


K1.1	Disciplines		Concept	Phase	Vocabulary	
How might your religion or worldview be seen in the choices you take?	Theology	X	Personal Responsibility 	KS1	Right	Wrong
	Philosophy				Serve	Service
	Human & Social Science	X			Duty	Sewa
	History				Values	Zakat
					Express	

Important Substantive Knowledge	Prior Knowledge	Future Knowledge
<ul style="list-style-type: none"> • People may show their belonging to an organised worldview through what they choose to wear. • People may show their belonging to an organised worldview through the actions they choose to take. • The 'Golden Rule' is a way of living that can be applied across many religious and non-religious worldviews. • People can choose to express personal responsibility through different rituals, for example: worship, prayer and service. • People's worldviews can influence the way they choose to live, leading to diverse lived expressions of both religious and non-religious worldviews. 	<p>This links back to:</p> <ul style="list-style-type: none"> • Unit F3 - ideas about right and wrong & how to treat others from sacred stories 	<p>This links to future learning:</p> <ul style="list-style-type: none"> • K1.6 unit on Coventry Cathedral's story & reconciliation/peacebuilding • L2.4 unit on doing hard things for good reasons (e.g. fasting, charity, non-violent choices etc) • L2.6 unit on diversity of lived expression beyond what is held as 'normative' for organised worldviews • L2.3 unit on peace, forgiveness & reconciliation • U2.4 on how living well is understood within different worldviews

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CHECK
POINT

Begin the unit by reminding pupils what we mean by worldviews (individual, communal and organised). Share the core concept for the unit with them and indicate which main disciplines they will be using to study the worldviews case studies in this unit. Allow pupils time to reflect on the main enquiry question at the first worldviews checkpoint and remember to pause again mid-unit for another worldviews checkpoint.

Sub-Questions from Unit Map				
Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
1. What does it mean to live well together?	Personal worldviews	<ul style="list-style-type: none"> • Make use of the SACRE 'Worldviews Introductory Lesson' for KS1 if this is your first time teaching this syllabus to pupils at this phase. • Explain that living by rules/guidelines can be an important aspect of someone's worldview. These might be rules/guidelines they have developed themselves based on several different influences and ideas or they might be from one particular organised worldview, such as a religious tradition. Often rules/guidelines from religions come from sacred texts and stories or the example of a life lived by a special figure. • Encourage pupils to reflect on rules they follow in class/in school and discuss why they are important. Where do these rules come from? How and why do they exist? • Invite pupils to identify rules they might have in the home – what rules do the pupils need to follow? Why do they need to follow them? Who created these rules and why? • Discuss who makes rules in different social spaces (e.g. in school, at home, in the wider community, laws etc.) • Discuss the consequences of not having rules, what would the world be like? (narrow down to school experience if needed). • Invite pupils to consider the question: What is more important? Give several choices of different rules (e.g. to do with using classroom equipment or taking part in a game or activity), pupils decide which is most important to them and explain why. Pupils could respond by moving to a corner of the classroom or showing a numbered card from 2-4 options. 	Know that asking individuals questions about their practices/ lived expressions can reveal more about their beliefs and why they do things.	Ask ultimate questions and share possible answers to these.

