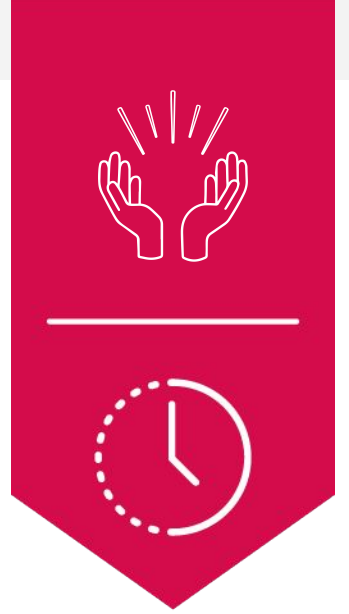




Curriculum overview for parents and carers

Religion and worldviews

A summary of key Religion and worldviews learning from EYFS to Year 6.

	EYFS (Reception)
Unit 1	Time to celebrate (taught throughout the year to fit in with the festival calendar) Investigating the significance of festivals by exploring their meanings, traditions and celebrations through stories, images and creative activities. Pupils discuss how special occasions bring people together, reflect on their own experiences and learn about festivals that are important to their school and wider community. <i>(Christian, Jewish, Hindu and Muslim worldviews.)</i>
Unit 2	What makes us special? Exploring similarities and differences between themselves, others and the wider community. Through stories, discussions and creative activities, pupils learn that people can have different beliefs and ideas and that many Christian people believe in God and Jesus. <i>(Christian worldview.)</i>
Unit 3	Why are some places special? Exploring what makes places special by reflecting on places that are important to themselves and others. Pupils learn about religious buildings and places of worship and consider why these places hold significance for different people and communities. <i>(Christian and Muslim worldviews.)</i>

	Year 1	
Autumn	How did the world begin?	What do some people believe God looks like?
	Exploring creation stories from different traditions by presenting ideas about creators and creation through art and language. Pupils consider how creation stories help some people understand what God is like and reflect on their own ideas about how the world began. <i>(Christian, Jewish and Hindu worldviews.)</i>	Examining different representations of God by exploring Islamic art, Hindu avatars and images from the Christmas story. Pupils consider how people express beliefs through words and images, create their own artwork and reflect on why representing ideas about God can be challenging. <i>(Christian, Hindu and Muslim worldviews.)</i>
Spring	Why should we care for the world?	Why should we care for others?
	Exploring creation stories, religious teachings and quotations about the relationship between humans and nature. Pupils investigate different viewpoints and reflect on how beliefs can influence attitudes towards caring for the world. <i>(Muslim, Hindu, Jain and Humanist worldviews.)</i>	Examining the impact of caring actions by investigating stories and guidance from different traditions and worldviews. Pupils discover different ways people help others and consider why generosity and kindness are important. <i>(Sikh and Christian worldviews.)</i>
Summer	How do we know that new babies are special?	
	Investigating how different people welcome a new baby by exploring ceremonies through quotes, videos and pictures. Pupils examine the symbolism behind these celebrations and identify similarities and differences between the ways people from different worldviews mark this special event. <i>(Muslim, Hindu, Christian and Humanist worldviews.)</i>	

	Year 2	
Autumn	Why do we need to give thanks?	
	Investigating how people express gratitude by exploring beliefs and practices linked to making offerings. Pupils examine survey data and artefacts used during puja, consider the meaning behind these traditions and create their own song lyrics to express thanks. (Hindu, Christian and Humanist worldviews.)	
Spring	What is a prophet?	
	Investigating the lives of significant religious figures by exploring stories, artwork and traditions linked to Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. Pupils search for clues about their characteristics and teachings, examine the messages associated with them and develop their own understanding of what makes someone a prophet. (Christian, Muslim, Jewish and Sikh worldviews.)	
Summer	How do some people talk to God?	Where do some people talk to God?
	Examining prayer as a form of communication by exploring why people pray and the different ways prayer is practised. Pupils investigate objects used in prayer and consider how movement and the whole body can be used to express beliefs and feelings. (Muslim and Jewish worldviews.)	Investigating places of worship by exploring buildings in the local area and beyond. Pupils examine how features of these buildings can reflect beliefs about God and apply their learning by designing their own place of worship. (Muslim and Christian worldviews.)

