

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Respectful R&W (1 lesson)	<u>How did the world begin?</u> Christian, Jewish, Hindu (plus option to include locally represented worldview)	<u>What do some people believe God looks like?</u> Christian, Hindu, Muslim	What is God's job? Jewish, Zoroastrianist, Muslim, Hindu, Christian	Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist	How do we know that new babies are special? Muslim, Hindu, Humanist (plus option to include locally represented worldview)	Why should we care for others? Christian, Jewish, Muslim, Bahá'í (plus option to include locally represented worldview)
Year 2		<u>Why do we need to give thanks?</u> Hindu, Christian, Humanist	<u>What do candles mean to people?</u> Christian, Hindu, Jewish (plus option to include locally represented worldview)	How do we know some people were chosen in early life? Sikh, Muslim, Christianity	What is a prophet? Christian, Muslim, Jewish	How do some people talk to God? Muslim, Jewish, Hindu	Where do some people talk to God? Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)

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Year 3	Respectful R&W (1 lesson)	<u>What makes us human?</u> Hindu, Christian, Buddhist, Humanist	<u>Where do our morals come from?</u> Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Are scriptures central to religion? Jewish, Muslim, Christian, (plus option to include locally represented worldview)	What happens if we do wrong? Hindu, Muslim, Humanist, Christian	Why is water symbolic? Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)	Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)
Year 4		<u>Are all religions equal?</u> Bahá'í, Sikh, Hindu,	<u>What makes some texts sacred?</u> Sikh, Hindu, Buddhist (plus option to include locally represented worldview)	Just how important are our beliefs? Sikh, Muslim, Jewish (plus option to include locally represented worldview)	Who was Jesus? Christian, Jewish, Muslim	Why is the Bible the best-selling book of all time? Christian	Does the language of scripture matter? Christian, Muslim, Jewish
Year 5		<u>Why do people have to stand up for what they believe in?</u> Christian Muslim, Sikh	<u>Why doesn't Christianity always look the same?</u> Christian	What happens when we die? (Part 1) Jewish, Christian, Muslim Humanist	What happens when we die? (Part 2) Hindu, Buddhism (plus option to include locally represented worldview)	Who should get to be in charge? Muslim, Sikh	Why are some places in the world significant to believers? Christian, Jewish, Buddhist
Year 6		<u>Why does religion look different around the world? (Part 1)</u> Jewish, Muslim, Christian (plus option to include locally represented worldview)	<u>Why does religion look different around the world? (Part 2)</u> Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)	Why is it better to be there in person? Muslim, Hindu (plus option to include locally represented worldview)	Why is there suffering? (Part 1) Muslim, Christian, Zoroastrianist	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)	What place does religion have in our world today? Interfaith Student choice

Year 1			
Autumn 1	<p><u>Respectful R&W</u> (1 lesson)</p> <p>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>	Autumn 2	<p><u>What do some people believe God looks like?</u> (6 lessons)</p> <p>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><u>How did the world begin?</u> (5 lessons)</p> <p>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>		
Spring 1	<p>What is God's job? (6 lessons)</p> <p>Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people. Children imagine what they would do if they were God and retell stories from long ago using drama, props and art.</p>	Spring 2	<p>Why should we care for the world? (6 lessons)</p> <p>Building on their understanding of creation stories, children study religious stories about the relationship between humans and nature. They experience the Jewish festival of Tu BiShvat in the school grounds and use photographs to investigate how different people care for Earth.</p>
Summer 1	<p>How do we know that new babies are special? (6 lessons)</p> <p>Finding out about different ceremonies to welcome home a new baby through interviews, role play, videos and pictures. Children explore some of the symbolism in these ceremonies. They plan and take part in a ceremony to welcome a new cuddly toy to the class.</p>	Summer 2	<p>Why should we care for others? (6 lessons)</p> <p>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>

