

## 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 8		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	What difference does it make to believe in Christianity?	Does living biblically mean obeying the whole Bible?	Does religion help people to be good?	Is death the end and does it matter?	What difference does it make to believe in Hinduism?	
	Strand	Living	Believing	Living	Believing	Living	
	Why this and why now?	This investigation enables pupils to learn in depth from some key concepts in Christianity such as Messiah and atonement. 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 different types of writing in the Bible and consider how Christians use them as a guide in their everyday lives. How do different Christians interpret the Bible? Can the Bible be misused or misinterpreted?	This investigation enables pupils to learn in depth from different religious and spiritual ways of life about being good and living well in society. The unit enables pupils to use varied disciplines for studying religion and worldviews including ethics, social studies, philosophy and	This investigation enables pupils to learn in depth from different religious and spiritual ways of life about their view of suffering, and how people within a religion or world view understand and live with suffering in the world around them.	This investigation enables pupils to learn in depth from some key concepts in Hinduism. 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 theology, philosophy and textual study in their RE.  This unit links to previous questions from the SACRE: EYFS – What is special about our world? KS1 – How should we care for others and the world and why does it matter?	

	<p>theology, philosophy and textual study in their RE.</p> <p>This unit links to previous questions from the SACRE:  EYFS – What is special about our world?  KS1 – How should we care for others and the world and why does it matter?  Upper KS2 – What difference does it make to believe in ahimsa, grace and/or Ummah?</p>	<p>This unit links to previous questions from the SACRE:  EYFS – Which stories are special and why?  KS1 – What can we learn from sacred books?  Lower KS2 – Why is the Bible so important for Christians today?</p>	<p>psychology of religion in their RE.</p> <p>This unit links to previous questions from the SACRE:  KS1 – How should we care for others and the world, and why does it matter?  Lower KS2 – What can we learn from religions about deciding what is right and wrong?  Upper KS2 – What matters most to Christians and Humanists?</p>	<p>This unit links to previous questions from the SACRE:  Upper KS2 – What do religions say to us when life gets hard?</p>	<p>Upper KS2 – What difference does it make to believe in ahimsa, grace and/or Ummah?</p>
<b>What is the essential knowledge that needs to be remembered?</b>	<ul style="list-style-type: none"> <li>What do Christians believe in?</li> <li>Why is God seen as being powerful?</li> <li>Why is the Holy Spirit important to Christians?</li> <li>How do different Christian denominations vary?</li> <li>Why is the Bible important to Christians?</li> <li>How do Christians celebrate their faith</li> <li>What Christian concepts have stood the test of time?</li> </ul>	<ul style="list-style-type: none"> <li>What is moral code?</li> <li>How can the Biblical Commandments be used today?</li> <li>What are gospels and how can they be used today?</li> <li>How can Bible passages be used or misused?</li> <li>What do the Beatitudes teach people?</li> <li>How can ethical decisions depend on situations?</li> <li>Why was Jesus seen as a rebel?</li> <li>How far can secular people 'live biblically'?</li> </ul>	<ul style="list-style-type: none"> <li>What is good and what is evil?</li> <li>What good comes from going to a place of worship?</li> <li>What codes for living are important to people?</li> <li>How does Buddhism help people live a good life?</li> <li>Does religion always lead people to be good?</li> <li>Does religion help people to be good?</li> </ul>	<ul style="list-style-type: none"> <li>What do people believe about life?</li> <li>What do people believe about the afterlife?</li> <li>What do Christians believe about life and death?</li> <li>Why do we have funerals?</li> <li>What do Buddhist people believe about life and death?</li> <li>Does death matter to a Humanist?</li> <li>Is this life hell?</li> <li>Is death the end and does it matter?</li> </ul>	<ul style="list-style-type: none"> <li>What do Hindus believe in?</li> <li>What is Brahman?</li> <li>What is the Trimurti?</li> <li>What is the Om?</li> <li>What are the holy books?</li> <li>How do Hindus worship</li> <li>What do Hindus eat?</li> <li>How do Hindus dress?</li> </ul>
<b>What is the assessment</b>	Students will complete a multiple choice quiz on	Students will create a structured argument to answer the question:	Students will create a structured argument to answer the question:	Students will answer the question: is death the end and does it matter?	Students will complete a multiple choice quiz on the key beliefs and teachings of Hinduism

	intent and how will you assess?	the key beliefs and teachings of Christianity	does living biblically mean obeying the whole Bible? Students will write three paragraphs: <ul style="list-style-type: none"><li>In agreement</li><li>In disagreement</li><li>Personal opinion</li></ul> Students will be provided with a series of Bible passages to support their arguments	does religion help people to be good? Students will write three paragraphs: <ul style="list-style-type: none"><li>In agreement</li><li>In disagreement</li><li>Personal opinion</li></ul> Students will be provided with a series of statements to support their arguments	Students will use sentence starters to structure their answer, focusing on the views of: <ul style="list-style-type: none"><li>Christians</li><li>Buddhists</li><li>Humanists</li><li>Their own belief</li></ul>	
	What does the end point look like?	Students will be able to: <ul style="list-style-type: none"><li>Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self (B2)</li><li>Offer a justified view as to what difference these concepts makes to someone's actions (B2)</li><li>Offer critical and personal insights into how far believing in the concept would help someone faced with suffering (C1)</li><li>Offer critical and personal insights into how far believing in the concept offers hope (C1)</li><li>Offer a justified view as to how many of these ideas are</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Interpret different biblical commands and how Christians might put them into practice (A1)</li><li>Enquire into the meaning of both 'love God' and 'love thy neighbour' in today's world (C2)</li><li>Examine the impact the commandment to love God and love one's neighbour has on individuals and communities (C2)</li><li>Formulate a reasoned answer to the question: does living biblically mean obeying the whole Bible? (B3)</li><li>Account for some of the ways different Christian traditions value the Bible (B1)</li><li>Justify a view as to whether non-</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Give examples of ways in which religious and non-religious principles guide people in living good lives (B2)</li><li>Analyse examples of religious and non-religious principles and come to a view of what is 'good' (C1)</li><li>Formulate an account of how religious teachings help people to be good (A2)</li><li>Weigh up the value of religion in benefitting individuals and society (B2)</li><li>Justify a supported response to the question of whether religion helps people to be good (C3)</li><li>Offer reasons for a range of ways in which religion</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Explain a range of beliefs regarding the possibility of life after death (A2)</li><li>Account for the roots of these diverse beliefs (B1)</li><li>Judge the importance of this life compared to the hope of an afterlife, offering different views (C1).</li><li>Evaluate the impact of differing views of life after death on how individuals view earthly life (C3)</li><li>Explain interpretations of views of life after death; literal or metaphorical, acknowledging diversity within traditions (A2)</li><li>Analyse what visions of life after death reflect about an</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self (B2)</li><li>Offer a justified view as to what difference these concepts makes to someone's actions (B2)</li><li>Offer critical and personal insights into how far believing in the concept would help someone faced with suffering (C1)</li><li>Offer critical and personal insights into how far believing in the concept offers hope (C1)</li><li>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)</li><li>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)</li></ul>

		<p>human values and how many are religious values, and what difference that makes (B1)</p> <ul style="list-style-type: none"> <li>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)</li> </ul>	Christians can 'live biblically' (A1)	inspires moral behaviour, and sometimes immoral behaviour (B2).	individual's view of existence (C1)	
	How does it cover the NC?	All units of study are in line with the Tameside SACRE				