



Religion & Worldviews Curriculum 2026-27

KS1 – Christianity, Judaism and Humanism with encounters of Islam

LKS2 – Christianity, Islam, Buddhism and Contemporary Paganism with encounters of Judaism and Sanatana Dharma

UKS2 – Christianity, Islam and Judaism with encounters of Buddhism, Sanatana Dharma and non-religious worldviews

The curriculum is mapped to the Wiltshire Agreed Syllabus (WAS) and the WAS themes are built on in each key stage. Some units are studied in depth, whilst others are an overview to build a broad knowledge and understanding of religious and non-religious worldviews.

Five enquiries are completed annually across each year group and the main resources used are Understanding Christianity, The Emmanuel Project and RE Today's Big Questions, Big Answers Investigating Series.

KS1 lessons are 1 hour/week and KS2 lessons are 1.5 hours/week.

In addition, whole school Religion & Worldviews learning includes our Pentecost Walk and Art Celebrations, Spirited Arts Day, Love In Action Week and Global Christianity and faith celebration afternoons (highlighted here).

Opportunities to demonstrate courageous advocacy and deepen the children's spirituality are also woven throughout the curriculum.

Our RW Curriculum embraces the following three areas of learning:

- 1) **Substantive knowledge** – factual learning about diverse worldviews
- 2) **Disciplinary Knowledge** – Theology (Believing), Social Science (Living) and Philosophy (Thinking)

Across all year groups children are encouraged to grow in their understanding of the three disciplines of Theology (asking *what* people believe), Social Science (asking *how* people live) and Philosophy (asking *how* people think and *why* people think what they do).

From KS1, the children are introduced to the fictional characters of Theo, Livvy and Sophie (Theologian, Social Scientist and Philosopher) who ask and discuss RW questions from their different perspectives.

- 3) **Personal Knowledge** – Each unit offers the opportunity for children to express how it relates to them and their own lived experience and reflect on what difference the enquiry has made to them and their thinking.

To access these different disciplines, the children use a mix of interpretation, analysis, historical enquiry, reasoning, discussion, interviews, observations, data and case studies across their enquiries. Using a range of methods helps the children to learn that religious and non-religious worldviews are complex and varied and that people might interpret the same ideas in different ways. It also shows children that knowledge is built through evidence, interpretation, questioning and dialogue. Giving children these tools to explore differences thoughtfully and respectfully has never been more important in an increasingly globalised and interconnected world.

2026/27 Faith Celebrations:	Religion:	Date
Rosh Hashanah (New Year)	Judaism	11 – 13/09
Feast of Tabernacles	Judaism	29/09
Global Christianity	Christianity	TBC
Diwali	Sanatana Dharma	05/11
Guru Nanak's Birthday	Sikhi	24/11
World Religion Day	All religions	17/01
Ramadan	Islam	07/02 – 08/03
Eid Al-Fitr	Islam	09/03
Wesak (Buddha's Birthday)	Buddhism	08/04
Summer Solstice	Paganism	22/06

The table below summarises the key cross-curricula skills that are taught and practiced across our RW curriculum:

Applying Making links between my learning and my own life.	Deciding Making up my own mind after listening to something new.
Feeling Thinking about how people feel and our own feelings. Being sensitive to difference and curious about others.	Interpreting Understanding religious texts and finding meaning and symbols in them.
Communicating Listening, reading and talking about people's ideas, experiences, celebrations, beliefs and big stories.	Linking Linking ideas in one text to the 'big story' of a belief.
Questioning Asking and discussing life's 'Big Questions' and searching for the answers.	Doing Thinking about why people may act in different ways and reflecting on our own actions.

2026/27 Wiltshire Agreed Syllabus (WAS) themes that are built on as the children progress through each year group

The Journey of Life This theme explores significant stages of human life, including birth, coming-of-age, marriage, and death. Pupils learn about rites of passage, celebrations, festivals and beliefs about the afterlife, reflecting on how these shape individuals' and communities' understanding of life's meaning and purpose.	
Views on the Existence of and Nature of God This theme explores how different religions and non-religious worldviews understand the idea of God or gods, including their nature, qualities, and role in the world. Pupils consider questions about God's relationship with the universe, humanity, and moral guidance, and how these beliefs shape people's lives.	
The Nature of Humanity This theme focuses on beliefs about what it means to be human. Pupils explore ideas of belonging, identity, spirituality, community, and moral responsibility. It includes how beliefs can influence behaviour, symbolism, spirituality, relationships, and life choices.	
Origins of the Universe and Responsibility for the Environment This theme examines how different worldviews explain the creation of the universe, the Earth, and life. It also explores the responsibility humans have to care for the environment, linking beliefs about creation to ethical actions and stewardship of the planet.	
Global Issues This theme examines moral, social, and ethical challenges affecting the world, such as environmental care, social justice, wealth and poverty, conflict, forgiveness and reconciliation (the environment is covered under creation). Pupils explore how different worldviews respond to these issues and consider their own responsibilities as global citizens.	