Year 2			
Autumn 1	<p><u>Respectful R&W</u> (1 lesson)</p> <p>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.</p>	Autumn 2	<p><u>What do candles mean to people?</u> (6 lessons)</p> <p>By investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.</p>
	<p><u>Why do we need to give thanks?</u> (5 lessons)</p> <p>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>		
Spring 1	<p>How do we know some people were chosen in early life? (6 lessons)</p> <p>Building on their learning about how people view God on Earth, children hear stories from different perspectives about significant religious people's early life. They use drama and art to bring these stories to life and understand the symbolism within them.</p>	Spring 2	<p>What is a prophet? (6 lessons)</p> <p>Asking questions about the stories they read, children find out more about the prophets Noah, Jonah, Moses, Muhammad and Guru Nanak. They take on the role of others when using hot seating and talk about things that puzzle them.</p>
Summer 1	<p>How do some people talk to God?(6 lessons)</p> <p>Thinking about the importance of communication in relationships, children look at the different ways people pray and why they think this is important. Exploring the objects that some people use during prayer and expressing their ideas about worship through art.</p>	Summer 2	<p>Where do some people talk to God? (6 lessons)</p> <p>Building on their learning about prayer and worship, children look at buildings within their local area and beyond. Through 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>

Year 3			
Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>Where do we get our morals from?</u> (6 lessons)
	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.		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.
Autumn 1	<u>What makes us human?</u> (5 lessons)	Autumn 2	
	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?'		
Spring 1	Are scriptures central to religion? (6 lessons)	Spring 2	What happens if we do wrong? (6 lessons)
	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.		Making connections between 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 based on learning beliefs about reincarnation.
Spring 1	Why is water symbolic? (6 lessons)	Spring 2	Why is fire used ceremonially? (6 lessons)
	Looking at the many ways water is used in rituals and ceremonies, children will 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.		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.
Summer 1	Why is water symbolic? (6 lessons)	Summer 2	
	Looking at the many ways water is used in rituals and ceremonies, children will 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.		

Year 4			
Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>What makes some texts sacred?</u> (6 lessons)
	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 have healthy and respectful discussions.		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.
Spring 1	<u>Are all religions equal?</u> (5 lessons)	Spring 2	Who was Jesus?
	Exploring the origins of some 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.		Investigating texts, children find out about the historical figure of Jesus and consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They will find out more about the social and religious context that Jesus lived in and how this affected the way his actions were viewed at the time.
Summer 1	Just how important are our beliefs? (6 lessons)	Summer 2	Does the language of scripture matter? (6 lessons)
	Finding out from first-hand accounts how people show commitment to their beliefs, children ask questions about why belonging to a religion may be challenging. They carry out a survey and use a priorities pie chart to evaluate what is most important to different people.		Building on learning about 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 Islamic calligraphy and retell the story of Martin Luther in a comic strip.
	Why is the bible the bestselling book of all time? (6 lessons)		
	Using maps and historical learning, children see how Christianity spread across the world. They look at the different types of writing within the bible and when it was written. They find out about how some Christians use their bibles and design a cover for their bible which reflects their beliefs.		

Year 5			
Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>Why doesn't Christianity always look the same?</u> (6 lessons)
	Learning the terms atheist, agnostic and theist, children consider the similarities and differences between religious and non-religious worldviews and interview their peers.		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.
	<u>Why do people have to stand up for what they believe in?</u> (5 lessons)		
	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.		
Spring 1	What happens when we die? Part 1 (6 lessons)	Spring 2	What happens when we die? Part 2 (6 lessons)
	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 and write songs that reflect their learning.		Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and karma and compare these ideas with those studied in part 1. They reflect on their own ideas about life after death and why they hold these beliefs. To conclude their learning, they collaborate to create a visual representation of their views on death, incorporating their own beliefs and those of different worldviews.
Summer 1	Who should get to be in charge? (6 lessons)	Summer 2	Why are some places in the world significant to believers? (6 lessons)
	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.		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.

Year 6			
Autumn 1	Respectful R&W (1 lesson)	Autumn 2	Why does religion look different around the world? Part 2 (6 lessons)
	Exploring the way different religions describe their god(s), children learn about words stemming from the prefix 'omni' and create designs to remember these.		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.
	Why does religion look different around the world? Part 1 (5 lessons)		
	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.		
Spring 1	Why is it better to be there in person? (6 lessons)	Spring 2	Why is there suffering? Part 1 (6 sessions)
	Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why going to a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to go in person or virtually.		Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Looking at stories and analysing texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that god does not exist. The children will write in different religious viewpoints to offer advice to someone experiencing a difficult time.
	Why is there suffering? Part 2 (6 lessons)		
	Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through texts and interviews. They look at accounts of people responding to the suffering of others and how their reaction is influenced by their worldview.		
Summer 1		Summer 2	What place does religion have in our world today? (6 lessons)
			Reflecting on all their learning in Religions and worldviews, children use a 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.