



## Long Term Curriculum Overview Nursery – Year 6

### Subject: Religion and Worldviews

*Dream big, love God and live well*

*'I can do all things through Him who strengthens me' Philipians 4:13*

All units that pupils will study fit within four progressive strands:

A: Belonging, identity and community.

B: Beliefs, influences and values.

C: Expression, experience and the sacred.

D: Truth, interpretation and meaning.

|           | Autumn 1   | Autumn 2 | Spring 1   | Spring 2              | Summer 1   | Summer 2              |
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| Nursery   | Theme: Myself  |          | Theme: my friends  | Theme: special things | Theme: our special places  | Theme: special times. |
| Reception | LAS: Special and Sacred<br><br>Which people, stories and events are special to me? |          | LAS: Special and Sacred<br><br>What do I know about Easter and Holi? |                       | LAS: Special and Sacred<br><br>Why are some places and objects sacred? |                       |

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| Year 1 | <p>LAS: Special and sacred stories.</p> <p>What do stories from religious traditions teach about God?</p> <p>What can we learn from other stories?</p> <p>Moses and the burning bush.<br/>Parables of Jesus</p> | <p>LAS: Special and sacred stories.</p> <p>How are stories and celebrations linked?</p> <p>Christmas<br/>Hanukkah</p> | <p>LAS: Special and sacred stories.</p> <p>What do creation stories teach people about God and human nature?</p>                       | <p>LAS: Special and sacred stories.</p> <p>What do people learn from stories and festivals?</p> <p>Passover<br/>Easter<br/>Eid-ul-Adha</p> |
| Year 2 | <p>LAS: Sacred texts, beliefs and connections</p> <p>What are sacred texts and why do they matter?</p>  | <p>LAS: Sacred texts, beliefs and connections</p> <p>What do we mean by religion and worldviews?</p>                  | <p>LAS: Sacred texts, beliefs and connections</p> <p>What beliefs, values and practices are important in religions and worldviews?</p> |  |
| Year 3 | <p>LAS: Why communities matter</p> <p>What does pilgrimage mean to individuals and communities?</p>   | <p>LAS: Why communities matter</p>  | <p>LAS: School designed unit<br/>Philosophy for Children:<br/>enquiry based topic e.g. moral/ethical dilemmas.</p>                     |  |

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|        |   | Which RWs communities can we find in our neighbourhood?  | How do we decide what's right or wrong?  |
| Year 4 | <b>LAS: Commitment, Promises and Meaning</b><br><br>How do people welcome new life into the world?<br>How do people show their commitment to a religion?  | <b>LAS: Commitment, Promises and Meaning</b><br><br>How do people celebrate marriage?                        | <b>LAS: Commitment, Promises and Meaning</b><br><br>What do people believe about the afterlife?<br>How is this expressed in funeral practices? |
| Year 5 | <b>LAS: Expression, Experience and Senses</b><br><br>How do people express their beliefs through worship and caring for others?<br>How do people use their senses in worship?   | <b>LAS: Expression, Experience and Senses</b><br><br>What do we mean by religious and spiritual experiences? | <b>LAS: School designed unit Inspirational Women.</b><br><br>Joan of Arc<br>Harriet Tubman<br>Anne Frank<br>Rosa Parks<br>Malala Yousafzai     |
| Year 6 | <b>LAS: Big Questions: What do people believe?</b><br><br>How do people know who or what to believe?<br>What do people believe about the existence of God?<br>What do people believe about good, evil and suffering?<br><br>How do people choose between right and wrong? |  | <b>Consolidation of learning.</b><br><br>What is my religion or worldview?   |

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|  | What do people believe about caring for the world and others?<br>What do people believe about peace? |  |
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*All information in this document has been taken from the Lincolnshire Agreed Syllabus 2025 - 2030.*