

Religion and World Views Curriculum Map

Year
1

When they leave Year 1, we expect children to be able:

- To know that to believe is when we accept something is true, especially when we do so without proof.
- To know that some people believe God exists as a powerful, non-human being.
- To know that in some religions, followers believe in one supreme being or God who is loving.
- To know that people have different ways of understanding God on earth (incarnation).
- To know that some people believe that humans have a special relationship with God.
- To know that there are different names for God.
- To know that there are different ways to refer to and represent God.
- To know that people have different ideas about the role of God.

Autumn 1 Focus:

How did the world begin?

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.

Autumn 2 Focus:

What do some people think God looks like?

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.

Spring 1 Focus:

What is God's Job?

Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people.

Spring 2 Focus:

Why should we care for the world?

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.

Summer 1 Focus:

How do we know that new babies are special?

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.

Summer 2 Focus:

Why should we care for others?

Exploring stories and guidance that inspire people to care for others, examining the reasons behind these actions and their impact on people's lives. Children investigate different ways people show care and understand why giving to others is important.

**Year
2**

When they leave Year 2, we expect children to be able:

- To know that some people believe God performed miracles in the past.
- To know that some people believe they are chosen for a special purpose by God
- To know that a prophet is someone who talks about God’s plan or will.
- To know that some people believe that God has made a promise between himself and his people.
- To know that prayer means communicating with God.

Autumn 1 Focus: Why do we give thanks?	Autumn 2 Focus: What do candles mean to some people?	Spring 1 Focus: How do we know some people have a special connection to God?	Spring 2 Focus: What is a Prophet?	Summer 1 Focus: How do some people speak to God?	Summer 2 Focus: Where do some people speak to God?
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 <i>puja</i> and write their own lyrics for a song of thanks.	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 <i>Hanukkah</i> to develop their understanding of the symbolism of candles during <i>Hanukkah</i> .	Building on their understanding of how people perceive God on 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.	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 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.	Investigating the importance of communication in relationships, children examine the different ways people pray and why they consider this important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in prayer.	Expanding on their learning about prayer and worship, children examine buildings within their local area and beyond. Through investigating, they discover what the features of the buildings might reveal about people’s beliefs about God. Children design their own place of worship based on their learning.

**Year
3**

When they leave Year 3, we expect children to be able:

- To know that there are organised and personal worldviews and religious beliefs fit into both of these.
- To know that soul means a person’s spiritual and emotional sense of identity.
- To know that some people believe all living things have a soul and that it is immortal.
- To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself.
- To know that some people believe spirituality and soul to be unique to humans.
- To know that some people believe connection with a god to be a spiritual experience.
- To know that actions have consequences and that people think differently about what these are.
- To know that forgiveness is cancelling out wrongdoing or removing punishment.
- To know that religious and non-religious people have ideas about the relationship between God and humans.

Autumn 1 Focus: What makes us Human?	Autumn 2 Focus: Where do we get our morals from?	Spring 1 Focus: Is scripture central to religion?	Spring 2 Focus: What happens if we do wrong?	Summer 1 Focus: Why is water symbolic?	Summer 2 Focus: Why is fire used ceremonially?
Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self.	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 <i>tallit</i> to help them remember guidance and explore objects that others may use in a similar way.	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.	Developing their previous learning about the role of God and moral guidance, children explore the meaning of consequences to different people. They explore reincarnation and its meaning to Hindus.	Exploring the many ways water is used in rituals and ceremonies; children experience the symbolic use of water and learn about its historical connections in some religions.	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.

**Year
4**

When they leave Year 4, we expect children to be able:

- To know that religious and non-religious worldviews change over time for individuals and groups.
- To know that people from different religions believe some of the same things.
- To know that organised and personal religious beliefs change and develop over time.
- To know that there are historical links and connections between religions.
- To know that sacrifice means giving up something valued for the sake of something else.
- To know that holy means divine, sacred or connected to God.
- To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.

Autumn 1 Focus:

Are all religions equal?

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.

Autumn 2 Focus:

What makes some texts sacred?

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.

Spring 1 Focus:

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. They use photographs, personal responses and information texts to explore ceremonies of commitment, diet, charity and clothing.

Spring 2 Focus:

Who was Jesus really?

Using texts to find out about the historical figure of Jesus, children consider his place in Jewish, Christian and 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.

Summer 1 Focus

Why is the Bible the best-selling book of all time?

Using historical skills and knowledge, children explore how the Christian 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.

Summer 2 Focus:

Does the language of scripture really matter?

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.

**Year
5**

When they leave Year 5, we expect children to be able:

- To know the meaning of atheist, agnostic and theist. To know that people have different beliefs about what happens when we die.
- To know that some people believe in God, who may judge their actions when they die.
- To know that some people believe in life after death and others may believe death is the end of our life in any form.
- To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell.
- To know that many people who are not religious believe in some form of afterlife.
- To know that some people believe they will be reincarnated in a different form after death.
- To know that in the UK religious beliefs are a protected characteristic.
- To know that in some times and places people did not or do not have religious freedom.
- To know that throughout history and in modern times people have had to protest or fight for religious freedom.
- To know some of the ways that history, geography and leadership influence people’s worldviews.
- To know that leadership and authority can impact people’s worldviews.
- To know that worldviews impact the process of choosing leadership and authority.
- To know that some people believe leaders are anointed (chosen by God).
- To know that leadership and authority can impact people’s worldviews.
- To know that some places are valued by certain people due to things that have happened there.

Autumn 1 Focus:

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. They use debate and critical analysis activities to discuss controversial issues.

Autumn 2 Focus:

Why doesn't Christianity always look the same?

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.

Spring 1 Focus:

What happens when we die? (Part One)

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.

Spring 2 Focus:

What happens when we die? (Part Two)

Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and enlightenment and compare these ideas with those studied in Part One. They create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews.

Summer 1 Focus:

Who gets to be in charge?

Investigating the different ways religious leadership and authority are determined; children explore 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.

Summer 2 Focus:

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. They explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture. Acting as visitors, they examine primary sources and what these can tell us about the past and significance.

**Year
6**

When they leave Year 6, we expect children to be able:

- To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times).
- To know some of the ways that culture, history, geography and tradition influence people’s worldviews.
- To know that some people believe leaders are anointed (chosen by God).
- To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.
- To know that free will means a belief that humans are able to make their own choices and determine their own fate.
- To know that beliefs about the nature of God may impact people’s ideas about and responses to suffering

Autumn 1 Focus: Why does religion look different around the world? (Part One)	Autumn 2 Focus: Why does religion look different around the world? (Part Two)	Spring 1 Focus: Why is there suffering? (Part One)	Spring 2 Focus: Why is it better to be there in person?	Summer 1 Focus: Why is there suffering? (Part Two)	Summer 2 Focus: What place does religion have in the world today?
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.	Building on their learning in Part One, 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.	Discussing suffering, sin and free will, children find out what people from different worldviews think about this 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.	Thinking back to previous learning about prayer and worship, children find out about significant journeys 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.	Deepening their understanding of suffering, children explore alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview.	Exploring their own worldview and the religious composition of their class, children use census data and digital mapping to investigate what these can suggest about religion and its limitations. They consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future.

