

Religion and worldviews

Long-term plan

Standard

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Suggested 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? | What are special times? | Why are some places special? | What makes the world special? | Why are some things special? | Why are some stories special? |
| Year 1 | How did the world begin? | What do some people believe God looks like? | What is God's job? | Why should we care for the world? | How do we know that new babies are special? | Why should we care for others? |
| Year 2 | Why do we need to give thanks? | Why is light important 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? |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|---|------------------------------------|---|--|
| Year 4 | ARCHIVED 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 | ARCHIVED 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? |

Suggested long-term plan: Religion and worldviews

Overview - EYFS

EYFS

| | | | |
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| Autumn 1 | <p><u>What makes us special?</u></p> <p>5 lessons</p> <p>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.</p> | Autumn 2 | <p><u>What are special times?</u></p> <p>5 lessons</p> <p>Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.</p> |
| Spring 1 | <p><u>Why are some places special?</u></p> <p>5 lessons</p> <p>Investigating what makes places special and significant to different people.</p> | Spring 2 | <p><u>What makes the world special?</u></p> <p>5 lessons</p> <p>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.</p> |

EYFS

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| Summer 1 | <p><u>Why are some things special?</u></p> <p>5 lessons</p> <p>Exploring special things, discussing what is special and why prayer beads, symbols, books and candles can be special to others. Listening to other people's ideas about special things and discussing reasons why they are important.</p> | Summer 2 | <p><u>Why are some stories special?</u></p> <p>5 lessons</p> <p>Discussing favourite stories and exploring why some stories are special to other people.</p> |
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Suggested long-term plan: Religion and worldviews

Overview - Key stage 1

Year 1

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| Autumn 1 | <p><u>How did the world begin?</u></p> <p>7 lessons</p> <p>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.</p> | Autumn 2 | <p><u>What do some people believe God looks like?</u></p> <p>8 lessons</p> <p>Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.</p> |
| Spring 1 | <p><u>What is God's job?</u></p> <p>7 lessons</p> <p>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> | Spring 2 | <p><u>Why should we care for the world?</u></p> <p>8 lessons</p> <p>Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.</p> |
| Summer 1 | <p><u>How do we know that new babies are special?</u></p> <p>7 lessons</p> <p>Finding out about different ceremonies to welcome a new baby and exploring some of the symbolism in these ceremonies.</p> | Summer 2 | <p><u>Why should we care for others?</u></p> <p>7 lessons</p> <p>Investigating the importance of taking care of others from different views.</p> |

Year 1

Suggested long-term plan: Religion and worldviews

Overview - Key stage 1

Year 2

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| <p>Autumn 1</p> | <p><u>Why do we need to give thanks?</u></p> <p>7 lessons</p> <p>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.</p> | <p>Autumn 2</p> | <p><u>Why is light important to people?</u></p> <p>8 lessons</p> <p>Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on special lights and candles.</p> |
| <p>Spring 1</p> | <p><u>How do we know some people feel a special connection to a god?</u></p> <p>7 lessons</p> <p>Exploring how we know that some people are believed to feel a special connection to a god through looking for clues in religious stories.</p> | <p>Spring 2</p> | <p><u>What is a prophet?</u></p> <p>8 lessons</p> <p>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.</p> |

Year 2

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| <p>Summer 1</p> | <p><u>How do some people talk to God?</u></p> <p>7 lessons</p> <p>Investigating why some people pray; identifying similarities and differences between prayer practices in the Hindu, Jewish and Muslim worldviews.</p> | <p>Summer 2</p> | <p><u>Where do some people talk to God?</u></p> <p>7 lessons</p> <p>Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews, children investigate why people choose to go to places of worship.</p> |
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Suggested long-term plan: Religion and worldviews

