

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 Values & 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 Does today's society still suffer from Victorian London's social problems? (Reflection on own worldview)	Term 2 Does religion help people to be good? (Philosophy, Buddhism, Christianity, Humanism)	Term 3 Creation stories across our world? (a variety of faiths and cultures)	Term 4 Does today's society show more equality than Ancient Greek Society? (Ancient Greek and reflection on own worldview)	Term 5 What were the ancient beliefs? (Creation stories, Greek and Roman myths, Moari traditions, philosophy)	Term 6 Journeys (Variety Faiths and none)
KS3	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
Year 8	First week - Welcoming back Victorian London – The plight of the poor Victorian London - Crime Victorian London - Punishment Victorian London - Homelessness Does today's society suffer from Victorian London's social problems? Reading focus Reading focus	What is 'being good'? What are Christian teachings on how to be good? How does the Buddhist Eightfold path lead to being good? What are non-religious people's or Humanist's moral guidelines? Can blind faith be wrong – Isaac and Abraham & Kierkegaard Was Dietrich Bonhoeffer a good person & a good Christian? Dilemmas and my own WVB – Does being religious help people to be good?	The Christian view of Creation The Hindu view of Creation The Muslim view of creation The Aboriginal and Maori view of Creation The Chinese view of creation The scientific view of creation	Ancient Greece – The emergence of city states Ancient Greece – the economy Ancient Greece – The emergence of democracy Ancient Greece – The emergence of democracy Ancient Greece - Slavery Does today's society show more equality than Ancient Greek Society?	What are myths and beliefs? Where does fire come from? Why do we have seasons? Why wrote the first love poem? Where does suffering come from? Ancient Philosophers -Plato, Aristotle and Epicurus	Is death the end or just the beginnings? What are the Abrahamic faiths beliefs about life after death? What are the Indic faith's beliefs about life after death? Do our beliefs about death impact on our lives? Should they? Is a funeral or more important than the loved ones left behind? Is death the end or just the beginnings? What are the Abrahamic faiths beliefs about life after death?
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.
	HOLIDAY: 1 WEEK		HOLIDAY: 1 WEEK		HOLIDAY: 2 WEEKS	
					24/5/20	

<p>Curriculum Links</p>	<p>Coventry & Warwickshire SACRE 17- 22 Strand: Living</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>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>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>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: Ruby in the Smoke The existence of poverty in Victorian times and the modern world – what are the similarities and differences, discussing the emotion of empathy and a call to act.</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.</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. 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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>SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Interpreting, Analysing, 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: Poetry Voices Truth and guidance in and from poetry. (Links to Term 6- Dystopian society)</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.</p> <p>B1. 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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>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>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. 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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.