

Worldwide Views and Beliefs Curriculum Overview

INTENT

In Worldwide Views & Beliefs we pose and survey answers to deeply relevant questions that individuals and groups, from religious and non-religious worldviews, pursue in their search for meaning, purpose and truth in life. Students are supported through a multi-disciplinary approach to explore a selection of core concepts that are relevant to most religions and worldviews, at increasing depth, including those in their local community. 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.

The bigger picture: Worldwide Views & Beliefs

1. Links to Coventry & Warwickshire SACRE 24-29 – - To see learning as a journey: Explore – substantive - WHAT, Route – disciplines – HOW and Perspective – Personal knowledge and positionality - WHO
2. Links to Personal Development – SMSC, British Values, Developing skills & Bilton Values.
3. Links to Cultural Capital - Widens and deepens an individual's cultural capital through story, sacred texts, modern world scenarios

Personal Development and C&C - KEY - Red = British Values, Blue = Diversity & Equality, Green = Community/Ready for Society, Purple = Cultural Respect, Yellow=RSE, Pink = Health & Wellbeing, Light green = Gatsby Benchmarks

IMPLEMENTATION

	Term 1 What is so radical about leaders?	Term 2 What were ancient beliefs?	Term 3 What's the point of pilgrimage?	Term 4 Why is Charity important?	Term 5 Should happiness be the purpose of life?	Term 6 Does today's society show more equality than Ancient Greek society?
KS3	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
Year 7	<p>Religion, worldviews and my own worldview</p> <p>What makes a leader?</p> <p>Was Jesus radical on inequality to women?</p> <p>Was Jesus radical towards the wealthy and the poor?</p> <p>Was Jesus radical in promoting pacificism?</p> <p>Can we live by Jesus' values in the 21st Century?</p>	<p>What are myths and beliefs?</p> <p>Where does fire come from?</p> <p>Why do we have seasons?</p> <p>Why wrote the first love poem?</p> <p>Where does suffering come from?</p> <p>Ancient Philosophers -Plato, Aristotle and Epicurus</p>	<p>What is pilgrimage?</p> <p>What is an important pilgrimage for Jewish people?</p> <p>What is an important pilgrimage for Muslims?</p> <p>Why else may people undertake long journeys?</p> <p>A Journey through civil rights</p> <p>Is assisted suicide a journey that should be supported?</p>	<p>What does Sikhism teach about Wealth & Poverty?</p> <p>How do Sikhs show charity in everyday life?</p> <p>Should charity begin at home?</p> <p>What is the vision of Marcus Rashford?</p> <p>Case Study – Local Charities</p> <p>Does giving make us happier and healthier?</p>	<p>What is happiness?</p> <p>The Varying States of Happiness</p> <p>The Science of Happiness</p> <p>Happiness & the Environment</p> <p>Happiness & Social Media (what makes me happy/unhappy)</p> <p>Should Happiness be the purpose of life?</p>	<p>Ancient Greece – The emergence of city states</p> <p>Ancient Greece – the economy</p> <p>Ancient Greece – The emergence of democracy</p> <p>Ancient Greece – The emergence of democracy</p> <p>Ancient Greece - Slavery</p> <p>Does today's society show more equality than Ancient Greek Society?</p>
Assessment	<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>	<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>	<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>	<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>	<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>	<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>