Overview - Lower key stage 2

Year 3

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| Autumn 1 | <p><u>What makes us human?</u></p> <p>7 lessons</p> <p>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?'.</p> | Autumn 2 | <p><u>Where do our morals come from?</u></p> <p>8 lessons</p> <p>Thinking about how people decide what it means to live a good life and reflecting on their own opinions about right and wrong.</p> |
| Spring 1 | <p><u>Is scripture central to religion?</u></p> <p>7 lessons</p> <p>Reflecting on what revelation means to some people and exploring the significance of some scriptures from the way some people treat and use them.</p> | Spring 2 | <p><u>What happens if we do wrong?</u></p> <p>7 lessons</p> <p>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.</p> |

Year 3

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| <p>Summer 1</p> | <p><u>Why is water symbolic?</u></p> <p>7 lessons</p> <p>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.</p> | <p>Summer 2</p> | <p><u>Why is fire used ceremonially?</u></p> <p>7 lessons</p> <p>Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance.</p> |
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Overview - Lower key stage 2

Year 4

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| <p>Autumn 1</p> | <p><u>ARCHIVED Year 4: Are all religions equal?</u></p> <p>6 lessons</p> <p>Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.</p> | <p>Autumn 2</p> | <p><u>What makes some texts sacred?</u></p> <p>8 lessons</p> <p>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>Spring 1</p> | <p><u>Just how important are our beliefs?</u></p> <p>7 lessons</p> <p>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>Spring 2</p> | <p><u>Who was Jesus really?</u></p> <p>8 lessons</p> <p>Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.</p> |

Year 4

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| Summer 1 | <p><u>Why is the Bible the best-selling book of all time?</u></p> <p>7 lessons</p> <p>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.</p> | Summer 2 | <p><u>Does the language of scripture matter?</u></p> <p>7 lessons</p> <p>Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.</p> |
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Suggested long-term plan: Religion and worldviews

Overview - Upper key stage 2

Year 5

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| <p>Autumn 1</p> | <p><u>Why do people have to stand up for what they believe in?</u></p> <p>8 lessons</p> <p>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.</p> | <p>Autumn 2</p> | <p><u>Why doesn't Christianity always look the same?</u></p> <p>7 lessons</p> <p>Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices.</p> |
| <p>Spring 1</p> | <p><u>What happens when we die? (Part 1)</u></p> <p>7 lessons</p> <p>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.</p> | <p>Spring 2</p> | <p><u>What happens when we die? (Part 2)</u></p> <p>8 lessons</p> <p>Continuing to investigate concepts relating to death, exploring the concepts of reincarnation and karma and comparing these ideas with those studied in Part 1.</p> |

Year 5

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| Summer 1 | <p><u>Who should get to be in charge?</u></p> <p>7 lessons</p> <p>Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.</p> | Summer 2 | <p><u>Why are some places in the world significant to believers?</u></p> <p>7 lessons</p> <p>Exploring why some places are significant to some religions and what they can tell us about beliefs and culture using maps, images and texts.</p> |
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Suggested long-term plan: Religion and worldviews

Overview - Upper key stage 2

Year 6

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| <p>Autumn 1</p> | <p><u>ARCHIVED Year 6: Why does religion look different around the world? (Part 1)</u></p> <p>6 lessons</p> <p>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.</p> | <p>Autumn 2</p> | <p><u>Why does religion look different around the world? (Part 2)</u></p> <p>8 lessons</p> <p>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.</p> |
| <p>Spring 1</p> | <p><u>Why is it better to be there in person?</u></p> <p>7 lessons</p> <p>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.</p> | <p>Spring 2</p> | <p><u>Why is there suffering? (Part 1)</u></p> <p>8 lessons</p> <p>Using critical thinking skills to consider their own and others' ideas and beliefs about why there is suffering in the world.</p> |

Year 6

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| Summer 1 | <p><u>Why is there suffering? (Part 2)</u></p> <p>7 lessons</p> <p>Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.</p> | Summer 2 | <p><u>What place does religion have in our world today?</u></p> <p>7 lessons</p> <p>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.</p> |
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