Bishops Cannings Religion and Worldviews Long Term Overview 2026-27							
	Y R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Enquiry 1	Multifaith	Multifaith	Christianity	Christianity	Christianity	Multifaith	Christianity
Enquiry 2	Christianity	Christianity	Judaism	Islam	Christianity	Judaism	Judaism
Enquiry 3	Christianity	Christianity	Christianity	Islam	Islam	Christianity	Christianity
Enquiry 4	Christianity	Multifaith	Humanism	Christianity	Buddhism	Christianity	Christianity
Enquiry 5	Multifaith	Judaism	Christianity	Paganism	Christianity	Islam	Christianity & Islam

EARLY YEARS	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
FS1	Our pre-school curriculum is centered on 'Learning in the moment'. PSED, CL and UW goals are met through weekly cultural snacks and subsequent discussions about different cultures as well as joining in whole school Religions and Worldviews activities throughout the year including our Pentecost Walk and Celebrations, Spirited Arts Day, Love In Action Week and faith celebration afternoons. See the Statutory EYFS framework 2020 document for more details across FS1 and FS2.				
FS2	What makes every single person unique and precious? EP  The Nature of humanity PSED: Building Relationships UW: People, Culture & Communities CL: Listening, Attention & Understanding and Speaking	Why do Christians perform Nativity plays at Christmas? EP The Journey of Life PSED: Managing Self UW: People, Culture & Communities CL: Listening, Attention & Understanding and Speaking	Why is the word 'God' so important to Christians? EP Views on the Existence of and Nature of God PSED: Self-regulation UW: People, Culture & Communities CL: Listening, Attention & Understanding and Speaking	Why do Christians put a cross in an Easter garden? EP The Nature of humanity PSED: Managing Self UW: People, Culture & Communities CL: Listening, Attention & Understanding and Speaking	How can we care for our wonderful world? EP  Origins of the Universe and Responsibility for the Environment PSED: Managing Self UW: The Natural World CL: Listening, Attention & Understanding and Speaking

YEAR 1	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Underpinning WAS question:	How do your school values link to teachings of faith? and How do people live out their faith in our local area?	Festivals – how and why are they celebrated?	How do special places and symbols help people to show what they believe?	What do different people believe about God?	How might faith make a difference to families and celebrations? and Is everyone part of a community?
Resources:	Emmanuel Project EYFS Unit: How can we help others when they need it? 	Why does Christmas matter to Christians? UC: 1.3	Emmanuel Project: What are the best symbols of Jesus' resurrection at Easter? Link with: Stage 3 of Year 1 EP lesson plan (Signs and symbols) to link to other religions.	Book 1 Investigating Series (God) KS1 pp 4-13 only To include Christian, Jewish and Muslim views of God. 	Discovery RE: Is Shabbat important to Jewish children? 
Themes, Worldviews and Disciplines:	Theme: Global Issues Primary Religion: Christianity Secondary Religions: Islam and Non-religious worldviews Primary discipline(s): Living	Theme: The Journey of Life Primary Religion: Christianity Primary discipline(s): Believing & Living	Themes: The Nature of humanity Primary Religion: Christianity Secondary Religion: Islam Primary discipline(s): Believing & Thinking	Themes: Views on the Existence of and Nature of God Primary Religion: Christianity Secondary Religions: Judaism, Islam and Non-religious worldviews Primary discipline(s): Believing & Thinking	Themes: The Journey of Life Primary Religion: Judaism Secondary Religion: Christianity Primary discipline(s): Living

