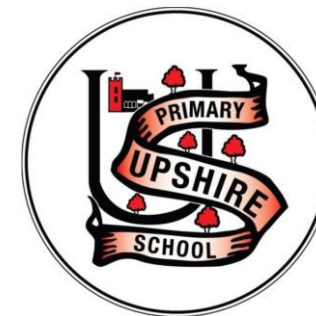




## Religion and Worldviews Curriculum Overview

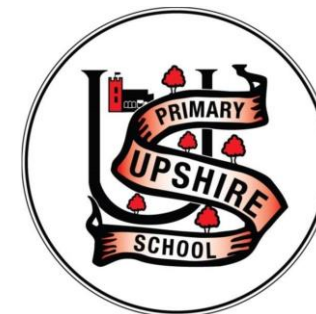
	Development Matters	Early Learning Goals
Reception	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>



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	Autumn		Spring		Summer	
Year 1	<p><b>Respectful R&amp;W</b> By discussing whether they believe or do not believe certain statements to be true, children learn what believing in something means. The 'wonder box' is introduced as a way of sharing challenging questions.</p> <p><b>How did the world begin?</b> 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.</p> <p><b>Christian, Jewish, Hindu (plus option to include locally represented worldview)</b></p>	<p><b>What do some people believe God looks like?</b> 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</p> <p><b>Christian, Hindu, Muslim</b></p>	<p><b>What is God's job?</b> Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people.</p> <p><b>Jewish, Zoroastrianist, Muslim, Hindu, Christian</b></p>	<p><b>Why should we care for the world?</b> 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.</p> <p><b>Jewish, Muslim, Hindu, Jain, Humanist</b></p>	<p><b>How do we know that new babies are special?</b> Finding out about different ceremonies to welcome home a new baby through quotes, videos and pictures. Children explore some of the symbolism in these ceremonies and look for connections between the ways people from different worldviews celebrate a new baby.</p> <p><b>Muslim, Hindu, Christian, Humanist (plus option to include locally represented worldview)</b></p>	<p><b>Why should we care for others?</b> Listening to stories from the Christian and Muslim worldviews and considering what these stories say about caring for others and how they impact people's lives. Children recognise the different ways people can show they care, and use toy money and role play to explore charitable giving.</p> <p><b>Christian, Jewish, Muslim, Bahá'í (plus option to include locally represented worldview)</b></p>
Year 2	<p><b>Respectful R&amp;W</b> 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&amp;W lessons.</p>	<p><b>What do candles mean to people?</b> By investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and</p>	<p><b>How do we know some people have a special connection to God?</b> Building on their understanding of how people perceive God on</p>	<p><b>What is a prophet?</b> 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</p>	<p><b>How do some people talk to God?</b> Thinking about the importance of communication in relationships, children look at the different ways</p>	<p><b>Where do some people talk to God?</b> Building on their learning about prayer and worship, children look at buildings within their local area and beyond. Through</p>

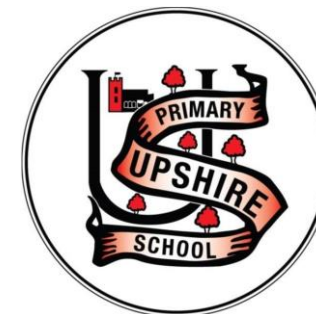
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	<p><b>Why do we need to give thanks?</b> Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks</p> <p><b>Hindu, Christian, Humanist</b></p>	<p>stories, focusing on candles. They use natural resources to create advent wreaths and explore different hanukkah to develop their understanding of the symbolism of candles during Hanukkah.</p> <p><b>Christian, Hindu, Jewish (plus option to include locally represented worldview)</b></p>	<p>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.</p> <p><b>Sikh, Muslim, Christian, Jewish, Hindu</b></p>	<p>clues in religious stories and art to understand their characteristics and the promises they shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet.</p> <p><b>Christian, Muslim, Jewish, Sikh</b></p>	<p>people pray and why they think this is important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in prayer.</p> <p><b>Muslim, Jewish, Hindu</b></p>	<p>investigating they find out what the features of the buildings might show about people's beliefs about God. Children design their own place of worship based on their learning.</p> <p><b>Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)</b></p>
Year 3	<p><b>Respectful R&amp;W</b> 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.</p> <p><b>What makes us human?</b> 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?'</p> <p><b>Hindu, Christian, Buddhist, Humanist</b></p>	<p><b>Where do we get our morals from?</b> 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.</p> <p><b>Christian/Jewish, Buddhist, Muslim, Hindu, Humanist</b></p>	<p><b>Is scripture central to religion?</b> 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.</p> <p><b>Jewish, Muslim, Christian, (plus option to include locally represented worldview)</b></p>	<p><b>What happens if we do wrong?</b> 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.</p> <p><b>Hindu, Muslim, Humanist, Christian, Jewish</b></p>	<p><b>Why is water symbolic?</b> Looking at the many ways water is used in rituals and ceremonies, children experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water.</p> <p><b>Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)</b></p>	<p><b>Why is fire used ceremonially?</b> 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.</p> <p><b>Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)</b></p>
Year 4	<p><b>Respectful R&amp;W</b> Thinking about what religions and worldviews are and exploring the ways the world can be seen. Children debate statements on discussion cards and create guidelines about how</p>	<p><b>What makes some texts sacred?</b> Building on enquiry about the place of scripture in year 3, children look at different ways scriptures are used and what</p>	<p><b>Just how important are our beliefs?</b> Finding out how people show commitment to their beliefs, children ask questions about why people</p>	<p><b>Who was Jesus really?</b> Using texts to find out about the historical figure of Jesus, children consider his place in Jewish, Christian and</p>	<p><b>Why is the Bible the bestselling book of all time?</b> Using historical skills and knowledge, children explore how the Christian</p>	<p><b>Does the language of scripture matter?</b> Building on learning about the importance and place of scripture, children find out about the different</p>

