

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BQ1: Reality (Ontology) What is Real?	BQ2: Origins (Cosmology) Where Do we Come From?	BQ3: Knowledge (Epistemology) How Do We Know?	BQ 4: Situation What is our Situation?	BQ 5: Goal (Axiology) What is our Goal?	BQ 6: Path (Praxeology) How Do We Get There?
FS2/ Rec	<p>What is real? (AT)</p> <p>i. Can learn and use new vocabulary such as real, exist, ontology, God, Ganesha, Hindu, Christian and higher being. ii. Can express their ideas about things that are real and important that cannot be seen. (e.g. the air in a balloon, air, the wind) iii. Can talk about how some people believe in a higher being or God that cannot be seen. iv. Can explore the idea of believing in a higher being or God through the religious story of 'Ganesha and the broken tusk'. v. Can reflect on things that are important to them but cannot be seen. (e.g. love, friendship, feelings)</p>	<p>How did we get here? (Where is 'here?') (AT)</p> <p>i. Can learn and use new vocabulary such as world, Earth, beginning, creation, origins and cosmology. ii. Can demonstrate what they know about our world. (e.g. through talk, stories, art and play) iii. Can talk about the different beliefs people have about how the world began. iv. Can reflect on their own ideas about where the world comes from.</p>	<p>How do we know this (about ourselves and reality more generally)? (AT)</p> <p>i. Can learn and use new vocabulary such as question, faith, special, artefact, knowledge and epistemology. ii. Can describe artefacts from two different religion and worldviews. iii. Can ask a range of questions about artefacts from different religion and worldviews. (e.g. item, object, live person, food, clothing) iv. Can explore different ways of finding answers to questions about artefacts. (e.g. asking a person, internet, books, etc.) v. Can reflect on what objects may be special to them and why.</p>	<p>Who are 'we'? (AT)</p> <p>i. Can learn and use new vocabulary such as lens, family, special, belong, community and religion. ii. Can talk about what is special to them. (e.g. people, objects and places) iii. Can discuss their ideas about what it means to belong. (e.g. school, family, community, religious and secular groups) iv. Can explore the idea of how they can see things differently. (lens) v. Can reflect on the different groups to which they belong and why they might belong to those groups.</p>	<p>What is the goal (the good) for which we should strive? (AT)</p> <p>i. Can learn and use new vocabulary such as good, goal, sharing, kindness, Christian, Sikh and humanist. ii. Can discuss their ideas about what it means to be 'good'. iii. Can explore what Christians, Sikhs and humanists say about being 'good'. (e.g. sharing, kindness, including the Golden Rule) iv. Can reflect on how they can show kindness to others.</p>	<p>How should we act? (AT)</p> <p>i. Can learn and use new vocabulary such as path, journey, sharing, caring, kindness, Christian, Sikh and humanist. ii. Can explore and talk about a path or journey going from a starting point to an endpoint. (e.g. going from home to school, from home to the shops, holidays) iii. Can talk about how sharing, caring and kind actions and behaviours are an important part of a religion and worldview path (journey) using an example from Christianity and one other religion and worldviews. iv. Can reflect on how they have shown kindness, caring and sharing in the classroom.</p>
EXCELLED						
DEVELOPING						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Autumn 1
	BQ1: Reality (Ontology) What is Real?	BQ2: Origins (Cosmology) Where Do we Come From?	BQ3: Knowledge (Epistemology) How Do We Know?	BQ 4: Situation What is our Situation?	BQ 5: Goal (Axiology) What is our Goal?	BQ1: Reality (Ontology) What is Real?
