

# United Curriculum: Religion & Worldviews



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>SOCIAL SCIENCES</b></p> <p><b>Christianity &amp; Judaism</b></p> <p><b>How do people show they belong?</b></p> <p>Showing belonging through religious artefacts, places and actions.</p>	<p><b>THEOLOGY</b></p> <p><b>Christianity</b></p> <p><b>Why does Christmas matter to Christians?</b></p> <p>Christian beliefs about the Nativity story and incarnation.</p>	<p><b>THEOLOGY</b></p> <p><b>Christianity &amp; Judaism</b></p> <p><b>Who made the world?</b></p> <p>Religious text as origin of story of Creation. Creator God. Stewardship. The Fall.</p>	<p><b>PHILOSOPHY</b></p> <p><b>Humanism</b></p> <p><b>What questions does the story of creation make us ask? Can we find any answers?</b></p> <p>Asking questions &amp; suggesting answers. Humanist/ scientific explanation of creation.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>Judaism</b></p> <p><b>Why are symbols and artefacts important to Jewish families during Shabbat?</b></p> <p>Ways diverse Jewish families mark Shabbat.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>Christianity</b></p> <p><b>How do Christians show God is important to them?</b></p> <p>Prayer, Praise and Worship</p>
Year 2	<p><b>SOCIAL SCIENCES</b></p> <p><b>Where is religion in our local community?</b> (link Geography &amp; History)</p> <p>Looking for evidence of lived Religion in local community.</p>	<p><b>PHILOSOPHY</b></p> <p><b>Judaism</b></p> <p><b>What does it mean to be free?</b></p> <p>The significance of freedom in diverse Jewish practices at Passover (seder).</p>	<p><b>THEOLOGY</b></p> <p><b>Christianity</b></p> <p><b>What do stories from the Bible reveal about what God is like?</b></p> <p>Interpreting meaning in stories about Jesus and stories told by him (parables).</p>	<p><b>THEOLOGY</b></p> <p><b>Christianity</b></p> <p><b>Why does Easter matter to Christians?</b></p> <p>Beliefs about Jesus' life, death &amp; resurrection. Salvation.</p>	<p><b>PHILOSOPHY</b></p> <p><b>Hindu Dharma</b></p> <p><b>What do our senses tell us about Hindu worship?</b></p> <p>Senses in Hindu worship at home and in the Mandir.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>Hindu Dharma</b></p> <p><b>How do celebrations give Hindus a sense of belonging?</b></p> <p>Celebrations. Jatakarma, Raksha Bandhan &amp; Diwali</p>



# United Curriculum: Religion & Worldviews



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>THEOLOGY</b></p> <p><b>Christianity</b></p> <p><b>What is the Bible?</b></p> <p>Origins, content, significance, construction and interpretation of the Bible.</p>	<p><b>THEOLOGY &amp; SOCIAL SCIENCES</b></p> <p><b>Christianity</b></p> <p><b>What is the Trinity? How have artists used symbolism to express Trinity?</b></p> <p>One God - Father, Son, Holy Spirit. Significance of metaphor and symbolism.</p>	<p><b>PHILOSOPHY</b></p> <p><b>Christianity &amp; Humanism</b></p> <p><b>How do people make moral decisions?</b></p> <p>Rules and human choice.</p>	<p><b>THEOLOGY</b></p> <p><b>Islam</b></p> <p><b>Where do Islamic beliefs come from?</b></p> <p>History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>Islam</b></p> <p><b>How do Muslims express their beliefs in their daily lives?</b></p> <p>Expression of beliefs about Allah, 5 Pillars of Islam as obligations. Lived diversity.</p>	<p><b>THEOLOGY &amp; PHILOSOPHY</b></p> <p><b>Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent?</b></p> <p>Meaning of "omni" in Abrahamic understanding of God. Does this seem possible philosophically? What religious stories might support this?</p>
Year 4	<p><b>PHILOSOPHY</b></p> <p><b>What do we mean by truth?</b></p> <p>Plato's cave. Evidence and scientific reasoning.</p>	<p><b>THEOLOGY</b></p> <p><b>Christianity/Judaism/Islam</b></p> <p><b>What does sacrifice mean?</b></p> <p>Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice.</p>	<p><b>PHILOSOPHY</b></p> <p><b>Christianity / Islam / Humanism</b></p> <p><b>How do people think about poverty, justice &amp; self-sacrifice?</b></p> <p>Meaning of poverty &amp; relative poverty. Meaning of justice. Everyday self-sacrifice.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>Islam / Christianity</b></p> <p><b>How do people contribute to society?</b></p> <p>Self-sacrifice in form of charity/ community action.</p>	<p><b>THEOLOGY</b></p> <p><b>Islam</b></p> <p><b>How have events in history shaped Islamic diversity?</b></p> <p>Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>How has religion and belief shaped our local area?</b></p> <p>International, national &amp; local data. Lived expression in area.</p>



# United Curriculum: Religion & Worldviews



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>SOCIAL SCIENCES</b></p> <p><b>Hindu Dharma</b></p> <p><b>How are Hindu beliefs expressed in artifacts and worship?</b></p> <p>One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.</p>	<p><b>THEOLOGY</b></p> <p><b>Hindu Dharma</b></p> <p><b>How does scripture help Hindus understand Dharma?</b></p> <p>Diverse interpretations of the Ramayana</p>	<p><b>THEOLOGY &amp; PHILOSOPHY</b></p> <p><b>Buddhism</b></p> <p><b>How do Buddhists explain suffering in the world?</b></p> <p>Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.</p>	<p><b>THEOLOGY</b></p> <p><b>Christianity</b></p> <p><b>How have events in history shaped Christian diversity? (Link history &amp; Geography)</b></p> <p>Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>Christianity</b></p> <p><b>How has belief in Jesus as the Messiah impacted art &amp; music?</b></p> <p>prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.</p>	<p><b>PHILOSOPHY</b></p> <p><b>Is belief in God rational?</b></p> <p>Evidence suggested by religious worldviews, assessment of rational argument.</p>
Year 6	<p><b>THEOLOGY</b></p> <p><b>Christianity</b></p> <p><b>Why is the resurrection significant for Christians?</b></p> <p>Different gospel narratives, truth claims, salvation.</p>	<p><b>THEOLOGY</b></p> <p><b>(Christianity)</b></p> <p><b>Are religion &amp; science in conflict? (Link science – Evolution)</b></p> <p>Creation, interpretation, diversity of opinion.</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>Hindu Dharma</b></p> <p><b>In what diverse ways do Hindus build a sense of community?</b></p> <p>Festivals &amp; Pilgrimage</p>	<p><b>PHILOSOPHY</b></p> <p><b>What do philosophers teach us about life's purpose?</b></p> <p>Self &amp; Soul (link Yr5 Knowledge unit)</p>	<p><b>SOCIAL SCIENCES</b></p> <p><b>Christianity / Hindu Dharma / Islam / Humanism / Sikhi</b></p> <p><b>How is an understanding of life's purpose reflected in people's lives? (local choice)</b></p> <p>Diverse expression of purpose in lived worldviews.</p>	