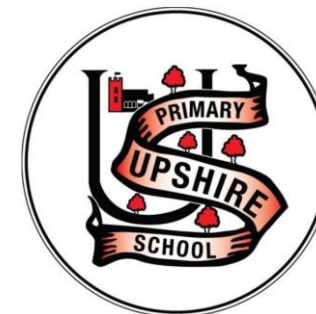
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	<p>have healthy and respectful discussions.</p> <p><b>Are all religions equal?</b> Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.</p> <p><b>Bahá'í, Sikh, Hindu</b></p>	<p>this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.</p> <p><b>Sikh, Hindu, Buddhist (plus option to include locally represented worldview)</b></p>	<p>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</p> <p><b>Sikh, Muslim, Jewish, Hindu, Christian</b></p>	<p>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.</p> <p><b>Christian, Jewish, Muslim</b></p>	<p>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</p> <p><b>Christian</b></p>	<p>languages' scriptures are used in and what this reveals about different beliefs. They try their hands at Islamic calligraphy and retell the story of Martin Luther in a comic strip.</p> <p><b>Christian, Jewish, Muslim</b></p>
Year 5	<p><b>Respectful R&amp;W</b> Learning the terms atheist, agnostic and theist, children consider the similarities and differences between religious and non-religious worldviews and interview their peers.</p> <p><b>Why do people have to stand up for what they believe in?</b> 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.</p> <p><b>Christian, Muslim, Sikh</b></p>	<p><b>Why doesn't Christianity always look the same?</b> Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they will investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They will create freeze frames and breaking news articles as people from the past.</p> <p><b>Christian</b></p>	<p><b>What happens when we die? Part 1</b> 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.</p> <p><b>Jewish, Christian, Muslim Humanist</b></p>	<p><b>What happens when we die? Part 2</b> Continuing to investigate concepts relating to death, children learn the meaning of reincarnation 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.</p> <p><b>Hindu, Buddhist (plus option to include locally represented worldview)</b></p>	<p><b>Who should get to be in charge?</b> Exploring the different ways religious leadership and authority are determined, children find out 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.</p> <p><b>Muslim, Sikh</b></p>	<p><b>Why are some places in the world significant to believers?</b> Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes caused wars and what places can tell us about beliefs and culture. Acting as historians, they use virtual visits to explore primary sources and what these can tell us about the past.</p> <p><b>Christian, Jewish, Buddhist</b></p>
Year 6	<p><b>Respectful R&amp;W</b> Exploring the way different religions describe their god(s), children learn about words stemming from the prefix 'omni' and create designs to remember these.</p>	<p><b>Why does religion look different around the world? Part 2</b> Building on their learning in part 1, children consider how interpretation can change how</p>	<p><b>Why is it better to be there in person?</b> Thinking back to previous learning about prayer and worship, children find out about significant journeys</p>	<p><b>Why is there suffering? Part 1</b> Discussing suffering, sin and free will, children find out what people from different worldviews think about this</p>	<p><b>Why is there suffering? Part 2</b> Developing their understanding of suffering, children look at alternative ideas about and responses</p>	<p><b>What place does religion have in our world today?</b> Reflecting on all their learning in Religions and worldviews, children use a</p>

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	<p><b>Why does religion look different around the world? Part 1</b> 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.</p> <p><b>Jewish, Muslim, Christian (plus option to include locally represented worldview)</b></p>	<p>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.</p> <p><b>Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)</b></p>	<p>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</p> <p><b>Muslim, Jewish, Christian, Humanist (plus option to include locally represented worldview)</b></p>	<p>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.</p> <p><b>Jewish, Christian, Zoroastrianist</b></p>	<p>to suffering through texts and stories. They consider how people might respond to suffering and how their reaction is influenced by their worldview.</p> <p><b>Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)</b></p>	<p>range of sources and skills to investigate the enquiry questions. Working in small groups or individually, they present their ideas and evidence to the class. Interfaith Student choice</p>
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