

Kingswood Religion and World Views Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Know Me to Teach Me	Celebrations	People Who Help Us!	Once Upon a Time	Our Wonderful World - Minibeasts	Our Wonderful Word – Caring for the natural world
People, Culture & Communities objectives	<ul style="list-style-type: none"> I can name and describe people who are familiar to me I can talk about the jobs that people in my family do 	<ul style="list-style-type: none"> I can talk about other countries (places) and can say what is the same and what is different compared to where I live I can join in with discussions about similarities between different cultural events and/or celebrations, for example Diwali and Christmas 	<ul style="list-style-type: none"> I know that not all people are the same and that some people have different beliefs and celebrate special times in different ways I can talk about special places and why they are special 		<ul style="list-style-type: none"> I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	How did the world begin? Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.	What do some people believe God looks like? Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.	What is God's job? Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.	Why should we care for the world? Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.	How do we know that new babies are special? Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.	Why should we care for others? Investigating the importance of taking care of others from different views.
Key vocabulary	Belief, believe, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, Jewish, worldview, proof, religion, respect, scripture, Torah	Allah, belief, believe, Brahman, Christian, Christian Bible, Christmas, God, Hindu, idea, Jesus Muslim, religion, respect, worldview	Abraham, Ahura Mazda, Allah Angra Mainyu, belief, caretaker, characteristic, Christian, Christian Bible, creator, destroyer, generation, God, Jewish, life cycle, incarnari, incarnation, miracle, Muslim, negative, Old Testament, positive, promise, protect, quote, religion, renew, role, scripture, shepherd, shield, symbol, Tenak, Trimurti, Zoroastrian	Ahimsa, belief, Bible, Brahma, Brahman, care, Christian, creation, creator, Earth, environment, gift, Hindu, Humanist, Jewish, mitzvot, ownership, qualities, religion, responsibility, scripture, stewardship, Torah	Adhan, Allah, Aqiqah, baptism, Brahman, celebration, ceremony, Christian, church, Church, creation, God, godparents, Hindu, Humanist, Jatakarma, Muslim, Namakarana, promise, religion, Trimurti, Zakat	act of kindness, Allah, charity Christian, creation, donate, fair, God, guidance, Humanist, Jesus, Jewish, Muslim, religion, responsibility, scripture, service, Sewa, Sikh, The Five Pillars of Islam, Tzedakah, Waheguru, Zakat
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Why do we need to give thanks? Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude. They get hands-on	What do candles mean to people? Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles.	How do we know some people have a special connection to God? Exploring how we know that some people are believed to have a special connection to	What is a prophet? Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities	How do some people talk to God? Investigating why some people pray; identifying similarities and differences between prayer practices in	Where do some people talk to God? Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews, children investigate why people

	with artefacts used during Hindu puja and write lyrics for a song of thanks.		God through looking for clues in religious stories.	between prophets across different worldviews.	the Hindu, Jewish and Muslim worldviews.	choose to go to places of worship.
Key vocabulary	Deity, disciples, express, festival, mandir, puja, shrine, worship	Advent, calendar, candle, Christmas, culture, Diwali, festival, fire, gallery, hanukkiah, Hanukkah, hanukiyot, light, Maccabees, miracle, prayer, Rama, Ramayana, sacred, Sita, Sunday, symbol, temple, wick, wreath	Christian Bible, chosen, Christian, Daniel, encounter, God, guru, Guru Nanak, Hindu, inspire, Krishna, Last Prophet, messenger, miracle, Muhammad, Old Testament, pbuh (peace be upon him), prophet, revelation, Sikh, special, Tenak	Characteristic, chosen, doubt, messenger, special, Angel Jibril, hesitant, Prophet Muhammad, reluctant, Abraham, Moses, Peace be upon him, Qur'an, Messiah, Yeshua, Jesus, Saviour, eternal, guru, Guru Nanak, Guru Granth Sahib, wisdom	Allah, Brahman, communicate, deity, Hindu, Jewish, mandir, mosque, Muslim, prayer, puja, Qur'an, scripture, shrine, synagogue, Torah, Veda	Alevi, Bible, cem, church, community, dome, equality, gurdwara, Guru Granth Sahib, Langar, mosque, Pagan, place of worship, statue, synagogue, Torah, the Trinity
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	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?'.	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.	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.	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.	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.	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 inspired by the symbolic use of fire.
