

Beliefs And Values Long Term Plans

2023-2024 (Cycle A)

2024-2025 (Cycle B)

Please scroll down for relevant Key Stage

British Values and SMSC in Beliefs and Values at Priory School

British Values and social, moral, spiritual and cultural development are an integral part of Beliefs and Values at Priory School. The below table shows how we need to ensure coverage of these in Beliefs and Values. British Value and SMSC objective is covered in Beliefs and Values.

Value	How is it covered in BV?
Enable students to develop their self-knowledge, self-esteem and self-confidence	As part of BV we encourage students to reflect on their beliefs. We also welcome a range of beliefs and value diverse perspectives. BV lessons are a safe environment for self-exploration.
Enable students to distinguish between right and wrong	We look at the belief systems and core teaching of different societal and religious viewpoints, emphasising the overarching message of kindness in all belief systems.
Encourage students to contribute positively to the locality of the school and to society more widely	We encourage mutual respect across belief systems. We also plan trips to religious establishments and links with religious and social organisations.
Enable students to acquire a broad knowledge of and respect for public institutions and services in England	We learn about the different religious and social organisations that are part of the fabric of modern England.

Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures	We explicitly teach about different belief systems and promote mutual respect and tolerance. We explore different viewpoints, including a mixture of different religious and cultural traditions.
Encourage respect for other people	We encourage a range of different viewpoints and ensure our lessons are safe spaces in which students can be open but feel safe. We ensure that students understand that we can respect others if we don't agree with them.
Spiritual Development	How is it covered in BV?
Ability to be reflective about their own beliefs and perspective on life	We encourage students to reflect on their own beliefs and perspectives and consider why other people may have different ones.
Knowledge of, and respect for, different people's faiths, feelings and values	We encourage study of a range of different faiths and values.
Sense of enjoyment and fascination in learning about themselves, others and the world around them	We encourage open-ended questioning and student-led discussions about different topics.
Use of imagination and creativity in their learning	We encourage philosophical discussion and artistic approaches in learning.
Willingness to reflect on their experiences	We encourage group discussion about different topics.
Moral Development	How is it covered in BV?
Appreciate the viewpoints of others	We encourage group discussion based on mutual respect and active listening.
Use a range of social skills in different contexts	We encourage trips to and engagement with different faith organisations.
Participate in a variety of social settings	We encourage trips to and engagement with different faith organisations.

Engage with, respect and tolerate those with different views or beliefs	We encourage diverse opinions, beliefs and experiences.
Cultural Development	How is it covered in BV?
Appreciate the wide range of cultural influences that have shaped our heritage	We explore different faith and social groups.
Appreciate a range of different cultures	We explore different viewpoints.
Appreciate the things we all share in common	We encourage mutual understanding and emphasise the search for common ground in beliefs and values.
Improve understanding and respect of different faiths, cultural viewpoints and diversity	We explore different faith and social groups.

KS2 Beliefs and Values Long Term Plan 2023-2025

Key Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A						
Key Stage 1/2 (Thematic approach)	<i>Big Question 1: Is it important to belong?</i>	<i>Big Question 1: Is it important to belong?</i>	Big Question 2: Why do people celebrate?	Big Question 2: Why do people celebrate?	Big Question 3: Should everyone learn to pray?	Big Question 3: Should everyone learn to pray?

Enquire Into:	Christianity	Islam	Christianity	Hinduism	Judaism	Humanism
Enquiry Focus	Church	Pillars of Islam	Resurrection	devotion	tefillah	mindfulness
Cycle B						
Key Stage 1 /2 (Thematic approach)	Big Question 4: What do people believe is important?		Big Question 5: Who is right to follow?		Big Question 6: Can books and stories be good teachers?	
Enquire into:	A1: Judaism	A2: Christianity	Spring 1: Islam.	Spring 2: Christianity	S1: Judaism	S 2: Christianity
Enquiry focus	teshuvah	Saviour	compassion	trust	torah	parable

Notes: The “Big” questions can be used as a set; A Christianity Enquiry is required for each “Big” question and other religion or worldview.

The belief concept is also set and examples of precise Enquiry questions using these can be found in Suffolk’s Agreed Syllabus for Religion Studies. Teachers may also write their own questions for their Enquires. Most questions and suggested content are in the Non-statutory guidance for KS1 on the SACRE website: <https://suffolklearning.com/sacre>

Alternate Enquiry Choices:

Cycle A Spring 2: Why do people celebrate? Christianity- Holy Spirit (Pentecost)

Cycle A Summer 1: Should everyone learn to pray? Sikhism- Simran (remembrance)

Cycle B: Autumn 1: What do people believe is important? Humanism-goodness

Cycle B: Spring 1: Who is it right to follow? Buddhism-metta (loving kindness)

**More examples of outline, key concepts and breakdowns can be found at: <https://suffolklearning.com/wp-content/uploads/2022/09/Suffolk-Agreed-Syllabus-Where-do-I-stand-2023-28.pdf> **

