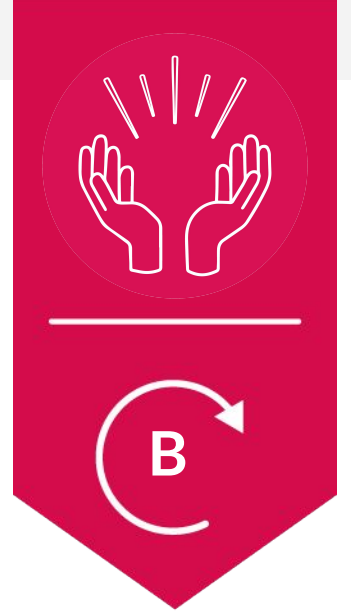


Curriculum overview for parents and carers

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 B

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.

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, Zoroastrian, Muslim, Hindu and Christian worldviews.)

Autumn 2

Why should we care for others?

Exploring stories and guidance that inspire people to care for others, children examine 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)

Spring 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)

Spring 2

Why is light important to people?

Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles and lamps. They discover why diya lamps are lit during Diwali. They use natural resources to create advent wreaths. They explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.
(Christian, Hindu and Jewish 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.
(Jewish, Alevi, Muslim, Sikh and locally represented worldviews.)

Year 3/4 Cycle B

Autumn 1

Respectful R&W

Thinking about what religions and worldviews are, children will look at optical illusions and explore the lens that they and others look at the world through.

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.)

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.)

Spring 1

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 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

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.)

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.)

Year 5/6 Cycle B

**Autumn
1**

Respectful R&W

Using the terms atheist, agnostic and theist, children consider the similarities and differences between religious and non-religious worldviews and suggest how people might respond to scenarios based on their varying beliefs.

Why doesn't Christianity always look the same?

Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices. By examining Bible stories, historical accounts, and first-hand experiences, they will investigate why, despite sharing the same fundamental beliefs, Christian practices vary in the UK and around the world. They will role-play as people from the past to understand why Pentecost was a pivotal moment in the development of Christianity.
(Christian worldview.)

**Autumn
2**

Why are some places in the world significant to believers?

Using maps, pictures, texts and personal responses, children investigate why some places are significant to some religions. They explore what these places can reveal about beliefs and culture and think critically about why and how people can respectfully visit religiously significant places whatever their beliefs.
(Christian, Jewish, Muslim, Sikh, Hindu and Buddhist worldviews.)

Spring 1

Why do Abrahamic religions look different around the world?

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 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 Zoroastrian worldviews.)

**Summer
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.)

**Summer
2**

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.)