

**Worldwide Views and Beliefs Curriculum Overview**

**INTENT**

Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. They include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religious and non-religious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content.

**The bigger picture:** Worldwide Views & Beliefs

1. Links to AQA GCSE RE
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**

	<b>Term 1 and 2</b> Human Rights & Social Justice (Part 1) Christianity, Islam & Humanism	<b>Term 3 and 4</b> Peace & Conflict (Part 1) Christianity, Islam & Humanism	<b>Term 4 and 6</b> Peace & Conflict (Part 2) and S&L current issues Christianity, Islam & Humanism
<b>KS4</b>	September -December	January - March	March - April
<b>Year 10</b>	<p><b>Why do Human Rights and Social Justice matter?</b>  <b>What are the different types of Prejudice &amp; Discrimination?</b>  <b>What is Freedom of Expression and Religious Freedom?</b>  <b>Are women treated equally in society and in religious communities?</b>  <b>Assessment</b>  <b>R &amp;- Case study: Women</b>  <b>Why do Human Rights and Social Justice matter?</b></p>	<p><b>Why do Human Rights and Social Justice matter?</b>  <b>What are the different types of Prejudice &amp; Discrimination?</b>  <b>What is Freedom of Expression and Religious Freedom?</b>  <b>Are women treated equally in society and in religious communities?</b>  <b>Assessment</b>  <b>R &amp;- Case study: Women</b></p>	<p><b>Why does the UN matter?</b>  <b>Why does forgiveness matter?</b>  <b>Why does pacifism matter?</b>  <b>Why does caring for victims of war matter?</b></p>
<b>Assessment</b>	<p>Multiple choice/knowledge-based answers x10</p> <p>Class discussion and Big Debate – potential exam led question:                      ‘If everyone followed religious teachings then laws about human rights would not be needed.’                      12 marks (AQA Exam Q)</p> <p>Student Voice                      Teacher Voice</p>	<p>Knowledge-based answers x10</p> <p>Class discussion and Big Debate – potential exam led question:                      ‘War never solves problems, it only creates them.’ Evaluate this statement. 12 marks (AQA Exam Q)</p> <p>Student Voice                      Teacher Voice</p>	<p>Knowledge-based answers x10</p> <p>Class discussion and Big Debate – potential exam led question:                      ‘Religious people should always seek peace in any situation.’                      Evaluate this statement. 12 marks (AQA Exam Q)</p> <p>Student Voice                      Teacher Voice</p>
<b>Curriculum Links</b>	<p>AQA Religious Studies A (8062) GCSE                      3.2.1.4 Theme F: Human Rights &amp; Social Justice</p> <p><b>SMSC</b> – Spiritual, Moral, Social, Cultural  <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all  <b>Skills:</b> Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating  <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English:  <b>Power &amp; Conflict Poetry</b>  <b>Poetry includes – Concept of human rights, equality, devastation of prejudice &amp; discrimination, references to faith and Bible, internal conflict and morality, loss and guilt</b></p> <p>C&amp;C – see Key</p> <p>French - customs and festivals                      History - Religious Change in Tudor England                      History - Fall of democracy with Rise of Hitler - respect and tolerance in Germany 1918-33                      English - Macbeth T1, ACC T2, Poetry T3, AIC T4, Spoken Language T6 (All cultural capital)                      Business Studies: Ethical recruitment, equality act. Business growth and development</p>	<p>AQA Religious Studies A (8062) GCSE                      3.2.1.4 Theme D: Religion, peace and conflict</p> <p><b>SMSC</b> - Moral, Social, Cultural  <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all  <b>Skills:</b> Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating  <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English:  <b>Power, Conflict &amp; Unseen – Themes of War</b></p> <p>C&amp;C – see Key</p> <p>Geography - Conflict between energy companies and respecting traditional cultures and ways of life in the Rainforest and Tiaga Biomes                      Art and Photography - Studying a wide range of artists and photographers from different cultures                      Science: Homeostasis and Response - Contraception, Inheritance, Variation and Evolution - Ethics,                      Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>	<p>AQA Religious Studies A (8062) GCSE                      3.2.1.4 Theme D: Religion, peace and conflict</p> <p><b>SMSC</b> - Moral, Social, Cultural  <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all  <b>Skills:</b> Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating  <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English:  <b>English Language Paper 1</b>                      Q4 – To what extent do you agree... - Evaluative skills</p> <p>C&amp;C – see Key</p> <p>Geography - Conflict between energy companies and respecting traditional cultures and ways of life in the Rainforest and Tiaga Biomes                      Art and Photography - Studying a wide range of artists and photographers from different cultures                      Science: Homeostasis and Response - Contraception, Inheritance, Variation and Evolution - Ethics,                      Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>