<p>Links to Curriculum & Cross curricular</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – How does Diversity impact upon how religion and worldviews are expressed? KS3.8</p> <p>Core Concept – Change and Authority & Power -Students understand how religion and worldview can be difficult to define and relevant concepts may be expressed differently through religious and non-religious worldviews, using different examples of classifying religion and worldviews from a range of case studies to illustrate this</p> <p>-Students understand how personal worldviews can express ideas from organised worldviews differently and the contribution identity can make, taking the impact of diversity on expressed and embodied worldviews</p> <p>Lead Discipline – Being a Theologian -Students securely understand what difference a worldview really makes in terms of how you live. -Students securely understand how diversity might shape a worldview -Students demonstrate historical theological skills – exploring the history of beliefs and practices.</p> <p><i>SMSC – Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Law Skills: Investigating, Reflecting, Interpreting, Applying, Analysing, Evaluating Developing Bilton Values - Respect, Kindness</i></p> <p>Cross-Curricular links:</p> <p>English: Origins of English – T1 Christianity Links Twisted tales – T5 Should we trust stereotypes? Can we trust our assumptions?</p> <p>History - Black Tudors History - Importance of religion in British History</p> <p>Art - Studying a wide range of artists from different cultures</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p> <p>Cross-curricular to C&C in KEY</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – K3.5 How might philosophies drawn from sacred texts impact on the way people choose to live today?</p> <p>Core Concept – Wisdom & Guidance - How ideas and beliefs from sacred texts can impact upon lived expression of belief, exploring philosophy, ethics and spirituality drawn from different worldviews (KS3)</p> <p>Lead Discipline – Being a Philosopher</p> <p>-Students securely understand a worldview often includes a philosophy for life -Students securely know about certain philosophies and ethical theories and applying these to modern day contexts and scenarios. -Students securely know about philosophies of religion from several religious traditions, how these are applied to life now and how they have been in the past. -Students confidently apply philosophies and ethical theories to current contexts and situations. -Students more confidently employ reasoning as applied to different situations and scenarios of life.</p> <p><i>SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Individual Liberty Skills: Reflecting, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating Developing Bilton Values - Respect, Resilience and Kindness</i></p> <p>Cross curricular links:</p> <p>English: Origins of English – T1 and T2 Searching for a way of life – is there one good/perfect way?</p> <p>Geography Creation Stories</p> <p>French: (culture) Term 1: Learning different countries and nationalities / discovering how halloween is celebrated across the world with a focus on South America 'Dias de los Muertos' Term 2: Christmas celebrations in French Speaking countries and around the world</p> <p>Cross-curricular to C&C in KEY</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of Ks3 4 and 8</p> <p>4 Are peace and reconciliation essential for living well both locally and globally? 8 How does Diversity impact upon how religion and worldviews are expressed?</p> <p>Core Concept – Living Well (Q4) How ideas and beliefs about what constitutes a good life shape the way in which people choose to 'live well'</p> <p>Core Concept – Changes (Q8) How personal worldviews can express ideas from organised worldviews differently and the contribution identity can make, taking the impact of diversity on expressed and embodied worldviews</p> <p>Lead Discipline (Q4) Being a Historian and Social Scientist -Students securely know that some ideas can stretch beyond local and national expressions and into global significance (such as peace and reconciliation). -Students securely know that religion may not always be a force for good but can also be a source of conflict and oppression. -Students securely know that when a religious worldview is inhabited and lived out identity factors such as gender, sexuality and ethnicity can significantly impact upon that lived expression.</p> <p>Lead Discipline (Q8) Being a Theologian -Students securely understand what difference a worldview really makes in terms of how you live. -Students securely understand how diversity might shape a worldview -Students demonstrate historical theological skills – exploring the history of beliefs and practices.</p> <p><i>SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual Respect, Individual Liberty Skills: Investigating, Reflecting, Expressing, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating – covers all Developing Bilton Values - Respect, Resilience and Kindness</i></p> <p>Cross-Curricular links to English: The Bone Sparrow – T3 and T4 Literature and happy endings Persevering with a special, yet challenging journey.