Year 1	<p>What exists? (AT)</p> <p>i. Can learn and use new vocabulary such as real, exists, God, Allah, Islam, Judaism and higher being.</p> <p>ii. Can talk about what is meant by the idea of 'real' and 'exists'.</p> <p>iii. Can explore what Christians believe God is like.</p> <p>iv. Can explore one other Abrahamic view of what God is like. (e.g. Islam - the 99 names of Allah, Judaism)</p> <p>v. Can reflect on their own ideas about whether a higher being exists or not. (e.g. storytelling, art, small world, role play and outdoor learning)</p>	<p>How did we get here? (Where is 'here')? (AT)</p> <p>i. Can learn and use new vocabulary such as creation, creator, Bible, Genesis, Torah, Qur'an, origins and cosmology.</p> <p>ii. Can retell the Christian story of creation.</p> <p>iii. Can retell the Jewish and Muslim stories of creation (Abrahamic)</p> <p>iv. Can reflect on these stories and talk about their own ideas about how the universe began.</p>	<p>How do we know this (about ourselves and reality more generally)? (AT)</p> <p>i. Can learn and use new vocabulary such as question, special, artefact, symbolism, sacred, knowledge and epistemology.</p> <p>ii. Can ask questions to explore the meanings (symbolism) of artefacts from different religion and worldviews.</p> <p>iii. Can explore different ways of finding answers to questions about the importance of artefacts to the people who use them. (e.g. interviews with people, using the artefacts, books and videos)</p> <p>iv. Can reflect on the different meanings that religion and worldviews may give to an artefact and think about what it may mean to them, (if anything).</p>	<p>Who are 'we'? (AT)</p> <p>i. Can learn and use new vocabulary such as religion, worldview, community, lens, tradition and celebration.</p> <p>ii. Can talk about important events (traditions, celebrations, activities) they experience with others.</p> <p>iii. Can find out about a specific religious celebration and then explore the idea that this one event can be experienced and celebrated in many different ways.</p> <p>iv. Can reflect on why a celebration is important to them and why this may be different for others. (in the class, family, community and world)</p>	<p>What is the goal (the good) for which we should strive? (AT)</p> <p>i. Can learn and use new vocabulary such as good, goal, kindness, golden rule, Christian, Muslim and Jew.</p> <p>ii. Can explore the idea of 'good' and kindness through at least two religious stories. (e.g. The Good Samaritan, The Crying Camel, The Story of Rebecca - Torah)</p> <p>iii. Can explore what Christians, Muslims and Jews say about being 'good' (the golden rule)</p> <p>iv. Can reflect on the golden rule and share their ideas of a golden rule they would like to follow.</p>	<p>How should we act? (AT)</p> <p>i. Can learn and use new vocabulary such as path, journey, good/goodness, love, kindness, actions and behaviours.</p> <p>ii. Can explore the ideas of goodness, love and kindness in the Christian story of 'The Good Samaritan'.</p> <p>iii. Can explore the ideas of goodness, love and kindness in one other story from a different religion or other worldview.</p> <p>iv. Can talk about how good, loving and kind actions and behaviours are an important part of a religion and worldviews path. (journey)</p> <p>v. Can reflect on how good, loving and kind actions and behaviours are important in their own lives.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>BQ1: Reality (Ontology)</p> <p>What is Real?</p>	<p>BQ2: Origins (Cosmology)</p> <p>Where Do we Come From?</p>	<p>BQ3: Knowledge (Epistemology)</p> <p>How Do We Know?</p>	<p>BQ 4: Situation</p> <p>What is our Situation?</p>	<p>BQ 5: Goal (Axiology)</p> <p>What is our Goal?</p>	<p>BQ 6: Path (Praxeology)</p> <p>How Do We Get There?</p>
