

Religion and worldviews

Long-term plan

Standard



Kapow
Primary™

What is the statutory guidance for RE?

National Curriculum 2013

The National curriculum states on page four the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'

Please note - there is not a National Curriculum for RE.

RE is locally determined, not nationally

The Education Act 1996 (Section 375)

'Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'

School Standards and Framework Act 1998

Local Agreed syllabus (Schedule 19)

Community schools and any foundation and voluntary schools without a religious character are required to 'give provision for religious education in accordance with an agreed syllabus'.

This local Agreed Syllabus is determined by the SACRE (Standing Advisory Council for Religious Education) in your area and is **statutory**. Many SACRE's use the **non-statutory** document [A curriculum framework for Religious Education in England](#) as the framework upon which their Agreed Syllabi are developed.

Right to withdraw (Section 71)

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them. Please see [Religious Education in schools: Non-statutory guidance \(2010\)](#) p.27-30 for more information.

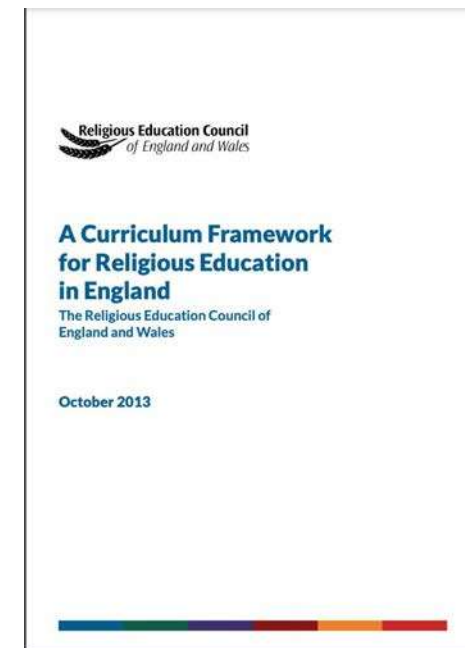
How does Kapow Primary help our school to meet the statutory guidance for RE?

We follow the Curriculum Framework for RE

Because our scheme of work fulfils the requirements of the [Curriculum Framework](#), upon which many SACRE's build their Locally Agreed Syllabus (LAS), then it is likely that by following our RE curriculum, your school will also be meeting the requirements laid out in your LAS.

We strongly advise that you check and continue to satisfy yourself regularly that the Kapow Primary scheme of work matches the requirements of your LAS.

If your LAS does not follow the Curriculum Framework, you may still be able to satisfy the requirements of your syllabus by using Kapow Primary but you will need to check for yourself that all statutory elements are covered by our scheme of work, before deciding if it's right for you.



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We reflect the principal religions in Great Britain

In line with government guidance and Census 2021 information, the Kapow curriculum reflects that the UK's religious tradition is, in the main, Christian, with each year group having at least one unit specifically focusing on Christian concepts, beliefs and practices and these being linked to and contrasted with other religions and worldviews across the thematic units. The scheme also covers the principle organised worldviews represented in Great Britain.

Planning also encourages teachers to include locally presented religions where possible and includes non-religious worldviews.

We promote Spiritual, moral, social and cultural development and British values

We provide signposts on each lesson plan to highlight to teachers when there are opportunities to develop pupils understanding in these areas within the R&W curriculum.

Our [Personal development, SMSC and British values mapping document](#) helps you to see an overview of where these opportunities are provided across the school.

How does Kapow Primary's scheme of work align with the Curriculum framework for RE?

