

KEY STAGE 3

In order to deliver the programmes of study schools will need to devote 5% of curriculum time to RE at Key Stage 3, which is equivalent to 45 hours per year.

Pupils will have learned the basic information about Christianity, Hinduism, Judaism and Islam plus one of Sikhism or Buddhism. There are also Thematic units at Key Stage 1 and 2.

It is recommended that teachers look at the Key Stage 1 and 2 Sutton Agreed Syllabus when planning for KS3 to avoid repetition.

Statutory

It is expected that pupils will build on their knowledge and understanding of the beliefs, values and traditions of **Christianity, Islam and Judaism and Buddhism.**

A study of one of **Sikhism OR Hinduism** should also be undertaken at KS 3.

Throughout this phase of education, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. It is expected that through Attainment Target Two teachers will be able to reflect the variety of faith traditions within the school community. The religions may be taught at any time either as discrete religion or in a thematic way.

The themes are **'Wealth and Poverty', 'Spirituality', 'The Importance of Remembering', and 'Religion and Science'** and can be found on page 49 onwards.

Statutory Requirements at Key Stage 3

The learning objectives in each unit.

Suggested examples /questions for both attainment targets are given within each programme of study to assist teachers planning.

Using the suggested activities, although these are not statutory, will achieve the statutory learning objectives.

At least one visit to a place of worship during the key Stage is highly recommended.

The programmes of study incorporate two components which relate to the current attainment targets.

AT1 – Learning about religions

AT2 – Learning from religion

Key Stage 3: Christianity

Pupils will be developing a knowledge and understanding of Christianity from their studies at Key Stage One and Two.

It is important that the religion is reflected as a diverse, dynamic belief system which can help pupils form a response to a range of personal and contemporary issues and as a global living faith tradition which incorporates a range of traditions and practices.

Consideration should be given to how the different aspects of Christian belief, values and traditions link together to form a coherent whole. Study should reflect the importance of prayer and worship to many Christians 'lifestyle and the role of spiritual and practical preparation for festivals and rites of passage. The different beliefs and traditions of some Christian denominations should be identified.

Pupils should have opportunities to understand Christian beliefs about the nature of the Trinity, to explore some of the stories, parables, teachings and miracles of Jesus and to identify different types of writing in the Bible and to recognise its 'wide-ranging significance and influence on Christian beliefs, values and traditions.

Pupils should be aware of the many roles a Christian Minister performs and to understand the importance of a Church in worship and in the community.

Key Stage 3: Christianity - Key people

Learning Objective: What are the Christian beliefs about the nature and ways of experiencing God?

AT1

What does it mean that God is Omnipotent/ Omniscient/ Transcendent?
Christians believe that humans are made in the image of God.
What are some of the ways that Christians refer to God e.g. Almighty, Father, and Creator?
How does this compare to the Islamic names for Allah?

AT2

What differences might it make to the life of a person if they have a belief in God?
How might a Christian explain their belief to a non - Christian?
How does a Christian belief in God help her/him make sense of life and death?

Suggested Activities:

Explore a variety of pictures which provoke awe and wonder e.g. sunsets, rainbows, tornadoes, mountain ranges, waves, new life...
Look in the Bible for descriptions of God (for example in the books of Isaiah, Psalms & Revelation, look at some Parables on the nature of God).
Investigate hymns e.g. 'Hark the Herald Angels Sing', 'The Lord is My Shepherd', 'Make me a Channel of Your Peace', 'Guide Me Oh Thou Great Redeemer' and discuss the terms related to God.
Prepare an interview with a Christian to explore their beliefs about God.
How do Christian groups interpret key symbols e.g. bread and wine, the fish, the cross?
Examine the language used by Christians to explain the nature of Trinity.
Research ways that individual Christians and some church groups express their belief about the Holy Spirit

Learning Objective: What are the Christian beliefs about Jesus?

<p>AT1</p> <p>Christians believe that Jesus was the Son of God, a Saviour, Messiah, Christ, Teacher. What is the evidence for this? Jesus was born and brought up as a Jew and his birth was acknowledged by some as more than that of an ordinary boy (Matthew Chapter 2 and Luke chapter 2 verses 22-39). Find out about Jesus as a historical figure. Look at interpretations of Jesus from across the world.</p>	<p>AT2</p> <p>What titles do we know for Jesus and what do they signify? How do Christian beliefs about Jesus still influence and affect people's lives today?</p>
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Suggested Activities

Look at Luke 2 verses 21-40 Discuss this as evidence of Jesus' religious background as a Jew and as someone who was very special. Investigate a range of artists' interpretations of the life of Jesus. What symbols are used which show how Jesus was unique?
Explore a range of artefacts and investigate how they reflect Christian beliefs about Jesus. Consider how such artefacts help Christians come to know and understand Jesus.
Use an envelope of evidence statements about the existence of Jesus. These statements should include historical, biblical and experiential type evidence. Pupils do a diamond 9 activity to establish which they consider to be the most and least convincing of the existence of Jesus the man. Individually to express their reasons for the order they put them in. Take the same statements and pick out the most convincing ones that show Jesus as the Son of God rather than just a historical figure. Individually say why they have chosen these. Discuss evidence and difference of the Jesus of history and the Jesus of faith.