Year 2	<p>What exists? What is real? (AT)</p> <p>i. Can learn and use new vocabulary such as real, faith, miracle, mystery, wonder and exist. ii. Can understand what 'faith' means. (e.g. believing is something that cannot be seen or is thought to be unexplainable by science or nature) iii. Can investigate the idea that a person may believe something is real, even if other people can't see it or believe in it. (e.g. miracles, mysteries and wonder in religion and worldviews) iv. Can explore a Christian miracle and a miracle from one other religion or one other worldview and think about why someone may think this is real and some people may not believe in it. (e.g. Christianity - Bernadette and the Lady of Lourdes, Feeding the 5000; Christianity and Judaism - Parting of the Red Sea, The Burning Bush; Islam - The Splitting of the Moon) v. Can reflect on their own personal views about whether things can be real even if they can't be seen or if others don't believe in them.</p>	<p>How did we get here? (Where is 'here')? (AT)</p> <p>i. Can learn and use new vocabulary such as universe, humanist, humanism, origins and cosmology. ii. Can discuss the ideas from different religion and worldviews about how the universe began, building on prior learning. iii. Can describe what humanists believe about the beginning of the universe. iv. Can reflect on the range of ideas about the beginning of the universe that different people have and share their own personal ideas.</p>	<p>How do we know this (about ourselves and reality more generally)? What is true and what is false? (AT)</p> <p>i. Can learn and use new vocabulary such as interpretation, perception, lens, belief, true, false, illusion, knowledge and epistemology. ii. Can discuss that different people might see things in different ways and this is ok. iii. Can talk about what is true and what is false and why interpretations may differ. iv. Can reflect personally on what they see as true and false and how they know this. (e.g. family, friends, books, television, internet, community)</p>	<p>Who are 'we'? (AT)</p> <p>i. Can learn and use new vocabulary such as religion, worldview, secular, belonging, lens, community and organised groups. ii. Can talk about the different organised groups in the school and wider community. iii. Can categorise these groups into secular and religious categories. iv. Can explore why people may belong to a range of secular or religious groups. v. Can reflect on how belonging to an organised group may make them different from others outside that group.</p>	<p>What is the goal (the good) for which we should strive? (AT)</p> <p>i. Can learn and use new vocabulary such as good, goal, kindness, love, loving, Christian, Muslim, Jew and humanist. ii. Can explore the idea of 'love' within the Christian, Muslim, Jewish and humanist worldviews. iii. Can reflect on the ideas of 'love' explored in this unit and on the experience of love in their own lives.</p>	<p>How should we act? (AT)</p> <p>i. Can learn and use new vocabulary such as path, praxeology, charity, giving, receiving, Tzedakah, Zakat, actions and behaviours. ii. Can explore the ideas of charity, giving and receiving through the teachings (stories) of Christianity and one other religion or one other worldview. iii. Can investigate teachings about charity and giving and how these are put into practice in real life within Christianity and one other worldview. (e.g. local or national examples of charity in the community linked to religion and worldviews) iv. Can talk about how charity and giving are important on a religion and worldview's path or journey. v. Can reflect on how they can help others in their own lives and how this makes them feel.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BQ1: Reality	BQ2: Origins	BQ3: Knowledge	BQ 4: Situation	BQ 5: Goal (Axiology)	BQ 6: Path
New Barnet Agreed Syllabus 2025 - Anne Taves Big Questions Curriculum Overview and Progress						YEAR GROUP: Year 3
	What is Real?	Where Do we Come From?	How Do We Know?			How Do We Get There?
