

Proposal - for core content. Optional content to be added		Suggested content (very brief – this will need both expanding and refining)
<p>Proposed worldviews</p> <p>Christianity in every year group</p> <p>Y1 – Abrahamic faith (either Judaism or Islam)</p> <p>Y2 – Dharmic faith (either Hindu or Sikhi)</p>	<p>KS1 Christianity:</p> <p>Ch1. What do Christians believe about God and what symbols are used to express these ideas? (Theology)</p> <p>Ch2. What stories are important to Christians and why? (Theology)</p> <p>Ch3. How does belief influence family life for some Christians in modern Britain? (Human and Social Science)</p> <p>Ch4. How and why do Christians pray? (Human and Social Science)</p> <p>Ch5. What questions do Christians ask about how the world began? (Philosophy)</p> <p>Ch6. How do Christians decide what is right and wrong? (Philosophy)</p>	<p>Ch1. God as Father, Son and Holy Spirit; artwork and symbols depicting these ideas – heart, cross, dove, triangle; God as Creator; Refer to some of the psalms (e.g., 8 and 19) for poems about God as creator; God as love, protector. God is depicted in the bible as a shield, a shelter, a tower, a place of refuge. Explore what these mean to Christians. Link to the Real People Real Faith films.</p> <p>Ch2. This is where there could be an initial outline of the big story of the bible for Christians – Creation – Christmas/Incarnation and Easter/Salvation. Create a timeline and put these three events on it. This could extend to the birth of the Church at Pentecost. This will not give an in-depth understanding of any of these stories but give a broad-brush approach. If Ch5 already taught, then focus could be on Christmas and Easter. Link to the Real People Real Faith films</p> <p>Ch3 Routines of prayer, charity, church attendance, giving</p> <p>Ch4. Explore the Lord’s Prayer and the different types of prayer – Praise, thank you, sorry please etc. Establish prayer as talking to God. Interview Christians about how and why they pray, learning to ask good questions.</p> <p>Ch5. Read and enjoy the Biblical creations story but focus on the questions that it makes people want to ask. Don’t try to find answers to all these questions; allow pupils to realise that some questions do not have answers.</p> <p>Ch6. Find out about the 10 commandments and the rules that Jesus set out – love your neighbour and explore some of the stories Jesus told that suggest the ways Christians might behave. Introduce the idea of asking leaders or elders for advice as well as thinking for themselves.</p>

	<p>KS1 and LKS2 Core questions for Judaism, Islam, Hindu Dharma, and Sikhi:</p> <p>WV1 What do believe about God and what symbols, artefacts or stories are used to express these ideas? (Theology)</p> <p>WV2 How do beliefs affect the way ... live in modern Britain? (Human and Social Science)</p> <p>WV3 What do ... believe about where the world came from? (Or how the world began?) (Philosophy)</p> <p>For Judaism focus on Shabbat, artefacts and family life</p> <p>For Islam focus on the oneness of God, daily routine and community</p> <p>For Hindu dharma focus on symbols for God and worship in the home</p> <p>For Sikhi, focus on the oneness of God and stories of service and equality.</p>	<p>WV1 – link to Real People Real Faith Films</p> <p>WV2 - link to Real People Real Faith Films</p>
<p>Proposed worldviews</p> <p>Christianity in every year group</p>	<p>LKS2 Christianity:</p> <p>Ch7 Why is the Bible important for many Christians? (Theology)</p>	<p>Ch7: This could be where the Big Story of the Bible continues.</p> <p>CH8 - link to Real People Real Faith Films</p>

