



# *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	<p><b>Time to celebrate</b> (taught throughout the year to fit in with the festival calendar)</p> <p>Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations; 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 the children's own experiences and share how they celebrate special occasions with their families.</p>
Unit 2	<p><b>What makes us special?</b></p> <p>Exploring the different ways people are special; learning about what makes themselves and people in the community special through stories, discussions and creative activities; recognising it is good for people to have different beliefs and ideas; knowing that many Christian people believe in God and Jesus.</p>
Unit 3	<p><b>Why are some places special?</b></p> <p>Investigating what makes places special and significant to different people; discussing places that are special to them; learning about about religious buildings and places of worship; discussing the importance of these places to others.</p>

Year 1		
Autumn	<b>Respectful R&amp;W</b>  Learning what believing in something means by discussing whether they believe or do not believe certain statements to be true; introducing the 'wonder box' as a way of sharing challenging questions.	<b>What do some people believe God looks like?</b>  Explore how different people understand God on Earth; examining Islamic art, Hindu avatars and images of the Christmas story; creating their own artwork; considering why expressing ideas about God in words and pictures can be challenging.  (Christian, Hindu and Muslim worldviews.)
	<b>How did the world begin?</b>  Exploring a range of creation stories in imaginative ways; presenting their own ideas about creators and creation; considering how creation stories help some people to understand what God is like.  (Christian, Jewish and Hindu worldviews.)	
Spring	<b>Why should we care for the world?</b>  Building on their understanding of creation stories; studying quotes and religious stories about the relationship between humans and nature; investigating why different people believe it is important to care for Earth.  (Muslim, Hindu, Jain and Humanist worldviews.)	<b>Why should we care for others?</b>  Exploring guidance that inspires people to care for others; examining the reasons behind these actions and their impact on people's lives; investigating different ways people show care; understanding why giving to others is important.  (Sikh and Muslim worldviews.)
Summer	<b>How do we know that new babies are special?</b>	
	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.)	

Year 2		
Autumn	Respectful R&W	Why do we need to give thanks?
	Exploring and discussing 'big questions' relating to R&W; creating a set of guidelines to show respect in R&W lessons.	Identifying some of the beliefs around using offerings to show gratitude; using a range of sources including survey data; handling some of the artefacts used during puja; writing lyrics for a song of thanks.  (Hindu, Christian and Humanist worldviews.)
Spring	What is a prophet?	
	Discovering more about significant people such as Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak; asking questions about religious stories; identifying the characteristics and promises made by some of these religious figures; investigating different perspectives and drawing connections; creating a definition of a prophet.  (Christian, Muslim, Jewish and Sikh worldviews.)	
Summer	How do some people talk to God?	Where do some people talk to God?
	Examining the different ways people pray and why they consider this is important; investigating the importance of communication in relationships; exploring the objects that some people use during prayer; considering how the whole body is sometimes used in prayer.  (Muslim, Jewish and Hindu worldviews.)	Examining buildings within their local area and beyond; expanding on the children's learning about prayer and worship; discovering what the features of the buildings might reveal about people's beliefs about God; designing a place of worship based on their learning.  (Muslim, Jewish, Sikh and locally represented worldviews.)

	Year 3		
Autumn	Respectful R&W	What makes us human?	
	Thinking about what religions and worldviews are; looking at optical illusions; exploring the lens that they and others look at the world through.	Exploring ideas about spirituality, inner self and the soul; interpreting and using art to express beliefs about the soul and inner self; designing a book cover and blurb for a book called 'What makes us human?'  (Hindu, Christian, Buddhist and Humanist worldviews.)	
Spring	Where do our morals come from?	What happens if we do wrong?	
	Considering the children's own views on what is right and wrong; reflecting on why people make choices about how to live a good life; exploring what different religious guidance has in common and how it might impact a follower's decisions.  (Christian, Jewish, Hindu and Humanist worldviews.)	Exploring the meaning of consequences to different people; developing the children's previous learning about moral guidance; finding out what some people believe about forgiveness and karma.  (Hindu, Muslim, Christian and Jewish worldviews.)	
Summer	Is scripture central to religion?	Why is water symbolic?	Why is fire used ceremonially?
	Building on the children's learning about guidance in religious texts; investigate how scripture is used and treated by different people.  (Jewish and Christian worldviews.)	Considering the symbolic uses of water; exploring the many ways water is used in rituals and ceremonies; learning about Christian baptism and Buddhist and Shinto rituals.  (Buddhist, Christian and Shinto worldviews.)	Learning about the symbolic use of fire in many ceremonies and as a symbol of remembrance.  (Non-religious and Zoroastrian worldviews.)