Learning Objective: What evidence do we have that Jesus had powers beyond those of an ordinary man?

AT1

Stories in the Bible give incidences of Jesus performing miracles
Jesus helped those on the margins of society

AT2

What do you think a miracle is? What is the definition of
'miracle'? Is the 21st Century definition different to the 1st
Century definition?
Are there miracles in our world today? How did people
respond to Jesus' powers?

Suggested Activities

In groups read the following stories in The Bible and prepare a presentation for the rest of the class- you should consider what Christians believe they show us about the humanity and the divinity of Jesus.

Why and how did Jesus annoy the religious authorities?

The wedding at Cana (John 2:1-11)

The healing of a paralysed man (Luke 5:12-26)

The cure of a woman with a haemorrhage and Jairus' daughter (Luke 8:40-56)

The healing of ten lepers (Luke 17:12-19)

Look at current newspapers and find examples of modern miracles happening.

Learning Objective: What is the contribution of Christian Leaders to the growth of Christianity?

<p>AT1</p> <p>Who were the people who influenced the development of Christianity? Think about what it means to be a leader, identify leadership qualities What is the idea of a 'calling'? Be aware of the many roles a Christian Minister performs. Name the different roles a person can take in a church or religious community</p>	<p>AT2</p> <p>Identify key qualities a leader needs to have What is the training that a Christian Minister must do? Why can't someone just set themselves up as a Christian Minister? Reflect on the term 'vocation' Read and reflect on the life of important religious figures.</p>
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Suggested Activities

Think about the concept of 'helping' – who helps people in a community?
Write persuasively, using relevant key terms
Discuss and reflect on the idea of a vocation or 'calling'
Why do people follow their vocation?
Analyse the qualities that make a good leader
Identify a modern-day leader - what makes them a good leader? Is there such a thing as a good/bad leader? Why? How?
Discuss the different types of leaders in a community
Discuss with students, and reflect on the role of religious leaders in a community and on a global scale e.g. The Archbishop of Canterbury, The Pope.
Explore the lives of early Christian leaders such as Peter, Paul and other Christian Saints
Investigate the role of a Christian Minister in worship and in the community

Learning Objective: How does prayer/worship help Christians develop a relationship with Jesus?

AT1

Look at the symbolism of the following:
Light. Water. Icons. Cross. Rosary beads. Icthus – fish Chi-Ro
Garments/clothing
Forms of prayer

AT2

What symbols of beliefs/values do we wear?
Why do people wear symbols?
What helps you get through difficult times?
Is it jewellery or a religious symbol?
How do symbols help people in prayer and in worship?

Suggested Activities

Design a banner or vestments explaining the reasons for the symbols used.
Investigate aspects of the many different types of prayer: A conversation with your God, Thankfulness, Supplication, Meditation, Adoration
(Recap ideas from KS2)
How do Christians believe that prayer brings a closer relationship with Jesus?

**Learning Objective: Do Christians have to go to church to worship God?
Is a church building important for non-Christians too?**

AT1

What are the key features of a church?
Are there differences between churches?
How might church buildings differ according to different Christian denominations?
What other activities are held there?
What is the role of the church in the local community?
Is it important for Christians to attend Church to worship God?

AT2

Is it better to worship on your own or in groups? Why are communities important?
What do you gain and what do you need to belong to a community?
Why do you think people often turn to the church for special events?
What makes a Church building special?

Suggested Activities

Research different church buildings and community activities.
Explore the concept of fellowship.
Visit a church or look at photographs, web-sites to explore different denominations of churches and their different activities.
Make a PowerPoint presentation on the role of a local church in their parish.
Design a church for the future. Look at the design of a church and the implications for worship.
Find out about a group that does not have its own church building for worshipping in, how do they manage their community, and their worship? Does it make a difference to their devotions?
Think of a community that you belong to, what are the advantages and disadvantages and what are the responsibilities that belonging to such a community bring. How does it make you feel to belong to the community?
Debate: 'You can be a Christian without going to church'.

Key Stage 3: Christianity - Sacred writings

Learning Objective: What is the significance of the Bible as a source of authority to many Christians?

AT1

Framework of a moral code. Role models in faith and action. Authority of the Bible today e.g. in court.
How the Bible is used to show it's a source of authority.
The Bibles' influence on English Art, Music, Literature throughout history.
The Bibles' influence when making moral decisions

AT2

What stories have influenced you? How?
What rules do we live by?
What authority does the Bible hold for Christians today? (Consider how the Bible is used by a Roman Catholic and by a Christian from an evangelical church).
Can teachings and stories written so long ago have significance for people today?
What do you think is the most important rule for life?