	Year 3		
Autumn	What makes us human? Exploring ideas about spirituality, the inner self and the soul by interpreting and creating artwork inspired by different beliefs and perspectives. Pupils reflect on what it means to be human and express their ideas by designing a book cover and blurb. <i>(Hindu, Christian, Buddhist and Humanist worldviews.)</i>		
Spring	Where do our morals come from? Reflecting on what it means to live a good life by considering ideas about right and wrong and the choices people make. Pupils explore meaningful religious and non-religious objects and create their own moral code inspired by their learning. <i>(Christian, Hindu and Humanist worldviews.)</i>	What happens if we do wrong? Developing their previous learning about the role of God and moral guidance, pupils explore the meaning of consequences to different people. They design and play snakes and ladders style games to explore beliefs about reincarnation. <i>(Hindu, Muslim and Jewish worldviews.)</i>	
Summer	Is scripture central to religion? Examining how scriptures are used and valued by different people by investigating a range of religious texts and traditions. Pupils explore how sacred writings are treated with respect, consider their significance to believers and present their findings in a poster. <i>(Jewish and Christian worldviews.)</i>	Why is water symbolic? Investigating the symbolism of water by exploring its use in rituals, ceremonies and religious stories. Pupils consider what water represents to different people, create poetry inspired by its meaning and reflect on how beliefs about water can influence actions and attitudes towards the environment. <i>(Buddhist and Christian worldviews.)</i>	Why is fire used ceremonially? Examining the symbolism of fire by exploring its use in ceremonies, celebrations and acts of remembrance. Pupils investigate fire rituals, create freeze frames to represent different ceremonies and design a candle to commemorate a special person or event. <i>(Zoroastrian worldview.)</i>

Year 4		
Autumn	Are all religions equal?	What makes some texts sacred?
	Investigating the origins and connections of different religions by exploring their geographical and historical development. Pupils examine Sikh and Bahá'í beliefs about unity and equality and apply their learning by creating a promotional resource for World Religion Day. <i>(Bahá'í worldview.)</i>	Examining the role of scripture in different religions by exploring how sacred texts are used and treated. Pupils investigate what these practices reveal about the value placed on scripture, recognise how the Guru Granth Sahib is treated with great respect and analyse information collaboratively. <i>(Sikh and Buddhist worldviews.)</i>
Spring	Just how important are our beliefs?	Who was Jesus really?
	Exploring how people show commitment to their beliefs by investigating practices such as ceremonies, charitable giving, dietary choices and clothing. Pupils use photographs, personal responses and information texts to examine why these expressions of commitment are important to different people. <i>(Sikh, Muslim and Jewish worldviews.)</i>	Investigating the life and teachings of Jesus by exploring accounts from the Bible and examining how different people viewed him during his lifetime. Pupils learn about his ministry, consider different interpretations of his parables and miracles and explore the significance of his death and resurrection for many Christians. <i>(Christian, Jewish and Muslim worldviews.)</i>
Summer	Does the language of scripture matter?	
	Exploring the use of different languages in religious scriptures by investigating what this can reveal about beliefs, identity and tradition. Pupils experiment with Arabic calligraphy, examine the role of language in sacred texts and use maps to retell stories of migration and diaspora. <i>(Christian, Muslim and Jewish worldviews.)</i>	

	Year 5
Autumn	Why do people have to stand up for what they believe in? Examining the idea of religious freedom by exploring historical and modern examples of people who have stood up for their beliefs. Pupils use debate and critical thinking to investigate controversial issues and consider different viewpoints on freedom of belief and expression. <i>(Christian, Muslim and Sikh worldviews.)</i>
Spring	Why doesn't Christianity always look the same? Investigating the spread of Christianity around the world by exploring how geography and history have influenced Christian beliefs and practices. Pupils examine Bible stories, historical accounts and personal experiences to understand why Christian worship varies across different communities. <i>(Christian worldview.)</i>
Summer	What happens when we die? Comparing beliefs about what happens after death by exploring concepts such as reincarnation and enlightenment. Pupils examine similarities and differences between these ideas and other beliefs they have studied and express their understanding through a visual representation of enlightenment. <i>(Hindu, Buddhist and Sikh worldviews.)</i>

Year 6	
Autumn	Why does religion look different around the world? Exploring how religious practices can vary by investigating the influence of culture, tradition, migration and interpretation. Pupils build on their understanding of a variety of religious worldviews and consider how beliefs can be expressed in different ways across communities and contexts. <i>(Jewish, Muslim and Christian worldviews and then Hindu, Sikh, Buddhist and Jain worldviews.)</i>
	Why is it better to be there in person? Investigating the significance of pilgrimages and sacred journeys by exploring why certain places are important to different people. Pupils examine the experiences and challenges of pilgrimage and consider the value of visiting a place in person compared with learning about it in other ways. <i>(Jewish, Muslim, Christian and Humanist worldviews.)</i>
Summer	Why is there suffering? Exploring different responses to suffering by considering ideas about sin, free will and the existence of God. Pupils analyse stories and texts from a range of worldviews to investigate why some people turn to God during difficult times, while others see suffering as evidence against God's existence. <i>(Jewish, Christian, Buddhist and Zoroastrian worldviews and then Shinto, Buddhist, Sikh and Humanist worldviews.)</i>