Key vocabulary	Buddhist, connection, meditation, soul, source	Adultery, Christian Bible, commandment, covenant, decision, duty, envious, experience, forbidden, Golden rule, good deed, guidance, Hajj, Humanist, mitzvot, moral, Moses, Niyama, observance, prayer shawl, reasoning, restrictive, right, rule, sabbath, Salat, Shahadah, Sawm, tallis, tassel, Torah, tzitzit, wrong, Yama, Zaka	Abrahamic, Alimah, annotate, central, Chumash, Christian, bible, dictated, faith, Gideon, Bible, gurdwara, Hadith, holy, inspired, Jibril, Ketuvim, lectern, mandir, Muhammad, Mus'haf, Nevi'im, New Testament, Old Testament, ornate, precious, prophet, Psalms, Quaker, Qur'an, recite, revelation, sahaba, scroll, sermon, Sheba, sacred, synagogue, Sefer scroll, Tenak, Torah scroll, ulama	Affect, amends, authority, baptism, Brahman, Catholic, cleansed, choice, confession, Confessional, consequences, forgiveness, immoral, infant, intention, Jesus, karma, mercy, moral, Original sin, priest, Prophet Muhammad, repentance, reunite, sacrament, sin, severe, soul, wrongdoing, ultimate	Amritsar, Amrit Sanchar, baptism, blessing, calm, cleansing, commitment, daily routine, Ganges, ghusl, guardian, holy water, Kumbh, Mela, offering, planet, practical, preparation, preserve, protect, purity, renewal, resource, ritual, sacred, saltwater, Shinto, shrine, significance, Suijin, symbolize, symbolism, Wudu	Ahura Mazda, Atash Bahram, community, divine, eternal, equality, Guru Nanak, Hózhǒ, Langar, memoriam, memory, Ner Tamid, Olympic flame, Olympic Games, prayer, candle, purity, remembrance, renewal, torch bearer, transformation, Trimurti, unity, volunteering, Yahrzeit candle
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	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? 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 and analyse information collaboratively.	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 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.
Key vocabulary	Bahá'í, Bahá'ulláh, harmony, Merciful, origin, unity	Authoritative, Baghavad Gita, Buddhist Canon, communication, divine, Guru Granth Sahib, holy, oral tradition, origin, revealed,	Amritdhari, Aqiqah, baptism, Bar Mitzvah, Bat Mitzvah, Brit Bat, Brit Milah, Confirmation, fast, Khalsa, Namakarana,	Depictions, faith, Messiah, miracles, perception, Pharisees, prophecy,	Apply, authority, canon, Christian Bible, culture, depict, Gospel, impact, interpretation, literal,	Classical, commentary, culture, dialect, diaspora, first language, holy, language, linguist, oral

		sacred, source, sovereign, Tripitaka, value, Veda, Waheguru	naming ceremony, persecuted, sacrifice, Upanayana	resurrection, Sadducees, traditions	message, moral, relevant, secular, significance, spiritual, translation	tradition, tradition, transition, translation, written scripture
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	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.	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 part 1.	Who should get to 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.
