

Religion & Worldviews Long-Term Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYF S	What makes us special? - Explore what makes ourselves and others special. - Recognise that people have different beliefs and ideas. - Learn why Jesus is special to some Christians.	What are special times? - Explore Diwali and Christmas through stories, images and discussion. - Compare how special times are celebrated. - Recognise that celebrations can bring communities together.	Why are some places special? - Talk about places that are personally special. - Explore churches and mosques as places of worship. - Recognise that places can have different meanings for different people.	What makes the world special? - Explore why the world is special to ourselves and others. - Encounter beliefs about where the world came from. - Discuss reasons for caring for the world, including the Easter story.	Why are some things special? - Explore objects and symbols that are special to people. - Encounter prayer beads, sacred books and candles. - Show respect for objects with personal or communal significance.	Why are some stories special? - Explore how stories can communicate beliefs and values. - Listen to Christian and Hindu stories. - Discuss what stories can teach and why they may be special.
1	How did the world begin? - Explore Christian, Jewish, Hindu and Humanist ideas about beginnings. - Use stories and evidence to consider ideas about creators and creation. - Express and explain personal ideas respectfully.	What forms do people believe God takes? - Explore Islamic art, Hindu deities and Christian beliefs about Jesus. - Compare different ways God is represented or described. - Recognise why representing God can be challenging.	What role does God have in people's lives? - Investigate roles and characteristics of God through stories and sacred texts. - Identify what religious sources suggest about God. - Compare how different people understand God.	Why should we care for the world? - Build on creation learning to explore stewardship and responsibility. - Use religious stories and quotations as evidence. - Compare religious and non-religious reasons for caring for Earth.	Why and how is new life celebrated? - Explore ceremonies that welcome a new baby. - Identify symbolism and promises within ceremonies. - Make connections between celebrations across worldviews.	What do some religions teach us about caring for others? - Explore Sewa, Zakat, Tzedakah and other reasons for caring. - Use stories and guidance to understand charitable action. - Explain why giving and service matter to different people.
2	How and why do people give thanks? - Explore gratitude through Harvest, puja and other practices. - Use artefacts and sources to identify how thanks is expressed. - Recognise similarities and differences in reasons for gratitude.	What does light symbolise in some religious festivals? - Explore Diwali, Advent and Hanukkah. - Investigate candles and light as religious symbols. - Compare meanings attached to light in different worldviews.	How do we know some people have a special connection to God? - Explore stories about significant religious figures. - Look for clues and symbolism in religious narratives. - Explain why some people are considered special.	What is a prophet and why are they important? - Investigate Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. - Ask questions and identify characteristics of prophets. - Draw connections and develop a definition of a prophet.	Why and how do some people pray? - Explore prayer as communication and relationship. - Investigate objects, words and body positions used in prayer. - Compare reasons and ways people pray.	Where do some people pray? - Investigate places of worship locally and beyond. - Use features of buildings as evidence of belief and practice. - Compare places of worship and explain why they are important.
3	What is the significance of the soul? - Explore spirituality, inner self and ideas about the soul. - Interpret art and sources expressing beliefs about being human. - Express and justify ideas about what makes us human.	Where do our morals come from? - Consider how people decide what is right and wrong. - Explore religious guidance and objects such as the tallit. - Develop and explain a personal moral code.	Is scripture significant to all religion? - Investigate how scripture is used, treated and valued. - Use visits or virtual evidence from places of worship. - Compare the place of scripture across worldviews.	What happens if we do wrong? - Explore consequences, forgiveness, karma and reincarnation. - Use religious teaching to investigate moral responsibility. - Compare different responses to wrongdoing.	Why is water symbolic in some religions? - Explore water in rituals, ceremonies and sacred places. - Investigate historical and religious meanings of water. - Express understanding of symbolism creatively.	Why is fire used ceremonially in some religions? - Explore fire in ceremonies, festivals and remembrance. - Compare symbolic meanings across worldviews. - Apply understanding through a commemorative or creative response.

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4	Why is it important to promote religious harmony? • Explore connections between religions and worldviews. • Investigate Sikh and Bahá'í ideas about unity and equality. • Use evidence and respectful dialogue to promote harmony.	What makes some texts sacred? • Build on Year 3 learning about scripture. • Investigate how sacred texts are used and treated. • Explain what practices reveal about the value of scripture.	How do people show commitment to their beliefs? • Explore ceremonies, diet, charity and clothing. • Use photographs, testimony and information texts as sources. • Explain why people demonstrate commitment in different ways.	Who was Jesus? • Investigate Jesus as a historical figure. • Compare his place in Jewish, Christian and Muslim teaching. • Use historical and religious context to interpret different views.	Why is the Bible the best-selling book of all time? • Explore how the Christian Bible developed. • Identify different types of writing and uses of the Bible. • Explain its significance to some Christians today.	Does the language of scripture matter? • Explore original languages, translation and oral tradition. • Investigate what language can reveal about belief and identity. • Consider how translation and interpretation affect meaning.
5	Why do people have to stand up for what they believe in? • Explore religious freedom through historical and modern examples. • Interpret evidence and discuss prejudice and discrimination. • Debate controversial issues using reasoned arguments.	Why doesn't Christianity always look the same? • Explore the global spread and development of Christianity. • Compare worship and lived experience across contexts. • Explain how history, geography and culture influence practice.	What do the Abrahamic religions believe about death? • Interpret scripture, poetry and practices around death. • Explore ideas of afterlife, heaven and hell. • Compare beliefs and how they influence funerary practice.	What do some other religions believe about death? • Explore reincarnation, moksha, nirvana and enlightenment. • Compare ideas with Abrahamic perspectives. • Represent and evaluate different understandings of life after death.	How are law, leadership and religion connected? • Investigate authority, democracy, succession and being chosen. • Examine evidence and use debate to explore disagreement. • Evaluate how leadership and religious law can shape communities.	Why are some places in the world significant to believers? • Use maps, images, texts and primary sources. • Explore pilgrimage, sacred geography and contested significance. • Explain what places reveal about belief, culture and history.
6	Why does religion look different around the world? • Compare practices within and between Abrahamic traditions. • Explore the influence of culture, tradition, migration and interpretation. • Explain diversity within a worldview without stereotyping.	Why does religion look different around the world? (Part 2) • Extend comparison to Hindu and Buddhist traditions. • Explore how history, geography and interpretation shape practice. • Challenge assumptions using evidence of lived diversity.	What is the significance of journeys and pilgrimages to some religions? • Investigate significant journeys and sacred destinations. • Evaluate challenges and meanings of pilgrimage. • Consider whether physical presence changes religious experience.	What is suffering and why do we experience it? • Explore suffering, sin, free will and the existence of God. • Analyse stories, texts and contrasting worldview responses. • Develop reasoned responses to a complex philosophical question.	How does religion provide comfort in times of suffering? • Explore religious and non-religious responses to suffering. • Explain how worldview can shape coping and meaning. • Compare sources and evaluate different forms of comfort.	How important is religion in our world today? • Explore personal worldview, census data and digital mapping. • Evaluate the place and limits of religion in contemporary society. • Consider freedom of religion or belief and informed citizenship.