and comparing special times of Diwali and Christmas. Using pictures, videos, and storytelling, they explore the significance of these festivals and how they are celebrated. Learning about the traditions associated with Diwali and Christmas and discussing the importance of these celebrations in bringing communities together.
Spring 1	**Why are some places special?** Investigating what makes places special and significant to different people. Starting by discussing places that are special to them, they will learn about about religious buildings and places of worship and discuss the importance of these places to others.	**Spring 2**	**What makes the world special?** Exploring what makes the world around them special, children will learn why the world can be special to both themselves and others. Listening to other people's ideas about caring for the world and discussing reasons why this is important.
Summer 1	**Why are some things special?** Discussing things that are special to them before looking at artefacts, images and stories, children explore the meaning and value of these items to some people. They discuss how objects can hold personal or communal significance and learn to respect and appreciate these differences.	**Summer 2**	**Why are some stories special?** Listening to different stories, children will explore what they can learn about people's beliefs. They will understand that stories have the power to inspire and teach, encouraging people to do good things, which makes stories special.

Time to celebrate

Exploring the significance of various festivals, through stories, images and creative activities, they learn about the customs and meanings behind these celebrations. Allowing for personalisation, enabling teachers to incorporate festivals that are most relevant to the school community. Engaging in discussions and activities that highlight the importance of these special times in bringing people together and fostering a sense of community. Reflecting on their own experiences and sharing how they celebrate special occasions with their families.

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Religion and worldviews curriculum overview (Key stage 1)

	Year 1		
Autumn 1	**Respectful R&W** By discussing whether they believe or do not believe certain statements to be true, children learn what believing in something means. The 'wonder box' is introduced as a way of sharing challenging questions.	**Autumn 2**	**What do some people believe God looks like?** Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging. *(Christian, Hindu and Muslim worldviews.)*
	How did the world begin? Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like. *(Christian, Jewish and Hindu worldviews.)*		
Spring 1	**What is God's job?** Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people. *(Jewish, Zoroastrianist, Muslim, Hindu and Christian worldviews.)*	**Spring 2**	**Why should we care for the world?** Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth. *(Jewish, Muslim, Hindu, Jain and Humanist worldviews.)*
Summer 1	**How do we know that new babies are special?** Exploring different ceremonies to welcome home a new baby by examining quotes, videos, and pictures. Children investigate the symbolism in these ceremonies and seek connections between the ways people from diverse worldviews celebrate a new baby. *(Muslim, Hindu, Christian and Humanist worldviews)*	**Summer 2**	**Why should we care for others?** Exploring stories and guidance that inspire people to care for others, examining the reasons behind these actions and their impact on people's lives. Children investigate different ways people show care and understand why giving to others is important. *(Sikh, Christian, Jewish , Muslim and Humanist worldviews)*

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Year 2

Autumn 1	**Respectful R&W** Exploring big questions relating to Religion and worldviews, children experience agreeing and disagreeing and come up with a class set of guidelines for showing respect in R&W lessons. **Why do we need to give thanks?** Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks. *(Hindu, Christian and Humanist worldviews.)*	**Autumn 2**	**What do candles mean to people?** By investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah. *(Christian, Hindu and Jewish worldviews.)*
Spring 1	**How do we know some people have a special connection to God?** Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them. *(Sikh, Muslim, Christian, Jewish and Hindu worldviews.)*	**Spring 2**	**What is a prophet?** Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammud and Guru Nanak. They look for clues in religious stories and art to understand the characteristics and promises some of these people shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet. *(Christian, Muslim, Jewish and Sikh worldviews.)*
Summer 1	**How do some people talk to God?** Investigating the importance of communication in relationships, children examine the different ways people pray and why they consider this important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in prayer. *(Muslim, Jewish and Hindu worldviews.)*	**Summer 2**	**Where do some people talk to God?** Expanding on their learning about prayer and worship, children examine buildings within their local area and beyond. Through investigating, they discover what the features of the buildings might reveal about people's beliefs about god. Children design their own place of worship based on their learning. *(Hindu, Alevi, Muslim, Sikh and locally represented worldviews.)*

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Year 3

Autumn 1	**Respectful R&W** Thinking about what religions and worldviews are, children look at optical illusions and explore the lens that they and others look at the world through.	**Autumn 2**	**Where do we get our morals from?** Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini-book inspired by their learning in this unit. *(Christian/Jewish, Buddhist, Muslim, Hindu and Humanist worldviews.)*
	What makes us human? Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?' *(Hindu, Christian, Buddhist and Humanist worldviews.)*		
Spring 1	**Is scripture central to religion?** Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture. *(Jewish, Muslim and Christian worldviews.)*	**Spring 2**	**What happens if we do wrong?** Developing their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games to explore beliefs about reincarnation. *(Hindu, Muslim, Humanist, Christian and Jewish worldviews.)*
Summer 1	**Why is water symbolic?** Exploring the many ways water is used in rituals and ceremonies, children experience the symbolic use of water and learn about its historical connections in some religions. From this, they create poetry to express ideas about the symbolism of water. *(Christian, Sikh, Muslim and Shinto worldviews.)*	**Summer 2**	**Why is fire used ceremonially?** Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire. *(Hindu/Sikh and Zoroastrianist worldviews.)*