YEAR 2	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Underpinning WAS question:	What do stories of creation teach us?	How might faith make a difference to families and celebrations?	How do heroes of faith inspire people today?	How do we know what is right? AND How do we build a better world?	Who do people worship?
Resources:	Who made the world? UC: 1.2 AND ‘Our Shared Home’ from Christian Aid Resource – Speak Up or Stay Silent Link to Jewish and non-religious worldviews of creation for Key Learning Outcomes	Emmanuel Project Why do Jewish families talk about repentance at New Year? Link to WS Q7 by including BBC Bitesize visit to a Synagogue 	Emmanuel Project Why do Christians trust Jesus and follow him? Read ‘The Proudest Blue’ book and Muslim/Christian/Jewish Little People Big Dreams books to link to Inspirational Muslims, Christians and Jews	Understanding Humanism: Unit of 3 (age 5 + and 7+) lessons on the Understanding Humanism Website: https://understandinghumanism.org.uk/resources/ • Atheism & Agnosticism • History & Influence • Humanist Ceremonies 	What is the Good News that Jesus brings? UC: 1.4
Themes, Worldviews and Disciplines:	Theme: Origins of the Universe and responsibility for the environment Primary Religion(s): Christianity & Judaism Secondary Religion: Non-religious worldviews N.B. Christian and Jewish creation stories are the same Primary discipline(s): Believing & Living	Themes: The Journey of Life Primary Religion: Judaism Secondary Religion: Christianity Primary discipline(s): Believing & Thinking	Theme: The Nature of Humanity Primary Religion: Christianity Secondary Religion: Islam and Judaism Primary discipline(s): Living	Theme: Global Issues Primary Worldview: Humanism Primary discipline(s): Living & Thinking	Theme: Views on the Existence of and Nature of God Primary Religion(s): Christianity Primary discipline(s): Believing & Living

YEAR 3	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Underpinning WAS question:	Why do people think we should care for the environment?	Where do different ideas about God come from?	How do the Founders of Faith influence today?	How do special places and symbols reflect belief?	How does faith make a difference to rites of passage?
Resources:	What do Christians learn from the Creation Story? UC: 2a.1 MUST include The Fall from digging deeper section Link Christmas (Jesus' incarnation) being part of God's plan after the fall – see The Fall in Jesus' Story book Bible.	Emmanuel Project How does a Muslim show their submission and obedience to Allah? 	Emmanuel Project Why do Muslims call Muhammad the 'Seal of the Prophets'? 	Emmanuel Project: Is the cross a symbol of love, sacrifice or commitment for Christians?	Why do contemporary pagans have such a close relationship with nature? Adapted Winter solstice lessons from Oak Academy and BBC assembly on the summer solstice. Link with history trip to Avebury 
Themes, Worldviews, Disciplines and Wider Curriculum Links:	Theme: Origins of the Universe and responsibility for the environment Primary Religion(s): Christianity Secondary Religions: Judaism and Non-religious worldviews Primary discipline(s): Believing & Living Wider Curriculum Link: Geography – Coasts & Climate Change	Theme: Views on the Existence of and Nature of God Primary Religion: Islam Secondary Religions: Christianity Primary discipline(s): Believing & Living	Theme: The Nature of Humanity Primary Religion: Islam Primary discipline(s): Believing & Thinking	Theme: The Journey of Life Primary Religion(s): Christianity Primary discipline(s): Believing & Living	Theme: The Journey of Life Primary Worldview: Contemporary Paganism Secondary Religion: Christianity Primary discipline(s): Believing & Living Wider Curriculum Link: History – How did life change from the Stone Age to the Iron Age

YEAR 4	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Underpinning WAS question:	How do we build a better world?	Why do people think we should care for the environment?	What secrets do the sacred books reveal? AND How do religions and other beliefs inspire the arts?	How do the Founders of Faith influence today?	How do heroes of faith inspire people in their actions today? AND How does faith make a difference to rites of passage?
Resources:	Book 2 Investigating Series (Worldviews – How it affects your life) pp 19-27 Theologian and Social Scientist investigation of ‘How do people celebrate Christmas?’ AND ‘What makes a perfect world?’ from Christian Aid Resource – Speak Up or Stay Silent	Book 3 Investigating Series (Religion & Environment) KS2 pp10-20 only Link to EP LKS2 unit: Why are good stewardship and generous giving important for every Christian? Link with Islam pillar of charity	Emmanuel Project: What does the Qur’an reveal about Allah and his guidance? AND When Christians need real wisdom where do they look for it? 	Emmanuel Project: How did Buddha teach his followers to find enlightenment? Link with visit to Buddhist International Meditation Centre 	Emmanuel Project: How do the Heroes of Faith encourage Christians today? combined with Noah story and wedding promises work from UC: 2a.2 What is it like for Christians to follow God?
Themes, Worldviews, Disciplines and Wider Curriculum Links:	Theme: Global Issues Primary Religion: Christianity Secondary Religions: Non-religious world views Primary discipline(s): Believing & Living Wider Curriculum Link: Courageous Advocacy – Christian Aid Resource speaking up for others with little voice.	Theme: Origins of the Universe and responsibility for the environment Primary Religions: Christianity, Islam, Sanatana Dharma Secondary Religions: Non-religious world views Primary discipline(s): Believing & Living Wider Curriculum Link: Geography – Local Environment Courageous Advocacy – sharing learned ideas to make Christmas more environmentally friendly with the rest of the school and potential Transform Trade Big Brew event for class parents at end of February.	Theme: Views on the Existence of and Nature of God Primary Religion: Islam Secondary Religions: Christianity Primary discipline(s): Living & Thinking Wider Curriculum Link: Geography – Eight points of the compass (facing Mecca to pray)	Theme: The Journey of Life Primary Religion: Buddhism Secondary Religions: Christianity Primary discipline(s): Living & Thinking	Theme: The Nature of Humanity Primary Religion(s): Christianity Secondary Religion: Judaism Primary discipline(s): Believing & Living Wider Curriculum Link: History – Egyptians & Romans