The curriculum for RE aims to ensure that all pupils:

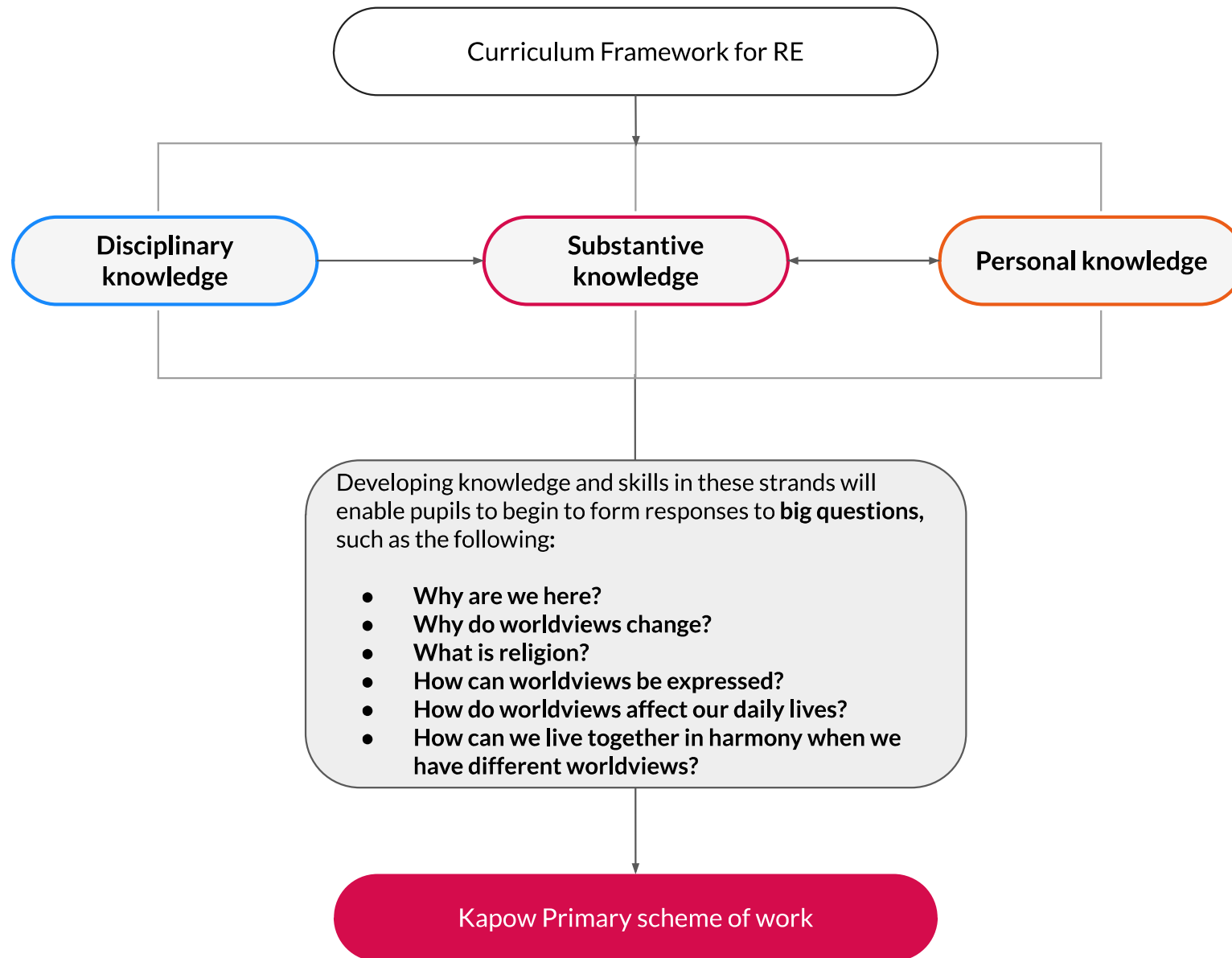
- ★ **A. Know about and understand a range of religions and worldviews,**
so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- ★ **B. Express ideas and insights about the nature, significance and impact of religions and worldviews,**
so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise varied dimensions of religion or a worldview.

- ★ **C. Gain and deploy the skills needed to engage seriously with religions and worldviews,**
so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Each lesson plan references the relevant [Curriculum framework](#) objectives, as shown on our [Religious Education Council curriculum framework coverage](#) document, along with cross-curricular links to any other subjects.

How is the Religion and worldviews scheme of work organised?



