

INTENT
Worldwide Views & Beliefs: To introduce students to a variety of beliefs and practices from a range of worldwide views & beliefs in order to develop curiosity about the communities around them. Students investigate how individuals and communities believe, express and live their way of life. On a deeper level, students will reflect on and develop their own worldview paying particular attention to the impact these views and beliefs have on the decisions they make. Students will develop their reading, comprehension, inference, subject specific vocabulary & SPaG skills. Additionally, their reflective, application and evaluative skills will be developed through expressing, listening, discussing and writing opportunities.

**Bilton School Planning for Progress over Time
 Programme of Study 23-24**

- The bigger picture:** Worldwide Views & Beliefs
1. Links to Personal Development – **SMSC**, **British Values**, Developing **skills & attitudes**.
 2. Links to Cultural Capital - Widens and deepens an individual's cultural capital through curriculum experiences.
 3. Links to Coventry & Warwickshire SACRE 17-22 (**Believing (A)**, **Expressing (B)**, **Living (C)** – Change in progress to **Being a Theologian/Philosopher/Social Scientist**)

IMPLEMENTATION

	Term 1 What is so radical about leaders? (Christianity)	Term 2 Should religious buildings be sold to feed the starving? (Religious buildings and their purpose – 6 main world faiths)	Term 3 Why is Charity important? (Sikhism, Own worldview, Sir Tom and Marcus Rashford)	Term 4 Should happiness be the purpose of life? (Science, Humanism, Christianity, Buddhism, Philosophy)	Term 5 What's the point of pilgrimage? (Judaism, Islam, Christianity, Hinduism)	Term 6 What is good and challenging about being a teenage believer (Buddhist)
KS3	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
Year 7	Religion, worldviews and my own worldview What makes a leader? Was Jesus radical on inequality to women? Was Jesus radical towards the wealthy and the poor? Was Jesus radical in promoting pacifism? Can we live by Jesus' values in the 21 st Century? Assessment Reading for Literacy	If God is everywhere, why go to a place of worship? Place of Worship – what are they and what's the point of them? Place of Worship – what are they and what's the point of them? Can a Sikh fulfil their faith without a Gurdwara? What is the value of a place of worship for an atheist? Can charitable actions be seen as an act of worship/prayer? (Should religious buildings be sold to feed the starving?) What is happening to some religious buildings	What does Sikhism teach about Wealth & Poverty? How do Sikhs show charity in everyday life? Should charity begin at home? What is the vision of Marcus Rashford? Case Study – Local Charities Does giving make us happier and healthier?	What is happiness? The Varying States of Happiness The Science of Happiness Happiness & the Environment Happiness & Social Media (what makes me happy/unhappy) Should Happiness be the purpose of life?	What is pilgrimage? What is an important pilgrimage for Jewish people? What is an important pilgrimage for Muslims? Why else may people undertake long journey's? A Journey through civil rights	What is good/challenging about being a teenage Buddhist? What are the four sights? What did the Buddha teach? What types of Buddhism are there? How do Buddhists worship & meditate? What is the ultimate goal of Buddhists? What is it like to be a Buddhist in the UK today?
Assessment	Assessment is Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment is Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment is Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment is Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment is Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment is Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas. Yr 7 Exam
	HOLIDAY: 1 WEEK		HOLIDAY: 2 WEEKS		HOLIDAY: 1 WEEK	
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	24/5/20					

<p>Links to Curriculum</p>	<p>Coventry & Warwickshire SACRE 17-22 Strand: Believing</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. 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. 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>SMSC – Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Respectful Attitudes, Law Skills: Investigating, Reflecting, Interpreting, Applying, Analysing, Evaluating Developing Attitudes: Fairness, Respect, Self-understanding, Open Mindedness, Enquiry</p> <p>Cross-Curricular links to English: Twisted tales Should we trust stereotypes? Can we trust our assumptions?</p>	<p>Coventry & Warwickshire SACRE 17-22 Strand: Expressing</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. 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. 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. B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied. 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. 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>SMSC - Spiritual, Moral, Social, Cultural – covers all British Values: Respectful Attitudes, Individual Liberty – Covers all Skills: Investigating, Reflecting, Expressing, Interpreting, Empathising, Discerning, Analysing, Evaluating Developing Attitudes: Fairness, Respect, Self-understanding, Open Mindedness, Enquiry</p> <p>Cross-Curricular links to English: Origins of Literature Strong links to religion and story-telling</p>	<p>Coventry & Warwickshire SACRE 17- 22 Strand: Living</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. 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. 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. C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews. 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>SMSC - Spiritual, Moral, Cultural British Values: Tolerance, Respectful Attitudes, Individual Liberty Skills: Reflecting, Empathising, Applying, Discerning, Synthesising, Evaluating Developing Attitudes: Curiosity & Wonder, Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry – covers all</p> <p>Cross-Curricular links to English: Origins of Literature Strong links to religion and story-telling</p>	<p>Coventry & Warwickshire SACRE 17- 22 Strand: Living</p> <p>A1. 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Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Expressing, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating – covers all Developing Attitudes: Curiosity & Wonder, Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry – covers all</p> <p>Cross-Curricular links to English: Refugee Boy Literature and happy endings Is Karma used as an excuse to make humans feel better? Persevering with a special journey.</p>	<p>Coventry & Warwickshire SACRE 17- 22 Strand: Living</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. A3. 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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.