

Religion and Worldviews Long-term Plan



The United Curriculum for Religion & Worldviews provides all children, regardless of their background, with:

- **Coherent** and **sequenced substantive knowledge** of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts. These vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:
 - **Sacrifice**
Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?
 - **Knowledge & Meaning**
One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?
 - **Human Context**
Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?
- A Worldviews approach provides opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be **religiously literate**.
- A conscious inclusion of **vocabulary** and substantive content that recognises the need to **decolonise** teaching materials in a meaningful and accessible way.
- A scholarly approach to the core **disciplinary knowledge** of **theology, philosophy and social sciences**, developing pupils' ability to hold the **types of conversation** and to apply **the methods and processes** of **theologians, philosophers and social scientists**.
- A **curiosity and openminded** approach to the worldviews of others and a **reflective consciousness** of their own worldview.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>SOCIAL SCIENCES Christianity & Judaism How do people show they belong? Showing belonging through religious artefacts, places and actions.</p>	<p>THEOLOGY Christianity Why does Christmas matter to Christians? Christian beliefs about the Nativity story and incarnation.</p>	<p>THEOLOGY Christianity & Judaism Who made the world? Religious text as origin of story of Creation. Creator God. Stewardship. The Fall.</p>	<p>PHILOSOPHY Humanism What questions does the story of creation make us ask? Can we find any answers? Asking questions & suggesting answers. Humanist/ scientific explanation of creation.</p>	<p>SOCIAL SCIENCES Judaism Why are symbols and artefacts important to Jewish families during Shabbat? Ways diverse Jewish families mark Shabbat.</p>	<p>SOCIAL SCIENCES Christianity How do Christians show God is important to them? Prayer, Praise and Worship</p>
Year 2	<p>SOCIAL SCIENCES Where is religion in our local community? (link Geography & History) Looking for evidence of lived Religion in local community.</p>	<p>PHILOSOPHY Judaism What does it mean to be free? The significance of freedom in diverse Jewish practices at Passover (seder).</p>	<p>THEOLOGY Christianity What do stories from the Bible reveal about what God is like? Interpreting meaning in stories about Jesus and stories told by him (parables).</p>	<p>THEOLOGY Christianity Why does Easter matter to Christians? Beliefs about Jesus' life, death & resurrection. Salvation.</p>	<p>PHILOSOPHY Hindu Dharma What do our senses tell us about Hindu worship? Senses in Hindu worship at home and in the Mandir.</p>	<p>SOCIAL SCIENCES Hindu Dharma How do celebrations give Hindus a sense of belonging? Celebrations. Jatakarma, Raksha Bandhan & Diwali</p>
Year 3	<p>THEOLOGY Christianity What is the Bible? Origins, content, significance, construction and interpretation of the Bible.</p>	<p>THEOLOGY & SOCIAL SCIENCES Christianity What is the Trinity? How have artists used symbolism to express Trinity? One God - Father, Son, Holy Spirit.</p>	<p>PHILOSOPHY Christianity & Humanism How do people make moral decisions? Rules and human choice.</p>	<p>THEOLOGY Islam Where do Islamic beliefs come from? History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.</p>	<p>SOCIAL SCIENCES Islam How do Muslims express their beliefs in their daily lives? Expression of beliefs about Allah, 5 Pillars of Islam as obligations. Lived diversity.</p>	<p>THEOLOGY & PHILOSOPHY Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent? Meaning of "omni" in Abrahamic understanding of God. Does this seem possible philosophically?</p>
Year 4	<p>PHILOSOPHY What do we mean by truth? Plato's cave. Evidence and scientific reasoning.</p>	<p>THEOLOGY Christianity/Judaism/Islam What does sacrifice mean? Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice,</p>	<p>PHILOSOPHY Christianity / Islam / Humanism How do people think about poverty, justice & self-sacrifice?</p>	<p>SOCIAL SCIENCES Islam / Christianity How do people contribute to society? Self-sacrifice in form of charity/ community action.</p>	<p>THEOLOGY Islam How have events in history shaped Islamic diversity? Succession after Muhammad, conflict</p>	<p>SOCIAL SCIENCES How has religion and belief shaped our local area? International, national & local data. Lived expression in area.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>SOCIAL SCIENCES</p> <p>Hindu Dharma</p> <p>How are Hindu beliefs expressed in artifacts and worship?</p> <p>One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.</p>	<p>THEOLOGY</p> <p>Hindu Dharma</p> <p>How does scripture help Hindus understand Dharma?</p> <p>Diverse interpretations of the Ramayana</p>	<p>THEOLOGY & PHILOSOPHY</p> <p>Buddhism</p> <p>How do Buddhists explain suffering in the world?</p> <p>Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.</p>	<p>THEOLOGY</p> <p>Christianity</p> <p>How have events in history shaped Christian diversity? (Link history & Geography)</p> <p>Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p>	<p>SOCIAL SCIENCES</p> <p>Christianity</p> <p>How has belief in Jesus as the Messiah impacted art & music?</p> <p>prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.</p>	<p>PHILOSOPHY</p> <p>Is belief in God rational?</p> <p>Evidence suggested by religious worldviews, assessment of rational argument.</p>
Year 6	<p>THEOLOGY</p> <p>Christianity</p> <p>Why is the resurrection significant for Christians?</p> <p>Different gospel narratives, truth claims, salvation.</p>	<p>THEOLOGY</p> <p>(Christianity)</p> <p>Are religion & science in conflict? (Link science – Evolution)</p> <p>Creation, interpretation, diversity of opinion.</p>	<p>SOCIAL SCIENCES</p> <p>Hindu Dharma</p> <p>In what diverse ways do Hindus build a sense of community?</p> <p>Festivals & Pilgrimage</p>	<p>PHILOSOPHY</p> <p>What do philosophers teach us about life's purpose?</p> <p>Self & Soul (link Yr5 Knowledge unit)</p>	<p>SOCIAL SCIENCES</p> <p>Christianity / Hindu Dharma / Islam / Humanism / Sikhi</p> <p>How is an understanding of life's purpose reflected in people's lives? (local choice)</p> <p>Diverse expression of purpose in lived worldviews.</p>	