How has research informed Kapow Primary's Religion and worldviews curriculum?

The Kapow Primary Religion and worldviews curriculum takes into account the key findings of the [Ofsted Research review series: RE](#) and the Commission on Religious Education report: [Religion and worldviews: The way forward. A national plan for RE](#).

Outlined below are the key points from each report that are covered in the Kapow Primary Religion and worldviews curriculum.

Ofsted Research review series: RE

- RE learning should include three types of knowledge - substantive (knowledge about); disciplinary (ways of knowing); and personal knowledge (awareness of own preconceptions and values) - taught in an interconnected way.
- Children should build accurate knowledge which captures the complexity, fluidity and diversity of religious and non-religious traditions.
- High quality RE will have a well-sequenced curriculum that prepares pupils with the prior knowledge (including content, concepts and vocabulary) they need for subsequent topics, to make connections and to grasp 'big ideas'.
- High quality RE curricula prepare pupils with the prior knowledge they need to think and respond to controversial issues in an informed way.
- In order to be able 'know more and remember more' regular opportunities to revisit learning and encounter concepts should be planned for.
- Subject specific vocabulary should be taught progressively.

Commission on Religious Education report:

- Pupils should be taught that worldviews are complex, diverse and plural and that they change.
- The curriculum should help children to understand how worldviews may offer responses to big questions, and the different roles that worldviews play in providing people with ways of making sense of their lives.
- The curriculum should explore the influence worldviews have on the attitudes, behaviour and emotions of individuals and communities.
- Openness, respect, enquiry and accuracy should be promoted.
- Children should gain the key skills, range of academic approaches and attitudes to engage with those who think differently from them, and to reflect on their own developing worldviews.
- Learning about a religious or non-religious worldview should focus on lived experience of individuals and communities.

Oracy in Religion and worldviews

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Religion and worldviews curriculum, pupils have opportunities to develop their oracy skills by:

- Challenging one another's ideas through debate and discussion.
- Collaborating using different roles to manage turn taking and other interactions.
- Interpreting sources of wisdom and sharing ideas and opinions.
- Responding to a wide range of sources.
- Summarising sources and other materials.
- Explaining links between worldviews.
- Presenting findings.
- Role-playing stories.
- Questioning why people might do, think or believe something.



A spiral curriculum

Kapow Primary's Religion and worldviews scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** In each unit, pupils develop disciplinary, substantive and personal knowledge building on these through the study of concepts and religious & non-religious worldviews.
- ✓ **Increasing depth:** Each time a concept, religion or worldview is revisited, it is covered with greater complexity and in varying contexts. Progression within units and between year groups includes:
 - studying teachings, beliefs, practices and experiences in more detail.
 - moving from local to national and then global contexts.
 - making and explaining more, increasing subtle links.
 - identifying and discussing diversity within and between religions and worldviews.
 - grappling with increasingly complex and sometimes controversial ideas (including through our big questions).
- ✓ **Prior knowledge:** Upon returning to each concept, religion or worldview pupils use prior knowledge to build on previous foundations, rather than starting again.



Is there any flexibility in the Kapow Primary Religion and worldviews scheme?

The Kapow Primary Religions and worldviews scheme is written with clear progression of substantive, disciplinary and personal knowledge. Each unit builds on conceptual knowledge, worldview specific knowledge and vocabulary from previous units both within that year group and from previous years. This sequencing of units allows children to develop schema through connections with prior learning. With this in mind, the Kapow Primary Religions and worldviews scheme should be taught in the order set out in the Long-term plan.

Religion and worldviews

The Kapow Primary curriculum is based on a Religion and Worldviews approach. This approach focuses on religion and worldviews as personal and diverse. It aims to reflect the changing nature of religion and worldviews in modern Britain and help children to understand that religion and worldviews are a lived experience for people and communities. Children should become increasingly reflective about their own worldview and how it is influenced.

What are worldviews?

Every person has their own worldview, their way of looking at and explaining life and the world. This may be religious or non-religious, organised or personal.

