**IMPLEMENTATION** 

Worldwide Views & Beliefs: To introduce students to a variety of beliefs and practices from a range of worldwide views & beliefs in order to develop curiosity about the communities around them. Students investigate how individuals and communities believe, express and live their way of life. On a deeper level, students will reflect on and develop their own worldview paying particular attention to the impact these views and beliefs have on the decisions they make. Students will develop their reading, comprehension, inference, subject specific vocabulary & SPaG skills. Additionally, their reflective, application and evaluative skills will be developed through expressing, listening, discussing and writing opportunities.

# Bilton School Planning for Progress over Time

• Programme of Study 2021/22

The bigger picture: Worldwide Values & Beliefs

- 1. Links to Personal Development SMSC, British Values, Developing skills &
- Links to Cultural Capital Widens and deepens an individual's cultural capital through curriculum experiences.

  <u>Links</u> to Coventry & Warwickshire SACRE 17-22 (Believing (A). Expressing (B),

-	Should happiness be the purpose of life? (Science, Humanism, Christianity, Buddhism, Philosophy)  KS3   Term 1  Should happiness be the purpose of life? (Science, Humanism, Christianity, Philosophy)								Term 2 Does religion help people to be good? (Philosophy, Buddhism, Christianity, Humanism)							Term 3 Does living a good life mean finding a trustworthy source of authority? (6 faiths)									Term 4 Does today's society show more equality that Ancient Greek Society? (Ancient Greek and reflection on own worldview)							Term 5 What were the ancient beliefs? (Creation stories, Greek and Roman myths, Moari traditions, philosophy)						Term 6 Is death the end? Does it matter? (6 faiths)									
	Year 8  Assessment	Assessme Reading extendir Reflection ideas.	ent is Lit	teracy beaning, Cexpandi	pased:	Happiness & the Environment and control of the cont	Happiness & Social Media (what makes me	Happiness & Social Media what makes me happy/unhappy)	Reflecting on my learning: Assessment - Should human happiness be the purpose of life?	HOLIDAY: 1 WEEK	Readi exten Reflec	ing for ding ar	Fiterace How does the Buddhist Eightfold path lead to being good?	g, Com anding,	prehens Vocabi	Jary, S		HOLIDAY: 2 WEEKS	Red Infe	essent to the second se	is Liter	eracy b ining, C ding an G, Ref	Compre nd expe flection	hensio anding /Own	,	HOLIDAY: 1 WEEK	Readi Infere Vocal	ng for nce, ex oulary, on/Eva	meanir tendin SPaG,	g and e Reflec	Ancient Greece - Slavery	ling, wn	HOLIDAY: 2 WEEKS	Read Comp exter Voca Refle Opin	ssment ling for prehending control con	meanision, Inf and exp , SPaG Own	ing, ference pandin	e, ig,	24/5/20	See the second s	sessmer ading erence acabula	ut is is the frame of the ludic faith's beliefs about life after dea	acarate death impact on our lives? S	composition of the local of the	open or instance of the second or just the beginnings?	What are the Abrahamic fa	5

## Curriculum Links

Coventry & Warwickshire SACRE 17-22

A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some

people support and others question these influences. A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the

A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living.

enquiring into the variety, differences and relationships that exist within and between them.

B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to reliaions and worldviews, accounting for the impact of diversity within and between communities.

C1. Explore some of the ultimate auestions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.

C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Respectful Attitudes, Individual Liberty

Skills: Reflecting, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating Developing Attitudes: Respect, Self-understanding, Oper Mindedness, Enquiry

### Cross curricular links to English:

Refugee Boy

Literature and happy endings Is Karma used as an excuse to make humans feel better?

Coventry & Warwickshire SACRE 17-22 Strand: Living

A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.

in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. C1. Explore some of the ultimate questions that

B2. Observe and interpret a wide range of ways

are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.

C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw

on a range of examples from real life, fiction or other forms of media.

SMSC - Spiritual, Moral British Values: Tolerance, Respectful Attitudes, Individual Liberty

Skills: Investigating, Reflecting, Expressing, Interpreting, Empathising, Discerning, Synthesising, Evaluating – covers all Developing Attitudes: Curiosity & Wonder, Commitment, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry covers all

#### Cross curricular links to English: Transactional Writina

Evaluative skills.

Coventry & Warwickshire SACRE 17-22

A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences. A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order

to understand religions and worldviews as

coherent systems or ways of seeing the

world.

B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.

B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.

C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.

SMSC - Spiritual, Moral, Social, Cultural covers all

British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty - Covers all Skills: Investigating, Interpreting, Analysing, Synthesising, Evaluating Developing Attitudes: Curiosity & Wonder, Commitment, Fairness, Respect, Self-

understanding, Open Mindedness, Critical

Mindedness, Enquiry - covers all Cross curricular links to English:

Poetry Voices Truth and guidance in and from poetry. (Links to Term 6- Dystopian society)

Coventry & Warwickshire SACRE 17-

Strand: Believin

A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world. B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.

C1. Explore some of the ultimate auestions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.

C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media

SMSC - Spiritual, Cultural British Values: Respectful Attitudes, Individual Liberty Skills: Investigating, Reflecting, Interpreting, Empathising, Discerning, Analysing, Synthesising, Evaluating -Developing Attitudes: Curiosity & Wonder, Self-understanding, Open Mindedness, Critical Mindedness,

#### Cross curricular links to English: Greek Mythology

All stories linked including: Medusa - Is life fair? Are all lives worth living? Suffering links Prometheus - Is life worth dying for? Suffering links. Achilles – Is death inevitable? Suffering links.

Coventry & Warwickshire SACRE 17-22 Strand: Believing & Expres

A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world. B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawina on a ranae of introductory level approaches recognised in the study of religion or theology. C1. Explore some of the ultimate

questions that are raised by human life, makina wellinformed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts.

media and philosophy

C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from

real life, fiction or other forms of media.

SMSC - Spiritual, Cultural **British Values: Respectful** Attitudes, Individual Liberty Skills: Investigating, Reflecting, Interpreting, Empathising, Discerning, Analysing, Synthesising, Evaluating -Developing Attitudes: Curiosity & Wonder, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry

Cross curricular links to English:

Greek Mythology from last term Themes - belief, truth, proof, understandina.

Coventry & Warwickshire SACRE 17-22 Strand: Living & Expressin

A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.

B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range

of introductory level approaches recognised in the study of religion or theology.

B2. Observe and interpret a wide range of ways in which commitment and identity

expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. C1. Explore some of the ultimate questions that are raised by human life, making wellinformed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.

C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media

SMSC - Spiritual, Moral, Social, Cultural -British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty - Covers all Skills: Investigating, Reflecting, Expressing, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating - covers all

Developing Attitudes: Curiosity & Wonder, Commitment, Fairness, Respect, Selfunderstanding, Open Mindedness, Critical Mindedness, Enquiry - covers all

Cross curricular links to English: Media Culture Awareness Evaluative skills and discernment of information.

Intended Impact: WVB will engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Pupils will develop a deeper understanding and appreciation of the key elements of all six principal religions as well as worldwide views of no-faith and link these to their own decisions in life.