Suggested Activities

Look at the current courtroom statement of oath- write a new court-room statement which uses the Bible as authority?
When do people (Christians) read the Bible?
Interview a Christian about the use and importance of the Bible in their Christian life
Investigate the media to see where the Bible is quoted. Make a collage of the results.
Consider the symbolic use of language to express belief and feelings.
Investigate the Gideon's and produce a pamphlet explaining their work in Britain and abroad.
Examine the authority of the Bible for different Christians e.g. Fundamentalists, Conservative and Liberal - using an example e.g. Virgin Birth or Feeding of the 5,000.
Find out about the work of the Bible society and how they promote the Bible worldwide

Learning Objective: Why are there different types of writing in the Bible?

What are the different attitudes amongst Christians to the interpretation of the Bible?

AT1

Old Testament/New Testament
Story/History/Law/Songs/Psalms/Gospels/Letters/Prophecy
Different interpretations e.g. fundamentalist, liberal etc.

AT2

What different types of writings do we know? What are their purposes e.g. history, story, explanations?
Why are there two creation stories in the Bible?
How do the stories told in the Bible support Christians in their lives today?
What are the characteristics of the Gospel writers and possible reasons why they might have written their Gospel in the way that they did, emphasising different themes?
Why might these Gospels have been chosen to form part of the Bible?
What could you say about Jesus from looking at each of the Gospels?

Suggested Activities

Survey of people's favourite Bible passages. Read and categorise the different types.
Investigate a passage from the Bible e.g. Genesis 1 and invite responses from a range of Christians to the meaning.
Look at the different versions of the Nativity in the Gospels -why are they different?
Write a story or myth to illustrate an important truth about life.
Invite speakers from a range of denominations to talk about their attitude to the Bible
Debate – The Creation using 2 Peter chapter 3 verse 8
Examine Gospel accounts that are the same or similar-discuss as to possible reasons why this was the case.

Learning Objective: How is Biblical teaching relevant for Christians today?

AT1

What do the key features found in the following stories from the Bible tell us about Jesus' teachings and how live a Christian life?

Job – The Book of Job

The Pharisee and the Tax Collector – Luke 18 v10-14

The Roman Centurion – Matthew 8 v5-13

The Woman Taken into Adultery – John 8 v3-11

AT2

Is suffering a test of faith? How is some suffering self-inflicted? Can suffering sometimes be for a good purpose?

Jesus taught that the sinner who was truly sorry was more acceptable to God - are there degrees of sorrow?

Christians believe that you must have strength of faith and trust in God. Do you think this is true? What evidence might a Christian give for believing this?

Jesus taught the use of the Golden Rule (Treat others as you would wish to be treated, Matthew 7:12) as a means of judging, is this Rule relevant to today's society?

Suggested Activities

Read the story of Job and plot a mood chart to reflect his moods at the different stages of the story.

Think about how you react to situations and what 'moods' you experience Where does inner strength come from? Is an inner strength in everyone? How can an inner strength be developed?

Read Luke 18:10-14, Make a list of the points the Pharisee made when praying (Luke 18:10-14), What sort of prayer was this? How was the prayer of the tax collector different?

Read Matthew 8: 5-13. What type of man was the centurion? Discuss what thoughts he might have had before asking for help. What might Jesus' followers have thought about the centurion? What might other centurions have thought about his request?

Write the Golden Rule and illustrate when people have the right to judge others behaviour?

Compare and contrast with the Golden Rule found in two other religions.

Christianity - Lifestyle

Learning Objective: How does following a Christian life-style helps some people deal with issues they must face in the 21st century?

AT1

Keeping the Sunday special
Attitudes to drugs, alcohol, lottery, chastity, conscientious objector
Different practices and attitudes within different denominations of Christianity

AT2

What beliefs are important to you?
How easy is it to keep these beliefs?
What makes you behave the way you do when faced with dilemmas?

Suggested Activities:

List some values which 21st Century Christians believe are important.
Investigate what is involved in getting baptised into a Christian denomination.
What commitment is being made by the person baptised or by others on their behalf?
How are the commitments made at a confirmation ceremony different to those at Baptism?
Read key texts to explore the principles behind being a Christian e.g. The Sermon on the Mount.
Prepare a radio phone-in help concerning a modern-day issue being answered by a Christian believer.
In groups research, Christian attitudes to alcohol/drugs, the lottery, chastity, conscientious objectors
Research and justify diverse Christian lifestyles e.g. service to others or a lifestyle of solitude

Learning Objective:
How do Christians show respect for fellow humans?
How do Christians show concern for the environment?

<p>AT1</p> <p>Sharing resources i.e. food: water The Assisi Declaration Psalm 148 as an example from the Bible Jesus as an example of a human who showed respect for others Work of charities e.g. Christian Aid/CAFOD</p>	<p>AT2</p> <p>What are the differences between needs and wants? Whose responsibility is it to care for others? In what ways is the world an unfair place for some people? Where do Christians get the idea of stewardship from?</p>
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Suggested Activities

Explore the nature of Christian discipleship, research the lifestyle of a range of Christian people, nuns, monks, clergy, workers in Christian charities
 Write a One2One with Jesus on environmental concerns. Think about what his message would be.
 Use a variety of sources to compile a publicity brochure for a Christian charity.
 Invite a speaker from a charity to lead a debate on their motivating principles for action

Learning Objective: How do Christians show commitment throughout their lives?

