

Primary - Religion and Worldviews

	Autumn		Spring		Summer	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Year 3	What makes us Human? Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children design the cover and blurb for a book titled 'What makes us human?'. <ul style="list-style-type: none"> What is a soul and do we all have one? What do different people think makes us human? How can art express ideas about the soul? Why do some Buddhist people meditate? Does anyone know what makes us human? 	Where do our Morals come from ? Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs. <ul style="list-style-type: none"> How do we know what is right and wrong? What do some Christian and Jewish people believe about right and wrong? How do people remember the rules? Is all religious guidance the same? How do some Buddhists make moral decisions? What is your moral code 	Is Scripture central to religion ? Reflecting on what revelation means to some people, children explore the significance of some scriptures from the way some people treat and use them. <ul style="list-style-type: none"> What do some people mean by revelation? What's the difference between a scroll and a book? How is scripture used by some Muslims? How are some scriptures both similar and different? What does the Bible mean to some Christians? How and why are scriptures central to religion? 	What happens if we do wrong ? Investigating who has the authority to decide the consequences of wrongdoing; exploring beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing. <ul style="list-style-type: none"> How do we know what is right and wrong? What do some Christian and Jewish people believe about right and wrong? How do people remember the rules? Is all religious guidance the same? How do some Buddhists make moral decisions? What is your moral code? 	Why is Water symbolic? Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use and learn about the historical connections water has in some religions. <ul style="list-style-type: none"> Why is water important? How is water used in some rituals? How is water considered pure? What is baptism? Why is water precious? How is water linked to special places around the world? 	Why is Fire used ceremoniously ? 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 inspired by the symbolic use of fire. <ul style="list-style-type: none"> What special meanings do some flames have? How can fire be used to bring people together? Why is there a fire at the Olympics? What is an eternal flame? Why is fire used in some Hindu ceremonies? Why is fire important in different worldviews?

Primary - Religion and Worldviews

	Autumn		Spring		Summer	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Year 4	Are all religions equal? Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.	What makes some texts sacred ? 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.	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.	Who was Jesus really? Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.	Why is the Bible the best-selling book of all time? Using historical skills and knowledge, the children explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles.	Does the language of the scripture matter? Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.
	<ul style="list-style-type: none"> How are different religious worldviews connected? Is there more than one way to understand God? Why is religious harmony important? How can people from different worldviews live in harmony? How and why should we celebrate religious equality? 	<ul style="list-style-type: none"> How do people communicate beliefs without words? What can we find out about scripture? What does it mean if scripture was revealed or remembered? Why do some worldviews have more than one book of scripture? How do some people demonstrate the value of scripture? How do sacred texts play a part in some people's lives? 	<ul style="list-style-type: none"> What do promises mean? What promises do we make? Can we see the importance of someone's beliefs on the outside? How else might some people show their commitment? What else might people give up for their beliefs? What might someone sacrifice? 	<ul style="list-style-type: none"> What do we know about Jesus? Who was around at the time of Jesus? What did people think of the Romans? What is a prophecy? What might miracles suggest about Jesus? What happened when Jesus died? 	<ul style="list-style-type: none"> How did the Christian Bible come to be? What is in the Bible? How did the Bible become a bestseller? How can the Bible mean different things to different people? Where might we find the Bible? How is the Bible relevant for some people today? 	<ul style="list-style-type: none"> What came before written scripture? How has Biblical Hebrew evolved? Is all Arabic the same? Should prayers be said in their 'original' languages? How important are translations of religious scripture? Why does some religious scripture contain artwork?