</p> <p>Cross-curricular to C&C in KEY</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 2, 5 2 How might your worldview give you a sense of right and wrong and where might that come from? 5 How might philosophies drawn from sacred texts impact on the way people choose to live today?</p> <p>Core Concept – Personal Responsibility (Q2) -How religion and worldviews can shape ideas about right and wrong and therefore how people respond in ethical and moral situations, using a range of philosophies and moral frameworks drawn from religious and non-religious worldviews</p> <p>Core Concept – Wisdom & Guidance (for Q.5) - How ideas and beliefs from sacred texts can impact upon lived expression of belief, exploring philosophy, ethics and spirituality drawn from different worldviews (KS3)</p> <p>Lead Discipline – Being a Philosopher</p> <p>-Students securely understand a worldview often includes a philosophy for life -Students securely know about certain philosophies and ethical theories and applying these to modern day contexts and scenarios. -Students securely know about philosophies of religion from several religious traditions, how these are applied to life now and how they have been in the past. -Students confidently apply philosophies and ethical theories to current contexts and situations. -Students more confidently employ reasoning as applied to different situations and scenarios of life.</p> <p><i>SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual Respect, Individual Liberty Skills: Reflecting, Empathising, Applying, Discerning, Synthesising, Evaluating Developing Bilton Values - Respect, Resilience and Kindness</i></p> <p>Cross-Curricular links: English: Origins of Literature – T1 and 2 Strong links to religion and story-telling Cross-curricular to C&C in KEY</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – K3.5 How might philosophies drawn from sacred texts impact on the way people choose to live today?</p> <p>Core Concept – Wisdom & Guidance - How ideas and beliefs from sacred texts can impact upon lived expression of belief, exploring philosophy, ethics and spirituality drawn from different worldviews (KS3)</p> <p>Lead Discipline – Being a Philosopher</p> <p>-Students securely understand a worldview often includes a philosophy for life -Students securely know about certain philosophies and ethical theories and applying these to modern day contexts and scenarios. -Students securely know about philosophies of religion from several religious traditions, how these are applied to life now and how they have been in the past. -Students confidently apply philosophies and ethical theories to current contexts and situations. -Students more confidently employ reasoning as applied to different situations and scenarios of life.</p> <p><i>SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Individual Liberty Skills: Reflecting, Interpreting, Empathising, Applying, Analysing, Evaluating Developing Bilton Values - Respect, Resilience and Kindness</i></p> <p>Cross curricular links</p> <p>English Romeo & Juliet – T6 Persuasive techniques and critical thinking – links with philosophy.</p> <p>Cross-curricular to C&C in KEY</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 8 How does Diversity impact upon how religion and worldviews are expressed? Enquiry Question – Elements of KS3 – 2 How might your worldview give you a sense of right and wrong and where might that come from?</p> <p>Core Concepts – Change (Q8) -Students understand how time and space impact upon religion and worldviews Core Concept - Personal Responsibility (Q2) -Student will understand how religion and worldviews can shape ideas about right and wrong and therefore how people respond in ethical and moral situations, using a range of philosophies and moral frameworks drawn from religious and non-religious worldviews</p> <p>Lead Discipline – Being a Theologian -Students securely understand what difference a worldview really makes in terms of how you live. -Students securely understand how diversity might shape a worldview -Students demonstrate historical theological skills – exploring the history of beliefs and practices.</p> <p>Other Discipline – Being a Historian and a Social Scientist -Students securely understand what difference a worldview really makes in terms of how you live</p> <p><i>SMSC – Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Law Skills: Investigating, Reflecting, Interpreting, Applying, Analysing, Evaluating Developing Bilton Values - Respect, Kindness</i></p> <p>Cross-Curricular links English: The Bone Sparrow – T3 and T4 Stereotypes and treatment of others over time Romeo & Juliet – T6 Treatment of others, women, over time</p> <p>Cross-curricular to C&C in KEY</p> <p>Art - Studying a wide range of artists from different cultures</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>
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IMPACT - Pupils will become aware of their own personal worldview and the positionality (their learned perspective) that shapes it. Using the skills of reflexivity (exploring) and reflectivity (thinking), they will become increasingly able to hold conversations about their own worldview and those of others. They will be wise interpreters of the knowledge they encounter through exploration of diverse, embodied lived expressions of worldviews.

