

## Planning

Seven Core Concepts	Enquiry Units According to Core Concepts				
	EYFS	KS1	Lower KS2	Upper KS2	KS3
<b>Belonging &amp; Believing</b> Th HSS	F1 How can people show they belong together?	K1.3 How do people with similar religion and worldviews share and celebrate their beliefs?	L2.6 Do you have to be part of a faith community to express an organised worldview?	U2.1 Who is Jesus? (2)	K3.3 If it is the same worldview why does it look so different?
<b>Wisdom and Guidance</b> Th HSS Ph	F2 Who are the people in sacred (special) stories and why might they still be important today?	K1.2 Where do people turn for guidance in life?	L2.2 How are religion and worldviews shaped and expressed through art and architecture?	U2.2 Why might ancient stories still be so important for some religion and worldviews today?	K3.5 How might philosophies drawn from sacred texts impact on the way people choose to live today?
<b>Personal Responsibility</b> Ph HSS	F3 How do people know how to treat each other?	K1.1 How might your religion or worldview be seen in the choices you make?	L2.4 How might your worldview lead you to do hard things for good reasons?	U2.6 How might your worldview impact on the way you understand death and beyond?	K3.2 How might your worldview give you a sense of right and wrong and where might that come from?
<b>Living Well</b> Th Ph HSS	n/a	K1.4 Who is Jesus? (1)	L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?	U2.4 What might it mean to 'live well'?	K3.4 Are peace and reconciliation essential for living well both locally and globally?
<b>Authority &amp; Power</b> Th Ph HSS	<ul style="list-style-type: none"> <li>Arranged by concepts so you can see how prior and future learning builds within the spiral curriculum</li> </ul>	K1.5 What is most important for different people?	L2.5 What or who is 'God' and how is the divine understood in theistic worldviews?	U2.7 What do organised worldviews have to tell us about what truth is and where it might be found?	K3.1 What is religion and can we define it?
<b>Changes</b> HSS Hist Theo		K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally?	L2.1 Why are nature and the seasons significant for religion and worldviews?	U2.3 Do religions change or do they stay the same?	K3.8 How does diversity impact upon how religion and worldviews are expressed?
<b>Grand Narratives</b> Ph Th Hist HSS		n/a	L2.7 How have religion and history entwined in this area?	U2.5 How do beliefs and ideas about land shape the way human beings live?	K3.6 Is religion always a force for good? K3.7 Why do some people inhabit a theistic worldview whilst others reject it?
Total	3 (over 1 year)	6 (over 2 years) +Layover Units	7 (over 2 years) +Layover Units	7 (over 2 years) +Layover Units	8 (over 3 years) +Layover Units
Lead Discipline:	Theology	Philosophy	Human & Social Science	History	

These are the topics arranged to show progression.

Layover topics are a single unit based on a religion.

EYFS	KS1		Lower KS2		Upper KS2	
YR	Y1	Y2	Y3	Y4	Y5	Y6
F1	K1.1	Christian Layover Unit	Jewish Layover unit	Hindu or Sikh Layover Unit	Christian Layover Unit	U2.4
F2	Muslim Layover Unit	K1.4	L2.1	L2.4	U2.1	U2.5
F3	K1.2	K1.5	L2.2	L2.5	U2.2	Buddhist Layover Unit
	K1.3	K1.6	L2.3	L2.6	Hindu or Sikh Layover Unit	U2.6
				L2.7	U2.3	U2.7

Year 1 – Introduction to religions Autumn 1 then K1.1

Year 4 – Hindu

Year 5 – Christian + Sikh