



<p><b>Curriculum Links</b></p>	<p>Coventry &amp; Warwickshire SACRE 17- 22 Strand: <b>Living</b></p> <p>A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.</p> <p>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.</p> <p>A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</p> <p>B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</p> <p>C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.</p> <p>C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p> <p><b>SMSC</b> - Spiritual, Moral, Social, Cultural - covers all <b>British Values:</b> Tolerance, Respectful Attitudes, Individual Liberty <b>Skills:</b> Investigating, Reflecting, Expressing, Interpreting, Empathising, Discerning, Synthesising, Evaluating – covers all <b>Developing Attitudes:</b> Curiosity &amp; Wonder, Commitment, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry – covers all</p> <p><b>Cross curricular links to English:</b> <b>Refugee Boy</b> Literature and happy endings Is Karma used as an excuse to make humans feel better?</p>	<p>Coventry &amp; Warwickshire SACRE 17- 22 Strand: <b>Living</b></p> <p>A2. 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Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.</p> <p>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.</p> <p>B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</p> <p>B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.</p> <p>C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.</p> <p><b>SMSC</b> - Spiritual, Moral, Social, Cultural - covers all <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all <b>Skills:</b> Investigating, Interpreting, Analysing, Synthesising, Evaluating <b>Developing Attitudes:</b> Curiosity &amp; Wonder, Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry – covers all</p> <p><b>Cross curricular links to English:</b> <b>Poetry Voices</b> Truth and guidance in and from poetry. (Links to Term 6- Dystopian society)</p>	<p>Coventry &amp; Warwickshire SACRE 17- 22 Strand: <b>Believing</b></p> <p>A2. 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**Intended Impact:** WVB will engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Pupils will develop a deeper understanding and appreciation of the key elements of all six principal religions as well as worldwide views of no-faith and link these to their own decisions in life.