

Year 3	Autumn	Spring	Summer
<p>Theme</p>	<p><u>Autumn</u></p> <p>L2.1 Why are nature and the seasons significant for religion and worldviews? Religions: Non-religious, Christian, Jewish, Muslim, Hindu</p>	<p><u>Spring 1</u></p> <p>L2.2 How are religion and worldviews shaped and expressed through art and architecture? Religions: Christian, Muslim, Sikh, Hindu</p> <p><u>Spring 2</u></p> <p>L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? Religions: Christian, Jewish, Muslim</p>	<p><u>Summer</u></p> <p>L2.4 How might your worldview lead you to do hard things for good reasons? Religions: Muslim, Christian, Non-religious</p>
<p>Prior Knowledge</p>	<p><u>Autumn</u></p> <p>Unit F1 Celebration of Eid and Easter</p> <p>Unit K1.2 Moses and the Exodus story</p> <p>Unit F2 Stories about Muhammad (PBUH)</p>	<p><u>Spring 1</u></p> <p>Unit K1.6 Coventry Blitz and the story of Coventry Cathedral</p> <p>Unit K1.5 Concept of God and that some people do and some people don't have faith in a deity as part of their worldview, ideas about God from Christian, Muslim and Sikh worldviews.</p> <p><u>Spring 2</u></p> <p>Unit F3 and where ideas about treating others might come from.</p> <p>Unit K1.4 Jesus and the connection with 'Father Forgive' as a wider principle for peace and reconciliation.</p>	<p><u>Summer</u></p> <p>Unit K1.2 and the influence of sacred texts on individual worldviews.</p> <p>Unit K1.3 Prayer and dedication to a deity within worldviews.</p>

		<p>Unit K1.6 Coventry Blitz and the story of Coventry Cathedral.</p>	
<p style="text-align: center;">Sequence of lessons</p>	<p><u>Autumn 1</u></p> <p><u>Lesson 1</u> Why might nature and the seasons be important in religion and worldviews? (COMPLETE WV CHECKPOINT) Invite pupils to consider whether nature and the seasons are an important part of their personal worldview and why.</p> <p><u>Lesson 2</u> Are nature and the seasons important for those with non-religious worldviews? Find the common themes that can be picked from quotes of those with non-religious worldviews regarding nature and the seasons.</p> <p><u>Lesson 3 & 4</u> How have nature and the seasons been central to Christian worldviews? Look at some examples of prayers focused on nature. Pupils consider why these prayers were said then, which prayers might still be said now, and which are not generally said and why.</p> <p><u>Autumn 2</u></p> <p><u>Lesson 1</u> How do nature and the seasons shape Jewish and Muslim worldviews? (COMPLETE WV CHECKPOINT)</p>	<p><u>Spring 1</u></p> <p><u>Lesson 1</u> Can religion and worldviews be shared with other people through art and architecture? (COMPLETE WV CHECKPOINT) Look at different examples of Christian icons using the same concepts – what is similar about each and what is different?</p> <p><u>Lesson 2</u> Can dance represent religious ideas? Choose a dance to explore with pupils, ensuring the spiritual significance and religious meaning is discovered.</p> <p><u>Lesson 3</u> Why are sacred buildings so important for communities? (COMPLETE WV CHECKPOINT) Pupils will listen to Coventry resident Avi Tordjman, who is restoring the Coventry Synagogue.</p> <p><u>Lesson 4</u> How does an artist share their worldviews? Introduce the concept of ‘positionality’ and explain that the historical socio-geographical context of an author or artist will shape their work.</p> <p><u>Lesson 5</u> How might symbols communicate religion and worldviews? (COMPLETE WV CHECKPOINT)</p>	<p><u>Summer 1</u></p> <p><u>Lesson 1</u> What might be some reasons people choose to do hard things in life? (COMPLETE WV CHECKPOINT) Silent debate: Why do people choose to do hard things in life?</p> <p><u>Lesson 2</u> What does it mean to make sacrifices in life? Pupils will learn about the different types of sacrifice: time, resources, comfort, desires or even a life.</p> <p><u>Lesson 3</u> What is the spiritual significance of fasting in Muslim worldviews? Discuss the term ‘fasting’ and discuss pupils own experiences of going without certain foods for health or ethical reasons.</p> <p><u>Lesson 4</u> Why is fasting important in Christian worldviews? (COMPLETE WV CHECKPOINT) Study of two different images, posing questions.</p> <p><u>Summer 2</u></p> <p><u>Lesson 1</u> Why do some Christians choose to do charity work as part of their worldview?</p>