<p>AT1</p> <p>Rites of passage – Baptism, Confirmation, Marriage, Death</p>	<p>AT2</p> <p>What are the special moments in a person's life? e.g. naming ceremonies, childhood to adulthood, confirmation, weddings, funerals.</p>
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Suggested Activities
This topic is covered extensively during Key Stage 2.
 Look at the words and rituals used in a baptism and Confirmation. Look at different denominations e.g. Anglican and Baptist ways of approaching baptism.
 Study the marriage ceremony and the words that show commitment to God and each other.
 Devise a ceremony for a Christian Rite of passage.
 Look at the language used in the funeral service and explore the nature of hope in life after death in a Christian funeral.

Key Stage 3 Buddhism

Some pupils will have studied Buddhism at Key Stage 2 where it is an optional study.

Teaching and learning should reflect the fact that the life and teachings of the Buddha are an important model and that Buddha is not God and is not to be worshipped.

It is important that pupils are aware that Buddhists do not pray and that meditation, stories, Buddhist Centres and festivals have a role in developing Buddhist beliefs, values and traditions.

From the programme of study, pupils should be able to consider how the Buddhist lifestyle can help some people form a response to a range of personal and contemporary issues.

Learning Objective: What are the main teachings of the Buddha?

Why are the teachings of the Buddha so powerful?

AT1

Recap what the pupils remember about Siddhartha Gautama and The Buddha and The Enlightenment /The Middle Path/ Four Noble Truths/ Five Precepts/ Eight-Fold path and the meaning of Karma. If pupils have not studied Buddhism previously see Key Stage 2 Buddhism for how to cover this.
The DVD Buddhism at KS3 – from Clear vision may prove useful

AT2

What is the truth? What happens after you die?
What is the difference between needs and wants?

Suggested Activities

Find out what your parents want for you and compare Gautama's father's wishes for his son after the wise men's prediction.
Reflect on and discuss something realised for the first time e.g. some people are homeless.
Conduct a survey to investigate what other people regard as important in modern times. Compare with the things that were important to the Buddha.
Write a letter to a friend telling about the Buddha's first sermon at Benares and how you felt when you heard it.
What did Buddha mean by wisdom?

Learning Objective: What is the significance of the life of the Dalai Lama and his significance for many Buddhists?

AT1

Early life of the Dalai Lama
His work for Tibet
His main teachings

AT2

Who do you think shows wisdom in action?
Should religious people become involved in politics?

Suggested Activities

In Buddhism, the 2 hallmarks of an enlightened person are wisdom and compassion. Discuss these two qualities and whether it is possible to have one without the other.

The wisdom that the Buddha gained during his enlightenment and passes to the Sangha was that all things are interconnected or interdependent, and all things are impermanent. This realisation is a common feature of 'religious/mystical/ spiritual experiences'

Research the life of the Dalai Lama -Compare the Dalai Lama's childhood and upbringing with your own.

Write an account of the sufferings of the Dalai Lama.

With a partner, write a One2One with the Dalai Lama, asking him about the power of his beliefs

Learning Objective: What happens in the Buddhist Vihara?

AT1

The Vihara: Originally it meant a secluded place in which to walk, and referred to dwellings or refuges used by wandering monks during the rainy season.

This is the place that Buddhists go to meet as a community, worshippers may sit on the floor barefoot facing an image of Buddha and chanting. There is also usually a home shrine.

AT2

Why do people need a special place where they can reflect and meditate?
What do Buddhists do when they gather together?
What do you find on a Buddhist shrine and why? How might these things encourage a Buddhist to enjoy life more and suffer less?

Suggested Activities

Collect appropriate objects and set up a 'shrine'. Make sure that suitable colours and textures are used to symbolise impermanence and change.

The 3 main offerings at a Buddhist shrine are:

- Flowers – symbolising impermanence because they are left to die
- Candles – light symbolises the Wisdom of the Buddha
- Incense – symbolising the effect of our actions throughout the world

Activity: Match these with the Three Jewels.

Investigate a range of images of the Buddha to identify the different mudras.

Design a memorial using appropriate symbols.

Visit a Vihara or ask a Buddhist speaker to come and talk about their practices

Sacred Writings

Learning Objective: What is the importance of the Tipitaka (Three Baskets) for some Buddhists?

AT1

The Sangha are the Rules of Monks and Nuns
The dharma are the teachings of Buddha
The third basket is the explanation of the teachings.
The Sutras are written in Sanskrit
The earliest written scriptures which are called the Pali canon (or Tripitaka)

AT2

What are the three refuges and the three poisons of Buddhism?
(The Three Poisons – greed, anger and ignorance
The Three Jewels – Buddha, Dharma, Sangha)
This 3-fold commitment is the basis of Buddhist worship. It is not how worship is understood in other religions i.e. worship of God. 'Worth-ship' is devoting themselves to that which is of worth (hence 'Jewels').
Although they perform worship before a Buddha statue, they do not worship the Buddha, but the ideal of Enlightenment ('Buddha' means 'Enlightened One').

