

## 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 9		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	What difference does it make to believe in Buddhism?	Why is there suffering and are there any good solutions?	Should happiness be the purpose of life?	Do we need to prove God's existence?	Is religion a power for peace or a cause of conflict in the world today?	
	Strand	Living	Believing	Living	Believing	Living	
	Why this and why now?	This investigation enables pupils to learn in depth from some key concepts in Buddhism. Pupils then explore what difference believing in these would/could or should make to a persons' life. The unit	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	This investigation enables pupils to learn in depth from Christianity, Buddhism and non-religious worldviews about the significance of happiness. Through a study of the idea of happiness in the bible,	This investigation enables pupils to learn in depth from different religions and worldviews about the place of belief, exploring why Buddhists are relatively unconcerned about the idea of God, why this is a	This investigation enables pupils to learn in depth from different religious examples of engagement with conflict and peace, exploring the issues. It provides opportunities for 'dangerous conversation (an idea from Prof Ted Cantle, encouraging real engagement in deep learning through exploring ideas which society often hides from view). Pupils will develop argumentative skills using different dimensions of the topic. The unit enables pupils to use disciplines	

	<p>enables pupils to use disciplines including 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>suffering in the world around them</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>the concept of dukkha and comparing the religious idea of ‘the good life’ to non-religious views of ‘the good life’. Is it morally acceptable to pursue attaining happiness? The unit enables pupils to use disciplines including theology, philosophy and psychology (of religion) in their RE</p>	<p>vital matter for Christians, and why atheists reject the idea of God. The concept of proof is examined alongside related ideas about evidence, belief, perspective and interpretation.</p> <p>This unit links to previous questions from the SACRE: KS1 – Who is a Christian, Muslim, Jewish and what do they believe? Lower KS2 – What do different people believe about God?</p>	<p>including ethics, philosophy and sociology of religion in their RE.</p>
<p><b>What is the essential knowledge that needs to be remembered?</b></p>	<ul style="list-style-type: none"> <li>Who was The Buddha?</li> <li>What are the teachings of The Buddha?</li> <li>How do Buddhists live a good life?</li> <li>How do Buddhists engage with their faith?</li> <li>What is suffering and how do Buddhists end suffering?</li> <li>What is life like for a Buddhist?</li> <li>What do Buddhists value?</li> <li>Why is belonging to a community important in Buddhism?</li> </ul>	<ul style="list-style-type: none"> <li>What are the different types of suffering in the world?</li> <li>What does the Bible say about suffering?</li> <li>How do Christians make sense of suffering?</li> <li>How can a good God allow suffering?</li> <li>What do Buddhists believe about suffering?</li> <li>How do people overcome suffering?</li> <li>What solutions are there to end suffering?</li> </ul>	<ul style="list-style-type: none"> <li>What is happiness?</li> <li>How does happiness fit in Christianity?</li> <li>What is a Buddhist view of happiness and how can it be achieved?</li> <li>What does a secular view of happiness look like?</li> <li>Should happiness be the purpose of life?</li> </ul>	<ul style="list-style-type: none"> <li>How do we know anything?</li> <li>Why do Muslims believe in God?</li> <li>Why did the Buddha think belief in God was unimportant?</li> <li>In Buddhist thinking, what can save us from pain and suffering?</li> <li>Do Thomas Aquinas’ 5 ways justify a belief in God?</li> <li>How can Christian claims God be appreciated and appraised?</li> <li>Can atheists prove there is no God?</li> </ul>	<ul style="list-style-type: none"> <li>What is conflict and why is it caused?</li> <li>What do Sikh teachings say about peace and conflict?</li> <li>What do Sikh scriptures say about peace and conflict?</li> <li>Who was Prophet Muhammad and how did he spread peace?</li> <li>How do Muslims react to being represented as terrorists or fanatics?</li> <li>What is jihad and how is it misinterpreted?</li> <li>What are the Christian views on peace and conflict?</li> <li>Do religious communities intend to make peace or conflict?</li> <li>What can we learn from peacemakers?</li> <li>Does religion cause conflict?</li> </ul>

				<ul style="list-style-type: none"><li>How important is the idea of proving or disproving God</li></ul>	
<b>What is the assessment intent and how will you assess?</b>	Students will complete a multiple choice quiz on the key beliefs and teachings of Buddhism	Students will answer the question: are there any good solutions to suffering? Students will write an essay, create an acrostic poem or design a piece of artwork (annotated), focusing on: <ul style="list-style-type: none"><li>Christian views of why humans suffer</li><li>Buddhist views of why humans suffer</li><li>Solutions to ending suffering</li><li>Examples of how religion can help people with suffering</li></ul>	Students will show their learning about happiness by creating one of the following: <ul style="list-style-type: none"><li>A poster</li><li>A poem</li><li>A piece of art</li><li>A story</li></ul>	Students will create a structured argument to answer the question: how important is the idea of proving or disproving God? Students will use the sentence starters to include: <ul style="list-style-type: none"><li>Ideas proving God exists</li><li>Ideas disproving God exists</li><li>Whether it is important to prove or disprove God's existence</li><li>Own opinion</li></ul> Students will be provided with a series of statements to support their arguments	Students will write a speech for a debate from the perspective of different opinions: <ul style="list-style-type: none"><li>Religion creates peace</li><li>Religion creates conflict</li></ul> Students will use their learning to construct a strong argument
<b>What does the end point look like?</b>	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</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Give well-informed insights into two Christian views about why people suffer, supported by evidence from biblical texts (B1)</li><li>Contrast two views of why we suffer from two different traditions (A1)</li><li>Argue the case that religions do or do not offer good solutions as to why we suffer (C1)</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Formulate an account of how happiness could be derived from God (A2)</li><li>Analyse non-religious values and offer an account of 'secular happiness' (C1)</li><li>Consider and weigh up arguments equating happiness with the end of craving (A3)</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Give an account of God's existence using a rational argument (B1)</li><li>Explain a worldview which does not set out to prove God's existence (A2)</li><li>Offer reasons as to why we do or do not need to prove God's existence (B2)</li><li>Evaluate whether God's existence can ever be proven (C1)</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Present a coherent account of why some see religion as a power for peace, supported by evidence (A2)</li><li>Present a coherent account of why some see religion as a cause of conflict, supported by evidence (A2)</li><li>Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning (B3)</li><li>Examine and evaluate the ways diverse religious communities are affected by views of the impact of their religion on the world (C2)</li><li>Express well-informed insights into the nature of peace: active non-violence or passive absence of war? (C3)</li></ul>

		<p>believing in the concept would help someone faced with suffering (C1)</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Consider and weigh up how far religious answers to the question of suffering are universally useful (A2)</li> <li>• Evaluate critically the idea that suffering is a natural human state to which there is no solution (C1)</li> <li>• Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair (A3)</li> </ul>	<ul style="list-style-type: none"> <li>• Weigh up the value of action in contributing to happiness (B2)</li> <li>• Offer reasons for differing views of the importance of spiritual and earthly happiness (B2)</li> <li>• Evaluate religious and non-religious commentaries on the types of happiness pursued by others (C3)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the value of proof and faith in this debate (B3)</li> <li>• Justify a view as to the value of the attempt to prove God's existence using rational arguments (C1)</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil? (C1)</li> </ul>
	How does it cover the NC?	All units of study are in line with the Tameside SACRE				