	<p>Look at the Jewish festival of Passover (retell the story of the Exodus as this is what Jews are remembering at this time). Compare to Ramadan, another sacred time which is calculated by the moon.</p> <p>Lesson 2: Why is the passing of time important in many worldviews and how is this marked? Ask pupils to think about their own Friday night rituals – what do they do that is special/significant on this night when the working/school week is over?</p> <p>Lesson 3: How is time understood in Hindu worldviews? Set up a silent debate with the statement: Seeing time as cyclical makes living more peaceful. Invite pupils to write/draw in silence in response to this statement.</p> <p>Lesson 4&5: How are nature and the seasons central in Pagan Worldviews? This will span over two lessons. Use the SACRE resource to introduce pupils to Pagan Worldviews and the focus these have on spirituality, ecology and symbolism.</p> <p>Lesson 6: Are some places in nature more sacred than others? (COMPLETE WV CHECKPOINT)</p>	<p>Explore some religious symbols and explore their meaning with pupils.</p> <p>Spring 2</p> <p>Lesson 1 Why is reconciliation so important in Christian Worldviews? (COMPLETE WV CHECKPOINT) Pupils summarise the ways in which Christians express and explain what reconciliation means to them.</p> <p>Lesson 2 Is reconciliation important in Jewish worldviews? Explore the importance of Rosh Hashanah and Yom Kippur in Jewish worldviews.</p> <p>Lesson 3 What is ummah and why is it important in Muslim worldviews? (COMPLETE WV CHECKPOINT) Use the SACRE video to explore the Islamic concept of ‘ummah’ and what this means for those with Muslim worldviews.</p> <p>Lesson 4 What is ahimsa and why is it important in Sanatan Dharma? Explore the principle of ‘ahimsa’, the concept of non-violence that is central to Hindi worldviews.</p> <p>Lesson 5 What does ‘living in circle’ mean in Pagan worldviews? Learn that those with Pagan worldviews embrace the idea that humans are a part of</p>	<p>Explore different charity work that Christians choose to do and why they choose to do this.</p> <p>Lesson 2 Why do some people make hard journeys for spiritual reasons? Focus on comparison between Christian and Muslim Pilgrimage.</p> <p>Lesson 3 What is non-violence and how is it expressed in some worldviews? Pupils work in pairs to research one famous person for non-violence.</p> <p>Lesson 4 Why is non-violence historically so important to Quakers and how is it expressed today? (COMPLETE WV CHECKPOINT) Explain who Quakers are then work in groups to discuss and annotate quotes.</p>
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<p>Key Vocab</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Nature • Seasons • Nativity • Pascha • Shabbat • Pagan • Solstice • Lunar • Cycle • Ramadan • Eid-al-Fitr • Kala • Karma • Equinox 	<p>Spring 1</p> <ul style="list-style-type: none"> • Icon • Architecture • Worldview • Represent • Theological • Salvation • Reconciliation • Symbol • Cathedral • Orthodox • Allah • Mosque/masjid • Calligraphy • Sufi • Synagogue • Embodied <p>Spring 2</p> <ul style="list-style-type: none"> • Peace • Forgiveness • Reconciliation • Yom Kippur • Non-violence • Rosh Hashanah 	<p>Summer</p> <ul style="list-style-type: none"> • Sacrifice • Fasting • Sawm • Ramadan • Lent • Charity • Resist • Tzedakah • Zakat • Pilgrimage • Hajj • Non-violence • Worldview • Sacred

		<ul style="list-style-type: none"> • Ahimsa • Ummah • Conflict • Worldview 	
<h1>Challenge</h1>	<p><u>Autumn 1</u></p> <p><u>Lesson 1</u> Can you explain how nature and the seasons may have affected personal worldviews over time?</p> <p><u>Lesson 2</u> Describe how the non-religious worldviews may align with those of a religious worldview.</p> <p><u>Lesson 3</u> Pupils consider what impact climate change might have – what new prayers might the church invent for those with Christian worldviews in the future to pray?</p> <p><u>Autumn 2</u></p> <p><u>Lesson 1</u> Provide the similarities and differences within the two religious festivals and how they connect to nature and the seasons.</p> <p><u>Lesson 2</u> Consider if you lived in a different part of the world. How might your personal or communal worldview look different to the one you have portrayed today?</p> <p><u>Lesson 3</u></p>	<p><u>Spring 1</u></p> <p><u>Lesson 1</u> Show an image of an Orthodox church and ask pupils to consider the same questions in a different context. How do the answers differ within the same religion?</p> <p><u>Lesson 2</u> Can pupils create a new routine, explaining the moves given and how they link to religious ideas.</p> <p><u>Lesson 3</u> Why is this such an important project for Avi? What might it mean for the Jewish community? What might it mean for the people of Coventry?</p> <p><u>Lesson 4</u> Pupils can explore their own worldview through artistic means. Can they show their worldview to somebody else? How easy is this to do?