

	Nursery	Reception	Year 1/2	Year 3/4	Year 5 and 6
Spring 1	How do people show they belong?	Why are some places special? Investigating what makes places special and significant to different people. Starting by discussing places that are special to them, they will learn about religious buildings and places of worship and discuss the importance of these places to others. (Christian, Muslim worldviews)	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. (Christian, Jewish and Hindu worldviews.) What do some people believe 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. (Christian, Hindu and Muslim worldviews.)	What makes us human? 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?' (Hindu, Christian, Buddhist and Humanist worldviews.)	What makes us human? Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self (Hindu, Christian, Buddhist, Humanist worldviews) What happens if we do wrong? Developing their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. (Hindu, Muslim, Humanist, Christian, Jewish worldviews)
Spring 2	Which symbols are associated with Easter?	What makes the world special? Exploring what makes the world around them special, children will learn why the world can be special to both themselves and others. Listening to other people's ideas about caring for the world and discussing reasons why this is important. (Christian worldviews)	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. (Jewish, Muslim, Hindu, Jain and Humanist worldviews.)	Is scripture central to religion? 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. (Jewish, Muslim, Christian worldviews) Why is water symbolic? 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. From this, they create poetry to express ideas about the symbolism of water. (Christian, Sikh, Muslim and Shinto worldviews.) Why is fire used ceremonially? 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. (Hindu/Sikh and Zoroastrianist worldviews.)	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. (Christian, Muslim and Sikh worldviews.)
Summer 1	How do people express care and concern for others?	Why are some things special? Discussing things that are special to them before looking at artefacts, images and stories, children explore the meaning and value of these items to some people. They discuss how objects can hold personal or communal significance and learn to respect and appreciate these differences. (Christian, Jewish worldviews)	How do we know some people have a special connection with God? 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. (Sikh, Muslim, Christian, Jewish and Hindu worldviews.)	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. (Christian, Jewish and Muslim worldviews.)	What happens when we die? Continuing to investigate concepts relating to death, children learn the meaning of reincarnation. They create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews. (Hindu, Buddhist and Sikh worldviews.)
Summer 2		Why are some stories special? Listening to different stories, children will explore what they can learn about people's beliefs. They will understand that stories have the power to inspire and teach, encouraging people to do good things, which makes stories special. (Christian, Muslim worldviews)	What is a prophet? 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 the characteristics and promises some of these people shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet. (Christian, Muslim, Jewish and Sikh worldviews.)	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. (Christian worldview.)	Who should get 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. (Muslim, Christian and Sikh worldviews.)

