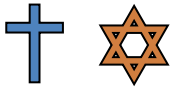

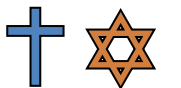













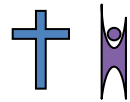





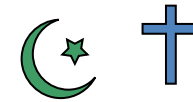

United Curriculum: Religion & Worldviews



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>SOCIAL SCIENCES</p>  <p>Christianity & Judaism</p> <p>How do people show they belong?</p> <p>Showing belonging through religious artefacts, places and actions.</p>	<p>THEOLOGY</p>  <p>Christianity</p> <p>Why does Christmas matter to Christians?</p> <p>Christian beliefs about the Nativity story and incarnation.</p> <p><i>When learning about the Christian worship/ celebration of Christmas in Year 1, we visit on St Clements.</i></p>	<p>THEOLOGY</p>  <p>Christianity & Judaism</p> <p>Who made the world?</p> <p>Religious text as origin of story of Creation. The Creator God and humans as stewards.</p> <p>Curiosity</p>	<p>PHILOSOPHY</p>  <p>Humanism</p> <p>What questions does the story of creation make us ask? Can we find any answers?</p> <p>Asking questions & suggesting answers. Humanist / scientific explanation of creation.</p> <p>Curiosity</p>	<p>SOCIAL SCIENCES</p>  <p>Judaism</p> <p>Why are symbols and artefacts important to some Jewish families during Shabbat?</p> <p>Some diverse ways that different Jewish families mark Shabbat.</p>	<p>SOCIAL SCIENCES</p>  <p>Christianity</p> <p>How do Christians show God is important to them?</p> <p>Prayer, praise and worship</p> <p>Respect</p>
Year 2	<p>SOCIAL SCIENCES</p>  <p>Where is religion in our local community?</p> <p>Looking for evidence of lived religion in our local community.</p> <p><i>In Year 2, we consider the evidence of lived religion in our local area by visiting Gorton Monastery.</i></p> <p>Civility</p>	<p>PHILOSOPHY</p>  <p>Judaism</p> <p>What does it mean to be free?</p> <p>The significance of freedom in diverse Jewish practices at Passover (seder).</p>	<p>THEOLOGY</p>  <p>Christianity</p> <p>What do stories from the Bible reveal about what God is like?</p> <p>Interpreting meaning in stories about Jesus and stories told by him (parables).</p>	<p>THEOLOGY</p>  <p>Christianity</p> <p>Why does Easter matter to Christians?</p> <p>Beliefs about Jesus' life, death & resurrection, and salvation.</p> <p>Respect</p>	<p>PHILOSOPHY</p>  <p>Hindu Dharma</p> <p>What do our senses tell us about Hindu worship?</p> <p>Senses in Hindu worship at home and in the Mandir.</p> <p><i>When learning about Hindu worship in Year 2, we will extend pupils' understanding with a visit to Gita Bhaven Hindu Temple.</i></p>	<p>SOCIAL SCIENCES</p>  <p>Hindu Dharma</p> <p>How do celebrations give Hindus a sense of belonging?</p> <p>Celebrations of Jatakarma, Raksha Bandhan & Diwali</p> <p>Curiosity</p>










United Curriculum: Religion & Worldviews



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>THEOLOGY</p>  <p>Christianity</p> <p>How do people think about the Bible?</p> <p>Origins, content, significance, construction and interpretation of the Bible.</p>	<p>THEOLOGY & SOCIAL SCIENCES</p>  <p>Christianity</p> <p>What is the Trinity? How have artists used symbolism to express Trinity?</p> <p>One God as Father, Son, Holy Spirit. Significance of metaphor and symbolism.</p>	<p>PHILOSOPHY</p>  <p>Christianity & Humanism</p> <p>How do people make moral decisions?</p> <p>Rules and human choice.</p> <p>Curiosity</p>	<p>THEOLOGY</p>  <p>Islam</p> <p>Where do Islamic beliefs come from?</p> <p>History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.</p> <p>When learning about Islamic beliefs in Year 3, we extend pupils' understanding with a visit to a Mosque.</p> <p>Curiosity</p>	<p>SOCIAL SCIENCES</p>  <p>Islam</p> <p>How do Muslims express their beliefs in their daily lives? (1)</p> <p>Expression of beliefs about Allah, Tawhid, and lived diversity of the hijab.</p> <p>Respect</p>	<p>SOCIAL SCIENCES</p>  <p>Islam</p> <p>How do Muslims express their beliefs in their daily lives? (2)</p> <p>Expression of beliefs through 5 Pillars of Sunni Islam. Lived diversity</p>
Year 4	<p>PHILOSOPHY</p> <p>What do we mean by truth?</p> <p>Plato's cave, evidence and scientific reasoning.</p>	<p>THEOLOGY</p>  <p>Christianity/Judaism/Islam</p> <p>What does sacrifice mean?</p> <p>Abraham/Ibrahim in sacred text, Eid-ul-Adha, animal sacrifice, Jesus as Ultimate Sacrifice.</p>	<p>PHILOSOPHY</p>  <p>Christianity / Islam / Humanism</p> <p>How do people think about poverty, justice & self-sacrifice?</p> <p>Meaning of poverty & relative poverty, justice and everyday self-sacrifice.</p>	<p>SOCIAL SCIENCES</p>  <p>Islam / Christianity</p> <p>How do people contribute to society?</p> <p>Self-sacrifice in form of charity or community action.</p> <p>In Year 4, we revisit religious representation in our local area and extend our understanding by visiting a Mosque.</p> <p>Curiosity</p>	<p>THEOLOGY</p>  <p>Islam</p> <p>How have people and events in history shaped Islamic diversity?</p> <p>Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.</p>	<p>SOCIAL SCIENCES</p> <p>How has religion and belief shaped our local area?</p> <p>International, national & local data. Lived expression in area.</p> <p>Conduct a survey of religions followed in our school</p> <p>Civility</p>

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	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 artefacts and worship?</p> <p>One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.</p> <p>When learning about Hindu Dharma in Year 5, we interview a Hindu about their beliefs and how they worship to extend our understanding of Hinduism.</p>	<p>THEOLOGY</p>  <p>Hindu Dharma</p> <p>How does sacred text 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 people and events in history shaped Christian diversity?</p> <p>Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p> <p>When learning about Christian diversity in in Year 5, we extend pupils' understanding with Historic links.</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 and Handel's Messiah.</p> <p>Respect</p>	<p>PHILOSOPHY</p> <p>Where do I stand?</p> <p>An exploration of pupils' personal worldviews, through artistic expression.</p> <p>(NATRE Spirited Arts)</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?</p> <p>Creation, interpretation, diversity of opinion.</p> <p>Respect</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>When learning about Hindu community Year 6, we extend pupils' understanding with a visit to a Mandir.</p> <p>Civility</p>	<p>PHILOSOPHY</p> <p>What do philosophers teach us about life's purpose?</p> <p>Self & Soul</p>	<p>SOCIAL SCIENCES</p>  <p>Christianity / Hindu Dharma / Islam / Humanism / Judaism (Buddhism & Sikhi)</p> <p>How is an understanding of life's purpose reflected in people's lives?</p> <p>Diverse expression of purpose in lived worldviews.</p> <p>When learning about expression of life's purpose in Year 6, we include Sikh beliefs to reflect the religious demographics of our local community.</p> <p>Civility</p>	