



# Curriculum overview for parents and carers

## Religion and worldviews

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

EYFS (Reception)

<b>Autumn 1</b>	<b>What makes us special?</b>	<b>Autumn 2</b>	<b>What are special times?</b>
	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>		Comparing the special times of Diwali and Christmas by exploring their meanings, traditions and celebrations through stories, pictures and videos. Pupils learn how these festivals are celebrated and consider their importance in bringing people and communities together.  <i>(Christian and Hindu worldviews.)</i>
<b>Spring 1</b>	<b>Why are some places special?</b>	<b>Spring 2</b>	<b>What makes the world special?</b>
	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>		Considering what makes the world special by exploring why it is important to themselves and others. Pupils listen to different viewpoints about caring for the world and discuss why looking after it matters.  <i>(Christian and Muslim worldviews.)</i>
<b>Summer 1</b>	<b>Why are some things special?</b>	<b>Summer 2</b>	<b>Why are some stories special?</b>
	Reflecting on things that are special to people by exploring items and images that hold personal or communal significance. Pupils discuss why objects can be important to different people and learn to respect and appreciate different beliefs and values.  <i>(Christian, Muslim, Hindu and Jewish worldviews.)</i>		Exploring how stories can help people understand beliefs and values. Pupils listen to a range of stories, consider the messages they contain and learn how stories can inspire people to act in positive ways.  <i>(Christian and Hindu worldviews.)</i>

**Time to celebrate**

Investigating the significance of festivals by exploring their meanings, traditions and celebrations through stories, images and creative activities. Designed to be taught throughout the school year, 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.

		Year 1	
<b>Autumn 1</b>	<b>How did the world begin?</b>	<b>Autumn 2</b>	<b>What do some people believe God looks like?</b>
	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, Hindu and Humanist 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>
<b>Spring 1</b>	<b>What is God's job?</b>	<b>Spring 2</b>	<b>Why should we care for the world?</b>
	Investigating different beliefs about God by exploring stories and sacred texts. Pupils examine the roles and actions attributed to God and consider what these beliefs mean to different people.  <i>(Jewish, Zoroastrian, Muslim, Hindu and Christian worldviews.)</i>		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>(Jewish, Muslim, Hindu, Jain and Humanist worldviews.)</i>
<b>Summer 1</b>	<b>How do we know that new babies are special?</b>	<b>Summer 2</b>	<b>Why should we care for others?</b>
	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>		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, Christian, Jewish, Muslim and Humanist worldviews.)</i>

Year 2			
<b>Autumn 1</b>	<b>Why do we need to give thanks?</b>	<b>Autumn 2</b>	<b>Why is light important to people?</b>
	<p>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.</p> <p><i>(Hindu, Christian and Humanist worldviews.)</i></p>		<p>Examining the symbolism of light in different religious and worldview traditions by exploring festivals, stories and artwork. Pupils investigate the use of candles in celebrations such as Advent and Hanukkah, create advent wreaths using natural materials and develop their understanding of the meanings associated with light.</p> <p><i>(Christian, Hindu and Jewish worldviews.)</i></p>
<b>Spring 1</b>	<b>How do we know some people feel a special connection to a god?</b>	<b>Spring 2</b>	<b>What is a prophet?</b>
	<p>Exploring the lives of significant religious figures by listening to stories from different traditions and worldviews. Pupils investigate how some people are believed to have a special connection to God, using clues from religious stories to interpret meaning and understand symbolism.</p> <p><i>(Sikh, Muslim, Christian, Jewish and Hindu worldviews.)</i></p>		<p>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.</p> <p><i>(Christian, Muslim, Jewish and Sikh worldviews.)</i></p>
<b>Summer 1</b>	<b>How do some people talk to God?</b>	<b>Summer 2</b>	<b>Where do some people talk to God?</b>
	<p>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.</p> <p><i>(Muslim, Jewish and Hindu worldviews.)</i></p>		<p>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.</p> <p><i>(Muslim, Christian, Sikh and Jewish worldviews.)</i></p>

Year 3			
<b>Autumn 1</b>	<b>What makes us human?</b>	<b>Autumn 2</b>	<b>Where do we get our morals from?</b>
	<p>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.</p> <p><i>(Hindu, Christian, Buddhist and Humanist worldviews.)</i></p>		<p>Reflecting on what it means to live a good life by considering ideas about right and wrong and the choices people make. Pupils investigate how some Jewish people use a tallit to remind them of guidance, explore similar meaningful objects and create their own moral code inspired by their learning.</p> <p><i>(Christian, Jewish, Buddhist, Muslim, Hindu and Humanist worldviews.)</i></p>
<b>Spring 1</b>	<b>Is scripture central to religion?</b>	<b>Spring 2</b>	<b>What happens if we do wrong?</b>
	<p>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.</p> <p><i>(Jewish, Muslim and Christian worldviews.)</i></p>		<p>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.</p> <p><i>(Hindu, Muslim, Christian and Jewish worldviews.)</i></p>
<b>Summer 1</b>	<b>Why is water symbolic?</b>	<b>Summer 2</b>	<b>Why is fire used ceremonially?</b>
	<p>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.</p> <p><i>(Christian, Sikh, Muslim and Shinto worldviews.)</i></p>		<p>Examining the symbolism of fire by exploring its use in ceremonies, celebrations and acts of remembrance. Pupils investigate Hindu fire rituals, create freeze frames to represent different ceremonies and design a candle to commemorate a special person or event.</p> <p><i>(Hindu and Zoroastrian worldviews.)</i></p>