</p> <p><u>Lesson 5</u> Pupils create a symbol for themselves that shows something important and special about their own worldview. It might represent a particular belief or value that is important to them or be their own version of a religious symbol.</p> <p><u>Spring 2</u></p>	<p><u>Summer 1</u></p> <p><u>Lesson 1</u> Discuss some motivations for doing hard things and the value of being challenged.</p> <p><u>Lesson 2</u> Who could sacrifice benefit?</p> <p><u>Lesson 3</u> Find out about the meals shared before dawn and after sunset and consider a little diversity of foods and practices.</p> <p><u>Lesson 4</u> What is Lent? What do many Christians do during Lent?</p> <p><u>Summer 2</u></p> <p><u>Lesson 1</u> Pupils to work in pairs to design their own pop-up advert for one of the charities (local or international) they have learnt about today. Their advert should try to encourage more donations or more volunteers.</p> <p><u>Lesson 2</u> Give pupils copies of an article about pilgrims being advised to avoid ‘too many selfies’ in front of the Ka’bah (see SACRE resources). Invite pupils to read the article. Discuss why many people do take selfies and why many people are against it. Pupils should prepare for</p>

	<p>Consider how seeing time in this way may impact upon the life of someone with Hindu worldviews? What might they do differently?</p> <p>Lessons 4& 5: Pupils will be able to create their own ‘Wheel of the Year’ by thinking about their activities during different seasons and places they go at different times of the year.</p> <p>Lesson 6 Pupils will be able to make connections between certain sites in natures and ancestry, detailing why some sites are deemed as sacred.</p>	<p>Lesson 1 Use case studies to explore the different CNN partners around the world. What is recognisably similar and different about each partner and their expression of Christianity with reconciliation at the centre?</p> <p>Lesson 2 Can pupils consider what has symbolism for them in their own worldview. Does anything remind them of the experience of saying sorry and being forgiven? If they had to choose a symbolic food or action for this, what would it be?</p> <p>Lesson 3 In response to the Ahmadiyya Muslim movement, pupils respond to the questions: How does the setting up of the foodbank show the quote in action? How else might the Ahmadiyya Muslim community put the teachings of their current leader into action? How does this fit with the five pillars of Islam?</p> <p>Lesson 4 Pupils may consider how ahisma may have shown up in their own worldview.</p> <p>Lesson 5 Pupils will also link the same idea to a Christian worldviews perspective using materials based on Christian responses to climate change.</p> <p>Lesson 6</p>	<p>a class debate about this by completing a worksheet where they list reasons for and against selfies at sacred sites.</p> <p>Lesson 3 Who do they feel inspired by and why?</p> <p>Lesson 4 Pupils to create one thing from this list in response to something they feel they really care about as part of their personal worldview: a sign for a march, a speech, a poem, a song, a piece of art, or a series of questions and discussion points for a meeting.</p>
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<p>Suggested outcomes</p>	<p><u>Autumn 1</u></p> <p><u>Lesson 1</u> Pupils will complete their own Nature and the Seasons: my personal worldview.</p> <p><u>Lesson 2</u> Pupils will pick out common themes from quotes from different non-religious worldviews.</p> <p><u>Lesson 3</u> Pupils will analyse a variety of prayers focused on nature from the Common Book of Prayer from 1559. They will consider which are still relevant today.</p> <p><u>Autumn 2</u></p> <p><u>Lesson 1</u> Retell/sequence the story of the Exodus. Pupils consider why they think Jewish people might want to make remembering and important part of each year. Compare this to the time of Ramadan, another sacred time which is calculated by the moon.</p>	<p><u>Spring 1</u></p> <p><u>Lesson 1</u> Explain the purpose of the icons. Pupils consider the questions: Why would people with Christian worldviews find having art like this helpful? What beliefs are being conveyed through them? How are they used?</p> <p><u>Lesson 2</u> Pupils will know that dance connected with organised worldviews such as religious traditions can offer individuals a way to explore the transcendent.</p> <p><u>Lesson 3</u> Listen to Avi Tordjman talk about why he is renovating the Coventry Synagogue and ask pupils to make notes on what inspired him to return this lost building to the Jewish Community of Coventry.</p> <p><u>Lesson 4</u> Complete some ‘engaged looking’ using examples of Jewish artist Marc Chagall. Pupils look for Jewish symbolism in the paintings.