Year 3	<p>What exists? What is real? (AT)</p> <p>i. Can learn and use new vocabulary such as angel, exist, worldview, divine being, eternal, ethereal, real and ontology.</p> <p>ii. Can explore the idea of angels in a Christian story and from one other religion or one other worldview. (e.g. Abrahamic - Islam or Judaism)</p> <p>iii. Can explain why people have different understandings of angels in the stories. (e.g. angels as messengers - positive or difficult, angels of love and peace, angels of protection, acting out God's will)</p> <p>iv. Can identify the key characteristics and roles attributed to angels in the different religion and worldviews investigated so far.</p> <p>v. Can reflect, discuss and share their views on whether ethereal and divine beings exist even if they can't be seen. (e.g. God, angels and deities)</p>	<p>How did we get here? (Where is 'here'?) (AT)</p> <p>i. Can learn and use new vocabulary such as universe, Abrahamic, Dharmic, creation, origins and cosmology.</p> <p>ii. Can recall the Abrahamic stories of creation.</p> <p>iii. Can investigate the Dharmic beliefs about the beginning of the universe.</p> <p>iv. Can compare the similarities and differences between Dharmic and Abrahamic views on how the universe began.</p> <p>v. Can explore through discussion, other worldviews/theories (religious or non-religious) on how the world began. (e.g. Dreamtime, Indigenous, Native American and others)</p> <p>vi. Can reflect on the different views about the beginning of the universe and explain their own personal ideas.</p>	<p>What is true and what is false? (AT)</p> <p>i. Can learn and use new vocabulary such as truth, lie/false, belief, interpretation, perception, knowledge and epistemology.</p> <p>ii. Can explore how pupils learn about what is true about their religion and worldviews from their family and community. (e.g. through stories, parental and community modelling)</p> <p>iii. Can explore how different families and communities may have different views and teachings about what is true about their religion and worldviews.</p> <p>iv. Can reflect and discuss how they have developed their own religion and worldviews from their family and community.</p>	<p>What is the situation in which we find ourselves? (Who are 'we'?) What is our nature? (AT)</p> <p>i. Can learn and use new vocabulary such as lens, situation, community, influence, religion and worldviews.</p> <p>ii. Can share ideas about what influences their worldviews and discuss the similarities and differences that exist in their class.</p> <p>iii. Can explore the idea that their different influences may shape their worldview and in turn, the lens through which they see the world.</p> <p>iv. Can reflect on how the way they see things through their lens, may be different to that of others in their class.</p>	<p>What is 'good' and what is 'evil'? (AT)</p> <p>i. Can learn and use new vocabulary such as goal, axiology, code, beatitude, rules, teachings, Abrahamic (Christian, Jewish, Muslim), Sikh and Guru.</p> <p>ii. Can investigate the Abrahamic codes and teachings on how to live a good life:</p> <ul style="list-style-type: none"> • Beatitudes: Matthew chapter 5 verses 3-15 - Christian Bible • The Ten Commandments: Exodus chapter 20 • Muslim teachings on living a good life <p>iii. Can investigate the Sikh codes and teachings on how to live a good life (Guru Nanak)</p> <p>iv. Can reflect on the codes and teachings investigated in this unit and describe how (at least) one of these rules could be put into practice to make a difference at home/ school/ in the community or the world.</p>	<p>What do we need to do to reach the goal? (AT)</p> <p>i. Can learn and use new vocabulary such as path, praxeology, pilgrimage, goal, Hajj, Walsingham, Islam, Christianity, spiritual, reflection and ritual.</p> <p>ii. Can describe what is involved when undertaking the Christian pilgrimage of Walsingham and consider why this pilgrimage helps some people to remain on their path.</p> <p>iii. Can describe what is involved when undertaking the Muslim pilgrimage of Hajj and consider why this pilgrimage helps some people to remain on their path.</p> <p>iv. Can discuss whether going on a pilgrimage is necessary to remain on the right path in life.</p> <p>v. Can reflect on a personal journey that has been important to them in their life and think about why that is.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BQ1: Reality (Ontology) What is Real?	BQ2: Origins (Cosmology) Where Do we Come From?	BQ3: Knowledge (Epistemology) How Do We Know?	BQ 4: Situation What is our Situation?	BQ 5: Goal (Axiology) What is our Goal?	BQ 6: Path (Praxeology) How Do We Get There?