Organised worldviews are an established philosophy, attitude or set of beliefs with a group of believers or followers and may include certain practices. Christianity is an example of a religious, organised worldview. Humanism is an example of a non-religious organised worldview. Although organised worldviews have an established set of beliefs, there will be variations in the way individuals interpret and practise these beliefs.

Personal worldviews are an individual's view of life and the world. They take different ideas and beliefs from religion, experience, and others' worldviews and often change over time. A personal worldview may be in line with an organised worldview, may agree with some elements but disagree with others or may be a mix of many religious and non-religious worldviews.

Which worldviews will be covered?

The Kapow Primary Religion and worldviews curriculum covers a number of organised worldviews with increasing depth and breadth. In line with government guidance and Census 2021 information, the curriculum will 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' Please note that this does not mean that more than 50% of curriculum time should be spent on the teaching of Christianity and Ofsted refer to this as being a common misinterpretation of the guidance in the Ofsted research review series: Religious education.

Exploring concepts through an enquiry based approach, children will investigate a variety of worldviews, including but not limited to:



Christian



Muslim



Hindu



Sikh



Jewish



Buddhist



Humanist

The interplay between different types of knowledge in RE

Disciplinary knowledge (‘ways of knowing’)

Disciplinary knowledge refers to the skills we use to build our understanding of religion and worldviews, through methods and approaches from different academic disciplines, teaching children to think like scholars (for example, anthropologists, historians, philosophers and theologians).

Pupils learn ‘how to know’ about religion through varied processes and methods, such as exploring stories or scripture, carrying out surveys, exploring maps, using first-hand accounts and personal responses, analysing texts, debating and discussing.

Through these processes, children begin to understand how we know what we know (substantive knowledge) about religion and worldviews today. The units are designed to follow the Kapow enquiry cycle and pupils will do this with increasing independence.

Is used to gain...

Substantive knowledge (‘knowing about’)

Throughout the curriculum children build the breadth and depth of their knowledge of a range of religions and worldviews represented in Great Britain.

Substantive knowledge is carefully planned to build understanding of concepts across four key themes: beliefs; wisdom and morality; practices and community and belonging. Children explore these concepts through an enquiry cycle in each unit and through a range of disciplinary processes. They will have opportunities to learn how the concepts apply to different religions and worldviews to build a progressively deeper understanding.

Representations of religion and worldviews are always diverse in the Kapow Primary curriculum and reflect the fact that traditions often change over time.

Helps them to understand...

Reflecting on this often leads to...

Personal knowledge (‘knowing yourself’)

As children develop their knowledge and understanding of a range of religions and worldviews, they will naturally begin to share their own thoughts about what they learn. They are encouraged to develop, recognise and express their own personal worldviews and develop an understanding of how these are formed when asked to respond to ‘big questions.’

As they move up the school, pupils will begin to understand that when they gain substantive knowledge about religions and worldviews, they do so from a position which is influenced by their own values, prior experiences and sense of identity. The enquiry approach in our scheme of work encourages pupils to build this awareness.

The first lesson for each year group sets ground rules about respect, openness and behaviour during RE lessons to ensure that children feel that the lessons are a safe place to explore and share personal knowledge.

What are the concepts covered in this scheme?

The Kapow Primary scheme builds children's knowledge of religious concepts through combining substantive, disciplinary and personal knowledge in an enquiry based approach. These concepts are grouped into four key concepts areas: beliefs, practices, wisdom and morality, and community and belonging. Within each key concept area, specific concepts are covered progressively as children move through the scheme.