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		<ul style="list-style-type: none"> Explore school values and values that are important to the pupils by completing a values snowflake. Pupils should reflect on their own worldview by completing an individual snowflake. Model this for pupils by thinking aloud when completing the model – weighing up which is more important to you and emphasising that it is your own view, there is no right/wrong answer. 		
<p>2. What guides others to live well together?</p>	<p>Christian worldviews</p> <p>Dharmic worldviews (duty)</p>	<ul style="list-style-type: none"> Introduce the ‘Golden Rule’ as understood in the Christian tradition but also holding meaning in slightly different forms for many people with different worldviews. Read ‘The Golden Rule’ by Ilene Cooper or watch it being read aloud here. Explore how the Golden Rule is interpreted by different worldviews, making possible links to school rules. You might invite members of the school community in to be interviewed by the pupils about their view of the golden rule in their religious tradition or organised worldview. What questions would pupils like to ask them to find out more about their understanding of the ‘Golden Rule’ and how it is lived out in their tradition in a practical way? Introduce pupils to the concept of ‘Golden Rule Christians’ and explore how those who identify as ‘Golden Rule Christians’ might live out this rule (see SACRE resource). Note: Nancy Ammerman found in her 1997 research there were 3 types of Christians- Activists, Evangelicals and Golden Rule. The latter were those who were living out Christian values but not necessarily holding all the Christian beliefs. Read: Matthew 7: 12 & Luke 6: 31. You could invite pupils to make a simple interpretation of the text using the SACRE resource. Recall that Jesus is an important figure that many people with Christian, and even non-Christian, worldviews feel inspired by. The stories and examples of Jesus in the Gospel help some people to make good choices. (Refer to the K1.4 unit on Jesus if needed) 	<p>Know that asking individuals questions about people’s practices/ lived expressions can reveal more about their beliefs and why they do things.</p> <p>Know that what is contained within sacred texts often shapes how people choose to live their lives and sacred texts therefore have some power.</p>	<p>Ask 1-2 questions of believers/ those with individual worldviews through interview in order to better understand their lived expression and beliefs.</p> <p>Make links between passage from sacred texts and examples of ritual and practice.</p>

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		<ul style="list-style-type: none"> • Introduce pupils to some different moral scenarios and pose some questions to apply the golden rule (you could use the 'Moral dilemmas from the understanding humanism website here): <ol style="list-style-type: none"> 1: What would Jesus do? 2: What would a Golden Rule Christian do? 3: What would you do? • Follow up with a discussion: Do you have to be a Christian to follow the Golden Rule? – compare to worldviews met in 'The Golden Rule' Book and those shared by the school community (see sub question 2). • Revisit statement on a Dharmic interpretation of the Golden Rule from the book: 'This is the sum of duty: to do nothing to others which would cause them pain'. • Discuss the word 'duty' and what this means. You might like to explain that 'dharma' is an important word in several traditions originating from the Indian Sub-Continent and it is often translated as 'duty' in English and carries a wider sense of 'purpose' and reason for living. • Invite pupils to reflect and ask the question: What duties do you have? • Explore the story of The Fox and the Stork, thinking about the question: Why should we be good? You might explore this using the 5 + resources on the Humanist UK website: here. • You might take the opportunity here to explain that those with Humanist worldviews do not believe in a deity but often have a strong sense of duty and care towards fellow human beings. Use the SACRE resource or interview some Humanists in the classroom (a further opportunity for pupils to practice their interview skills). • Sorting activity (SACRE resource) – use statements of new scenarios, is this following the Golden Rule? How do you know? Sort into two columns. 		

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<p>3. What action do people take to live out their values?</p>	<p>Personal worldviews</p> <p>Muslim worldviews</p> <p>Sikh worldviews</p>	<p>This may take place over several lessons:</p> <ul style="list-style-type: none"> Recap briefly how school values link to action within the school e.g. fundraising or advocacy and acts of service (harvest festivals, food banks, fundraising etc.) Discuss with pupils: What do we mean by acts of service? Who serves you? Who do you serve? Why is it important to serve? Choose one focus to look at more closely with pupils: Charity work or Climate action. If you have time you might look at both. <p>Charity work</p> <p>Sikh Worldviews</p> <ul style="list-style-type: none"> Note: If not previously encountered, or to deepen pupils' knowledge, you may want to use the Sikhi/Islam layover units to give pupils a deeper understanding of these worldviews, the role of charity within them and its spiritual significance. The concepts of service and how worldviews can link to this concept are explored further within the layover units. Explain to pupils that within many individual and communal worldviews they will notice a focus on how to treat other people. Often this is focused on helping people, showing kindness and offering care and support (financially or practically) when it is needed. Invite pupils to take some reflection time to think about whether this is part of their own worldview and why. Listen to a Sikh person explaining the importance of sewa within Sikhi (SACRE resources). Explore the Sikh value of Sewa further through its expression in the langar meal, a meal available for anyone who needs/wants it at the gurdwara. You might use the SACRE Westhill video on Sikhi here to show pupils this. 	<p>Know that what is contained within sacred texts often shapes how people choose to live their lives and sacred texts therefore have some power.</p> <p>Know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things.</p>	<p>Make links between passage from sacred texts and examples of ritual and practice.</p> <p>Ask 1-2 questions of believers/those with individual worldviews through interview in order to better understand their lived expression and beliefs.</p>