End Points -

The main aims of this syllabus are for pupils:

- To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.

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 Should religious buildings be sold to feed the starving? (Religious buildings and their purpose – 6 main world faiths)	Term 5 What is good and challenging about being a teenage believer (Buddhist)	Term 6 Journeys (Variety Faiths and none)
KS3	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
Year 8	Sanitation in Victorian London Crime in Victorian London Ragged Schools Victorian Children Housing in Victorian Britain Disease in Victorian London	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 Abrahm & 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 Mauri view of Creation The Chinese view of creation The scientific view of creation	What does Sikhism teach about Wealth & Poverty? 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? What is happening to some religious buildings	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?	Who are the Wild Boars? Inside the cave Empty bellies, clear minds Please let them live The Rescue It should not have worked
Assessment	Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.	Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.

HOLIDAY: 1 WEEK

HOLIDAY: 2 WEEKS

HOLIDAY: 1 WEEK

HOLIDAY: 2 WEEKS

24/5/20

<p>Links to Curriculum & Cross-Curricular</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 8 How does Diversity impact upon how religion and worldviews are expressed? Enquiry Question – Elements of KS3 – 2 How might your worldview give you a sense of right and wrong and where might that come from?</p> <p>Core Concepts – Change (Q8) -Students understand how time and space impact upon religion and worldviews Core Concept - Personal Responsibility (Q2) -Student will understand how religion and worldviews can shape ideas about right and wrong and therefore how people respond in ethical and moral situations, using a range of philosophies and moral frameworks drawn from religious and non-religious worldviews</p> <p>Lead Discipline – Being a Theologian -Students securely understand what difference a worldview really makes in terms of how you live. -Students securely understand how diversity might shape a worldview -Students demonstrate historical theological skills – exploring the history of beliefs and practices.</p> <p>Other Discipline – Being a Historian and a Social Scientist -Students securely understand what difference a worldview really makes in terms of how you live</p> <p><i>SMSC – Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Law Skills: Investigating, Reflecting, Interpreting, Applying, Analysing, Evaluating Developing Bilton Values - Respect, Kindness</i></p> <p>Cross-Curricular links:</p> <p>English: Ruby in the Smoke – T1 Christianity Links Crime Writing – T2 How were the poor treated? Was religion a force of good? Merchant of Venice – T6 Stereotypes and treatment of others over time</p> <p>Cross-curricular to C&C in KEY</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – KS3 – 2 2 How might your worldview give you a sense of right and wrong and where might that come from?</p> <p>Core Concept – Personal Responsibility (Q2) -How religion and worldviews can shape ideas about right and wrong and therefore how people respond in ethical and moral situations, using a range of philosophies and moral frameworks drawn from religious and non-religious worldviews</p> <p>Lead Discipline – Being a Philosopher</p> <p>-Students securely understand a worldview often includes a philosophy for life -Students securely know about certain philosophies and ethical theories and applying these to modern day contexts and scenarios. -Students securely know about philosophies of religion from several religious traditions, how these are applied to life now and how they have been in the past. -Students confidently apply philosophies and ethical theories to current contexts and situations. -Students more confidently employ reasoning as applied to different situations and scenarios of life.</p> <p><i>SMSC - Spiritual, Moral, Social, Cultural British Values: Tolerance, Mutual Respect, Individual Liberty Skills: Reflecting, Empathising, Applying, Discerning, Synthesising, Evaluating Developing Bilton Values - Respect, Kindness</i></p> <p>Cross-Curricular links:</p> <p>English: Crime Writing – T2 How were the poor treated? Was religion a force of good? Merchant of Venice – T6 Stereotypes and treatment of others over time</p> <p>Cross-curricular to C&C in KEY</p> <p>History - Empire - cultures pre colonisation Democracy and Dictatorship; Impact of War (Alan Turing)</p> <p>Art - Studying a wide range of artists from different cultures e.g Chris Ofili. Homework project - Global Arts.</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3.5 How might philosophies drawn from sacred texts impact on the way people choose to live today?</p> <p>Core Concept – Wisdom & Guidance - How ideas and beliefs from sacred texts can impact upon lived expression of belief, exploring philosophy, ethics and spirituality drawn from different worldviews (KS3)</p> <p>Lead Discipline – Being a Philosopher</p> <p>-Students securely understand a worldview often includes a philosophy for life -Students securely know about certain philosophies and ethical theories and applying these to modern day contexts and scenarios. -Students securely know about philosophies of religion from several religious traditions, how these are applied to life now and how they have been in the past. -Students confidently apply philosophies and ethical theories to current contexts and situations. -Students more confidently employ reasoning as applied to different situations and scenarios of life.</p> <p><i>SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Individual Liberty Skills: Reflecting, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating Developing Bilton Values - Respect, Resilience and Kindness</i></p> <p>Cross curricular links: English: Poetic Voices – T4 Different ways of expressing deep beliefs and ideas</p> <p>Cross-curricular to C&C in KEY Music - Cultural Diversity</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 8 How does Diversity impact upon how religion and worldviews are expressed? 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Was religion a force of good? Merchant of Venice – T6 Stereotypes and treatment of others over time</p> <p>Cross-curricular to C&C in KEY</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 1 & 7 1 What is religion and can we define it? Enquiry Question – Elements of KS3 – 7 Why do some people inhabit a theistic worldview whilst other reject it?</p> <p>Core Concepts – Authority & Power (Q1) - Student understand how religion and worldview can be difficult to define and relevant concepts may be expressed differently through religious and non-religious worldviews, using different examples of classifying religion and worldviews from a range of case studies to illustrate this</p> <p>Core Concepts – Grand Narratives (Q7) Students understand how history and world narratives have both impacted on and been shaped by religion and worldviews in both positive and problematic ways</p> <p>Lead Discipline – Being a Theologian -Students securely understand what difference a worldview really makes in terms of how you live. -Students securely understand how diversity might shape a worldview -Students demonstrate historical theological skills – exploring the history of beliefs and practices.</p> <p>Other Discipline – Being a Historian and a Social Scientist -Students securely understand what difference a worldview really makes in terms of how you live</p> <p><i>SMSC – Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Law Skills: Investigating, Reflecting, Interpreting, Applying, Analysing, Evaluating Developing Bilton Values - Respect, Kindness, Resilience</i></p> <p>Cross-Curricular links: English: Merchant of Venice – T6 Resilient in times of trouble or strive. Community and friendship to guide and support you.</p> <p>Cross-curricular to C&C in KEY</p> <p>MFL: Term 6: Learning about famous festivals in France</p>
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End Points -

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- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.

