

Religion and Worldviews Intent Map (2025–2026)

	Introductory Lesson	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<u>Listening to others and responding to ideas.</u>	<u>What makes us special?</u> 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.		<u>Why are some places special?</u> Investigating what makes places special and significant to different people.		<u>Why are some things special?</u> Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.	
		<u>Time to celebrate</u> Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.					
Year 1	<u>What do I believe?</u>	<u>How did the world begin?</u> Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language.	<u>What do some people believe that God looks like?</u> Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.	<u>What is God’s job?</u> Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.	<u>Why should we care for the world?</u> Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.	<u>How do we know that new babies are special?</u> Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.	<u>Why should we care for others?</u> Investigating the importance of taking care of others from different views.
Year 2	<u>What are big questions?</u>	<u>Why do we need to give thanks?</u> 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.	<u>What do candles mean to people?</u> Exploring beliefs about what candles mean to other people and reflecting on the similarities and differences between festivals.	<u>How do we know some people feel a special connection to a god?</u> Exploring how we know that some people are believed to have a special connection to God through looking for clues in religious stories.	<u>What is a prophet?</u> Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people.	<u>How do some people talk to God?</u> Investigating why some people pray, children identify similarities and differences between prayer practices.	<u>Where do some people talk to God?</u> Investigating why people choose to go to places of worship.
Year 3	<u>What are world views?</u>	<u>What makes us human?</u> Interpreting and using art to express beliefs about spirituality, inner self and the soul.	<u>Where do our morals come from?</u> 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.	<u>Is scripture central to religion?</u> Reflecting on what revelation means to some people, children explore the significance of some scriptures.	<u>What happens if we do wrong?</u> Investigating who has the authority to decide the consequences of wrongdoing.	<u>Why is water symbolic?</u> Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use.	<u>Why is fire used ceremonially?</u> Exploring the symbolism of fire in ceremonies and for remembrance.
Year 4	<u>How can we talk about religion and worldviews respectfully?</u>	<u>Are all religions equal?</u> Exploring the origins of various religions, children discover geographical and historical connections among them.	<u>What makes some texts sacred?</u> Exploring the origins of religious texts and considering their value to some followers.	<u>Just how important are our beliefs?</u> Considering how actions and practices demonstrate the importance of beliefs and whether we can tell what a person believes from the outside.	<u>Who was Jesus really?</u> Considering Jesus' life and the significance of his death and resurrection.	<u>Why is the Bible the best-selling book of all time?</u> Exploring the history of the Christian Bible and investigating its relevance to many Christians today.	<u>Does the language of scripture matter?</u> Exploring the ancient and translated languages of scripture and investigating its importance to many believers today.
Year 5	<u>Does everyone have the same beliefs about God?</u>	<u>Why do people have to stand up for what they believe in?</u> Investigating historical and modern-day examples of people who have fought for their beliefs.	<u>Why doesn’t Christianity always look the same?</u> Investigating why Christian worship looks different across the world when key beliefs are the same.	<u>What happens when we die? (part 1)</u> Interpreting different sources of wisdom and beliefs about what happens when we die.	<u>What happens when we die? (part 2)</u> Continuing to investigate concepts relating to death and exploring the concepts of reincarnation and karma.	<u>Who should get to be in charge?</u> Exploring how leaders can be chosen for leadership characteristics.	<u>Why are some places in the world significant to believers?</u> Using maps, pictures and texts, children investigate why some places are significant to some religions.
Year 6	<u>What words can be used to describe God?</u>	<u>Why does religion look different around the world? (part 1)</u> Comparing the Abrahamic religions, children discover how some practices are observed.	<u>Why does religion look different around the world (part 2)</u> Building on their learning from part 1, children discover the diversity within Dharmic religions.	<u>Why is it better to be there in person?</u> Exploring significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.	<u>Why is there suffering? (part 1)</u> Interpreting different sources of wisdom and exploring beliefs to answer the question 'Why is there suffering?'. <u>Why is there suffering? (part 2)</u> Interpreting different sources of wisdom and exploring beliefs to answer the question 'Why is there suffering?'. <u>Why is there suffering? 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