Suggested Activities

Make a group display of the baskets with relevant symbols for the contents.
Design a simple board game based on the 3 Jewels and the 3 Poisons.
What are the 'precepts', who follows them?
Research the 5 precepts, write a diary extract in which you are a Buddhist keeping the 5 precepts

Learning Objective: What is the Dhamma (Dharma) and why is it important for Buddhists today?

<p>AT1 Look at Dhammapada v63 Dhammapada v204 Dhammapada v276 Dhammapada v391</p>	<p>AT2 What do you believe to be true? Will it be true forever? What is in your own 'life's law'? Buddha said, 'Everything changes, We All change, We All suffer' Is this what you think also?</p>
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Suggested Activities
Using appropriate Buddhist symbolism, design a prayer flag using a quote from the Dhammapada.
Present a series of photographs/text showing how you have changed since your birth.
Say what future changes you would like to happen.

Buddhist Lifestyle

Learning Objective: What are the important festival days for Buddhists? (Wesak will have been studied at KS2)

<p>AT1</p> <p>Dharma Day the occasion that Buddha's vision was communicated</p> <p>Sangha day the celebration of the spiritual community</p> <p>Parinirvana day the end of Buddha's physical life, celebrates the Buddhists positive approach to death and change</p>	<p>AT2</p> <p>Why do people celebrate? Do people need festivals?</p> <p>Can non-religious people benefit from joining in religious festivals? Are Buddhist festivals religious?</p> <p>If you were invited to one of these festivals what would you expect to happen?</p>
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Suggested Activities

In groups research one of the Buddhist festivals and make a presentation for the rest of the pupils.

<http://www.buddhanet.net/festival.htm>

<http://www.bbc.co.uk/schools/religion/buddhism/>

Learning Objective: What is the significance of the eight-fold path for the Buddhist Lifestyle

AT1

Following the 8-fold path should lead to meaningful actions, Commitment, True Speech and Generosity
How would following it give you a good work ethic?

AT2

How does the Noble Eightfold Path lead to a middle way to live?
Why do people need guidance and guides?
Are human beings essentially weak?

Suggested Activities

Look at the 8-fold path and translate it into 21st Century English with examples
Write a problem page for a teenage 'Buddhist' magazine using ICT.
Include letters asking about applying the principles of 'Right Livelihood' (occupation) and Right Action (behaviour).
Hold a debate between an advertiser of a product and a Buddhist who is explaining why the new product (car, iPod, phone etc.) will not bring happiness.
Pupils to list all the things they'd like to change about themselves and things they'd like to be good at. Underline those they think they can change and then consider what they would need to do to bring this change about e.g. different attitude, behaviour, lifestyle, more effort, confidence-relate to 8 steps the Buddha prescribed towards enlightenment.
Buddha believed that only by becoming enlightened can we be completely free from suffering, and this can take many lifetimes.

Key Stage 3 Islam

Pupils will be developing a knowledge and understanding of Islam from their studies in Key stage 1 and 2.

When speaking about the Prophet Muhammad Muslims say, 'peace be upon him' which is written as PBUH. Islam should be portrayed as a religion that is practiced throughout the world. Reference should be made to the impact of Islam within the local area, particularly at times of festivals.

Study should reflect that Muslims believe in one God, Allah, whose final messenger was a man called Muhammad and be aware of the role of Imam and the significance of the Qur'an as a source of authority and the role it plays in worship and daily life.

Pupils should explore the role of the Mosque as a place of worship, learning and a focus for the Muslim community. Pupils should be aware that community is an important part of the Muslim lifestyle.

Learning Objective: What gives Muslims an understanding of the supreme nature of Allah for Muslims?

AT1

Recap the nature of Allah through 99 Attributes. e.g. Sustainer, Creator, Merciful.
Recap the concepts of Tawhid, Ummah, Shahadah.
Experiencing Allah through daily life and worship.

AT2

What titles /names do we give that implies quality?
How do Muslims know what is the right thing to do?

Suggested Activities

Study the words of Surah 1: al-Fatiha ('The Opening') of the Qur'an. What does this say about Allah's supreme authority over Muslims and their main guidance in life?

Watch – 'The message of the prophet' and investigate how Yusef Islam experienced Allah

Using ICT create a poster which reflects evidence of Allah in the world.

Diary entry of letter to a newspaper from a Muslim student's perspective to explain the importance of the Shahada in everyday life.

Learning Objective: What do Muslims recognise as the role of the Prophet Muhammad, PBUH?

AT1

Life of the Prophet.
Seal of the Prophets.
make it clear that Muslims do not worship Muhammad, but hold him in the highest regard as a human being.
Examples in the Hadith and Sunnah e.g. a) treat others with the best manners. b) avoid going into debt.
Hadith are second only to the Qur'an in authority, but are not sacred in the same way as the Qur'an

AT2

Who do we admire?
What examples have they set?
How do we try to follow their example?

Suggested Activities

Revise, by making a timeline, the major events in the Prophet Muhammad's life.

Learning Objective: What is the importance of the Mosque in worship and in the community?

AT1

Key features of a Mosque as a place of Worship and as a community centre.
Art and calligraphy in a Mosque.
Worship in a Mosque. Jumah prayers.
Role of attending a Mosque.
Role of Madrassah.
Marriage ceremonies and funerals

AT2

What does it mean to belong to a community?
What responsibilities are involved in belonging to a community?

