

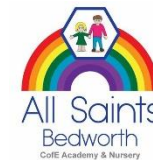


CWAS Unit



UC Unit

Religious Education Curriculum Overview Sept 2024



Unit Pathway with CWAS and UC Units Included

<p>EYFS*</p>	<p> F1 How can people show they belong together?</p> <p>Belonging and Believing </p> <p>THEO / HSS</p> <p>Christian, Sikh, Muslim</p> <p>8 sessions</p> <ul style="list-style-type: none"> Where do I belong? (1) How do some people show their worldview? (3). What times do people celebrate together? (3) What places are special? (1) 	<p> F2 Why do Christians perform nativity plays at Christmas?</p> <p>Incarnation</p> <p>4 sessions</p> <ul style="list-style-type: none"> What special stories do we know from the Bible about Jesus? (2) What do we do at Church at Christmas? (2) 	<p> F2 Who are the people in sacred (special) stories and why might they still be important today?</p> <p>Wisdom and Guidance </p> <p>THEO / HSS</p> <p>Christian, Humanism, Muslim, Hindu</p> <p>7 sessions</p> <ul style="list-style-type: none"> What makes a story special? (1) Why are stories about Jesus important to Christians? (2) Can stories teach people how to behave? (1) What can people in sacred stories teach us about the importance of making a good choice? (2) <i>(cover Muslim and Hindu only)</i> What helps us make good choices today? (1) 	<p> F3 Why do Christians put a cross in an Easter garden?</p> <p>Salvation</p> <p>4 sessions</p> <ul style="list-style-type: none"> Why is a palm cross a special symbol, or reminder? (2) How do we use crosses to celebrate Easter at home and at Church (2) 	<p> F3 How do people know how to treat each other?</p> <p>Personal Responsibility </p> <p>THEO / HSS / PHIL</p> <p>Christian, Judaism, Hindu, Muslim</p> <p>8 sessions</p> <ul style="list-style-type: none"> What are values (1) Where do values come from? (1) What is the Golden Rule? (1) <i>(cover Christianity, Judaism, Hindu only)</i> What do stories from sacred texts tell us about how to treat others? (2) <i>(cover Muslim, Hindu only)</i> How do people know what is right and wrong? (2) <i>(cover Christian, Muslim, Hindu only)</i> How do I want to treat people and why? (1) <i>(cover Christian and Hindu only)</i> 	<p> F1 Why is the Word 'God' so important to Christians?</p> <p>God/Creation</p> <p>4-5 sessions</p> <ul style="list-style-type: none"> Explore creation story, and idea that God is the giver of life (2-3) Explore the idea of a 'service' with reference to a Harvest service (and link to creation) (2)
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Y1

K1.1 How might your worldview be seen in the choices you make?



THEO / HSS

Christian, Dharmic Sikh Muslim, Hindu

8 sessions

- What does it mean to live well together? (1)
- What guides others to live well together? (2)
- What action do people take to live out their values? (Charity work / climate change) (2) *(leave out Muslim)*
- How do people express their world views to others? (2)
- How might a worldview influence how someone chooses to live? (1)

opportunities to engage with Sikh visitor

1.3 Why does Christmas matter to Christians?
Core learning
Incarnation

4 sessions

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

K1.2 Where do people turn for guidance in life?

Wisdom and guidance



THEO / PHIL

Humanism, Christian, Judaism, Muslim

7 sessions

- What is philosophy and what does it tell us about how to live well? (1)
- Where do non-religious people turn to for guidance in life? (1)
- Where do people with Abrahamic worldviews turn to for guidance in life? (2)
- How is the New Testament a source of guidance for Christians? (1)
- What important messages did angels bring? (1)
- How might a belief in angels affect people's behaviour choices? (1)

1.2 Who made the world?
Creation

5 sessions

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.