KS3 Beliefs and Values Long Term Plan 2023-2025

Key Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A						
Key Stage 3	<i>Big Question 1: Do beliefs make any difference to someone's life?</i>	<i>Big Question 1: Do beliefs make any difference to someone's life?</i>	Big Question 1: Do beliefs make a difference to someone's life?	Big Question 2: What beliefs drive people to make a	Big Question 2: What beliefs drive people to make a difference in the world?	Big Question 2: What beliefs drive people to make a difference in the world?

				difference in the world?		
Enquire Into:	Christianity	Hinduism	Islam	Christianity	Humanism	Sikhism
Choose ONE of these as the Enquiry focus	Reconciliation, Stewardship, or Forgiveness	Karma or Samsara	Submission or Salah	Kingdom of God, Sacrifice or Creation	Morals or Reasoning	Guru or Waheguru
Cycle B						
Key Stage 3	Big Question 3: What makes some people inspirational to others?	Big Question 3: What makes some people inspirational to others?	Big Question 3: What makes some people inspirational to others?	Big Question 4: What beliefs bind a community together?	Big Question 4: What beliefs bind a community together?	Big Question 4: What beliefs bind a community together?
Enquire Into:	Christianity	Hinduism	Islam	Christianity	Sikhism	Judaism

Choose ONE of these Enquiry focus:	Salvation, Conversion, or Miracle	Dharma or Ahimsa	Prophet or Messenger	Unity, Body of Christ, or Mission	Equality or Sewa	Covenant or Shabbat
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Notes:

- The “Big” questions must be used as a set I.e. two in each year with three Enquiries feeding into each, one of which must be Christianity.
- The religions and worldviews allocated for the Enquiries follow the requirements of Suffolk Religion Syllabus
- ONE belief or concept must be chosen per Enquiry. Examples of Enquiry questions can be found in at <https://suffolklearning.com/sacre>, however, teachers are allowed to use their own.
- Possible content for each Enquiry is detailed in the non-Statutory guidance for Suffolk at <https://suffolklearning.com/sacre>

Learning Objectives

- ENGAGE - unpack a belief or concept, relating it to their own experience, things they can understand or imagine - encounter issues, events, artefacts, symbols or stories, which introduce the belief or concept in its religious context, stimulating questions
- ENQUIRE - discuss the Enquiry question, analysing its meaning and suggesting what is needed to answer it
- EXPLORE - study the origin of a belief in stories, texts, teachings, and discussing the possibility of different interpretations - investigate how a belief affects community practice, locally and further afield, making use of visitors, visits, video and internet - meet, in action and dialogue, a range of people to gain understanding of the breadth, diversity and impact of a belief on different individuals - talk to individuals to compare ‘lived reality’ to learning gained from other sources
- EVALUATE - use subject vocabulary, with confidence, and increasing accuracy in class discussion, review and retrieval exercises - demonstrate their learning in relation to the Enquiry question and construct group or individual answers
- EXPRESS - communicate their own and others’ insights into this belief or concept e.g. through writing, art and design, music, dance, drama and ICT, and share with a wider audience
- EXTEND - draw on their growing knowledge of religion and worldviews to discuss the related ‘Big’ question, reflecting on their own and others’ insights - practise skills of debate, listening attentively, giving well-reasoned answers and demonstrating respect for other opinions

Precise Questions

Teachers must frame a 'rich and precise' question for each ENQUIRY; this must clarify what learning about religions and worldviews is to take place. Whenever possible the questions should include the name of the religion or worldview and the belief or concept. Example: How do Sikhs put their beliefs about equality into practice?

Assessment Opportunities

Teachers must assess pupils' progress in relation to learning:

- what people believe and why (Theology)
- what people do because of their beliefs (Human and Social Science)
- how people address 'big' questions (Philosophy)

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KS4 Beliefs and Values Long Term Plan 2023-2025

Key Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A						
Key Stage 4	<i>Big Question 1: Where do people look for answers to life and living?</i>	<i>Big Question 1: Where do people look for answers to life and living?</i>	<i>Big Question 1: Where do people look for answers to life and living?</i>	Big Question 2: Are some things more sacred than others?	Big Question 2: Are some things more sacred than others?	Big Question 2: Are some things more sacred than others?
Enquire Into:	Christianity	Hinduism	Islam	Christianity	Buddhism	Judaism
Choose ONE of these as the Enquiry focus	Gospel, Wisdom, or Parable	Moksha or Artha	Revelation or Sunnah	Eucharist, Pilgrim, or Icon	Enlightenment or Buddarupa	Kedusha (Holiness) or Kotel
Cycle B						
Key Stage 4	Big Question 3: Why are there so many different ideas about God?	Big Question 3: Why are there so many different ideas about God?	Big Question 3: Why are there so many different ideas about God?	Big Question 4: What are the best ways to think about	Big Question 4: What are the best ways to think about living and dying?	Big Question 4: What are the best ways to think about living and dying?

				living and dying?		
Enquire Intro:	Christianity	Hinduism	Islam	Christianity	Buddhism	Humanism
Choose ONE of these Enquiry focus:	Incarnation, Trinity, or Creed	Trimurti or Atman/Brahman	Tawheed or Allah	Resurrection, Faith, or Heaven	Refuge or Impermanence	Happiness or Morality

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