

Religion and Worldviews Curriculum Long Term Planning

Strands of learning

Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth

Expressing – Religious and spiritual forms of expressions; questions about identity and diversity

Living – Religious practices and ways of living; questions about values and commitments

What do students get out of Religion and Worldviews?

Students will extend and deepen their knowledge and understanding of a range of religious and non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They will draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	What is so radical about Jesus?	What difference does it make to believe in Islam?	What difference does it make to believe in Sikhism?	What is good and what is challenging about being a religious teenager?	Should religious building be sold to feed the starving?	How can people express the spiritual through music and art?
	Strand	Believing	Living	Living	Living	Expressing	Expressing
	Why this and why now?	This investigation enables pupils to learn in depth from different Christianity about their view of Jesus, and how people within a religion or world view understand and live out the teachings of Jesus in the world around them.	This investigation enables pupils to learn in depth from some key concepts in Islam such as ijihad and submission. Pupils then explore what difference believing in these would/could or should make to a persons' life. The unit enables pupils to use disciplines including	This investigation enables pupils to learn in depth from some key concepts in Sikhism such as Naam Simran and sewa. Pupils then explore what difference believing in these would/could or should make to a persons' life. The unit enables pupils to use disciplines including	This investigation enables pupils to learn in depth from Muslims and their ways of living, beliefs and communities, providing opportunities to consider challenging questions about the place of religion in Britain today and in pupils' own thinking. Students will be able to use a range of	This investigation enables students to learn in depth about the purposes and types of worship. The key question makes students think about why places of worship exist and how they help religious communities. Students can answer whichever way they like, but	This investigation enables students to learn in depth from different religious and spiritual ways of life about the concepts of worship, meditation and celebration, considering a diverse range of views about questions of expression and meaning in relation to spirituality

	<p>This unit links to previous questions from the SACRE:</p> <p>EYFS – Which people are special and why?</p> <p>Lower KS2 – Why is Jesus inspiring to some people?</p> <p>Upper KS2 – What would Jesus do? Can we live by the values of Jesus in the 21st Century?</p>	<p>theology, philosophy and textual study in their RE.</p> <p>This unit links to previous questions from the SACRE:</p> <p>EYFS – What is special about our world?</p> <p>KS1 – How should we care for others and the world and why does it matter?</p> <p>Upper KS2 – What difference does it make to believe in ahimsa, grace and/or Ummah?</p>	<p>theology, philosophy and textual study in their RE.</p> <p>This unit links to previous questions from the SACRE:</p> <p>EYFS – What is special about our world?</p> <p>KS1 – How should we care for others and the world and why does it matter?</p> <p>Upper KS2 – What difference does it make to believe in ahimsa, grace and/or Ummah?</p>	<p>disciplines and methods in this RE, including social data, philosophical questioning, interviews and working from sacred texts</p> <p>This unit links to previous questions from the SACRE:</p> <p>EYFS – Where do we belong?</p> <p>KS1 – What does it mean to belong to a faith community?</p> <p>Lower KS2 – What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today?</p> <p>Upper KS2 – What does it mean to be a Muslim in Britain today?</p>	<p>balanced arguments and information are given in this unit as we explore the function of worship in the lives of religious communities</p> <p>This unit links to previous questions from the SACRE:</p> <p>EYFS – What places are special and why?</p> <p>KS1 – What makes some places sacred?</p> <p>Lower KS2 – Why do people pray?</p> <p>Upper KS2 – If God is everywhere, why go to a place of worship?</p>	<p>and faith. Students will be enabled to think about their own experiences and views in relation to questions of spirituality in music and visual art, drawing on their study of Christianity and other religions. They will explore religious and spiritual arts through a range of media, discussing the significance of creative expression in different faith communities. They will be able to respond personally to the artwork they encounter, learning through disciplines including art history, philosophy and theology</p> <p>This unit links to previous questions from the SACRE:</p> <p>Upper KS2 – Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>
<p>What is the essential knowledge that needs to be remembered?</p>	<ul style="list-style-type: none"> • What was Jesus like? • Why did some people have a problem with Jesus? • Who were the Jewish people expecting to save them? • Why was Jesus seen as radical? • Was Jesus a pacifist? 	<ul style="list-style-type: none"> • What do Muslims believe in? • Who is Allah? • What is the Qur'an? • Why is prayer important for Muslims? • How do Muslims pray? • What happens in a mosque? 	<ul style="list-style-type: none"> • What is Sikhism and what are the key features of it? • Who was Guru Nanak and what is his story? • Who are the 10 gurus of Sikhism? • What is the Guru Granth Sahib? • What are the 5 Ks of Sikhism, what do they represent and 	<ul style="list-style-type: none"> • How do teenagers express their commitments? • What's it like to be a young and religious in Britain today? • Why is belonging to a mosque important for a young Muslim? • How can Muslims respond when they are pictured as 	<ul style="list-style-type: none"> • Why do religious groups donate to charity? • Are all religious people charitable? • Why are mosques important to Muslims? • Do Muslims need a mosque to be charitable? • Why are Gurdwaras important to Sikhs? 	<ul style="list-style-type: none"> • What does it mean to be spiritual? • How do Christians use visual art to express their spirituality? • How do Christians use music to express their spirituality? • How do Muslims express their spirituality without using pictures?