Personal Development - KEY - Red = British Values, Blue = Diversity & Equality, Green = Community/Ready for Society, Purple = Cultural Respect, Yellow=RSE, Pink = Health & Wellbeing, Light green = Gatsby Benchmarks

IMPLEMENTATION

	Term 1 Beliefs about Life after Death		Term 2 What are the ideas about evil?		Term 3 Equality and the importance of protesting		Term 4 Rhetoric – What is rhetoric?		Term 5 Relationships & Families		Term 6 20 th Century Britain
KS3	Sept-Oct		Nov-Dec		Jan-Feb		Mar-Apr		Apr-May		Jun-Jul
Year 9	<p>What do Christians believe? What do Hindus believe? What do Sikhs believe? What do the Australian Aborigines believe? What is the Mexican Day of the Dead? What do Buddhists believe about death?</p>	HOLIDAY: 1 WEEK	<p>What do Christians believe about evil? What do Buddhists believe about suffering? How do Christians explain why is there evil in the world? How did the Ancient Greeks explain why is there evil in the world? Beliefs about Witchcraft How can Christians redeem themselves? Why does it feel like there is so much evil in the world?</p>	HOLIDAY: 2 WEEKS	<p>What is prejudice? Why did Angie Thomas write The Hate U Give? What do different faiths teach about diversity? Why do people protest? Case studies of protest leading to change</p>	HOLIDAY: 1 WEEK	<p>What is rhetoric? What is ethos? What is logos? What is pathos? Using antithesis in an argument William Churchill: Appositives and Anaphora</p>	HOLIDAY: 2 WEEKS	<p>What is the Christian view of families and relationships? What is the Muslim view of families and relationships? What are the Hindu and Sikh views of families and relationships? What is the Buddhist view of families and relationships? Being part of a family</p>	24/5/20	<p>World War I – how did it change Britain? World War 2 – how did it change Britain? The Beveridge Report – how did it change Britain? The Welfare State The changing roles of women in the 20th century Poverty in the UK today</p>
Assessment	<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>		<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>		<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>		<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>		<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>		<p>Assessment: 10 Knowledge based questions 3 explain or evaluate questions Checkpoints – reflection Student Voice</p> <p>Literacy based: Reading for meaning, Comprehension, Inference, extending and expanding, Vocabulary, SPaG, Reflection/Own Opinion/Evaluation/Exploring own ideas.</p>

