

Holy Trinity Curriculum for Philosophy and Theology – an investigative approach

Curriculum Intent as viewed through school values:

	Aspiration	Courage	Compassion	Joy
Philosophy and Theology (Religious Education)	Children will challenge themselves to think about viewpoints different from their own and to understand and respect these viewpoints. They will start to grow in abstract thinking, posing difficult questions about humanity, creation and society, and forming their own opinion on these.	Children will learn how to accept other viewpoints, faiths and cultures with tolerance and respect. They will have information which will aid them in forming their own philosophy. They will understand the fundamentals of faith (especially Christian) and non-faith traditions and why these are important to people and will courageously defend tolerance and respect in our society.	Through their studies, children will be exposed to different cultures, faiths, viewpoints and traditions and will learn to value and respect these, finding the richness which they provide in society. Children will defend the rights of others to have their own viewpoint and will understand the support that might be needed in society to maintain freedom and tolerance.	Children will find joy in the exploration of traditions and viewpoints different from their own. They will enjoy the experience of other cultures, places of worship, food, and traditions and this acceptance of others will bring joy and enrichment into their own lives.

Content:

The Philosophy and Theology Curriculum focuses on a small number of core concepts in order to enable pupils to develop a deep understanding of Christianity and of other faith and non-faith positions. Pupils learn about and revisit core concepts in different contexts as they move through the school. These varied encounters deepen pupils' understanding of the meaning of these concepts. The curriculum explores ways in which belief in the core concepts has an impact on the diverse communities involved and on the lives of individuals. The content is mapped out in the long term plan (see below).

Skills:

The curriculum weaves in opportunities for pupils to reflect upon these ideas in relation to their understanding of religion and faith or non-faith positions and includes their own responses. Theological concepts and essential background information are taught through an investigative approach to ensure that core tools for philosophical discussion at an appropriate level are readily available to the children. Our commitment is to help children to grow into theologically and philosophically literate adults. The progression of skills will be taught according to the long term plan (see below)

Resources:

The syllabus is crafted around three main resources: Understanding Christianity (UC), Discovery, and Festival Matters. These resources are available to view on request at the school. Our skilled teachers use these resources and adapt them to ensure that children are engaged, interested and learning effectively, and that the material is relevant to them.

Requirements:

Two thirds of our Philosophy and Theology curriculum is dedicated to the study of Christianity and one third to other faith and non-faith viewpoints. Children are immersed in a culture of respect and tolerance for viewpoints different to their own and opportunities are provided for them to experience other viewpoints through learning about them, visiting other places of worship and meeting people with differing viewpoints.

Parents are free to withdraw their children from these lessons if they wish to, however we encourage all parents to embrace the study of philosophy and theology. It is an essential tool for children to use as they grow up to live fruitful, fulfilled and happy lives in our diverse society.

Links to other subjects:

The skills used in Literacy, especially text analysis, are very valuable in Philosophy and Theology and the links here will be strongly drawn. Poetry, art, science and history are other subjects which will be linked to the study of Philosophy and Theology strongly and there will be other links drawn with geography and other curriculum areas where appropriate. Discussion and debate in all subjects will enhance children's ability to become theologically literate.

Suggestions for trips and other enrichment activities:

Visits to places of worship, both Christian and other faiths will take place regularly to ensure that children understand and grow in tolerance of other faith and non-faith beliefs. Visitors will be invited into classrooms to support learning about faith and non-faith viewpoints. Whole school events such as Pilgrimage Days will enrich the learning experience of children in relation to Philosophy and Theology

Curriculum for each class:

The curriculum uses the resources Understanding Christianity (UC), Discovery and Festival Matters in line with direction from the Education Department of the Church of England . Skills are found itemised within each scheme of work.

