



# Curriculum overview for parents and carers

## Religion and worldviews

Summary of key Religion and worldviews learning for Year 1 to Year 6.

		Year 1	
Autumn 1	<p><b>Respectful R&amp;W</b></p> <p>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.</p>	Autumn 2	<p><b>What do some people believe God looks like?</b></p> <p>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. <i>(Christian, Hindu and Muslim worldviews.)</i></p>
	<p><b>How did the world begin?</b></p> <p>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. <i>(Christian, Jewish, Hindu and locally represented worldviews.)</i></p>		<p><b>Why should we care for the world?</b></p> <p>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. <i>(Jewish, Muslim, Hindu, Jain and Humanist worldviews.)</i></p>
Spring 1	<p><b>What is God's job?</b></p> <p>Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people. <i>(Jewish, Zoroastrianist, Muslim, Hindu and Christian worldviews.)</i></p>	Spring 2	<p><b>Why should we care for others?</b></p> <p>Listening to stories from the Christian and Muslim worldviews and considering what these stories say about caring for others and how they impact people's lives. Children recognise the different ways people can show they care, and use toy money and role play to explore charitable giving. <i>(Christian, Jewish, Muslim, Bahá'í and locally represented worldviews.)</i></p>
Summer 1	<p><b>How do we know that new babies are special?</b></p> <p>Finding out about different ceremonies to welcome home a new baby through interviews, role play, videos and pictures. Children explore some of the symbolism in these ceremonies. They plan and take part in a ceremony to welcome a new cuddly toy to the class. <i>(Muslim, Hindu, Humanist and locally represented worldviews.)</i></p>	Summer 2	

Year 2

<b>Autumn 1</b>	<b>Respectful R&amp;W</b>	<b>Autumn 2</b>	<b>What do candles mean to people?</b>
	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.		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. <i>(Christian, Hindu, Jewish and locally represented worldviews.)</i>
<b>Spring 1</b>	<b>Why do we need to give thanks?</b>	<b>Spring 2</b>	<b>What is a prophet?</b>
	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. <i>(Hindu, Christian and Humanist worldviews.)</i>		Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. They look for clues in religious stories and art to understand the characteristics and promises some of these religious people shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of what is a prophet. <i>(Christian, Muslim, Jewish and Sikh worldviews.)</i>
<b>Summer 1</b>	<b>How do we know some people have a special connection to God?</b>	<b>Summer 2</b>	<b>Where do some people talk to God?</b>
	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. <i>(Sikh, Muslim, Christian, Jewish and Hindu worldviews.)</i>		Building on their learning about prayer and worship, children look at buildings within their local area and beyond. Through investigating they find out what the features of the buildings might show about people's beliefs about god. Children design their own place of worship based on their learning. <i>(Hindu, Alevi, Muslim, Sikh and locally represented worldviews.)</i>

Year 3

<b>Autumn 1</b>	<p><b>Respectful R&amp;W</b></p> <p>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.</p>	<b>Autumn 2</b>	<p><b>Where do we get our morals from?</b></p> <p>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. <i>(Christian/Jewish, Buddhist, Muslim, Hindu and Humanist worldviews.)</i></p>
	<p><b>What makes us human?</b></p> <p>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?' <i>(Hindu, Christian, Buddhist and Humanist worldviews.)</i></p>		<p><b>What happens if we do wrong?</b></p> <p>Making connections between 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 based on learning beliefs about reincarnation. <i>(Hindu, Muslim, Humanist, Christian and Jewish worldviews.)</i></p>
<b>Spring 1</b>	<p><b>Is scripture central to religion?</b></p> <p>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. <i>(Jewish, Muslim, Christian, and locally represented worldviews.)</i></p>	<b>Spring 2</b>	
<b>Summer 1</b>	<p><b>Why is water symbolic?</b></p> <p>Looking at the many ways water is used in rituals and ceremonies, children will experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water. <i>(Christian, Sikh, Muslim, Shinto and locally represented worldviews.)</i></p>	<b>Summer 2</b>	<p><b>Why is fire used ceremonially?</b></p> <p>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. <i>(Hindu/Sikh, Zoroastrianist and locally represented worldviews.)</i></p>