<p>Links to Curriculum & Cross-Curricular</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 2 How might your worldview give you a sense of right and wrong and where might that come from?</p> <p>Core Concepts – Personal Responsibility (Q2) -Student will understand how religion and worldviews can shape ideas about right and wrong and therefore how people respond in ethical and moral situations, using a range of philosophies and moral frameworks drawn from religious and non-religious worldviews</p> <p>Lead Discipline – Being a Theologian -Students securely understand what difference a worldview really makes in terms of how you live. -Students securely understand how diversity might shape a worldview -Students demonstrate historical theological skills – exploring the history of beliefs and practices.</p> <p>Other Discipline – Being a Historian and a Social Scientist -Students securely understand what difference a worldview really makes in terms of how you live</p> <p><i>SMSC – Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Law Skills: Investigating, Reflecting, Interpreting, Applying, Analysing, Evaluating Developing Bilton Values - Respect, Kindness</i></p> <p>Cross-Curricular links:</p> <p>English: Gothic Writing – T1 Christianity Links The Crucible – T2 Religious Communities – lead to good? Reward after life?</p> <p>Cross-curricular to C&C in KEY</p> <p>History - intolerance Holocaust Migration and impact in Britain Crime and Punishment (Rule of Law) History - Diversity and intolerance in 19th century Whitechapel</p> <p>Geography - World Regions; Africa and Asia - examining cultures and ways of life from around the world. Impact of using Earth's resources and conflict between traditional cultures and trying to maintain cultures</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 6 Is religion always a force for good?</p> <p>Core Concept – Grand Narratives -Students understand how history and world narratives have both impacted on and been shaped by religion and worldviews in both positive and problematic ways</p> <p>Lead Discipline – Being a Theologian -Students securely understand what difference a worldview really makes in terms of how you live. -Students securely understand how diversity might shape a worldview -Students demonstrate historical theological skills – exploring the history of beliefs and practices.</p> <p>Other Discipline – Being a Philosopher -Students securely understand a worldview often includes a philosophy for life -Students securely know about certain philosophies and ethical theories and applying these to modern day contexts and scenarios. -Students securely know about philosophies of religion from several religious traditions, how these are applied to life now and how they have been in the past. -Students confidently apply philosophies and ethical theories to current contexts and situations. -Students more confidently employ reasoning as applied to different situations and scenarios of life.</p> <p><i>SMSC - Spiritual, Moral, Social, Cultural British Values: Tolerance, Mutual Respect, Individual Liberty Skills: Reflecting, Empathising, Applying, Discerning, Synthesising, Evaluating Developing Bilton Values - Respect, Kindness</i></p> <p>Cross-Curricular links to English: Gothic Writing – T1 Christianity Links The Crucible – T2 Religious Communities – lead to good? Reward after life?</p> <p>Cross-curricular to C&C in KEY</p> <p>Art and Photography - Studying a wide range of artists and photographers from different cultures</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 8 How does Diversity impact upon how religion and worldviews are expressed? Enquiry Question – Elements of KS3 – 2 How might your worldview give you a sense of right and wrong and where might that come from?</p> <p>Core Concepts – Change (Q8) -Students understand how time and space impact upon religion and worldviews and families Core Concept - Personal Responsibility (Q2) -Student will understand how religion and worldviews can shape ideas about right and wrong and therefore how people respond in ethical and moral situations, using a range of philosophies and moral frameworks drawn from religious and non-religious worldviews – own perspective from their perspective</p> <p>Lead Discipline – Being a Historian and a Social Scientist -Students securely understand what difference a worldview really makes in terms of how you live</p> <p><i>SMSC – Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Law, Liberty Skills: Investigating, Reflecting, Interpreting, Applying, Analysing, Evaluating Developing Bilton Values - Respect, Kindness, Resilience</i></p> <p>Cross curricular links English: Perspectives – T4 Range and diversity of viewpoints# The H8U Give – T3 Power of Voice, Community, Equality, Police Brutality</p> <p>Cross-curricular to C&C in KEY History - intolerance Holocaust Migration and impact in Britain Crime and Punishment (Rule of Law) History - Diversity and intolerance in 19th century Whitechapel Geography - World Regions; Africa and Asia - examining cultures and ways of life from around the world. Impact of using Earth's resources and conflict between traditional cultures and trying to maintain cultures</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 8 How does Diversity impact upon how religion and worldviews are expressed? Enquiry Question – Elements of KS3 – 7 – Why do some people inhabit a theistic worldview whilst others reject it?</p> <p>Core Concepts – Change (Q8) -Students understand how time and space impact upon religion and worldviews and families Core Concept - Personal Responsibility (Q2) -Student will understand how religion and worldviews can shape ideas about right and wrong and therefore how people respond in ethical and moral situations, using a range of philosophies and moral frameworks drawn from religious and non-religious worldviews – own perspective from their perspective</p> <p>Lead Discipline – Being a Historian and a Social Scientist -Students securely understand what difference a worldview really makes in terms of how you live</p> <p><i>SMSC – Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Mutual respect, Law, Liberty Skills: Investigating, Reflecting, Interpreting, Applying, Analysing, Evaluating Developing Bilton Values - Respect, Kindness, Resilience</i></p> <p>Cross curricular links to English: Perspectives – T4 Range and diversity of viewpoints</p> <p>Cross-curricular to C&C in KEY</p>	<p>Coventry & Warwickshire SACRE 24-29</p> <p>Enquiry Question – Elements of KS3 – 8 How does Diversity impact upon how religion and worldviews are expressed? 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IMPACT - Pupils will become aware of their own personal worldview and the positionality (their learned perspective) that shapes it. Using the skills of reflexivity (exploring) and reflectivity (thinking), they will become increasingly able to hold conversations about their own worldview and those of others. They will be wise interpreters of the knowledge they encounter through exploration of diverse, embodied lived expressions of worldviews.

End Points -

The main aims of this syllabus are for pupils:

- To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to WVB lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.