

Our Vision: "To make every day count"



## Religion and Worldview Curriculum Planning



| Curriculum A | Autumn 1                                                           | Autumn 2                                                            | Spring 1                                     | Spring 2                                                    | Summer 1                                     | Summer 2                                                      |
|--------------|--------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------|
| Year 3 & 4   | Y3/4 (A): What makes us human?                                     | Y3/4 (A): Why is water symbolic?                                    | Y3/4 (A): What makes some texts sacred?      | Y3/4 (A): Who was Jesus really?                             | Y3/4 (A): Why is fire used ceremonially?     | Y3/4 (A): Why is the Bible the best-selling book of all time? |
| Year 5 & 6   | Y5/6 (A): Why do people have to stand up for what they believe in? | Y5/6 (A): Why do Dharmic religions look different around the world? | Y5/6 (A): What happens when we die? (Part 1) | Y5/6 (A): What place does religion have in our world today? | Y5/6 (A): What happens when we die? (Part 2) | Y5/6 (A): Who should get to be in charge?                     |

| Curriculum B | Autumn 1                                                | Autumn 2                                                             | Spring 1                                                              | Spring 2                                   | Summer 1                                          | Summer 2                                         |
|--------------|---------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| Year 3 & 4   | Y3/4 (B): Is scripture central to religion?             | Year 3/4 (B): Where do our morals come from?                         | Y3/4 (B): Are all religions equal?                                    | Y3/4 (B): What happens if we do wrong?     | Y3/4 (B): Just how important are our beliefs?     | Y3/4 (B): Does the language of scripture matter? |
| Year 5 & 6   | Y5/6 (B) Why doesn't Christianity always look the same? | Y5/6 (B): Why are some places in the world significant to believers? | Y5/6 (B): Why do Abrahamic religions look different around the world? | Y5/6 (B): Why is there suffering? (Part 1) | Y5/6 (B): Why is it better to be there in person? | Y5/6 (B): Why is there suffering (Part 2)        |

| Long Term Year 3 & 4 Curriculum Plan (Curriculum A) |                                                                                                                                                                                                                                                                                                                     |        |                                                                                                                                                                                                                                                       |
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| Unit 1                                              | <u>What makes us human?</u><br>6 lessons<br>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?'.                                                                                            | Unit 2 | <u>Why is water symbolic?</u><br>6 lessons<br>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.                          |
| Unit 3                                              | <u>What makes some texts sacred?</u><br>6 lessons<br>Looking at different ways scriptures are used, what this shows about the value placed on them and why this might be. Children consider how and why beliefs about revelation and the origins of texts affect how they are viewed looking at a range of sources. | Unit 4 | <u>Who was Jesus really?</u><br>6 lessons<br>Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.                                                            |
| Unit 5                                              | <u>Why is fire used ceremonially?</u><br>6 lessons<br>Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance.                                                                                                                                          | Unit 6 | <u>Why is the Bible the best-selling book of all time?</u><br>6 lessons<br>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. |

| Long Term Year 5 & 6 Curriculum Plan (Curriculum A) |                                                                                                                                                                                                                                                                     |        |                                                                                                                                                                                                                                                                                                             |
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| Unit 1                                              | <u>Why do people have to stand up for what they believe in?</u><br>6 lessons<br>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. | Unit 2 | <u>Why do Dharmic religions look different around the world?</u><br>6 lessons<br>Considering how people practise their religion and worldview, children think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. |
| Unit 3                                              | <u>What happens when we die? (Part 1)</u><br>6 lessons<br>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.                             | Unit 4 | <u>What place does religion have in our world today?</u><br>6 lessons<br>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.                                   |
| Unit 5                                              | <u>What happens when we die? (Part 2)</u><br>6 lessons<br>Continuing to investigate concepts relating to death, exploring the concepts of reincarnation and karma and comparing these ideas with those studied in Part 1.                                           | Unit 6 | <u>Who should get to be in charge?</u><br><u>6 lessons</u><br><u>Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.</u>                                                                                |

## Long Term Year 3 & 4 Curriculum Plan (Curriculum B)

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| Unit 1 | <u>Is scripture central to religion?</u><br>6 lessons<br>Exploring the origins of religious texts and considering their value to some followers.                                                                                   | Unit 2 | <u>Where do our morals come from?</u><br>6 lessons<br>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. |
| Unit 3 | <u>Are all religions equal?</u><br>6 lessons<br>Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.           | Unit 4 | <u>What happens if we do wrong?</u><br>6 lessons<br>Investigating who has the authority to decide the consequences of wrongdoing.                                                                                                            |
| Unit 5 | <u>Just how important are our beliefs?</u><br>6 lessons<br>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. | Unit 6 | <u>Does the language of scripture matter?</u><br>6 lessons<br>Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.                        |

| Long Term Year 5 & 6 Curriculum Plan (Curriculum B) |                                                                                                                                                                                                                                                                                    |        |                                                                                                                                                                                                                                 |
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| Unit 1                                              | <u>Why doesn't Christianity always look the same?</u><br>6 lessons<br>Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices.                                                                         | Unit 2 | <u>Why are some places in the world significant to believers?</u><br>6 lessons<br>Exploring why some places are significant to some religions and what they can tell us about beliefs and culture using maps, images and texts. |
| Unit 3                                              | <u>Why do Abrahamic religions look different around the world?</u><br>6 lessons<br>Building on comparisons about the origins of the Abrahamic religions and considering how culture, tradition, migration and interpretation can affect how some religious practices are observed. | Unit 4 | <u>Why is there suffering? (Part 1)</u><br>6 lessons<br>Using critical thinking skills to consider their own and others' ideas and beliefs about why there is suffering in the world.                                           |
| Unit 5                                              | <u>Why is it better to be there in person?</u><br>6 lessons<br>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.    | Unit 6 | <u>Why is there suffering (Part 2)</u><br>6 lessons<br>Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.                   |