</p> <p><u>Lesson 5</u></p>	<p><u>Summer 1</u></p> <p><u>Lesson 1</u> After a silent debate, pupils will have a brief discussion based on the answers that have been given. Pupils draw one thing the do/have done that they think is hard. Underneath, pupils write about what they do/have done and their reasons for this.</p> <p><u>Lesson 2</u> Read the article about St. Guinefort. Pose the question: What did the knight sacrifice? Why did he sacrifice this. Repeat with the video about a young boy (SACRE resource). Pupils explain one thing they have sacrificed in their lifetime and their reason for doing this.</p> <p><u>Lesson 3</u> Explain that the Five Pillars of Islam are the core beliefs and practices of Islam. The fourth pillar ‘sawn’ involves fasting in the month of Ramadan. Video questions (SACRE resource). Pupils should watch and answer the questions stated, making notes as they watch.</p> <p><u>Lesson 4</u> After a small game of tug-of-war, pupils consider how it feels to be pulled in both directions, symbolising the Christian</p>

	<p><u>Lesson 2:</u> Pupils consider their own rituals and what they do differently at the weekend rather than the working/school week. What makes the weekend different to the weekdays in their lives?</p> <p><u>Lesson 3:</u> Give pupils lego bricks to build something to represent the Satya Yuga (could draw as an alternative). Explain their ideas.</p> <p><u>Lesson 4 & 5:</u> Pupils explore Pagan Worldviews and ‘The Golden Rule’ – Living in harmony with nature. Look at the ‘Wheel of the Year’ with pupils researching one of the different Pagan festivals.</p> <p><u>Lesson 6</u> Pupils will discuss the positives and negatives of the debate before splitting the class in half and having a verbal debate using the reasons they have worked on.</p>	<p>Pupils consider if any of the religious symbols have importance to them as part of their worldview. Create a class worldviews symbols collection with photos of symbols found in school, at home, worn on their person.</p> <p><u>Spring 2</u></p> <p><u>Lesson 1</u> Watch the Coventry Cathedral video (see SACRE resources) on reflections and reconciliation and ask pupils to summarise the ways in which the 4 Christians speaking express and explain what reconciliation means to them. Why is reconciliation an important part of their Christian worldview?</p> <p><u>Lesson 2</u> Encourage pupils to think about their own worldview. Is forgiveness an important part of their own worldview? Discuss with pupils how it feels to be reconciled with someone you have wronged. Is it easy to forgive? Is it easy to ask for forgiveness?</p> <p><u>Lesson 3</u> Explore what the Qur’an says about living peaceably with others. What might these verses mean? How could they be lived out by those with Muslim worldviews?</p> <p><u>Lesson 4</u> Pupils will explore some scenarios and consider how somebody practicing Sanatan Dharma, with Ashima as central to their worldview, be likely to respond.</p>	<p>worldview of God and Satan. Share the story of Jesus’ three temptations in the desert and pose questions.</p> <p><u>Summer 2</u></p> <p><u>Lesson 1</u> Discuss what pupils think charity means then choose one element of charity work to focus on – Local Charity Work or International Charity Work.</p> <p><u>Lesson 2</u> Discuss what pilgrimage means. Find out about Christian Pilgrimage (website of Canterbury Cathedral) Recap Fifth Pillar of Islam (Hajj) which involves pilgrimage. Locate Mecca and explain its importance.</p> <p><u>Lesson 3</u> Pupils will research their chosen persona and put their findings into a fact file. They must include information about the person’s religious or non-religious worldviews and their beliefs, how their beliefs led to peaceful protests, the difficulties they faced along the way and how they achieved positive change through non-violence.</p> <p><u>Lesson 4</u> Put this quote in the middle of big sheets for each table group (see SACRE resource): “All bloody principles and practices we do utterly deny with all outward wars, and strife, and fightings with outward weapons, for any end, or under any pretence whatsoever, and this is our testimony to the whole world.” (George Fox and other early Friends wrote to the British monarch Charles II in 1660.)</p>
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<p>Additional Experiences</p>	<p>Autumn 1 Harvest Festival</p> <p>Autumn 2 Christmas service</p>  	<p>Spring 1 Visit to a place of worship</p> <p>Spring 2 Easter service</p> 	<p>Summer 1 Nicholas Chamberlaine Day ‘Bun Day’</p> <p>Summer 2 End of year church service</p>