		<ul style="list-style-type: none">What's so radical about Jesus?	<ul style="list-style-type: none">What is the role of an Imam?What are the five pillars of Islam?What are the Ten Obligatory Acts?Why is pilgrimage important to Muslims?What is the journey of Hajj like?How do Muslims celebrate their faith?What is Ramadan and Eid?	<p>why are they important?</p> <ul style="list-style-type: none">What is the Khalsa?Why is serving others important to a Sikh?	<p>terrorists or fanatics?</p> <ul style="list-style-type: none">What is jihad?What is the history of British Sikhism?Why is ancient Sikh scripture important to modern Sikhs?Why has British Sikhism developed?How do Sikhs identify themselves?Why did Sikhs come to Britain?	<ul style="list-style-type: none">What is langar and why is it important to Sikhs?Do Sikhs need the gurdwara to be charitable?Why are churches important to Christians?Do Christians need churches to be charitable?Should we sell religious buildings to feed the starving?	<ul style="list-style-type: none">How do (sand) mandalas help to express a Buddhist's spirituality?How do Shinnyo-en Buddhists express their spirituality?Why is Klezmer music important for spirituality in Judaism?
What is the assessment intent and how will you assess?	Students will analyse a passage from the Bible to identified whether Jesus was a radical. Students will write two structured paragraphs to explain how Jesus could be seen as a radical (using evidence) and a contrasting point of view	Students will complete a multiple choice quiz on the key beliefs and teachings of Islam	Students will complete a multiple choice quiz on the key beliefs and teachings of Sikhism	Students will describe and explain the good things about belonging to a religious community (Islam and/or Sikhism) and the challenges of practicing faith in modern Britain. Students will use key ideas from a knowledge organiser to construct their explanations	Students will write a speech for a debate from the perspective of different groups of people: <ul style="list-style-type: none">Imam/Priest of a Mosque/ChurchLocal MPLocal residentMember of local community groupVolunteer at a food bank Students will use their learning to construct a strong argument for or against selling religious buildings to feed the poor	Students will use their understanding of different ways of expressing spirituality to create a piece of artwork to express their own spirituality. Students will create, describe and explain their artwork and why they have chosen specific shapes/colours/styles	
What does the end point look like?	Students will be able to: <ul style="list-style-type: none">Give a supported view as to how radical Jesus' views towards women were (A2)Give a supported view as to how radical Jesus' views	Students will be able to: <ul style="list-style-type: none">Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self (B2)Offer a justified view as to what difference	Students will be able to: <ul style="list-style-type: none">Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self (B2)Offer a justified view as to what difference	Students will be able to: <ul style="list-style-type: none">Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involved (A3)	Students will be able to: <ul style="list-style-type: none">Explain and interpret a range of understandings of worship (A1)Explain how welcoming and charitable actions	Students will be able to: <ul style="list-style-type: none">Explain the impact of music and art in helping people to express ideas beyond words, including beliefs (A2)Present a variety of interpretations of	

		<p>towards wealth and poverty were (A2)</p> <ul style="list-style-type: none"> Consider the question of who Jesus came to save and evaluate a variety of answers (B3) Express insight into the question of how radical Jesus was, in the light of different views (B1) Explain, with reference to historical context, how radical Jesus was (B1) Evaluate different views on whether Christians have been radical enough (C3) 	<p>these concepts makes to someone's actions (B2)</p> <ul style="list-style-type: none"> Offer critical and personal insights into how far believing in the concept would help someone faced with suffering (C1) Offer critical and personal insights into how far believing in the concept offers hope (C1) Offer a justified view as to how many of these ideas are human values and how many are religious values, and what difference that makes (B1) Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts (C3) 	<p>these concepts makes to someone's actions (B2)</p> <ul style="list-style-type: none"> Offer critical and personal insights into how far believing in the concept would help someone faced with suffering (C1) Offer critical and personal insights into how far believing in the concept offers hope (C1) Offer a justified view as to how many of these ideas are human values and how many are religious values, and what difference that makes (B1) Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts (C3) 	<ul style="list-style-type: none"> Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views (C3) Explain how ancient spiritual practices still sustain believers (A2) Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society (B2) Examine and evaluate British society's treatment of immigrant religious groups (C2) 	<p>can be seen as worship (A2)</p> <ul style="list-style-type: none"> Consider the key question and evaluate a variety of answers (B3) Express insight into the purpose of worship, in light of different views (C3) Observe and comment on the function of worship in the lives of believers (B2) Draw general conclusions about the purpose of worship across traditions, in light of positive and negative views (C1) 	<p>the 'spiritual' and explain how these are expressed (A3)</p> <ul style="list-style-type: none"> Consider how far music and art help believers understand big ideas in their tradition (A3) Investigate and explain how and why music and art are important ways of expressing the spiritual (C1) Explain and interpret the influence of a wide range of cultural expression through the arts in different religions (A1) Express insights into how far growing up in a tradition will shape the way someone sees all aspects of life (B1). Interpret a range of views on the importance of the spiritual within religion and non-religious worldviews (C1)
	How does it cover the NC?	All units of study are in line with the Tameside SACRE					