

## Religion and Worldviews Content Overview UKS2

	Year 5	Year 6
<b>Autumn 1</b>	<p><b><u>Why do people stand up for what they believe?</u></b> 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><b><u>Why does religion look different around the world? Part 1</u></b> 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.</p>
<b>Autumn 2</b>	<p><b><u>Why doesn't Christianity always look the same?</u></b> Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.</p>	<p><b><u>Why does religion look different around the world? Part 2</u></b> Building on their learning in part 1, children consider how interpretation can change how people practice their religion and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom.</p>
<b>Spring 1</b>	<p><b><u>What happens when we die? Part 1</u></b> 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 will investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They create freeze frames and breaking news articles as people from the past.</p>	<p><b><u>Why is it better to be there in person?</u></b> Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person.</p>
<b>Spring 2</b>	<p><b><u>What happens when we die? Part 2</u></b> Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art.</p>	<p><b><u>Why is there suffering? Part 1</u></b> Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Through analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist.</p>

<b>Summer 1</b>	<p style="text-align: center;"><b><u>Who should get to be in charge?</u></b></p> <p>Investigating the different ways religious leadership and authority are determined, children explore what happens when people don't agree. They examine evidence, use debating techniques and develop their knowledge of democracy, bloodline and being 'chosen' to think critically about the issues raised.</p>	<p style="text-align: center;"><b><u>Why is there suffering? Part 2</u></b></p> <p>Deepening their understanding of suffering, children explore alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview.</p>
<b>Summer 2</b>	<p style="text-align: center;"><b><u>. Why are some places in the world significant to believers?</u></b></p> <p>Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture. Acting as visitors, they examine primary sources and what these can tell us about the past and significance.</p>	<p style="text-align: center;"><b><u>What place does religion have in the world today?</u></b></p> <p>Exploring their own worldview and the religious composition of their class, children use census data and digital mapping to investigate what these can suggest about religion and its limitations. They consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future.</p>
<b>Additional Festival lessons</b>	<p><b><u>Why do some people use different names for Jesus?</u></b></p> <p>Investigating the different names and titles used for Jesus and what these mean for some Christians.</p> <p><b><u>What might the Easter story suggest about life after death?</u></b></p> <p>Exploring the symbolism of Jesus' resurrection, the children consider beliefs about death and how the Easter story can bring comfort to many Christians.</p>	<p><b><u>Who celebrates Christmas?</u></b></p> <p>Investigating what Christmas means to some people and how this can influence what happens during the Christmas period.</p> <p><b><u>Why might some people take part in Easter traditions?</u></b></p> <p>Considering the impact of different Easter traditions and practices, the children discuss how symbolism, connection to God, and a sense of community are reflected.</p>