Year 4			
<b>Autumn 1</b>	<b>Respectful R&amp;W</b>	<b>Autumn 2</b>	<b>What makes some texts sacred?</b>
	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.		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. <i>(Sikh, Hindu, Buddhist and locally represented worldviews.)</i>
<b>Spring 1</b>	<b>Are all religions equal?</b>	<b>Spring 2</b>	<b>Who was Jesus?</b>
	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. <i>(Bahá'í, Sikh and Hindu worldviews.)</i>		Investigating texts, children find out about the historical figure of Jesus and consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They find out more about the social and religious context that Jesus lived in and how this affected the way his actions were viewed at the time. <i>(Christian, Jewish and Muslim worldviews.)</i>
<b>Summer 1</b>	<b>Just how important are our beliefs?</b>	<b>Summer 2</b>	<b>Does the language of scripture matter?</b>
	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. <i>(Sikh, Muslim, Jewish, Hindu and Christian worldviews.)</i>		Building on learning about 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 create Islamic calligraphy and retell the story of Martin Luther in a comic strip. <i>(Christian, Muslim and Jewish worldviews.)</i>
	<b>Why is the bible the bestselling book of all time?</b>		
	Using maps and historical learning, children see how Christianity spread across the world. They look at the different types of writing within the bible and when it was written. They find out about how some Christians use their bibles and design a cover for their bible which reflects their beliefs. <i>(Christian worldview.)</i>		

Year 5			
Autumn 1	<p><b>Respectful R&amp;W</b></p> <p>Learning the terms atheist, agnostic and theist, children consider the similarities and differences between religious and non-religious worldviews and interview their peers.</p>	Autumn 2	<p><b>Why doesn't Christianity always look the same?</b></p> <p>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. <i>(Christian worldview.)</i></p>
	<p><b>Why do people have to stand up for what they believe in?</b></p> <p>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. <i>(Christian Muslim and Sikh worldviews.)</i></p>		
Spring 1	<p><b>What happens when we die? Part 1</b></p> <p>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. <i>(Jewish, Christian, Muslim and Humanist worldviews.)</i></p>	Spring 2	<p><b>What happens when we die? Part 2</b></p> <p>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. To conclude their learning, they create a visual representation of their personal understanding of enlightenment, incorporating their own beliefs and those of different worldviews. <i>(Hindu, Buddhist and locally represented worldview.)</i></p>
Summer 1	<p><b>Who should get to be in charge?</b></p> <p>Exploring the different ways religious leadership and authority are determined, children find out 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. <i>(Muslim and Sikh worldviews.)</i></p>	Summer 2	<p><b>Why are some places in the world significant to believers?</b></p> <p>Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes caused wars and what places can tell us about beliefs and culture. Acting as historians, they use virtual visits to explore primary sources and what these can tell us about the past. <i>(Christian, Jewish and Buddhist worldviews.)</i></p>

Year 6

<b>Autumn 1</b>	<b>Respectful R&amp;W</b>	<b>Autumn 2</b>	<b>Why does religion look different around the world? Part 2</b>
	Exploring the way different religions describe their god(s), children learn about words stemming from the prefix 'omni' and create designs to remember these.		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. <i>(Hindu, Sikh, Buddhist, Jain and locally represented worldviews.)</i>
<b>Spring 1</b>	<b>Why does religion look different around the world? Part 1</b>	<b>Spring 2</b>	<b>Why is there suffering? Part 1</b>
	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. <i>(Jewish, Muslim, Christian and locally represented worldviews.)</i>		Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Looking at stories and analysing texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist. <i>(Jewish, Christian and Zoroastrianist worldviews.)</i>
<b>Summer 1</b>	<b>Why is it better to be there in person?</b>	<b>Summer 2</b>	<b>What place does religion have in our world today?</b>
	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. <i>(Jewish, Muslim, Christian, Humanist and locally represented worldviews.)</i>		Reflecting on all their learning in Religions and worldviews, children use a range of sources and skills to investigate the enquiry questions. Working in small groups or individually, they present their ideas and evidence to the class. <i>(Interfaith - student choice.)</i>
	<b>Why is there suffering? Part 2</b>		
	Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through texts and interviews. They look at accounts of people responding to the suffering of others and how their reaction is influenced by their worldview. <i>(Shinto, Buddhist, Sikh, Humanist and locally represented worldviews.)</i>		