Beliefs

enlightenment
gods/God
belief
truth
creation
incarnation (deity/god embodied in flesh)
god and humanity
miracles
good over evil
Trinity
Heaven and Hell
free will
hope
anoint (specially chosen)
spirituality
soul
sacred
source/origin
reincarnation
paradise
embodiment
sacrifice
resurrection
messiah/Messiah
crucifixion
predestiny
Kingdom of God
Holy Spirit
faith

Wisdom and morality

right path
respect
scripture
stewardship (supervising or taking care of)
parable
teacher
wisdom
translation
interpretation
martyrdom
temptation
charity
guidance
rules or commandments
values
responsibility
respect for all living things
word of God
consequences
karma
judgement
forgiveness
sin
truth
equality

Practices

purity
fire
cremation
funeral
eternal flame
fasting
recitation
evangelism
ritual
pilgrimage
obligation
symbol
symbolism
ceremony
offerings
gratitude
worship
festivals
prayer
places of worship
worship
cleansing
baptism
significance
language

Community and belonging

symbol
symbolism
charity
community
belonging
remembrance
covenant
similarity
difference
migration
influence
succession
culture
commitment
identity
spread
religious freedom
free speech
denomination
worldwide
conversion
leadership
authority
democracy
bloodline
interconnection

How will the scheme develop enquiry skills?

The Kapow Primary scheme is designed to develop pupils' enquiry skills. Each unit poses a question and over the course of the unit, pupils build their responses.

Question

- Ask and consider an open ended question.
- Explore more specific questions within the question.

Investigate

- Collect evidence from a variety of sources.
- Consider representation in sources.
- Gather, select and organise information in different ways.
- Develop a sense of curiosity.
- Watch, listen and identify important information.

Interpret

- Summarise the key information from each source.
- Analyse events and issues.
- Identify and describe connections and contrasts.
- Draw meaning from evidence gathered.
- Consider own position in relation to the information.

R&W enquiry cycle

Express

- Discuss own and other spiritual experiences.
- Present arguments, conclusions and perspectives with supporting evidence.
- Express their own ideas and opinions in response using words, music, art or poetry.
- Listen with care and respect, empathising with others.

Apply

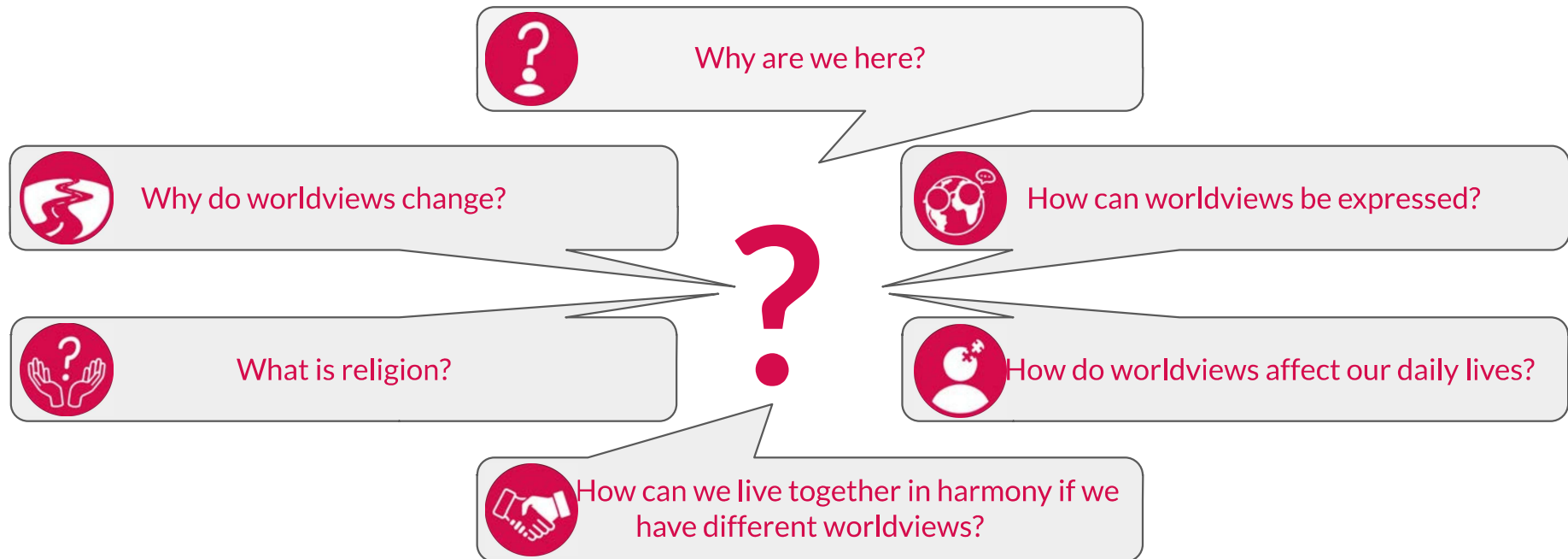
- Examine the ways this may apply to people's lives and make associations.
- Consider how the information might affect own thoughts, ideas and opinions.
- Explore and make personal informed responses to big questions.