Year 4	<p>What is the ultimate reality? (AT) <i>If there is a God what is their nature (loving, merciful, wrathful, disinterested, omnipotent, omniscient)?</i></p> <p>i. Can learn and use new vocabulary such as Abrahamic, ultimate reality, higher being, God, Allah, Yahweh, worldview, real and ontology. ii. Can explore the different ideas of a higher being (God) from an Abrahamic point of view. iii. Can discuss the complex nature of a higher being within the Abrahamic worldviews. (e.g. God as omnipotent, benevolent, omniscient, omnipresent, Trinity, dualistic, lamb of God) iv. Can talk about how these different perceptions within Abrahamic worldviews impact how people live their lives. v. Can reflect on their personal views and questions about the existence of a higher being. (linked to the Abrahamic worldviews)</p>	<p>How did we get here? (Where is 'here'?) (AT)</p> <p>i. Can learn and use new vocabulary such as universe, creation, Abrahamic, Dharmic, Brahma, Vishnu, Shiva, Trimurti, origins and cosmology. ii. Can recall the Abrahamic stories of creation. iii. Can explore Hindu beliefs about the beginning of the universe. (Trimurti) iv. Can compare and contrast the Abrahamic and Dharmic beliefs about the beginning of the universe. v. Can reflect and explain their views on how the universe began.</p>	<p>How do we know this (about ourselves and reality more generally)? (AT)</p> <p>i. Can learn and use new vocabulary such as truth, lie/false, belief, interpretation, perception, evidence, knowledge and epistemology. ii. Can explore how individuals may decide what is true about their religion and worldviews. (2 religion and worldviews) (e.g. texts, teachings, rituals, prayer, places of worship, modelling, personal experience) iii. Can explore the idea that within one religion and worldview, many different perspectives and interpretations may exist. iv. Can discuss how it may not be possible to know everything about the two religion and worldviews they have explored. Talk about why this may or may not matter. v. Can reflect on how they get their ideas about what is true in their own life.</p>	<p>What is the situation in which we find ourselves? (Who are 'we'?) What is our nature? (AT)</p> <p>i. Can learn and use new vocabulary such as lens, situation, nature, personal worldview and organised worldview. ii. Can explain the different things that influence their worldview (lens) iii. Can investigate the range of worldviews represented within the school. iv. Can explore the two largest religious or non-religious worldview groups represented within the school and identify similarities and differences. v. Can discuss the idea that within these two groups (iv), people may have an organised worldview as well as a personal worldview. vi. Can reflect on how people with different worldviews can still be friends or live together harmoniously within the school or local community.</p>	<p>What is 'good' and what is 'evil'? (AT)</p> <p>i. Can learn and use new vocabulary such as good, evil, choice, Abrahamic (Christian, Jewish, Muslim), Hindu and Diwali. ii. Can explore the idea of 'good and evil' through the Abrahamic story of Adam and Eve (Garden of Eden) iii. Can explore the idea of 'good and evil' through at least one story: <ul style="list-style-type: none"> the Hindu story of Rama and Sita (Diwali) the Jewish story of Hanukkah (Hanukkah) <p>iv. Can reflect on the good or evil acts (choices) explored in the religious stories and explain whether they would make the same choices as the characters involved.</p> </p>	<p>What do we need to do to reach the goal? How do we ensure that we are on the path? How should we act? (AT)</p> <p>i. Can learn and use new vocabulary such as path, praxeology, symbol/symbolism, Hanukkah, Diwali, deities, loyalty, devotion, temptation, hope and commitment. ii. Can recall the main events and characters of the story of Diwali and Hanukkah. iii. Can explore the story and celebration of Hanukkah and consider how the event, symbols and behaviours may give examples of how a Jewish person may remain on their path even when life gets difficult. (e.g. hope and commitment) iv. Can explore the story and celebration of Diwali and consider the importance of the Hindu gods and goddesses (deities) in this story, the virtues and values they display and how they can help a Hindu to remain on their path even when life gets difficult. v. Can reflect on the values of commitment and loyalty in their own lives. (e.g. school, clubs, home and other community examples)</p>
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	BQ1: Reality (Ontology) What is Real?	BQ2: Origins (Cosmology) Where Do we Come From?	BQ3: Knowledge (Epistemology) How Do We Know?	BQ 4: Situation What is our Situation?	BQ 5: Goal (Axiology) What is our Goal?	BQ 6: Path (Praxeology) How Do We Get There?