Suggested Activities:

Visit a Mosque
Discuss the rights and responsibilities of belonging to a community. List the advantages.
In groups prepare a PowerPoint presentation – 'Why a Mosque is more than a room for worship'

Key Stage 3 Islam Sacred Writings

Learning Objective: What is the significance of the Qur'an as a source of authority to many Muslims?

What the role does the Qur'an play in worship and daily life?

AT1

Laylat ul Qadr (Night of Power)
How the Qur'an is read daily in Arabic.
Why some Muslims become Hafiz
Treatment of the Qur'an
How it is used for moral guidance, rules laid down for all aspect of life.

AT2

How do we give special messages?
Why is a revelation so important?
What rules affect our daily lives?
What words have we been inspired by?

Suggested Activities

The Night of Power - find out about this and what happens in the Mosque at this time
Research the concept of obedience, responsibility and loyalty in the light of the uniqueness of the Qur'an
Explore some teachings of the Qur'an and discuss what they mean for Muslims today.
Write a script between a Muslim and non-Muslim pupil discussing the Qur'an.
Invite a speaker to talk about how they use the Qur'an in their daily life.
Discuss the difference between being told something and it being revealed to you.

Islam Lifestyle

Learning Objective: What does the Islamic idea of jihad mean? What are Muslim attitudes to war?

AT1 'Sharia' means 'straight path'. It describes Islamic law and is also believed to be the moral way of living. Greater Jihad striving to overcome evil and temptation in one's life. Lesser jihad – fighting in an Islamic war. Teachings after conflict situations.	AT2 Should people put their religious commitment to God before their civil commitment to the society in which they live (where this differs e.g. for Muslims in Western societies). How does conflict start? • How is it resolved?
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Suggested Activities

Research the sayings in the Qur'an on protecting the Islamic way of life.
Draw a diagram explaining 'Sharia': 'fard' – something that is obligatory to Muslims, like the Five Pillars: 'halal' – something that is permitted e.g. eating meat: and 'haram' – something that is forbidden e.g. worshipping anyone or anything other than Allah.
In 3 groups: pupils research one of these countries, to discover what it is like for Muslims there living under Sharia rule: Saudi Arabia: Pakistan: Iran.
Debate the Islamic rules for engagement of war, how are they similar to the Christian idea of a just war?

Learning Objective: How can following a Muslim lifestyle help people deal with modern issues, are there problems with following this lifestyle?

AT1

Religious clothing e.g. Hijab
Performing Salah
Keeping Ramadan
Halal food
What is Ummah and how does it support the community?
What are the benefits of belonging to a community?
Muslim scholars use reason and judgement to come to a decision in such cases about what is right and wrong. They use analogy i.e. they find something similar at the time of Muhammad to guide them. E.g. The killing of infants was forbidden in the Qur'an, so now abortion is forbidden

AT2

Who/what do you turn to when seeking guidance?
How do your daily actions show what you consider to be important?
How important is dress?
Should Muslim girls be allowed to wear the Hijab in school?
How are people treated equally in the Muslim religion?
What are the benefits of belonging to a community?

Suggested Activities

Class list of modern ethical issues that did not exist at the time of Muhammad e.g. in-vitro fertilisation: surrogacy, organ transplants, the pill, use of nuclear weapons, space research.
Write guidelines for your school, explaining the different Muslim practices which might impact on school life.
Interview Muslim pupils and adults to investigate why they choose to wear a particular dress.
Write a newspaper piece using ICT on the benefits of Ummah for a Muslim.
Discuss the question of whether people should put their religious commitment to God before their civil commitment to the society in which they live (where this differs e.g. for Muslims in Western societies).

**Learning Objective: How do Muslims show their concern for other humans, for the poor and the use of wealth?
How do Muslims show concern for animals and the environment?**

AT1

Giving Zakat.
Difference between sadiqi and ibada
Role of Islamic Relief. Role of red Crescent.
Surah 22:18
Stories of the Prophet Muhammad e.g. the ants and the boy who threw stones at trees.
The teachings on gambling. The teachings on the loaning of money with no interest by Muslim banks.
How animals are slaughtered for food.
The ban on animals in zoos or circuses.
The use of animals for work.
Role of Khalifa of the whole of the Creation by Allah.

AT2

How does giving to charity help others?
Should we buy a lottery ticket?
What do we need? What do we want?
What was Operation Oryx?
(In Oman in 1980 saving the wild oryx)
What are the differences between animals and humans?
How do Muslims think we should look after our planet?

Suggested Activities

Research websites for Muslim relief agencies
Use ICT to devise a leaflet for Islamic Relief or Red Crescent.
Research into the Muslim lottery winners whose mosque did not want a share of their winnings.
Find out about Muslim Banking and use of interest
Research the Islamic food laws and then produce a leaflet identifying the problems for a Muslim child at school in England.
Research the ideas of stewardship that Muslims follow.