Evaluate

- Recognise subjectivity.
- Bring evidence together from a range of sources to give a viewpoint.
- Draw conclusions supported by evidence.
- Assess the role and impact on people.

Responding to 'big questions'

The strands of our RE curriculum are developed in each unit and as pupils develop their competencies in these strands they should be able to draw upon their knowledge across the strands to form thoughtful answers to some of life's big questions.



Each of the 'big questions' in the Kapow Primary Religion and worldviews curriculum is revisited at least twice in each key stage allowing children to consider, discuss and answer the questions in increasing depth and with a broader range of knowledge and understanding to draw on.

We believe that providing regular opportunities for pupils to consider these questions, in light of substantive, disciplinary and personal knowledge gained, will help to prepare them for the challenges of living in a world with increasing complex and diverse worldviews, being able to have balanced and informed dialogues about religion and worldviews.

Additional celebration lessons

At certain times of the year, teachers across all year groups often connect subject content to seasonal celebrations, festivals and awareness days, enhancing pupil engagement with learning. Kapow Primary's additional celebration lessons are designed to support schools in making these occasions even more purposeful by providing valuable opportunities to revisit and reinforce skills and knowledge from the curriculum.

These optional Religion and worldviews lessons allow children the chance to apply year-group-appropriate R&W knowledge and skills in the context of Christian festivals, such as Christmas and Easter.

Opting out of these lessons will not affect the required coverage of knowledge and skills for the year group. However, for those teaching in church schools, these lessons are especially valuable, helping to meet greater Religious Education time requirements and providing additional coverage of Christianity.

These lessons have been carefully designed to be progressive, enabling pupil's understanding of these celebrations to deepen as they progress through the school, with multiple opportunities to reinforce prior learning.

Why and how is Christmas celebrated?

The Christmas unit consists of six lessons designed for Years 1 to 6, developing the learning from the EYFS: Reception unit 'What are special times?' Each lesson builds on knowledge gained in previous year groups, allowing children to deepen their understanding of the significance of Christmas, including traditions, beliefs and the Nativity story.

Year 1: Why is Christmas important to Christians?

Year 2: What can light mean at Christmas?

Year 3: Why do many Christians think that Christmas is good news?

Year 4: How is Christmas part of a bigger story?

Year 5: Why do some people use different names for Jesus?

Year 6: Who celebrates Christmas?



Easter celebration lessons now available!

Long-term plan: Religion and worldviews

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What makes us special?		Why are some places special?		Time to celebrate	
Year 1	How did the world begin?		Why should we care for the world?		How do we know that new babies are special?	
Year 2	Why do we need to give thanks?	What do candles mean to people?	How do we know some people feel a special connection to a god?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Year 3	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Year 4	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
Year 5	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
Year 6	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?

Long-term plan: Religion and worldviews

Overview - EYFS

EYFS

Autumn	What makes us special? 5 lessons Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special.	Spring	Why are some places special? 5 lessons Investigating what makes places special and significant to different people.
Summer	Time to celebrate 6 lessons Exploring the significance of various festivals through stories, images and creative activities; learning about the customs and meanings behind these celebrations.		