Jewish Layover unit

THEO / HSS / HIST

Judaism

5 sessions

- What is God like for those with Jewish worldviews? (1)
- Why are festivals so important for those with Jewish worldviews? (1)
- Why does following commandments matter in Jewish worldviews? (1)
- Why is it important to gather together as Jewish people? (1)
- What significance do objects have for those living out Jewish worldviews? (1)

visit a Synagogue (could be done virtually)

K1.3 How do people with similar worldviews share and celebrate their beliefs?



THEO / HSS

Christian, Judaism

Muslim, Hindu Sikh

5

- What is religion and what does freedom of religion mean? (1)
- What is a rite of passage / Which ceremonies are important in your community? *(combine these sessions into one)* (1)
- What is worship? (2) *(cover Christian, Hindu and Muslim)*
- Which sacred objects are important to people with different worldviews? (2) *(cover Christian, Hindu, Jewish)*
- What are Vaisakhi and Gurburab? (1)

Y2



Islamic worldviews Layover unit

THEO / HSS / PHIL

Muslim

6 sessions

- What is God like for those with Muslim worldviews? (1)
- Why might living in harmony be so important for those with Muslim worldviews? (1)
- How do those with Muslim worldviews often demonstrate their beliefs? (1)
- What is so important about the Qur'an? (1)
- What is the role of Muhammad (PBUH) in Islamic worldviews? (1)
- Are all Muslims living life in the same way? (1)

****Visit to local Mosque*****



I.3 Why does Christmas matter to Christians? Digging Deeper Incarnation (Blocked at Christmas)

4-5 sessions

- Recognise that Incarnation is part of the 'Big Story' of the Bible.
- Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.
- Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.
- Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous



K1.5 What is most important for different people?

Authority and Power



HSS / PHIL

Christian, Buddhist Muslim, Humanism

7 sessions

- What is important to myself and others? (1)
- What do people say about God? (1 on Christian, 2 on Buddhist)
- Which special books are important to different people and why? (1 lesson to recap info on Bible and Qur'an, 1 lesson on non-religious views)
- What holds importance for people with non-religious worldviews? (1)



1.5 Why does Easter matter to Christians? Salvation

5 sessions

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.



1.4 What is the good news Jesus brings? Gospel (include a reconciliation story)

6 sessions

- Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).
- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.



K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally?

Changes



THEO / HIST

Christian / non-religious views

6 sessions

- What happened in Coventry in the past that is still important today? (1)
- How can a symbol of destructions become a sign of peace? (1)
- How can a symbols start a movement around the world? (1)
- What is special about the two Coventry cathedrals today? (1)
- Why is Coventry's story significant in places around the world? (1)
- What is peace and what does it mean to me and to others? (1)

****Visit to Coventry Cathedral*****

Y3



L2.1 Why are nature and the seasons significant for religion and worldviews?

Changes



HSS / PHIL

Christian, Muslim, Judaism, Hindu

8 sessions

- Why might nature and the seasons be important in religion and worldviews? (1)
- How have nature and the seasons been central to Christian worldviews? (2)
- How do nature and the seasons shape Jewish and Muslim worldviews? (2)
- How is time understood in Hindu worldviews? (1)
- Are some places in nature more sacred than others? (1)

visit a Hindu temple (could be done virtually)



2A.1 What do Christians learn from the Creation story?

Creation & fall

4 sessions

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians



L2.2 How are worldviews shaped and expressed through art and architecture?

Wisdom and guidance



THEO / HSS

Christian, Muslim, Hindu, Judaism

6 sessions

- Can religion and worldviews be shared with other people through art and architecture? (1)
- How are ideas about Allah represented in Islamic art and architecture? (1)
- Can dance represent religious ideas? (1) *(Hindu only)*
- How do sacred buildings invite movement of the body? (1)
- Why are sacred buildings so important for communities? (1)
- How might symbols communicate religion and worldviews? (1)



2A.5 Why do Christians call the day Jesus died 'Good Friday'?

Salvation

6 sessions

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.



2A.6 When Jesus left, what was the impact of Pentecost?