2019-20 Year A.
Term

	Stonehenge	Whitehorse	Sarum	Avebury	Silbury
Year A Term 1	Harvest – A time for Sharing (Festival Matters Reception)	Who made the world? (UC 1.2)	What do Christians learn from the Creation Story? (UC 2a.1)	What does it mean if God is holy and loving? (UC 2b.1)	Creation – stories, comparison between faiths and non-faiths, impact on Christian’s lives, children’s own view, challenging various views with understanding and respect (UC 2b.2)
Year A Term 2	Why do Christians perform nativity plays at Christmas? (UC F2) And Why does Christmas Matter to Christians (NOT Digging Deeper)	Why does Christmas matter to Christians? (UC1.3) Digging Deeper	Christmas is coming Y3 (Festival Matters)	Christmas – Journeying, Year 5 and 6 (Festival Matters)	Was Jesus the Messiah? Digging Deeper – Transfiguration (What kind of saviour was he?) (UC 2b.4)
Year A Term 3	Why is the word “God” so important to Christians? (UC F1)	What do Christians believe God is like? (UC 1.1)	What is the Trinity (NOT Digging Deeper) (UC 2a.3)	Hinduism – What is the best way for a Hindu to show commitment to God? (Discovery)	Buddhism – Own scheme using enquiry model, teachings of Buddha, impact on Followers and relevance to ourselves.
Year A Term 4	Why do Christians put a cross in an Easter Garden? (UC F3)	Why does Easter matter to Christians? (UC 1.5)	Why do Christians call the day that Jesus died “Good Friday”? (UC2a.5)	What did Jesus do to save human beings? (UC 2b.6)	What difference does the resurrection make for Christians? (UC 2b.7)
Year A Term 5	Islam Does praying regularly help a Muslim in their daily life? (Discovery Y 2)	Islam Does praying regularly help a Muslim in their daily life? (Discovery Y 2)	Sikhism Do Sikhs thing that it is important to share? (Discovery Y3)	Sikhism Are Sikh stories important today? (Discovery)	Islam What is the best way for a Muslim to show commitment to God? (Discovery)
Year A Term 6	Does completing the Haj make a person a better Muslim? (Discovery Y2)	Does completing the Haj make a person a better Muslim? (Discovery Y2)	Sikhism Does joining the Khalsa make a person a better Sikh? (Discovery Y3)	What would Jesus do? NOT Digging Deeper. (UC 2b.5)	How can following God bring freedom and justice? (UC 2b.3)

Year B Term 1	Harvest - A time for giving thanks (Year 1 Festival matters)	A time for remembering every part of God's creation (Year 2 Festival Matters)	What is it like to follow God? UC 2a.2	Harvest – a time ot reflect on the Christian understanding of God's promise and covenant (Year 5 Festival Matters)	Creation – stories, comparison between faiths and non-faiths, impact on Christian's lives, children's own view, challenging various views with understanding and respect (UC 2b.2 Digging Deeper)
Year B Term 2	Gifts and Giving Year 1 Festival Matters	Christmas Lights Year 2 Festival Matters	The Christmas Message Y4 (Festival Matters)	Incarnation/God - Digging Deeper (UC2a.3)	Was Jesus the Messiah? Entry into Jerusalem (What kind of saviour was he?) (UC 2b.4)
Year B Term 3	Judaism Is the Shabbat important to Jewish children? (Discovery Y 1)	Judaism Is the Shabbat important to Jewish children? (Discovery Y 1)	Hinduism Would visiting the river Ganges feel special to a non-Hindu? (Discovery Y3)	Hinduism How can Brahman be everywhere and in everything? (Discovery)	Islam – Does belief in Akhira (Life after death) help Muslims lead good lives. (Discovery)
Year B Term 4	The changing moods of (Easter Year 1 Festival Matters)	Symbols of Easter (Year 2 Festival Matters)	Hindusim: Would celebrating Divali at home and in the community bring a feeling of belonging? (Discovery Y3)	Was Jesus the Messiah? (NOT digging Deeper) (2b.4)	Judas – prophecies, impact on Christians' lives, relevance for children's own life. Challenging various viewpoints with understanding and respect.
Year B Term 5	Judaism Does celebrating Chanukah make Jewish children feel close to God? (Discovery Y1)	Judaism Does celebrating Chanukah make Jewish children feel close to God? (Discovery Y1)	When Jesus left, what was the impact of Pentecost? (UC2a.6)	What kind of King is Jesus? (UC 2b.8)	Comparative Faiths eg through Pilgrimages of different faiths and important/inspiring journeys for those of no faith.
Year B Term 6	What is the good news that Jesus brings? (UC 1.4) NOT Digging Deeper	What is the good news that Jesus brings? (UC 1.4) Digging Deeper	What kind of world did Jesus want? (UC2a.4) 6	Sikhism What is the best way for a Sikh to show their commitment to God? (Discovery)	What would Jesus do? Digging Deeper (UC 2b.5)