Year 4

<p><b>Autumn 1</b></p>	<p><b>Are all religions equal?</b></p> <p>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.</p> <p><i>(Multiple, including Bahá'í, Sikh and Zoroastrian worldviews.)</i></p>	<p><b>Autumn 2</b></p>	<p><b>What makes some texts sacred?</b></p> <p>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.</p> <p><i>(Sikh, Hindu, Buddhist and locally represented worldviews.)</i></p>
<p><b>Spring 1</b></p>	<p><b>Just how important are our beliefs?</b></p> <p>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.</p> <p><i>(Sikh, Muslim, Jewish, Hindu and Christian worldviews.)</i></p>	<p><b>Spring 2</b></p>	<p><b>Who was Jesus really?</b></p> <p>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.</p> <p><i>(Christian, Jewish and Muslim worldviews.)</i></p>
<p><b>Summer 1</b></p>	<p><b>Why is the Bible the bestselling book of all time?</b></p> <p>Investigating how the Christian Bible developed over time by exploring when it was written and the different types of writing it contains. Pupils examine how some Christians use the Bible today and apply their understanding by creating a presentation on its features and significance.</p> <p><i>(Christian worldview.)</i></p>	<p><b>Summer 2</b></p>	<p><b>Does the language of scripture matter?</b></p> <p>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.</p> <p><i>(Christian, Muslim and Jewish worldviews.)</i></p>

Year 5

**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.

*(Christian, Muslim and Sikh worldviews.)*

**Autumn 1**

**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.

*(Christian worldview.)*

**Autumn 2**

**What happens when we die? (Part 1)**

Exploring beliefs about death and the afterlife by interpreting wisdom from religious and non-religious sources. Pupils investigate how different people mark a death, examine beliefs about what happens after death through scripture, poetry and readings and consider ideas about heaven and hell through art.

*(Jewish, Christian, Muslim and Humanist worldviews.)*

**Spring 1**

**What happens when we die? (Part 2)**

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.

*(Hindu, Buddhist and Sikh worldviews.)*

**Spring 2**

**Who should get to be in charge?**

Examining how leaders are chosen in different religions by exploring the influence of family connections, personal qualities and religious traditions. Pupils investigate the role of laws, revelations and individual characteristics and consider what makes an effective leader.

*(Muslim, Christian and Sikh worldviews.)*

**Summer 1**

**Why are some places in the world significant to believers?**

Investigating why certain places are significant to different religions by using maps, photographs, texts and personal responses. Pupils explore what these places reveal about beliefs and culture and consider how people can visit religiously significant places respectfully, regardless of their own beliefs.

*(Christian, Jewish, Muslim, Sikh, Hindu and Buddhist worldviews.)*

**Summer 2**

Year 6

<p><b>Autumn 1</b></p>	<p><b>Why does religion look different around the world? (Part 1)</b></p> <p>Exploring how religious practices can vary by investigating the influence of culture, tradition, migration and interpretation. Pupils build on their understanding of the Abrahamic religions and consider how beliefs can be expressed in different ways across communities and contexts.</p> <p><i>(Jewish, Muslim and Christian worldviews.)</i></p>	<p><b>Autumn 2</b></p>	<p><b>Why does religion look different around the world? (Part 2)</b></p> <p>Examining how interpretation influences religious beliefs and practices by exploring the impact of culture, history, geography and tradition. Pupils investigate why different Buddhist schools have developed, compare a range of practices and reflect on how religion and worldviews can be expressed in diverse ways.</p> <p><i>(Hindu, Sikh, Buddhist and Jain worldviews.)</i></p>
<p><b>Spring 1</b></p>	<p><b>Why is it better to be there in person?</b></p> <p>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.</p> <p><i>(Jewish, Muslim, Christian and Humanist worldviews.)</i></p>	<p><b>Spring 2</b></p>	<p><b>Why is there suffering? (Part 1)</b></p> <p>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.</p> <p><i>(Jewish, Christian, Buddhist and Zoroastrian worldviews.)</i></p>
<p><b>Summer 1</b></p>	<p><b>Why is there suffering? (Part 2)</b></p> <p>Further examining different responses to suffering by exploring stories, texts and beliefs from a range of worldviews. Pupils consider how people make sense of suffering and investigate how beliefs and values can influence the ways individuals respond to difficult experiences.</p> <p><i>(Shinto, Buddhist, Sikh and Humanist worldviews.)</i></p>	<p><b>Summer 2</b></p>	<p><b>What place does religion have in our world today?</b></p> <p>Investigating the diversity of beliefs and worldviews by exploring personal perspectives, census data and digital maps. Pupils consider what these sources can reveal about religion in society, recognise their limitations and reflect on the importance of freedom of religion or belief and its role in citizenship.</p> <p><i>(Multiple worldviews.)</i></p>