Kingdom of God

5 Sessions

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost in Acts 2 might mean.
- Give examples of what Pentecost means to some Christians now.
- Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.



L2.3 What can worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?

Living Well













THEO / HSS / PHIL

Christian, Judaism, Hindu

7 sessions

- What is reconciliation and what do reconcilers say about it? (1)
- Why is reconciliation so important in Christian worldviews? (1)
- Is reconciliation important in Jewish worldviews? (1)
- What is ahimsa and why is it important in worldviews based on Sanatan Dharma (Hinduism)? (1)
- Is reconciliation just about moving past conflict or can it be more than that? (2)
- Are peace and reconciliation important in non-religious worldviews? (1)

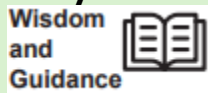
Daniel from Life Church – discussion about reconciliation

<p>Y4</p>	<p> L2.4 How might your worldview lead you to do hard things for good reasons?</p> <p>Personal Responsibility </p> <p>HSS / PHIL Muslim Judaism, Hindu, Humanism, Christian</p> <p>9 sessions</p> <ul style="list-style-type: none"> • What might be some reasons people choose to do hard things in life? (1) • What is the spiritual significance of fasting in Muslim worldviews? (2) • Are food choices always for spiritual / religious reasons? (3) <i>(cover Hindu, Jewish, humanist)</i> • Why do some people choose to do charity work as part of their worldview? <i>(Combine enquiry Q 6 and 7 into 1 lesson)</i> (1) • Why do some people make hard journeys for spiritual reasons? (1) <i>(cover Muslim only)</i> • What is non-violence and how is it expressed in some worldviews? (1) 	<p> Sikhi worldviews layover unit</p> <p>THEO / HSS / PHIL Sikh</p> <p>5 sessions</p> <ul style="list-style-type: none"> • What is unique about the Sikh understanding of God / supreme being? (1) • What might be most important for Sikhs? (1) • Are all Sikhs the same? (1) • What is the significance of the Gurdwara? (1) • What influence to the gurus have for those with Sikh views? (1) <p>***visit a Sikhi Gurdwara (could be done virtually)***</p>	<p> 2A.3 What is the Trinity? Incarnation/God</p> <p>5 sessions</p> <ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	<p> L2.5 What or who is 'God' and how is the divine understood in theistic worldviews?</p> <p>Authority and Power </p> <p>THEO / PHIL Christian Muslim Judaism Sikh</p> <p>8 sessions</p> <ul style="list-style-type: none"> • In a worldview, who holds power? (1) • What do most Christian believe about God? (1) • What do most Muslims believe about God? (1) • What might Jewish people believe about God? (1) • What is divine in the Sikh worldview? (1) • How do Hindu's Worship God? (1) • Does every worldview have a God or deity? (1) • What do non-religious people think about God? (1) <p><i>N.B. most of the Christian content has been omitted from this unit as it will have been covered in other units</i></p>	<p> L2.6 Do you have to be part of a faith community to hold an organised worldview?</p> <p>Belonging and Believing </p> <p>THEO / HSS Christian, Sikh Muslim, Judaism Hindu Humanism</p> <p>7 sessions</p> <ul style="list-style-type: none"> • Are all individual worldviews aligned with an organized worldview? (1) • Can you be Christian without going to Church? (1) • Do all Sikhs wear the 5 K's? (1) • Do all Muslims pray 5 times a day? (1) • Do you have to go to a place of worship to worship and pray? (2) • What if you are not religious at all – where can you find meaning? (1) 	<p> L2.7 How have religion and history entwined in this area?</p> <p>Grand Narratives </p> <p>THEO / HSS / HIST Christian Judaism (Catholic / Protestant)</p> <p>6 sessions</p> <ul style="list-style-type: none"> • How can we find out about worldviews in the past? (1) • What are the religious roots of Coventry and Warwickshire? (1) • What happens when two similar worldviews collide? (2-3) • How and why have other faith communicates thrived in this area? (1) <i>(Cover Coventry Sacred Space only)</i> <p>***Rev Dave from All Saints / Priest from St Francis – visit in relation to difference between Catholicism and Protestantism***</p>
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Y5



U2.2 Why might ancient stories still be so important for some worldviews today?