	<b>Term 1</b> Human Rights & Social Justice (Part 2) Christianity, Islam & Humanism	<b>Term 2 and 3</b> Relationships & Families Christianity, Islam & Humanism	<b>Term 4</b> Ethics on Life Christianity, Islam & Humanism	<b>Term 5</b> Morality & evil Christianity, own WVB
<b>KS4</b>	September - December	January - March	January - March	April - May
<b>Year 11</b>	<p><b>Are all races treated equally in society?</b>  <b>What are the teachings about wealth and charity?</b>  <b>Are the poor exploited by society?</b>  <b>Is Tolerance the greatest British Value?</b>  <b>R &amp; Case Study: BLM</b></p>	<p><b>The ending of a relationship</b>  <b>The Nature &amp; Purpose of families</b>  <b>Do roles in the family matter?</b>  <b>Why does Gender equality matter?</b>  <b>R &amp; Case study - Celebration &amp; Family</b>  <b>Why does Family planning and Contraception matter?</b></p>	<p><b>What can be done to stop climate change</b>  <b>Should all animal testing be banned?</b>  <b>Should Euthanasia be legalised?</b></p>	<p><b>What is evil?</b>  <b>What are moral evil and natural evil?</b>  <b>Where do we learn morality?</b>  <b>Accounting for evil</b>  <b>Story of Job</b>  <b>Has the idea of evil changed over time?</b>  <b>Case Study: Harold Shipman</b></p>
<b>Assessment</b>	<p>Multiple choice/knowledge-based answers x10</p> <p>Class discussion and Big Debate – potential exam led question:</p> <p>'Religious people have a duty to help the poor and vulnerable in society.' (Against – everyone does. Evaluate this statement. 12 marks (AQA Exam Q)</p> <p>Student Voice Teacher Voice</p>	<p>Multiple choice/knowledge-based answers x10</p> <p>Class discussion and Big Debate – potential exam led question:</p> <p>'If a person isn't happy in a marriage they should get divorced..' Evaluate this statement. 12 marks (AQA themed Exam Q)</p> <p>Student Voice Teacher Voice</p>	<p>Multiple choice/knowledge-based answers x10</p> <p>Class discussion and Big Debate – potential exam led question:</p> <p>'Euthanasia should never be legalised.' Evaluate this statement. 12 marks (AQA themed Exam Q)</p> <p>Student Voice Teacher Voice</p>	<p>Multiple choice/knowledge-based answers x10</p> <p>Class discussion and Big Debate – potential exam led question:</p> <p>'Euthanasia should never be legalised.' Evaluate this statement. 12 marks (AQA themed Exam Q)</p> <p>Student Voice Teacher Voice</p>
<b>Curriculum Links</b>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme F: Human Rights &amp; Social Justice</p> <p><b>SMSC</b> – Spiritual, Moral, Social, Cultural  <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all  <b>Skills:</b> Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating  <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English:  <b>English Language Paper 2</b>  Q2 - Write a summary  Q5 – Persuasive Argument  <b>English Language Paper 1</b>  Q4 – To what extent do you agree... - Evaluative skills</p> <p>C&amp;C – see Key</p> <p>History: Cold War (Capitalism vs Communism) - liberty  English - Paper 2 (Viewpoints on the World and up-to-date topics). Short stories and class reader novel  Geography - Conflict between energy companies and respecting traditional cultures and ways of life in the Rainforest and Tiaga Biomes. Diversity in Birmingham and immigration over history and how it has led to the development of the city of Birmingham.  Art and Photography - Studying a wide range of artists and photographers from different cultures  Business Studies: Ethical recruitment, equality act. Business growth and development  Science: Infection and Response - Drug trials/ ethics.  Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>	<p>AQA GCSE Religious Studies A (8062) 3.2.1.1 Theme A: Relationships and families</p> <p><b>SMSC</b> – Spiritual, Moral, Social, Cultural  <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all  <b>Skills:</b> Investigating, Reflecting, Interpreting, Empathising, Analysing, Synthesising, Evaluating  <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English:  <b>English Language Paper 2</b>  Q2 - Write a summary  Q5 – Persuasive Argument</p> <p>C&amp;C – see Key</p> <p>English - Paper 2 (Viewpoints on the World and up-to-date topics). Short stories and class reader novel  Geography - Conflict between energy companies and respecting traditional cultures and ways of life in the Rainforest and Tiaga Biomes. Diversity in Birmingham and immigration over history and how it has led to the development of the city of Birmingham.  Art and Photography - Studying a wide range of artists and photographers from different cultures  Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>	<p>AQA GCSE Religious Studies A (8062) 3.2.1.1 Theme A: Relationships and families</p> <p><b>SMSC</b> – Spiritual, Moral, Social, Cultural  <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all  <b>Skills:</b> Investigating, Reflecting, Interpreting, Empathising, Analysing, Synthesising, Evaluating  <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English:  <b>English Language Paper 2</b>  Q2 - Write a summary  Q5 – Persuasive Argument</p> <p>C&amp;C – see Key</p> <p>English - Paper 2 (Viewpoints on the World and up-to-date topics). Short stories and class reader novel</p>	<p>AQA GCSE Religious Studies A (8062) 3.2.1.3 Theme C: God and Revelation</p> <p><b>SMSC</b> – Spiritual, Moral, Social, Cultural  <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all  <b>Skills:</b> Investigating, Reflecting, Interpreting, Empathising, Analysing, Synthesising, Evaluating  <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English:  <b>English Language Paper 2</b>  Q2 - Write a summary  Q5 – Persuasive Argument</p> <p>C&amp;C – see Key</p> <p>English - Paper 2 (Viewpoints on the World and up-to-date topics). Short stories and class reader novel</p>

**IMPACT** – students should be able to -

- develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying
- develop their ability to construct well-argued, well-informed, balanced and structured arguments, demonstrating their depth and breadth of understanding of the subject
- reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.