The Hajj – pupils will have studied the Five pillars and the Hajj in Key Stage 2

**Learning Objective: What are the practical and spiritual implications of Hajj?
How can we recognise and reflect on these?**

AT1

Importance of Makkah.
Preparation for Hajj.
Places visited during Hajj.

AT2

What journeys have been special to us?
How did we prepare for them?
How were we changed when we returned?

Suggested Activities

Discuss a journey that might have a life time effect.
Make a Hajj board game with rules and appropriate questions.
Investigate a range of artefacts to be used during Hajj.
Consider the personal preparations for Hajj.
Write a series of diary entries pre, during and post Hajj.
Write a postcard from Makkah illustrating a knowledge of pilgrimage rituals and knowledge of the journey.
Look at the Channel 4 programme on The Hajj.

Key Stage 3 Judaism

Pupils will be developing a knowledge and understanding of Judaism from their studies in Key stage 1 and 2. Throughout Key Stage 3, it is important that Judaism is portrayed as a global living faith which has many distinctive traditions and practices.

Teaching and Learning about Judaism should reflect that Jews believe in one God who created the world, the importance of the home and family to many Jews and the importance of the synagogue as a place of worship and a focus for the community.

Pupils should be aware of the role of the Rabbi during worship and within the community. Pupils should understand that the Torah is a source of authority

Learning Objective: What are the Jewish beliefs about the nature and ways of experiencing God?

AT1 What are the characteristics of the Jewish God? Recap work on the Shema. The Amidah Prayer: How does the Amidah inculcates a sense of connection to God? Prayer – individual, communal. There are no pictures of God or human beings in a synagogue	AT2 What is God like? How do Jewish people communicate with God? Why? How do Jewish people show their belief in God? In what ways, might someone 'struggle' with God?
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Suggested Activities

Discuss what pupils remember from KS1 and 2 particularly the Shema and the mezuzah.
Research the Amidah prayer – why is this prayer regarded as the central prayer of Judaism?
Look at the rituals connected with Jewish prayer.
Write a statement you think is true about God.

Learning Objective: How did the Patriarchs influence the development of the Jewish identity?

AT1

The Patriarchs are Abraham and Moses who had a personal relationship with God.

AT2

What was the nature of the patriarch's relationship with God?
What was the contribution of selected Biblical figures to Judaism?

Suggested Activities

Explore the concept of covenant as exemplified through Abraham and Moses
Research the contribution of Moses to developing the idea of "God's people" through the laws and community living
Discuss the importance and relevance of rules for community living
Explore the lives of significant Jews who influenced the development of Judaism e.g., Prophets, Psalmists, Rabbis

Learning Objective: Do Jews have to go to the Synagogue to worship God?

AT1

The main features and functions and the main differences between the Orthodox and Liberal and Reform Synagogues.
What is the role of the synagogue as a centre for the community? Is it important for Jews to attend Synagogue to worship God? What other activities are held there?

AT2

Is it important to have a place of communal worship?
Where do you go/what do you do to reflect your beliefs, values or traditions?
Is it better to worship on your own or in groups?
Why are communities important?
What do you gain and what do you need to belong to a community?
What makes a Synagogue special?

Suggested Activities

In groups investigate a range of different synagogue styles Orthodox/Liberal/ Reform (from photos and virtual visits on the internet)
Look at the design of a Synagogue and the implications for worship and research the meaning of the symbolic features to present to the class.

Judaism- Sacred Writings

Learning Objective: What is the significance of the Torah as a source of authority for Jews?

AT1 The structure of the Torah and the Authority of the Torah. The significance of the Torah to Orthodox and Liberal Jews. The importance of the Torah portion at Bar Mitzvah. Rejoicing of the giving of the Torah at Simchat Torah. The Torah is part of the Tenakh	AT2 Which books are sources of authority to us? Can a book's message be relevant for all time? What might we celebrate that money can't buy?
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Suggested Activities

Invite an Orthodox and Liberal Jew to discuss how they consider the words and messages of the Torah.
Research the activities that take place at Simchat Torah. What does this celebration tell you about the importance of the Torah in worship?
Identify different types of writing in the Tenakh. Why do different types of writings matter?

Learning Objective: What is the significance of the Decalogue for many Jews?

AT1 Tenakh – the written Torah or Hebrew Bible which states the law. Talmud – the oral law – how the law should be carried out. The teachings of the commandments (mitzvot), how many actual commandments were there? The impact of some of the commandments on society. Varied group's attitudes to the commandments e.g. keeping the Sabbath.	AT2 What rules are important for us to keep? Can rules be relevant for all times? Do you think people are punished for not keeping religious rules? How?
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Suggested Activities

Look in Exodus, Leviticus and Deuteronomy for the laws (Mitzvot) given by God to Moses.
Would it be possible to keep all the rules in our modern society? Devise a top ten list for a better modern society.
Invite an Orthodox speaker to talk about how they view and keep the rules.

Judaism – Lifestyle

Learning Objective: How does the Jewish home reflect the religious lifestyle and Jewish identity?

