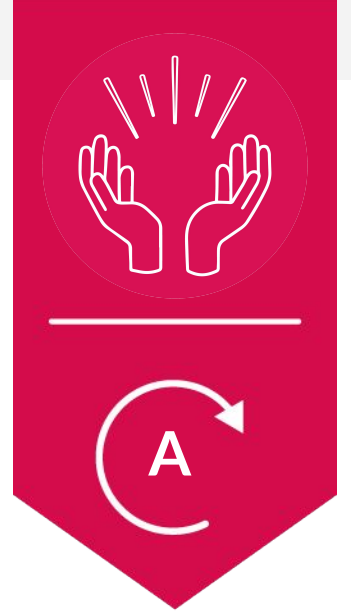


Curriculum overview for parents and carers

Religion and worldviews

Summary of key Religion and worldviews learning for EYFS to Year 5/6.



EYFS (Reception)			
Autumn 1	What makes us special?	Autumn 2	What are special times?
	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.		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?	Spring 2	What makes the world 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.		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?	Summer 2	Why are some stories 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.		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.			

Year 1/2 Cycle A

Autumn 1

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.)*

Autumn 2

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

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.)*

Spring 2

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.)*

Summer 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.)*

Summer 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, Muhammad 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.)*

Year 3/4 Cycle A			
Autumn 1	What makes us human?	Autumn 2	Why is water symbolic?
	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.)		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.)
Spring 1	What makes some texts sacred?	Spring 2	Who was Jesus really?
	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.)		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 fire used ceremonially?	Summer 2	Why is the Bible the bestselling book of all time?
	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.)		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.)

Year 5/6 Cycle A

**Autumn
1**

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.*)

**Autumn
2**

Why do Dharmic religions look different around the world?

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.*)

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 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.*)

**Summer
1**

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
2**

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.*)