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		<ul style="list-style-type: none"> • You might also explore Langar Aid’s website, which shows how the langar is being used to offer charity and hospitality to the homeless and needy in Coventry and Warwickshire: https://langaraid.org/ <p>Muslim Worldviews</p> <ul style="list-style-type: none"> • Now make some comparisons with the work of Islamic Aid, a similar Muslim charity. You might explore Islamic Aid’s website: https://islamicaid.org/ • Listen to someone with Muslim worldview talk about Zakat and how important this is as one of the Five Pillars of Islam (SACRE resource). Introduce the value of Zakat linked to the 5 pillars of Islam. You can find some insights into the importance of zakat here: https://www.islamic-relief.org.uk/giving/islamic-giving/zakat/ • You can also explore the Ahmadiyya Muslim community in Leamington Spa’s work in providing a food bank for the local community using the SACRE resource. • Compare the value of Zakat and Sewa between the two worldviews – how do the people’s actions express their worldview? <p>Climate Action</p> <ul style="list-style-type: none"> • Begin this unit by recalling prior learning about the Bible story of Creation. You might read it together in a children’s Bible or watch a version such as this video from The Gospel Project here. You may wish for pupils to draw the story or work in groups to re-tell it using images or props. Reflect together on how this story may impact on how people with Christian worldviews might choose to behave towards the world and the animal kingdom. You could record ideas using a mind map. Use sentences stems like ‘Because of the Creation story, those with Christian worldviews might...’ and ‘This story could inspire those with Christian worldviews to...’. It is important to emphasise to pupils that those with Christian worldviews interpret and understand the meaning of the story differently. 		

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		<p>For some it is literal and for others it is more of a poetic or symbolic story. This can impact on the way they respond to climate change and the way they live. You can really show this to pupils if you invite different people with Christian worldviews in to school to talk about what the story means for them and how much it does/doesn't inspire them to action with regards to climate change.</p> <p>Muslim Worldviews</p> <ul style="list-style-type: none"> • Next, you might explore an Islamic worldview and approach to climate change with reference to the Qur'an and the Hadith (see SACRE resource for relevant quotes). Ideally, you could explore this by inviting a Muslim to share their worldview and their approach to climate action with pupils. Again, pupils might prepare interview questions to ask them. • You might look at Islamic Relief (see The Qur'an and the Hadith article: here) • Reflect on whether Zakat could be used to fight climate change. Use the following quote for initial discussion: “And be steadfast in prayer and regular in charity: And whatever good you send forth for your souls before you, you shall find it with Allah” Qur'an 2:110. Dig deeper by exploring the views on this website or from a visitor with a Muslim worldview: https://www.zakat.org change Has our thinking developed? Could Zakat be used for this purpose? • The Women's Association in Leamington and Coventry were awarded the Green Canopy award in 2021 due to their tree planting initiatives in the region. You can see an article on this here. This is an example of how Islam teaches those with Muslim worldviews to reduce waste, not pollute water, and look after the earth. 		

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		<ul style="list-style-type: none"> • There was also a tree planting project in the Ahmadiyya Muslim Community and the head of the Ahmadiyya Muslim community said “Every Ahmadi Muslim should make it a point to plant two trees every year. This is how you can fight climate change...” Members of the Ahmadiyya Muslim Women’s Association joined also to plant the hundreds of trees at Newbold Comyn to mark centenary of the formation of their national branch. The group are aiming to plant 10,000 trees across the Midlands to benefit people and wildlife! <p>Sikh Worldviews</p> <ul style="list-style-type: none"> • If possible, invite a Sikh person to share their individual worldview and their approaches to climate change. Explore this further by exploring a Sikhi worldview of the natural world from the Sikh holy book, the Guru Granth Sahib – “You, Yourself created the Universe, and You are pleased... You, Yourself the bumblebee, flower, fruit and the tree. You, Yourself are the big fish, tortoise and the Cause of causes” • Look at this Sikh Statement on Climate Change: here .You may find the Eco-Sikh UK website: here a useful website for exploring Sikh perspectives on climate change. You can see a local expression of this here, where the Sikh Union in Coventry have planted trees in celebration of the 550th birthday of Guru Nanak Ji in Longford Park. The SACRE resource on Professor Jagbir Jhutti Johal is a good case study for exploring eco activism as part of a Sikh worldview. • Compare Muslim and Sikh approaches to the environment – how do the people’s actions express their world view? 		



