



Long Term Plan

Subject: Religion and World Views

Scheme: Kapow

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 / 2 Cycle B	<p>Respectful R&W (1 lesson) By discussing whether they believe or do not believe certain statements to be true, children learn what believing in something means. The 'Wonder box' is introduced as a way of sharing challenging questions</p> <p>How did the world begin? Explore a range of creation stories in imaginative ways and consider how creation stories help some people understand what God is like.</p> <p>Christian, Jewish, Hindu (plus the opportunity to include locally represented world view)</p>	<p>What do some people believe God looked like? Exploring how other people understand God on Earth considering different representations of God and understanding why this is challenging</p> <p>Muslim, Christian, Hindu</p>	<p>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</p> <p>Muslim, Christian, Jewish, Hindu, Zoroastrianism</p>	<p>Why should we care for the world? Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.</p> <p>Muslim, Jewish, Hindu, Jain, Humanist</p>	<p>How do we know that babies are special? Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.</p> <p>Muslim, Christian, Hindu, Humanist (plus option to include locally represented worldview)</p>	<p>Why should we care for others? Investigating the importance of taking care of others from different views</p> <p>Sikh, Muslim, Christian, Jewish, Humanist</p>
Y3 / 4 Cycle B	<p>Respectful R&W (1 lesson) What are worldviews? Children are encouraged to recognise that everyone has a world view</p> <p>What makes us human?</p>	<p>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.</p>	<p>Is Scripture central to religion? Reflecting on what revelation means to some people; exploring the significance of some scriptures from the way they are treated and used by some people</p>	<p>What happens if we do wrong? Investigating who has the authority to decide consequences of wrongdoing; exploring beliefs of how wrong doing affects the soul and ways in which some</p>	<p>Why is water symbolic? This unit explores water's crucial role in sustaining life, its symbolic use in rituals and as a symbol of purity. It examines the practice of baptism, rituals and ceremonies reflecting on its deep symbolism. It</p>	<p>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</p>

	<p>Children interpret and use art to express beliefs about spirituality, inner self and the soul. They also design the cover and blurb for a book entitled, 'What makes us Human?'</p> <p>Hindu, Christian, Buddhist, Humanist</p>	<p>Muslim, Christian/Jewish, Hindu, Buddhist, Humanist</p>	<p>Muslim, Christian, Jewish</p>	<p>people seek forgiveness for wrong doing</p> <p>Muslim, Christian, Jewish, Hindu, Humanist</p>	<p>also considers why water is considered precious in various cultures and religions.</p> <p>Sikh, Muslim, Christian, Shinto</p>	<p>inspired by the symbolic use of fire</p> <p>Sikh/ Hindu, Zoroastrianist</p>
<p>Y5/Y6 Cycle B</p>	<p>Respectful R&W (1 lesson) Does everyone have the same beliefs about God? To recognise how religious beliefs vary</p> <p>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.</p> <p>Sikh, Muslim, Christian</p>	<p>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, they investigate why Christian worship looks different across the world when key beliefs are the same.</p> <p>Christian</p>	<p>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.</p> <p>Christian, Jewish, Zoroastrianist, Buddhist</p>	<p>Why is there suffering? (part2) Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images</p> <p>Shinto, Buddhist, Sikh, Humanist</p>	<p>Who should get to be in charge? This unit explores how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics</p> <p>Sikh, Muslim, Christian,</p>	<p>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 cultures.</p> <p>Multiple World Views</p>

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 / 2 Cycle A	<p>Respectful R&W (1 lesson) What are the big questions? Children are encouraged to identify and discuss big questions.</p> <p>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 with artefacts using Hindu Puja and write lyrics for a song of thanks.</p> <p><i>Hindu, Christian, Humanist</i></p>	<p>What do candles mean to people? Children investigate the ways light is used in religious and worldview contexts. They explore different festivals through artwork and stories, use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah</p> <p><i>Christian, Hindu, Jewish (plus option to include locally represented World view)</i></p>	<p>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 God through looking for clues in religious stories</p> <p><i>Sikh, Muslim, Christian, Jewish, Hindu</i></p>	<p>What is a prophet? Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities between prophets across varying worldviews and what this suggests about their importance to some people.</p> <p>Links to PSHE: children to learn about Easter from a Christian's POV</p> <p><i>Sikh, Muslim, Christian, Jewish,</i></p>	<p>How do some people talk to God? Investigating why some people pray; identifying similarities and differences between prayer and practices in the Hindu, Jewish and Muslim world views.</p> <p><i>Muslim, Hindu, Jewish</i></p>	<p>Where do some people talk to God? Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews. Investigating why people choose to go to places of worship,</p> <p><i>Sikh, Muslim, Hindu, Alevi (plus option to include locally represented world view)</i></p>
Y3 / 4 Cycle A	<p>Respectful R&W (1 lesson) How can we talk about religions and worldviews respectfully? Children are encouraged to listen and respond respectfully to others' thoughts, opinions and ideas</p> <p>Are all religions equal? As children explore the origins of various religions, they discover geographical and historical connections among them. They investigate Sikh and Bahá'í beliefs and</p>	<p>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</p> <p><i>Sikh, Hindu, Buddhist</i></p>	<p>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</p> <p><i>Sikh, Muslim, Christian, Jewish, Hindu</i></p>	<p>Who was Jesus really? Considering Jesus' life, interactions, prophecies and perceptions of his miracles and the significance of his death and resurrection</p> <p><i>Muslim, Christian, Jewish,</i></p>	<p>Why is the Bible the best-selling book of all time? Exploring the history of the Christian Bible and investigating its relevance to many Christians today</p> <p><i>Christian</i></p>	<p>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</p> <p><i>Muslim, Christian, Jewish</i></p>

	practices, reflecting unity and equality, and plan a promotional video, poster or slide show <i>Sikh, Hindu, Bahai</i>					
Y5/Y6 Cycle A	<p>Respectful R&W (1 lesson) What words can be used to describe God? Children are encouraged to recognise the importance of words used to describe God</p> <p>Why does religion look different around the world? (part I) 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 <i>Muslim, Christian, Jewish, Hindu</i></p>	<p>Why does religion look different around the world? (part2) Building on their learning from part I, children discover the diversity within the Buddhist, Hindu, Sikh worldviews. They think about the influence, culture, history, geography and tradition have on how religion looks in different places and challenge their perception <i>Sikh, Buddhism, Jain, Hindu</i></p>	<p>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 <i>Muslim Christian Jewish, Humanism</i></p>	<p>What happens when we die? (Part I) From Abrahamic and non-religious perspectives, children interpret different sources of wisdom and beliefs about what happens when we die and the importance of funerals <i>Muslim, Christian, Jewish, Humanist</i></p>	<p>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 I <i>Sikh, Hindu, Buddhist</i></p>	<p>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 <i>Multiple Worldviews</i></p>