Year 4		
Autumn	<b>Respectful R&amp;W</b>  Thinking about what religions and worldviews are; exploring the ways the world can be seen; debating statements on discussion cards; creating guidelines on how to have healthy and respectful discussions.	<b>What makes some texts sacred?</b>  Building on learning about the importance of scripture; identifying ways some scriptures are used and what this shows about the value placed on them; analysing information collaboratively; understanding why the Guru Granth Sahib is treated like royalty.  (Sikh, Hindu, Buddhist and locally represented worldviews.)
	<b>Are all religions equal?</b>  Exploring the origins of religions; discovering the geographical and historical links and connections between some religions; investigate Bahá'í beliefs and practices that reflect unity and equality.  (Bahá'í worldview.)	
Spring	<b>Just how important are our beliefs?</b>  Finding out how people show commitment to their beliefs; recognising why some people demonstrate their beliefs in certain ways; using photographs, personal responses and information texts to explore ceremonies of commitment, diet, charity and clothing.  (Sikh, Muslim and Jewish worldviews.)	<b>Who was Jesus really?</b>  Using accounts from the Bible to explore how Jesus was represented and viewed by different people during his life; learning about Jesus' ministry and how the miracles many Christians believe he performed are interpreted; examining the significance of Jesus' death and resurrection to many Christians through the Easter story.  (Christian, Jewish and Muslim worldviews.)
Summer	<b>Does the language of scripture matter?</b>	
	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		
Autumn	Respectful R&W	Why do people have to stand up for what they believe in?
	Learning the terms 'atheist', 'agnostic' and 'theist'; interviewing their peers; considering the similarities and differences between religious and non-religious worldviews.	Considering the concept of religious freedom; using historical and modern-day examples of people who fought for their beliefs; using debate and critical analysis activities to discuss controversial issues.  (Christian, Muslim and Sikh worldviews.)
Spring	Why doesn't Christianity always look the same?	
	Exploring the spread of Christian beliefs worldwide; looking at how geography and history influenced Christian practices; examining Bible stories, historical accounts and first-hand experiences; investigating why Christian practices vary in the UK and around the world; role-playing people from the past to understand why Pentecost was a pivotal moment in the development of Christianity.  (Christian worldview.)	
Summer	What happens when we die?	
	Investigating concepts relating to death; understanding the meaning of reincarnation and enlightenment in Dharmic worldviews; creating a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews.  (Hindu, Buddhist and Sikh worldview.)	

	Year 6	
Autumn	Respectful R&W	Why does religion look different around the world?
	Consolidating the terms 'atheist', 'agnostic' and 'theist'; considering the similarities and differences between religious and non-religious worldviews.	<p>Considering how interpretation can affect how people practise their religion and worldview; exploring the influence of culture, history, geography and tradition on how religion looks in different places.</p> <p>(Jewish, Muslim and Christian worldviews and then Hindu, Sikh, Buddhist and Jain worldviews.)</p>
Spring	Why is it better to be there in person?	
	<p>Consolidating previous learning on prayer and worship; finding out about significant journeys and pilgrimages; considering why visiting a particular place is so important to some people; investigating the challenges of pilgrimage experiences; considering whether it is better to visit a place in person.</p> <p>(Jewish, Muslim, Christian and Humanist worldviews.)</p>	
Summer	Why is there suffering?	
	<p>Discussing suffering, sin and free will; investigating what people from different worldviews think about these challenging concepts; analysing stories and texts; exploring why some people turn to God in times of suffering whereas others take it as evidence that God does not exist; considering how people might respond to suffering and how their reactions are influenced by their worldview.</p> <p>(Jewish, Christian, Buddhist and Zoroastrian worldviews and then Shinto, Buddhist, Sikh and Humanist worldviews.)</p>	