Remember to pause in the middle of the unit for pupils to a) consider how they might now answer the enquiry question from their own positionality and their own personal worldview and b) how this question might be answered by those with different worldviews.

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<p>4. How do people express their worldview to others?</p>	<p>Muslim worldviews</p> <p>Sikh worldviews</p>	<ul style="list-style-type: none"> • Begin by discussing how we can show we belong to the school community and other communities (i.e. uniforms) • If appropriate, explore symbolism within faith schools e.g. cross and what it reminds them of. • Explain that we can sometimes use our noticing skills to find out about a person’s worldview - people might wear certain things or have their hair or skin covered in certain ways to express their beliefs and how they belong with others who have a similar worldview to them. Remind pupils that worldviews are ‘embodied’- they aren’t just what people think and believe but also about what they choose to do with their bodies. <p>Muslim Worldviews and Head Coverings</p> <ul style="list-style-type: none"> • Focus on Islamic worldviews and identity, modesty and respect as virtues often important for those with Muslim worldviews. • Read ‘The Proudest Blue’ by Ibtihaj Muhammad – how does Asiya’s hijab express her worldview? • Focus on page beginning ‘Asiya’s hijab isn’t a whisper’ – explore the meaning of these words, where are they getting their guidance from? (link back to lesson 1 or 2) • Conduct an interview with a member of the Muslim community about their hijab/other traditional clothing and what it means to them and why they wear it. You might also watch the BBC What’s On Your Head? episode on hijab here. • Pose the question for pupils to consider: What do you think hijab reminds her of? Discuss the values of her faith and her beliefs. 	<p>Know that asking individuals questions about their practices/ lived expressions can reveal more about their beliefs and why they do things.</p>	<p>Ask 1-2 questions of believers/ those with individual worldviews through interview in order to better understand their lived expression and beliefs.</p>

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		<p>Sikh Worldviews and Head Coverings</p> <ul style="list-style-type: none"> • Note: Before continuing with the below, this might need some further explanation for pupils to understand the diverse nature of lived beliefs. Not all Sikhs wear the 5 Ks, just those who are Khalsa affiliated. Other people can be Sikh but choose not to have long hair, wear a dastar (the correct Sikh term for turban) or carry any of the other Khalsa-affiliated symbols. Explain this to the pupils, making it clear that it is a worldview choice and not all Sikhs wear them. This video might then introduce the 5 Ks for Sikhs who do wear them: • Read 'The Many Colours of Harpreet Singh' by Supriya Kelkar. Harpreet is wearing a patka. • Explore the symbolism of the colours for Harpreet in expressing his feelings. You might take this opportunity to explore some of the other types of head coverings Sikhs might choose to wear: a romalla (looks like a handkerchief on a topknot) and Dastar-Pugh (links to wearing a crown and the concept of the importance of every individual and the centrality of equality in Sikh worldviews. It is meant to help Sikhs carry themselves with pride. This is for boys. Girls may wear a dastar also or may wear a dupatta (also referred to as a Chunni). Some wear a keskhi. • Link this book to the expression of respect for those with Sikh worldviews and their choices regarding head coverings. You might also explain that the law respects these choices e.g. dastar wearing Sikhs do not have to wear bicycle helmets. • Conduct an Interview with a member of the Sikhi community about their patka or dastar (or other covering) and any other symbols they wear, exploring what this expresses from their perspective. You might also watch the BBC What's On Your Head? episode here. 		