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Religion and worldviews curriculum overview (Key stage 2)

Year 4

Autumn 1	**Respectful R&W** Thinking about what religions and worldviews are and exploring the ways the world can be seen. Children debate statements on discussion cards and create guidelines about how have healthy and respectful discussions.	**Autumn 2**	**What makes some texts sacred?** Building on enquiry about the place of scripture in year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively. *(Sikh, Hindu, Buddhist and locally represented worldviews.)*
	Are all religions equal? Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day. *(Bahá'í, Sikh and Hindu worldviews.)*		
Spring 1	**Just how important are our beliefs?** Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways. They use photographs, personal responses and information texts to explore ceremonies of commitment, diet, charity and clothing. *(Sikh, Muslim, Jewish, Hindu and Christian worldviews.)*	**Spring 2**	**Who was Jesus really?** Using texts to find out about the historical figure of Jesus, children consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They learn about the social and religious environment of Jesus' era and how this impacted the way he was viewed. *(Christian, Jewish and Muslim worldviews.)*
Summer 1	**Why is the Bible the bestselling book of all time?** Using historical skills and knowledge, children explore how the Christian Bible that exists today developed. They look at the different types of writing within the Bible and when it was written. Pupils find out how some Christians use their Bibles and present their ideas as marketers of the Bible. *(Christian worldview.)*	**Summer 2**	**Does the language of scripture matter?** Expanding on their understanding of the importance and place of scripture, children find out about the different languages scriptures are used in and what this reveals about different beliefs. They try their hands at Arabic calligraphy and retell the story of different diasporas using a map. *(Christian, Muslim and Jewish worldviews.)*

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Year 5

Autumn 1	**Respectful R&W** Learning the terms atheist, agnostic and theist, children consider the similarities and differences between religious and non-religious worldviews and interview their peers.	**Autumn 2**	**Why doesn't Christianity always look the same?** Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They create freeze frames and breaking news articles as people from the past. *(Christian worldview.)*
	Why do people have to stand up for what they believe in? Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues. *(Christian, Muslim and Sikh worldviews.)*		
Spring 1	**What happens when we die? Part 1** Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art. *(Jewish, Christian, Muslim and Humanist worldviews.)*	**Spring 2**	**What happens when we die? Part 2** Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and enlightenment and compare these ideas with those studied in part 1. They create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews. *(Hindu, Buddhist and Sikh worldview.)*
Summer 1	**Who should get to be in charge?** Investigating the different ways religious leadership and authority are determined, children explore what happens when people don't agree. They examine evidence, use debating techniques and develop their knowledge of democracy, bloodline and being 'chosen' to think critically about the issues raised. *(Muslim, Christian and Sikh worldviews.)*	**Summer 2**	**Why are some places in the world significant to believers?** Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture. Acting as visitors, they examine primary sources and what these can tell us about the past and significance. *(Christian, Jewish, Muslim, Sikh, HIndu and Buddhist worldviews.)*

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	Year 6		
Autumn 1	**Respectful R&W** Exploring the way different religions describe their god(s), children learn about words stemming from the prefix 'omni' and create designs to remember these.	Autumn 2	**Why does religion look different around the world? Part 2** Building on their learning in part 1, children consider how interpretation can change how people practise their religion and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom. *(Hindu, Sikh, Buddhist and Jain worldviews.)*
	Why does religion look different around the world? Part 1 Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion. *(Jewish, Muslim and Christian worldviews.)*		
Spring 1	**Why is it better to be there in person?** Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person. *(Jewish, Muslim, Christian and Humanist worldviews.)*	Spring 2	**Why is there suffering? Part 1** Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Through analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist. *(Jewish, Christian, Buddhist and Zoroastrianist worldviews.)*
Summer 1	**Why is there suffering? Part 2** Deepening their understanding of suffering, children explore alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview. *(Shinto, Buddhist, Sikh and Humanist worldviews.)*	Summer 2	**What place does religion have in our world today?** Exploring their own worldview and the religious composition of their class, children use census data and digital mapping to investigate what these can suggest about religion and its limitations. They consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future. *(Interfaith - student choice.)*

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