Year 5	<p>What is the ultimate reality? (AT) If there is a God what is their nature (loving, merciful, wrathful, disinterested, omnipotent, omniscient)?</p> <p>i. Can learn and use new vocabulary such as Dharmic, Hindu, ultimate reality, higher being, deities, worldview, real and ontology. ii. Can explore the different ideas of a higher being from a Dharmic point of view. iii. Can discuss the complex nature of a higher being within the Dharmic worldviews. (e.g. dualistic symbolism linked to the deities) iv. Can talk about how these different perceptions within Dharmic worldviews impact how people live their lives. v. Can reflect on their personal views and questions about the existence of a higher being. (linked to the Dharmic worldviews)</p>	<p>How did we get here? (Where is 'here')? (AT)</p> <p>i. Can learn and use new vocabulary such as secular, non-religious, universe, science, the Big Bang theory, Darwinism, evolution, origins and cosmology. ii. Can explore secular views about the beginning of the universe. (humanist and scientific perspectives) iii. Can discuss at least two explanations about the beginning of the universe from a secular, scientific, or non-religious point of view. v. Can reflect on their learning and justify their personal opinions about the beginning of the universe and present their ideas to others.</p>	<p>How do we know this (about ourselves and reality more generally)? What is true and what is false? (AT)</p> <p>i. Can learn and use new vocabulary such as science, humanism, atheism, secularism, agnosticism, evidence, lens, knowledge and epistemology. ii. Can discuss how a non-religious worldview member evidences (knows) what is true and how they may discover this. (e.g. texts, teachings, community modelling, personal experience) iii. Can explore the idea that within one non-religious worldview, many different perspectives and interpretations may exist. iv. Can discuss how it may not be possible to know everything about the non-religious worldviews they have explored and talk about why this may or may not matter. v. Can reflect on how evidence can help them decide what is important to themselves.</p>	<p>What is the situation in which we find ourselves? (Who are 'we')? What is our nature? (AT)</p> <p>i. Can learn and use new vocabulary such as lens, situation, community, diversity and harmony. ii. Can use the local census to identify the diversity of religion and worldviews represented in the local community. iii. Can investigate two to three local religion and worldviews identified in the census (virtual tours, visits, speakers) iv. Can investigate how the two to three local religion and worldviews identified in the census, may respond to a local issue. (e.g. homelessness, poverty, hunger) v. Can discuss the responses explored (iv) and how the shared values, beliefs and actions contribute towards creating harmony in the local community. vi. Can reflect on how religious diversity contributes to community harmony and how it can be fostered further.</p>	<p>What is the goal (the good) for which we should strive? (AT)</p> <p>i. Can learn and use new vocabulary such as axiology, the goal, moral, reward, afterlife, heaven, paradise, enlightenment, reincarnation, Abrahamic and Dharmic. (Buddhist, Hindu, Sikh) ii. Can discuss the idea that individuals within religion and worldviews may see living a good life as being an ultimate goal. iii. Can investigate the 'ultimate goal' of one Abrahamic (Christian, Jewish, Muslim), one Dharmic (Buddhist, Hindu, Sikh) and one non-religious worldview. (humanist or other non-religious worldview) iv. Can discuss how the 'ultimate goal' of a worldview may influence the moral decisions a person makes. v. Can reflect on their own ideas of the 'ultimate goal' and consider how these may influence the moral decisions they make.</p>	<p>What do we need to do to reach the goal? What path should we follow? How do we ensure that we are on the path? (AT)</p> <p>i. Can learn and use new vocabulary such as path, praxeology, role model, leader, ii. Can compare the life stories of Jesus and Buddha, reflect on their journeys and founder, choice, teacher, Guru, Buddha and Noble Eightfold Path. Discuss how they remained on their path despite facing difficult times. iii. Can talk about the Noble Eightfold Path practices and why these may help Buddhists remain on their path. iv. Can investigate a leader, founder or inspirational figure from one other religion or one other worldview and consider why their story may help individuals make the right choices to remain on the path. v. Can reflect on who they would turn to for advice and support and why they would choose that person.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BQ1: Reality (Ontology) What is Real?	BQ2: Origins (Cosmology) Where Do we Come From?	BQ3: Knowledge (Epistemology) How Do We Know?	BQ 4: Situation What is our Situation?	BQ 5: Goal (Axiology) What is our Goal?	BQ 6: Path (Praxeology) How Do We Get There?