<p>Y3 – Abrahamic – Islam or Judaism</p> <p>(different to Y1) – include non-religious ideas</p> <p>Y4 – Dharmic – Hindu or Sikhi</p> <p>(different to Y2) include non-religious ideas</p> <p>Y 5 – Abrahamic (choice) + Humanism</p> <p>Y6 – Dharmic (choice) + Humanism</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p>	<p>Ch8 How do Christians express their relationship with God in creative ways? (Theology)</p> <p>Ch9 What are the most important rites of passage in a Christian’s life? (Human and Social Science)</p> <p>Ch10 How do Christian rituals and practices help to build community? (Human and Social Science)</p> <p>Ch11 (What do people gain by following a leader?) Who or what has authority for Christians? (Philosophy)</p> <p>Ch12 How should Christians respond to poverty and injustice? (Philosophy)</p> <p>UKS2 Christianity:</p> <p>Ch13 Why do some Christians interpret ideas differently? (Theology)</p> <p>Ch14 What is the significance of the life, death and resurrection of Jesus? (Theology)</p> <p>Ch15 What does it mean to be a part of the Christian Church worldwide? (Human and Social Science)</p> <p>Ch16 How and why do many Christians try to make the world a better place? (Human and Social Science)</p>	
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	<p>For Humanism focus on happy human symbol, golden rule, 'Head, Heart and Hands' and evolution.</p>	
<p>Proposed worldviews</p> <p>Christianity in every year group</p> <p>Y7 – Buddhism, Islam or Humanism</p> <p>Y8 – Humanism, Islam or Buddhism</p> <p>(both to be covered order up to school)</p> <p>Y9 – Buddhism, Islam or Humanism or tradition to be covered at GCSE</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p>	<p>KS3 Christianity (Select questions for a 2-year KS3)</p> <p>Ch19 What difference does it make for Christians to believe that Jesus is God made man? (Theology)</p> <p>Ch20 What do Christians mean by the Spirit of God being still active in the world today? (Theology)</p> <p>Ch21 How biblical are the concepts of Judgement, Heaven and Hell? (Theology)</p> <p>Ch22 How do Christians live out Jesus' teaching in relation to 'love thy neighbour'? (Human and Social Science)</p> <p>Ch23 What moral and ethical issues are Christians exploring today? (Human and Social Science)</p> <p>Ch24 How has culture and politics influenced Christianity through history? (Human and Social Science)</p> <p>Ch25 How valid are arguments about the existence of God? (Philosophy)</p>	<p>Ch26 - link to Real People Real Faith Films</p> <p>CH27 - link to Real People Real Faith Films</p> <p>WV7 - link to Real People Real Faith Films</p> <p>WV9 - link to Real People Real Faith Films</p>

<p>Possibly give schools a choice of which of the three religions in each year group.</p>	<p>Ch26: In what ways do science and religion interact? (Philosophy)</p> <p>Ch27: Does it matter that the Bible has been translated and interpreted? (Philosophy)</p> <p>KS3 (Y7 & 8) Buddhism and Humanism:</p> <p>WV7 What do ... read to help them understand the world and are these texts open to interpretation? (Theology)</p> <p>WV8 How do ... relate to the problems and challenges of living in society? (Human and Social Science)</p> <p>WV9 What role do science, reason and logic play in the life of a ? (Philosophy)</p> <p>For Buddhism focus on the Buddha, the four noble truths and the eightfold path, meditation and social action.</p> <p>For Humanism focus on theories of knowledge, science, reason, observation, evidence and enquiry, relationship with science, social action, and campaigns.</p>	
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	<p>Y9 Islam (if 3-year KS3)</p> <ul style="list-style-type: none"> • What does it mean for Muslims that God has 99 names? (Theology) • How have Islamic teachings been expressed in different cultures and at different times? (Humans and Social Science) • How well can science and Islamic views coexist comfortably? (Philosophy) 	
<p>Proposed Worldviews (Core RE – not recommended as pupils should be following an accredited course)</p> <p>Christianity in every year group</p> <p>Y10 – Wider traditions – e.g., Baha’I, Zoroastrian, Pagan...</p> <p>Y11 – Abrahamic as appropriate</p>	<p>If we think content is needed here it could be thematic, with a focus on diversity within as well as between religious traditions and worldviews covered.</p>	
<p>Proposed Worldviews</p>		

Pan-Berkshire syllabus proposals v4

School choice with a focus on diversity, morality and ethics.		
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