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<p>5. How do people show their personal responsibility in their faith community?</p>	<p>Islamic worldviews</p> <p>Dharmic worldviews</p>	<ul style="list-style-type: none"> • Recap values of service, giving love through service from Lesson 3 and mid-unit World View Checkpoint. Invite pupils to consider: Who do we serve? How do we use service to show love, respect and show kindness? • Explore briefly how the Islamic community might demonstrate an organised worldview through acts of service– for example, commitment to prayer, respecting and looking after the place of worship. • If possible, listen to someone with a Muslim worldview talk about prayer and its importance for them. • Explore the Pillar of Salah: daily prayer, call to prayer, communal and individual prayer, commitment to praying 5 times a day. The Westhill Islamic Worldviews video here might be useful for exploring prayer within Muslim worldviews, as well as here video on the Coventry SACRE YouTube channel. • Discuss with pupils: How does prayer show service? Who are they serving? • Introduce Hindu worldviews using persona dolls or images and discuss ritual and the respect Hindus have for their mandirs. If possible, ask someone with a Hindu worldview to explain Hindu puja (worship) and how this works in the mandir and at home. You might also use SACRE resources and the Westhill Hindu film here to help you if you cannot hear directly from a Hindu/Sanatani. • Watch the Charlie and Blue Hindu Worship video: here and focus on the respect given for the murti and the rituals shown. Discuss the purpose of prasad for those with Hindu worldviews. • Pose some discussion questions for pupils regarding those with Hindu worldviews as explored through the films above or Hindu visitors: Who are they serving? How does this show love and respect? What responsibilities do the people have to God and each other? 	<p>Know that observing or taking part in a ritual or festival can help you to better understand what is happening and why it is important for believers.</p>	<p>Observe those with organised worldviews within the context of a local place of worship and using this to better explain religious phenomena (e.g. prayer) and what this might mean to individuals and the community.</p>

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		<ul style="list-style-type: none"> • Make links to home shrines and the importance of these for believers; what commitment does this show having a shrine in the home and as part of daily life? The Belonging and Believing series book 'My Hindu Family' by Gill Vaisey also provides insights into this for Hindu families. 		
<p>6. How might a worldview influence how someone chooses to live?</p>	<p>Hindu worldviews</p>	<ul style="list-style-type: none"> • Play a 'Would you rather...?' game to help pupils consider what is affecting their daily choices. Pose questions for consideration: What choices have you made today? On your perfect day, what would you choose to eat, wear, do etc? • Focus on Hindu worldviews and explore reasons behind choices linked to faith, for example by watching this BBC My Life, My Religion clip or through the SACRE resources. • Introduce pupils to Vegetarianism – what is this and why is this important to most people with Hindu worldviews? • Explore how the concepts of rebirth and karma in Dharmic worldviews are seen to lead them to becoming one with God, often over many lifetimes. The choices that are made in life lead to good, neutral or bad consequences and this is known as karma. It impacts on the atman (soul) within samsara (cycle of birth and rebirth) and eventually Hindus hope for enough good karma to release them from the cycle and to become one with Brahman and achieve 'moksha' (liberation). • Choices challenge – introduce a scenario, provide options for actions, explore their own choices then step into the worldview of Dharmic tradition, if karma is at play, how might this change the choices? You might use the SACRE karma and actions resource or devise your own for this. • Use the Gill Vaisey Belonging and Believing series My Humanist Family book to explore Humanism and what has influenced this family's choice to become Vegans. Invite pupils to think about the food choices in their own family. Is there anything significant about food within their communal worldview? 	<p>Know that asking individuals questions about their practices/ lived expressions can reveal more about their beliefs and why they do things.</p>	<p>Ask 1-2 questions of believers/ those with individual worldviews through interview in order to better understand their lived expression and beliefs.</p> <p>Develop a simple survey (2-3 questions) for those with specific worldviews to better understand their lived expression and beliefs.</p>



Remember to pause at the end of the unit for pupils to a) consider how they might now answer the enquiry question from their own positionality and their own personal worldview and b) how this question might be answered by those with different worldviews.

Assessment:	Understanding Worldviews	Disciplinary Knowledge	Disciplinary Skills
	<ul style="list-style-type: none">• Pupils begin to understand whether or not you can 'see' somebody else's worldview through their actions.	<ul style="list-style-type: none">• Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people.• Pupils know that people can have similar beliefs but may live them out in different ways.• Pupils know that asking individuals questions about their practices/lived expressions (e.g. the prayer/reflection they engage in or the charity work they do) can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews).	<ul style="list-style-type: none">• Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean.• Pupils can develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews.• Pupils can observe individual and communal worldviews in action within the context of local place of worship and use this to better explain phenomena from organised worldviews (e.g. prayer) and comment on what this might mean to individuals and the community.