



Holbeton Primary School

Religion and Worldviews Long term rolling programme

"Education about world religions is an essential aspect of a broader curriculum that encourages empathy and understanding, enabling young people to make informed decisions about their own beliefs and values, as well as those of others." Karen Armstrong, writer and religious scholar.

At **Holbeton Primary School**, we provide an enriching **Religion and Worldviews curriculum** that helps guide our children's spiritual, moral, and cultural development within our community. To ensure depth and understanding, we teach the key principles and practices of the world's major faiths. We encourage our children to explore and discuss both shared and differing beliefs and traditions, while also reflecting on their own sense of faith, identity, and belonging. Through their Religion and Worldviews learning, our aim is for children to develop a secure understanding that we live in a diverse, multi-faith society, and to foster acceptance, respect, and appreciation of this diversity.

Key Stage 1 Curriculum

<u>Devon and Torbay Agreed Syllabus 2024-2029</u>						
Year group/ Term	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
EYFS	Unit F1: Why is the word 'God' special to Christians?	Unit F2: Why is Christmas special for Christians?	Unit F3: Why is Easter special for Christians?	Unit F4: Being special: where do we belong?	Unit F5: Which places are special and why?	Unit F6: Which stories are special and why?
Y1 2026-2027	Unit 1.1. What do Christians believe God is like?	Unit 1.3. Why does Christmas matter to Christians	Unit 1.4. What is the 'good news' Christians believe Jesus brings?	Unit 1.6. Who is a Muslim and how do they live?	Unit 1.8. What makes some places sacred to believers?	Unit 1.9. How should we care for others and for the world, and why does it matter?
Y2 2025-2026	Unit 1.2. Who do Christians say made the world?	Unit 1.10. What does it mean to belong to a faith or belief community?		Unit 1.5 Why does Easter matter to Christians	Unit 1.7. Who is Jewish and how do they live? [Double unit]	

KS2 Curriculum

The following chart shows the substantive and disciplinary content of the Opening Worlds curriculum, in summary. Substantive content is summarised in black. Disciplinary content is threaded through all units, but the major disciplinary focus of each end-of-unit synoptic task is captured in the enquiry question shown in pink. Careful, deliberate sequencing ensures that the material is organised so that pupils’ knowledge of earlier material enables them to access later material. Prior knowledge from earlier units in say Year 3 transform pupils’ ability to make sense of related content or recurring terms that they meet in Years 4, 5 or 6.

<u>KS2 Curriculum - Opening Worlds</u>						
Year group/ Term	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Yr 3	Hinduism 1: A Hindu story: Rama and Sita What does the story of Rama and Sita mean to Hindu peoples?	Hinduism 2: More Hindu stories What do Hindus learn from Vishnu’s stories and symbols?	Hinduism 3: Even more Hindu stories How do Hindus show their devotion?	Judaism 1 – Abraham, Isaac, Jacob Why is the Promised Land so important in Judaism?	Judaism 2 - Joseph, Moses and the Exodus Why do Jews celebrate the festival of Passover?	Judaism 3 - Samuel, Saul, David and the Kingdom How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?
Yr 4	Christianity 1 – The family of Jesus Disciplinary focus: history and theology Why is the idea of ‘Messiah’ so important to Christians?	Christianity 2 – The birth of Jesus How do Christians express their beliefs about Jesus at Christmas time?	Christianity 3 – Life and teachings of Jesus How does the life and teaching of Jesus affect the way in which Christians live?	Christianity 4 – The death and resurrection of Jesus What do the death and resurrection of Jesus mean in Christian traditions?	Christianity 5 – The message of Jesus spreads How did Christianity develop in the early Church and how do we know?	Islam 1 – Ramadan What does Ramadan mean to Muslims today?

<p>Yr 5</p>	<p>Islam 2 – The stories of the prophets What do Muslims learn from the prophets as role models?</p>	<p>Islam 3 – Living Muslim traditions What lies behind the traditions of hajj?</p>	<p>Christianity 6 - Living Christian traditions How are Christian beliefs and practices around the world similar and different?</p>	<p>Buddhism 1 – The prince who became the Buddha How does the life and teaching of Siddhartha Gautama affect the way in which Buddhists live?</p>	<p>Buddhism 2 – Buddhist stories and traditions What do Buddhist stories teach Buddhists about enlightenment?</p>	<p>Christianity 7 Christian sites and spaces, including visit to local church – school designed unit GUIDANCE DOCUMENT FOR TEACHERS</p>
<p>Yr 6</p>	<p>Sikhism 1 – The teaching of the gurus How do Sikhs use their stories and sayings in their everyday lives?</p>	<p>Sikhism 2 – Living Sikh traditions How do Sikh traditions show Sikh beliefs?</p>	<p>Holy spaces and places School designed unit</p>	<p>Stories which point to truth What can we learn from Aesop’s fables about living a moral life?</p>	<p>Reason and Revelation What questions have people asked about what we can and cannot know?</p>	<p>Christianity 8 How has art expressed belief?</p>