Year 6	<p>What exists? What is real? (AT)</p> <p>i. Can learn and use new vocabulary such as Abrahamic, Dharmic, ultimate reality, humanism, evidence, higher being, real, exist and ontology.</p> <p>ii. Can recall the complex nature of the Abrahamic and Dharmic views of a higher being and explore the concept of the ultimate reality.</p> <p>iii. Can explore the humanist view of what exists and what is real. (e.g. science, rational, evidence)</p> <p>iv. Can consider and summarise the arguments raised by religion and worldviews about what exists and what is real.</p> <p>v. Can reflect on their own personal views about what exists and what is real.</p>	<p>How did we get here? (Where is 'here?') (AT)</p> <p>i. Can learn and use new vocabulary Paley's watch analogy, cosmological argument, creator, science, the Big Bang theory, universe, evolution, origins and cosmology.</p> <p>ii. Can explore the meaning of the word 'cosmology' (linked to 'the cosmological argument')</p> <p>iii. Can investigate Paley's watch analogy and consider the ideas of a cosmic plan and cosmic 'designer'. (higher being)</p> <p>iv. Can discuss how religion and worldviews may consider Paley's watch analogy in their understanding of the creation of the universe.</p> <p>v. Can explore the idea that the universe may have come into existence by chance, without a creator or cosmic designer. (e.g. the Big Bang theory, evolution, Humanist UK website)</p> <p>vi. Can reflect on their personal views about the beginning of the universe as being created by chance or as a result of a cosmic designer.</p>	<p>How do we know this (about ourselves and reality more generally)? What is true and what is false? (AT)</p> <p>i. Can learn and use new vocabulary such as philosophy, allegory, real/reality, truth, knowledge and epistemology.</p> <p>ii. Can retell the allegory of Plato's Cave.</p> <p>iii. Can discuss what is considered to be real and what is not in the allegory of Plato's Cave.</p> <p>iv. Can reflect on what they have learnt about what is real and what is not from the allegory of Plato's Cave and how this applies to their own lives.</p>	<p>What is the situation in which we find ourselves? (Who are 'we?') What is our nature? (AT)</p> <p>i. Can learn and use new vocabulary such as lens, situation, plurality, identity, global and citizen.</p> <p>ii. Can investigate national data to identify the plurality of religion and worldviews.</p> <p>iii. Can explore the idea of plurality within one religious or secular worldview.</p> <p>iv. Can discuss how these worldviews respond to global situations.</p> <p>v. Can explain their worldview (religion and others) and what has influenced it.</p> <p>vi. Can reflect on how they can live together as global citizens when they all have different religion and worldviews.</p>	<p>What is the goal (the good) for which we should strive? (AT)</p> <p>i. Can learn and use new vocabulary such as goal, axiology, moral, golden rule, Human Rights, commitment, responsibility and rights.</p> <p>ii. Can revisit the codes and teachings that worldviews hold to help them live a good life and discuss the similarities and differences (Golden Rule)</p> <p>iii. Can explore the idea that there are rights and responsibilities, 'Human Rights', that all humans should have to enable them to live a good life (goal)</p> <p>iv. Can investigate the stance of two worldviews on the 'Human Rights' issue, of food poverty and homelessness (Article 25)</p> <p>v. Can discuss how the two worldviews demonstrate their commitment to the goal of living a good life through their practical actions.</p> <p>vi. Can reflect on how their own moral code is similar and/or different to the Golden Rule.</p>	<p>What do we need to do to reach the goal? What path should we follow? How do we ensure that we are on the path? (AT)</p> <p>i. Can learn and use new vocabulary such as path, praxeology, choices, Golden Rule, Human Rights and Freedom of Religion or Belief. (FoRB)</p> <p>ii. Can recall and discuss the different examples, including practices, actions, behaviours and teachings, that may help people to take or stay on a religion and worldviews path.</p> <p>iii. Can investigate the diverse range of religion and worldviews paths that it is possible to take and discuss why different paths may be taken or chosen.</p> <p>iv. Can discuss the idea that although people may take different paths to a religion and worldviews 'goal', they often share values and teachings such as the Golden Rule, Human Rights and the idea of Freedom of Religion or Belief (FoRB) to help them to remain on a path.</p> <p>v. Can reflect on the rules, actions or behaviours they would include on their own 'Golden Rule' list and consider why these may be helpful.</p>
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