Key vocabulary	Atheist, Bandi Chhor Divas, denomination, devotion, discrimination, interpretation, liberation, prejudice, religious, tolerance	Anglican, baptism, Catholic, Catholicism, church, Church of England, colonization, confession, confessional, congregation, convert, depiction, Emperor, Constantine, entity, Eucharist, evangelizing, fasting, ichthus, Latin, lectern, liturgy, Magi, Mass, messiah, Methodist, monarchy, nave, Pentecost, persecution, piety, pilgrimages, polytheistic, Pope, priest, prophecy, prophet, Protestant, pulpit, Quakers, resurrection, rosary beads, sacraments, speaking in tongues, stoup, successor, the sign of the cross, Trinity, theses	Atonement, Barzakh Cremate, Dia de los Muertos, embalm, eternal, Gehinnom, Jahannam, judgement, mourning, Olam Ha-Ba, purgatory, reconciliation, solemn, soul, tachrichim, Tawhid, Yarm al-Qiyamah, Yizkor, Yom Kippur	Brahmins, cremation, dukkha, Eightfold Path, enlightenment, Four Noble Truths, Hukam, karma, Kshatriyas, liberation, marga Moshka, mukti, nirvana, rebecoming, reincarnation, samsara, Shudras, The Divine Vaishyas, varna, Waheguru	Adhere, admiration, Angad, anointed, authority, bloodline, compassion, dedication, devotion, dignity, falcon, government, Guru Nanak, Guru Panth, Hadith, honesty, humility, integrity, interpretation, Kalgi, Khalsa, Kirpan, law, legal system, Lehna. Lineage, merit, open-minded, parliament, religious law, religious oppression, revelation, role model, sacrifice, selflessness, succession, Sunnah, ummah, wisdom	Authentic, cleansing, covenant, Darbar Sahib, descendants, diaspora, exile Goddess Ganga, Harmandir Sahib, holy, Israelites Pagan, pilgrimage, Promised Land, relic, replica Sacred, shrine, Significant, stupa
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Why does religion look different around the world? (Part 1) 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.	Why does religion look different around the world? (Part 2) 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.	Why is it better to be there in person? 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.	Why is there suffering? (Part 1) 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.	Why is there suffering? (Part 2) Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.	What place does religion have in our world today? 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.
Key vocabulary	Abrahamic eligions, attributes, Charedi, covenant, descendants, hijab, Israelites, kippah, kippot, melacha, melachot, monotheist, niqab, omnibenevolent, omnipotent, omnipresent, omniscient, Reform, Sephardi, Tenak, Torah	Abstain, adornment, avatar, Buddhist Canon, celestial, commemorate, consent, cultivate, culture, deities, devotee, Dharma, Dharmic religion, diversity, Diwali Edicts, Eightfold Path, impermanence, incarnation, interpretation, intervention, King Ashoka, liberation, Mahavira, Mahayana, monastic practices, monastic practices, monastics,	Al-Masjid Al-Aqsa, Al-Masjid, Al-Haram, Annunciation, Arafah, Ark of the Covenant, atheist, condemned, convention, doctrines, Dome of the Rock, entombed, Hajj Ihram, Isra', Jerusalem, Ka'bah, Makkah, martyrdom, Mi'raj, obligation, pilgrimage, qiblah, Rami al-Jamarat, relic, resurrected, Sa'l, secular,	Balance, blessings, conscience, contradictory, controversial, crucifixion, evil, free will, Genesis, omnibenevolent, omnipotent, omnipresent, omniscient, prayer, response, resurrection, Satan, suffering, temptation	Chardi Kala, dukkha, Eightfold Path, Four Noble Truths, Hukam, kami, karma, magga, margas, Naam, nirodha, sukha, samudaya	Census, colonialization, conserve, citizen, data, discriminate, diversity, harmony, heritage, human rights, immigration, local area, limit, missionary, personal development, place of worship, protected, characteristics, religious, secular, spread, spirituality, worldview

		omnipresent, Pandit, prevail, righteousness, Sacred Thread, Ceremony, stupa, Theravada, Tirthankara, tradition, Vajrayana, values, vanquish, virtue, Zen	significant, spirituality, Tawaf, Temple Mount, The Night Journey, The Prophet, Muhammad, Via Dolorosa, Western Wall			
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