Primary - Religion and Worldviews

	Autumn		Spring		Summer	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Year 5	Why do people have to stand up for what they believe in? Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues. Does everyone have the same beliefs about God?	Why doesn't Christianity always look the same ? 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.	What happens when we die part 1? Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, children explore what happens when we die and the importance of funerals.	What happens when we die? part 2 Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and karma and compare these ideas with those studied in P 1.	Who Should be in charge? Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.	Why are some places in the world significant to believers? Using maps, pictures and texts, children investigate why some places are significant to some religions, exploring what places can tell us about beliefs and culture.
	<ul style="list-style-type: none"> • What does freedom look like? • How have beliefs been challenged in the past? • How can light represent standing up for what you believe in? • Should we celebrate Bonfire Night? • How can we stand up for what we believe in? 	<ul style="list-style-type: none"> • Why did some people believe Jesus was the Messiah? • How did Christianity develop? • What is Roman Catholicism? • How have historical changes impacted Christianity? • How can being part of a Christian community give a sense of belonging? • Does everyone have the same picture of Jesus? 	<ul style="list-style-type: none"> • Why do some people believe in a soul? • How do some people make up for bad deeds? • If there's a heaven, what might it be like? • What is the purpose of a funeral? • How do people seek forgiveness in their lives? • How do some people remember those that have died? 	<ul style="list-style-type: none"> • If there's a soul, where does it go? • What is samsara? • How might someone reach moksha? • How can people find comfort after death? • What is nirvana? • What does enlightenment look like? 	<ul style="list-style-type: none"> • How are laws created? • How is a leader chosen? • Where do religious laws come from? • How did Guru Nanak choose a successor? • When can someone become a leader? • How can religious texts be leaders? 	<ul style="list-style-type: none"> • What can make a place significant? • How can religious events make a place significant? • What makes the Harmandir Sahib significant to many Sikhs? • How can a river be a goddess? • Can relics make a place significant? • Who can visit significant places?

Primary - Religion and Worldviews

	Autumn		Spring		Summer	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Year 6	<p>Why does religion look different around the world? (Part 1)</p> <p>Building on comparisons about the origins of the Abrahamic religions, children consider how culture, tradition, migration and interpretation can affect how some religious practices are observed.</p> <ul style="list-style-type: none"> How do some religions believe in the same God? How might a Jewish person observe Shabbat? Why is Friday night dinner different? What can a head covering tell us about identity? Why might someone want to cover their hair? 	<p>Why does religion look different around the world? (Part 2)</p> <p>Building on their learning from part 1, children consider the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.</p> <ul style="list-style-type: none"> How can God be linked to a place when he is everywhere? How can a worldview evolve? How can Diwali be celebrated? Why are there different Buddhist teachings? Do all Buddhists practise in the same way? Why does religion look different around the world? 	<p>Why is it better to be there in person?</p> <p>Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.</p> <ul style="list-style-type: none"> What can make a space significant? People, place or practice? Why might a Jewish person want to visit Jerusalem? Why is Jerusalem significant to some Muslim people? Can shared challenge bring people together? Are all journeys pilgrimages? Why is it better to be there in person? 	<p>Why is there suffering? (Part 1)</p> <p>Interpreting and exploring different sources of wisdom and beliefs about why there is suffering in the world. Children consider their own and others' ideas using critical thinking skills.</p> <ul style="list-style-type: none"> How do people suffer? What is free will? Why do we cause suffering? Does being good always mean less suffering? If God is all-powerful, can suffering not be stopped? How might beliefs about Jesus affect responses to suffering? 	<p>Why is there suffering? (Part 2)</p> <p>Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.</p> <ul style="list-style-type: none"> What can suffering teach us about happiness? What can cause suffering? How do some people overcome suffering? How can Hukam help in difficult times? Who is the best at helping? How can beliefs affect our understanding of suffering? 	<p>What place does religion have in our world today?</p> <p>Thinking about their own worldview and the religious make-up of their class, children use census data and digital mapping to explore what it can suggest about religion and what its limits are.</p> <ul style="list-style-type: none"> What is my worldview? What can we find out about religion in the UK from census data? What can buildings tell us about religion in the UK? Where and why do religions spread? What is freedom of religion or belief? Why should we learn about religions and worldviews?

