# EYFS Understanding the World

The Early Years Foundation Stage statutory framework emphasizes fostering **curiosity**, **exploration**, and **understanding of the world around** us.
This progression plan will guide children's development focusing on the key areas: **People, Culture and Communities**, **The Natural World**, and **Past and Present**.
Concepts such as **seasonal change, community, time and sequencing** are revisited in varying contexts and deepened throughout the year.

## Autumn Term - Foundations of Curiosity and Exploration

Identify and discuss family members and roles.

Recognize similarities and differences between themselves and others (e.g., family traditions, cultural practices).

Engage with books and resources representing diverse communities.

## Spring Term – Deepening Understanding and Awareness

Discuss different occupations and community roles (e.g., firefighter, doctor).

Compare different countries or environments using maps, stories, and pictures.

Participate in cultural celebrations (e.g., Chinese New Year).

## Summer Term – Consolidation and Broader Exploration

Describe features of their own environment and compare with others globally.

Understand and respect different beliefs and customs.

Share their own stories of cultural experiences.

# Religion and Worldviews Subject Journey

**Autumn Year 1**

**What does it mean to belong?** (social science)

In this unit, children explore how people show belonging through clothes, symbols, special places, and festivals. Children learn that Christians and Muslims belong to faith families and celebrate special times. Christmas is explored as a Christian festival that celebrates the birth of Jesus and brings faith families together.

**Spring Year 1**

**How do people worship?** (theology)

Children learn that people who belong to a religion worship in different ways. They explore churches and mosques and learn about what happens inside them. Children learn about special objects, symbols, and holy books and why these are treated with care. They compare similarities and differences between Christian and Muslim worship.

**Summer Year 1**

**Why is the world wonderful?** (philosophy)

In this philosophy unit, children explore why the world is special and why it should be cared for. They learn and compare the Christian and Islamic creation stories. They also explore non-religious ideas about how the world began. Throughout the unit, children reflect on how beliefs encourage people to look after the Earth and consider how they can take responsibility for caring for the world themselves.

**Autumn Year 2**

**How do people know what is right and wrong?** (theology)

In the first unit of Year 2, children explore the ideas of right and wrong and learn that people sometimes face temptation. They learn how Christians and Muslims use stories and teachings from their holy books to help them make good choices and put things right when they go wrong. Christmas is revisited as a time when Christians reflect on forgiveness, kindness, and caring for others.

**Spring Year 2**

**What do people believe and why does it matter?** (theology)

Children learn what a belief is and how beliefs can shape the way people live. They explore key beliefs in Christianity and Islam and learn how stories, prayers, and sacred writings guide believers. Children also learn that some people follow non-religious worldviews, such as Humanism, and explore how these beliefs influence choices and commitments.

**Summer Year 2**

**What are 'big questions'?** (philosophy)

Exploring big questions about life and the world is the focus of this unit. Children explore Christian, Muslim, and Hindu beliefs about god. Children reflect on how beliefs are expressed through worship and action and consider how caring for the world is important across different religions and worldviews.

# Religion and Worldviews Subject Journey

## Autumn Year 3

**Why do people remember special events and people?** (social science)

Children learn why remembering is important in religious and non-religious communities. They explore Harvest as a time when Christians give thanks and Remembrance Day as a way of remembering those who have died in war. Christmas is explored as a time when Christians remember the story of Jesus' birth. Children explore the role of Mary in the Christmas story and learn why she is important to Christians.

## Spring Year 3

**Who are faith founders and why are they important?** (theology)

In this unit, children learn about faith founders and key religious leaders, including Jesus and Muhammad. They explore important events in their lives and learn how their teachings continue to influence believers today. Children also learn that not all religions have a faith founder and explore Hindu beliefs. They compare teachings and consider their impact on everyday life.

## Summer Year 3

**What Is Sacred?** (theology)

Children explore what makes places, objects, and symbols sacred to believers. They learn about sacred places in Christianity, Islam, and Hinduism and explore how people show respect in these places. Children compare symbols and artefacts from different religions and learn how these express beliefs and values. They reflect on why some places and objects are special enough to be protected, respected, and visited on pilgrimages.

## Autumn Year 4

**Where do people find identity and belonging?**

(social science)

Children explore how religion is part of everyday life and local communities. They learn how people belong to religious and non-religious groups and how values, rules, and rituals help shape identity. Children explore how faith is seen in places of worship and family life. Christmas is explored as a time when Christian beliefs are shared through worship, symbols, and community celebration.

## Spring Year 4

**Who inspires people to help others?**

(social science)

In this unit, children learn about saints, heroes, and inspirational people from different religions and worldviews. They explore why some people dedicate their lives to helping others and how beliefs and values motivate action. Children learn that inspiration can come from both religious and non-religious sources, including people from the local community.

## Summer Year 4

**Who cares?** (philosophy)

Children explore ultimate questions about the world and why it should be cared for. They learn how Christians, Muslims, Hindus, and Humanists believe people have a responsibility to care for the Earth. Children compare religious and non-religious beliefs about creation, stewardship, and responsibility. They reflect on shared values and consider how everyone can take action to protect the world for future generations.

# Religion and Worldviews Subject Journey

## Autumn Year 5

**How do people express their beliefs?**

**(social science)**

Children learn that people express beliefs in many different ways, including through symbols, buildings, art, music, and worship. They explore how Christians, Muslims, Hindus, and Humanists express what is important to them. Children explore why Jesus is called the "Prince of Peace" and why peace is a central theme of Christmas for Christians.

## Spring Year 5

**How do beliefs influence actions?** **(theology)**

Children explore where beliefs come from and how they are shaped by religious teachings, leaders, and sacred texts. They learn how beliefs guide actions in Christianity, Islam, Hinduism, and Humanism. Children explore how faith-based charities put beliefs into action and compare shared values such as kindness, service, and responsibility.

## Summer Year 5

**What is a pilgrimage?** **(theology)**

Children learn what a pilgrimage is and why people of faith choose to go on these journeys. They explore pilgrimages in Christianity, Islam, and Hinduism and learn about the places pilgrims visit and the rituals they follow. Children consider the challenges and rewards of pilgrimage and reflect on how these journeys can change a person's beliefs, values, and sense of identity.

## Autumn Year 6

**What do justice and freedom mean?** **(philosophy)**

Children explore ideas of fairness, justice, and freedom. They learn how religious and non-religious beliefs influence how people respond to injustice and unfairness. Children explore examples of people of faith and conscience who worked for justice and equality. Children explore different accounts of the Christmas story in the Bible and learn that stories can be interpreted in different ways.

## Spring Year 6

**How do beliefs shape identity and life choices?**

**(social science)**

In this unit, explore how beliefs, values, and milestones shape identity and belonging. They learn how Christians, Muslims, Hindus, and Humanists mark important life events and transitions. Children explore beliefs about life after death and consider how these beliefs influence how people live. They reflect on their own identity and what shapes who they are.

## Summer Year 6

**What are our hopes and visions?** **(philosophy)**

Finally, children explore ultimate questions about meaning, identity, life, and death. They learn how different religions and worldviews respond to questions about God, purpose, and what happens after death. Children reflect on how beliefs, values, and experiences shape identity and influence choices. They consider how ideas of hope, justice, and compassion can shape the future and reflect on their own hopes, values, and responsibilities.