

Religion and worldviews

Long-term plan

Mixed-Age

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Suggested long-term plan: Religion and worldviews

Overview (All year groups)

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Y1/2 (A): What do some people believe God looks like?	Y1/2 (A): How did the world begin?	Y1/2 (A): Why should we care for the world?	Y1/2 (A): Why do we need to give thanks?	Y1/2 (A): How do we know some people feel a special connection to a god?	Y1/2 (A): What is a prophet?
Year 3/4	Y3/4 (A): What makes us human?	Y3/4 (A): Why is water symbolic?	Y3/4 (A): What makes some texts sacred?	Y3/4 (A): Who was Jesus really?	Y3/4 (A): Why is fire used ceremonially?	Y3/4 (A): Why is the Bible the best-selling book of all time?
Year 5/6	Y5/6 (A): Why do people have to stand up for what they believe in?	Y5/6 (A): Why do Dharmic religions look different around the world?	Y5/6 (A): What happens when we die? (Part 1)	Y5/6 (A): What place does religion have in our world today?	Y5/6 (A): What happens when we die? (Part 2)	Y5/6 (A): Who should get to be in charge?
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Y1/2 (B): What is God's job?	Y1/2 (B): Why should we care for others?	Y1/2 (B): How do we know that new babies are special?	Y1/2 (B): Why is light important to people?	Y1/2 (B): How do some people talk to God?	Y1/2 (B): Where do some people talk to God?
Year 3/4	Y3/4 (B): Is scripture central to religion?	Year 3/4 (B): Where do our morals come from?	Y3/4 (B): Are all religions equal?	Y3/4 (B): What happens if we do wrong?	Y3/4 (B): Just how important are our beliefs?	Y3/4 (B): Does the language of scripture matter?
Year 5/6	Y5/6 (B) Why doesn't Christianity always look the same?	Y5/6 (B): Why are some places in the world significant to believers?	Y5/6 (B): Why do Abrahamic religions look different around the world?	Y5/6 (B): Why is there suffering? (Part 1)	Y5/6 (B): Why is it better to be there in person?	Y5/6 (B): Why is there suffering (Part 2)

Click here for information on [different mixed-age year group combinations in R&W](#).

Suggested long-term plan: Religion and worldviews

Overview - Key stage 1

Year 1/2

Unit 1	<u>Y1/2 (A): What do some people believe God looks like?</u> 6 lessons Looking at art, avatars and images, children explore how different people understand God on Earth. They consider representations of God and how this can be challenging.	Unit 2	<u>Y1/2 (A): How did the world begin?</u> 6 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.
Unit 3	<u>Y1/2 (A): Why should we care for the world?</u> 6 lessons Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.	Unit 4	<u>Y1/2 (A): Why do we need to give thanks?</u> 6 lessons Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude. They get hands-on with artefacts used during Hindu puja and write lyrics for a song of thanks.

Year 1/2

Unit 5	<u>Y1/2 (A): How do we know some people feel a special connection to a god?</u> 6 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.	Unit 6	<u>Y1/2 (A): What is a prophet?</u> 6 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.
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Suggested long-term plan: Religion and worldviews

Overview - Lower key stage 2

Year 3/4

Unit 1	<u>Y3/4 (A): What makes us human?</u> 6 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?'.	Unit 2	<u>Y3/4 (A): Why is water symbolic?</u> 6 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.
Unit 3	<u>Y3/4 (A): What makes some texts sacred?</u> 6 lessons Looking at different ways scriptures are used, what this shows about the value placed on them and why this might be. Children consider how and why beliefs about revelation and the origins of texts affect how they are viewed looking at a range of sources.	Unit 4	<u>Y3/4 (A): Who was Jesus really?</u> 6 lessons Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.

Year 3/4

Unit 5	<u>Y3/4 (A): Why is fire used ceremonially?</u> 6 lessons Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance.	Unit 6	<u>Y3/4 (A): Why is the Bible the best-selling book of all time?</u> 6 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.
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Suggested long-term plan: Religion and worldviews

Overview - Upper key stage 2

Year 5/6

Unit 1	<u>Y5/6 (A): Why do people have to stand up for what they believe in?</u> 6 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.	Unit 2	<u>Y5/6 (A): Why do Dharmic religions look different around the world?</u> 6 lessons Considering how people practise their religion and worldview, children think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.
Unit 3	<u>Y5/6 (A): What happens when we die? (Part 1)</u> 6 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.	Unit 4	<u>Y5/6 (A): What place does religion have in our world today?</u> 6 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.

Year 5/6

Unit 5	<u>Y5/6 (A): What happens when we die? (Part 2)</u> 6 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.	Unit 6	<u>Y5/6 (A): Who should get to be in charge?</u> 6 lessons Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.
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Suggested long-term plan: Religion and worldviews

Overview - Key stage 1

Year 1/2

Unit 1	<u>Y1/2 (B): What is God's job?</u> 6 lessons Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.	Unit 2	<u>Y1/2 (B): Why should we care for others?</u> 6 lessons Investigating the importance of taking care of others from different views.
Unit 3	<u>Y1/2 (B): How do we know that new babies are special?</u> 6 lessons Finding out about different ceremonies to welcome a new baby and exploring some of the symbolism in these ceremonies.	Unit 4	<u>Y1/2 (B): Why is light important to people?</u> 6 lessons 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.

Year 1/2

Unit 5	<u>Y1/2 (B): How do some people talk to God?</u> 6 lessons Exploring why people pray; identifying different ways people talk to God; discovering objects, places and actions used in prayer; and making connections between beliefs, feelings and practices.	Unit 6	<u>Y1/2 (B): Where do some people talk to God?</u> 6 lessons Exploring different places of worship and why they are special to some people, including churches, mosques and gurdwaras. Pupils investigate the features of different places of worship before applying their understanding to design their own place of worship with appropriate features.
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Suggested long-term plan: Religion and worldviews

Overview - Lower key stage 2

Year 3/4

Unit 1	<u>Y3/4 (B): Is scripture central to religion?</u> 6 lessons Exploring the origins of religious texts and considering their value to some followers.	Unit 2	<u>Year 3/4 (B): Where do our morals come from?</u> 6 lessons 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.
Unit 3	<u>Y3/4 (B): 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.	Unit 4	<u>Y3/4 (B): What happens if we do wrong?</u> 6 lessons Investigating who has the authority to decide the consequences of wrongdoing.

Year 3/4

Unit 5	<u>Y3/4 (B): Just how important are our beliefs?</u> 6 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.	Unit 6	<u>Y3/4 (B): Does the language of scripture matter?</u> 6 lessons Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.
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Suggested long-term plan: Religion and worldviews

Overview - Upper key stage 2

Year 5/6

Unit 1	<u>Y5/6 (B) Why doesn't Christianity always look the same?</u> 6 lessons Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices.	Unit 2	<u>Y5/6 (B): Why are some places in the world significant to believers?</u> 6 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.
Unit 3	<u>Y5/6 (B): Why do Abrahamic religions look different around the world?</u> 6 lessons Building on comparisons about the origins of the Abrahamic religions and considering how culture, tradition, migration and interpretation can affect how some religious practices are observed.	Unit 4	<u>Y5/6 (B): Why is there suffering? (Part 1)</u> 6 lessons Using critical thinking skills to consider their own and others' ideas and beliefs about why there is suffering in the world.

Year 5/6

Unit 5	<u>Y5/6 (B): Why is it better to be there in person?</u> 6 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.	Unit 6	<u>Y5/6 (B): Why is there suffering (Part 2)</u> 6 lessons Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.
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