Long-term plan: Religion and worldviews

Overview - Key stage 1

Year 1

Autumn	How did the world begin? 7 lessons Exploring a range of creation stories and scientific ideas about how the world began 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.	Spring	Why should we care for the world? 8 lessons Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.
Summer	How do we know that new babies are special? 7 lessons Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.		

Long-term plan: Religion and worldviews

Overview - Key stage 1

Year 2

Autumn 1	<u>Why do we need to give thanks?</u> 7 lessons Exploring beliefs about offerings to show gratitude; analysing a range of sources including survey data; discovering the artefacts used during Hindu puja; writing lyrics for a song of thanks.	Autumn 2	<u>What do candles mean to people?</u> 8 lessons Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles.
Spring 1	<u>How do we know some people feel a special connection to a god?</u> 7 lessons Exploring how we know that some people are believed to feel a special connection to a god through looking for clues in religious stories.	Spring 2	<u>What is a prophet?</u> 8 lessons Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities between prophets across different worldviews.
Summer 1	<u>How do some people talk to God?</u> 7 lessons Investigating why some people pray; identifying similarities and differences between prayer practices in the Hindu, Jewish and Muslim worldviews.	Summer 2	<u>Where do some people talk to God?</u> 7 lessons Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews, children investigate why people choose to go to places of worship.

Long-term plan: Religion and worldviews

Overview - Lower key stage 2

Year 3

Autumn 1	<u>What makes us human?</u> 7 lessons 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?'.	Autumn 2	<u>Where do our morals come from?</u> 8 lessons Thinking about how people decide what it means to live a good life and reflecting on their own opinions about right and wrong.
Spring 1	<u>Is scripture central to religion?</u> 7 lessons Reflecting on what revelation means to some people, children explore the significance of some scriptures from the way some people treat and use them.	Spring 2	<u>What happens if we do wrong?</u> 8 lessons 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.
Summer 1	<u>Why is water symbolic?</u> 7 lessons 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.	Summer 2	<u>Why is fire used ceremonially?</u> 7 lessons Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance.

Long-term plan: Religion and worldviews

Overview - Lower key stage 2

Year 4

Autumn 1	<u>Are all religions equal?</u> 6 lessons Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.	Autumn 2	<u>What makes some texts sacred?</u> 8 lessons 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.
Spring 1	<u>Just how important are our beliefs?</u> 7 lessons 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.	Spring 2	<u>Who was Jesus really?</u> 8 lessons Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.
Summer 1	<u>Why is the Bible the best-selling book of all time?</u> 0 lessons 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.	Summer 2	<u>Does the language of scripture matter?</u> 7 lessons Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.

Suggested long-term plan: Religion and worldviews

Overview - Upper key stage 2

Year 5

Autumn 1	<u>Why do people have to stand up for what they believe in?</u> 7 lessons 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.	Autumn 2	<u>Why doesn't Christianity always look the same?</u> 8 lessons Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices.
Spring 1	<u>What happens when we die? (Part 1)</u> 7 lessons 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.	Spring 2	<u>What happens when we die? (Part 2)</u> 8 lessons Continuing to investigate concepts relating to death, exploring the concepts of reincarnation and karma and comparing these ideas with those studied in Part 1.
Summer 1	<u>Who should get to be in charge?</u> 7 lessons Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.	Summer 2	<u>Why are some places in the world significant to believers?</u> 7 lessons Exploring why some places are significant to some religions and what they can tell us about beliefs and culture using maps, images and texts.

Suggested long-term plan: Religion and worldviews

Overview - Upper key stage 2

Year 6

Autumn 1	<u>Why does religion look different around the world? (Part 1)</u> 6 lessons 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.	Autumn 2	<u>Why does religion look different around the world? (Part 2)</u> 8 lessons 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.
Spring 1	<u>Why is it better to be there in person?</u> 7 lessons 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.	Spring 2	<u>Why is there suffering? (Part 1)</u> 8 lessons 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.
Summer 1	<u>Why is there suffering? (Part 2)</u> 7 lessons Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.	Summer 2	<u>What place does religion have in our world today?</u> 7 lessons 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.