THEO / HSS
Christian
Judaism Hindu
Muslim

8 sessions

- Do we all get the same meaning from text? (1)
- Why are we still reading ancient texts now? (1)
- What do ancient stories tell us about why and how the earth came to be? (2)
- Can the same ancient story be told differently? (2)
- How might ancient stories be used as a philosophy for life today? (1)
- Are ancient stories important for those with non-religious worldviews? (1)



2.B4 Was Jesus the Messiah?

Incarnation

(Blocked before Christmas)

6 sessions

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.



U2.3 Do religions change or do they stay the same?

Changes



HSS / HIST

Sikh Muslim Buddhist
Humanism Christian

6 sessions

- How has the religious landscape changed within the UK? (1)
- How have Sikh teachings on equality changed over time? (1)
- How has Islamic dress changed over time? (1)
- What has helped spread Buddhism as a worldview? (1)
- What is a Humanist worldview and how has this developed over time? (1)
- How diverse is Christianity? (1)



2B.6 What did Jesus do to save human beings?

Salvation

6 sessions

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. S
- Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.



U2.4 What might it mean to 'live well'?

Living Well



HSS / PHIL

Christian Judaism Hindu
Sikh Buddhist Muslim
Pagan

6 sessions

- What does it mean for a world view to be embodied? (1)
- What might it mean to live well if you are following Sanatan Dharma? (Hindu) (1)
- What might it mean to live well if you have a Sikh worldview? (1)
- How might the Middle Way help Buddhists to live well? (1)
- How are the Hadith and Sunnah of Prophet Muhammed inspiring those with Muslim worldviews? (1)
- Do non-religious people ever pray? (1)

visit a Hindu Temple (could be done virtually)



2B.5 What would Jesus do? *Gospel*

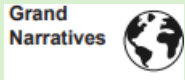
5 sessions

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own

Y6



L2.5 How do beliefs and ideas about land shape the way human beings live?



HSS / THEO

Humanism, Christian, Muslim, Sikh, Hindu

9 sessions

- What kind of ideas do people have about land and ownership? (1)
- What ideas might Christians have about how the earth came to be? (1)
- What are some Christian and non-religious responses to climate change? (2)
- Can you be a scientist and hold beliefs about a Creator? (2)
- What was the Doctrine of Discovery? (1)
- What are the 'Lands of Belonging' and why are they so important for people? (1)
- Why do those with Muslim worldviews go to Mecca? (1)



2.B4 Was Jesus the Messiah? Digging Deeper Incarnation (blocked at Christmas) 4-5 sessions

- Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.
- Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.
- Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.
- Weigh up how far the world needs a Messiah, expressing their own insights.



2B.2 Creation and Science: conflicting or complementary? Creation/ Fall

7 sessions

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account



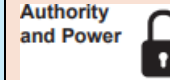
2B.7 What difference does the resurrection make to Christians? Salvation (blocked at Easter)

7 sessions

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
- Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.
- Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
- Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
- Show how Christians put their beliefs into practice in different ways.
- Explain why some people find belief in the Resurrection makes sense and inspires them.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today



L2.7 What do organized worldviews have to tell us about what truth is and where it can be found?



THEO / PHIL

Christian, Muslim, Hindu

7 sessions

- What might the term 'truth' mean? (1)
- What might truth mean to philosophers? (2)
- Where might non-religious people turn to find truth? (1)
- How might Hindus find truth in the Sanatan Dharma tradition? (1)
- Where might truth originate from in Islam? (1)
- What does truth mean to me? (1)



2B.3 How can following God bring freedom and justice? People of God

4-5 sessions

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.