YEAR 5	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Underpinning WAS question:	How do we know what is right?	How do we build a better world?	How do regular acts of worship reflect belief? (Our own question)	How do different Christians worship God? (Our own question)	Where do different ideas about God come from?
Resources:	What can be done to reduce racism? Can religion help? RE Today: Anti-racist RE units	How can following God bring freedom and justice? UC: 2b.3	Emmanuel Project: What is the great significance of the Eucharist for Christians? To link with Revd Richard Holy Communion Day and Easter celebrations.	Book 4 Investigating Series (Worship) KS2 Selection from pp 20-25 only AND Anne Askew Tudor girl Case Study from Lincoln Diocese (this is a KS3 study but can be made accessible and relevant for Y5) 	Emmanuel Project: How does tawhid create a sense of belonging to the Muslim community? 
Themes, Worldviews, Disciplines and Wider Curriculum Links:	Theme: Global Issues Primary Religion: Christianity Secondary Religion: Buddhism, Islam and Sanatana Dharma Primary discipline(s): Believing & Living Wider Curriculum Link: Black History Month (October) and Courageous Advocacy	Theme: Global Issues Primary Religion(s): Judaism Secondary Religion: Christianity Primary discipline(s): Believing & Thinking	Theme: The Journey of Life Primary Religion: Christianity Primary discipline(s): Believing & Thinking	Theme: Views on the Existence of and Nature of God Primary Religion: Christianity & Judaism Secondary Religions: Islam Primary discipline(s): Believing & Living Wider Curriculum Link: History (Summer terms) – Tudors and the link to the Catholic and Protestant Church	Theme: Views on the Existence of and Nature of God Primary Religion: Islam Secondary Religion: Christianity Primary discipline(s): Believing & Living

YEAR 6	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Underpinning WAS question:	Are religion and science conflicting or complementary?	How do special places and symbols reflect belief? AND Why are people drawn to ancient places?	Is there life after death? AND How does faith make a difference to rites of passage?	How do we know what is right? AND How do the Founders of Faith influence today?	Is being a pilgrim a good analogy for life itself?
Resources:	UC: Creation and Science: conflicting or complementary? UC: 2b.2 Refer back to Year 4 Enquiry 1 learning. AND ‘What might it mean to speak up?’ from Christian Aid Resource – Speak Up or Stay Silent	Emmanuel Project What is holiness for Jewish people: a place, a time, an object or something else? 	UC: What do Christians believe Jesus did to save humans beings/What difference does the resurrection make for Christians? UC: 2b.6 & 2b.7 Or EP: Should believing in the resurrection change how Christians view life after death? Link to End of Life section in Year 5, Enquiry 5 and Book 5 Investigating Series (How we live) KS2 – beliefs in an afterlife	What would Jesus do? UC: 2b.5	Emmanuel Project Why do Christians think being a pilgrim is a good analogy for life itself? Link to annual Year 6 Pilgrimage
Themes, Worldviews, Disciplines and Wider Curriculum Links:	Theme: Origins of the Universe and Responsibility for the Environment Primary Religion(s): Christianity Secondary Religions: Judaism and Non-religious worldviews Primary discipline(s): Living & Thinking Wider Curriculum Link: Courageous Advocacy – Christian Aid Resource speaking up for others with little voice.	Theme: The Nature of Humanity Primary Religion(s): Judaism Secondary Religions: Christianity & Islam Primary discipline(s): Believing & Living Wider Curriculum Link: History (Autumn Terms) – WW2	Theme: The Journey of Life Primary Religion(s): Christianity Secondary Religions: Non-religious worldviews Primary discipline(s): Believing & Thinking	Theme: Global Issues Primary Religion(s): Christianity Secondary Religions: Humanism Primary discipline(s): Living & Thinking	Theme: The Journey of Life Primary Religion: Christianity Secondary Religions: Islam Primary discipline(s): Believing & Thinking Wider Curriculum Link: Geography – Latitude and Longitude of places of pilgrimage History – Islamic Civilisation