AT1

Friday night worship in the home, Keeping Shabbat
The role of the home for festivals
Keeping kosher
Mezuzah Case

AT2

How does the home reflect your values, identity and traditions, compared to an Orthodox Jewish home?
Is it important to have a special family time each week?
What badges/signs/symbols do Jewish people put inside and outside their homes to reflect their values, identity or traditions?

Suggested Activities

What is the reason for the Mezuzah – recap from KS1 and 2
Research what happens during the 24 hours of Shabbat. Why does Judaism try to bring families together for Shabbat?
Why is family life an important part of Judaism?
Find out about Kosher food and relate to the learning on the Decalogue. Prepare a menu that reflects the kosher requirements.
Find out which other Jewish festivals that are celebrated mainly in the home.

Learning Objective: How can following a Jewish life-style help people deal with modern issues?

AT1

Tzedakah
Tikkun Olam
Work of Jewish charities e.g. Tzedek: Jewish World Relief.
Moral dilemmas e.g. Sanctity Shoah of Life: Prejudice and Discrimination. Attitudes to suffering

AT2

Is it important to follow a self-devised set of rules for living?
What should happen when State and religious rules conflict?
How do Jewish people show care for others? How might actions help to restore goodness to the earth?

Suggested Activities

Research an aspect of the Holocaust to find out how Jews used their religion to get them through. Use: The Holocaust Memorial Trust www.hmd.org.uk
Write a problem page with answers for modern times from a Jewish perspective.
Write an environmentally focused Ten Commandments and then prepare a presentation to your class to justify your ten.

Key Stage 3: Either Hinduism OR Sikhism should be studied at KS3

Hinduism

Pupils will be developing a knowledge and understanding of Hinduism from their studies at Key Stage 1 and Key Stage 2 .

It is important that Hinduism is portrayed as a global living faith which incorporates a range of traditions and practices and reference should be made to the impact of Hinduism within the local area, particularly at times of f e s t i v a l s .

Study should reflect that many Hindus believe in one God, Brahman, who has many ways of acting and of being known.

Pupils should be encouraged to explore and reflect on the idea of dharma or duty and explore some of the stories and religious literature of the Hindu tradition and reflect on them in the light of their own experiences. Pupils should be aware of the role of the Hindu Christian Minister and other people of influence.

Pupils should also be aware of the role of the Mandir for worship and for community and of the importance of home and family, and the importance of preparation within the home, for festivals and for celebrations of rites of passage for Hindu religious lifestyle and identity.

**Learning Objective: What are the Hindu beliefs about Brahman as the ultimate reality?
What is the significance of the term Sanatan Dharma?
What do Hindus mean by the Trimurti and what is their significance?**

AT1

Hindus believe in one God-Brahman. Brahman is so great that we cannot comprehend so Hindus have many minor deities which are part of the great Brahman. Brahman is the ultimate reality which pervades the universe and is within everything. The universe is constantly going through a pattern of birth, growth and death, the three deities known as the Trimurti are Brahma-creative power, Shiva-destroyer, Vishnu-preserver. When evil comes to the world Vishnu comes to fight it in the form of an Avatar, he has come 10 times, two of these have been Krishna and Rama

AT2

What do we believe to be true?
What do we believe that we cannot see?
What do we think lasts forever?
What do Hindus believe about the Avatars?
How long does the cycle take?

Suggested Activities

(recap from KS2) Read the story of the Blind Men and the Elephant and discuss how this relates to Hindu belief in Brahman.
Look at the you tube extract on Sanatan Dharma and discuss your feelings about it
Devise a snakes and ladders board game showing the effect of Hinduism on a person's lifestyle.
Discuss ways that good and wrong actions can have a 'domino' effect on own or other people's lives.
Draw a life map identifying the different responsibilities we have towards others at each stage of our lives.
Research in groups the three deities Brahma, Vishnu and Shiva and share the information with the class

**Learning Objective: What are the key roles of the leader of the Hindu Community?
What are the key roles of the Hindu Priest in the Mandir?**

AT1

To be aware of the many roles a Hindu Priest performs
Hinduism is also a way of life and the name for a set of people from a certain part of India so a Hindu is not necessarily a religious person
Reasons for diversity in religion: e.g. within Hinduism, because such an ancient religion, spread over the huge subcontinent of India, and assimilation of beliefs and practices of invaders.
What happens in worship in a Mandir?
What is the structure of a Mandir and what is the role of the Mandir in the Hindu community?
What happens at Swaminarayan Mandir and Bhakti Vedanta Manor?

AT2

What activity does the Priest perform?
Is there a pastoral role for a Hindu Priest?
Who is in authority over us?
What qualities do we expect from them?
What is Samskara?
What are the Murtis? Why are these chosen?

Suggested Activities

Discuss the question 'Who is in authority over us?' Why? What qualities do we expect them to have?
Explanation of the different roles a Hindu Priest takes – Guru, Leader of prayers, looks after the Murtis at the Temple and collects offerings
Create a job description of a Hindu Priest
Opportunity to bring in an outside speaker or visit a Mandir and interview the people there.
Describe what is happening in posters showing worship in a Mandir.
Visit a Mandir and describe it using the five senses.
Use **DVD** Believe it or not- Visiting a Mandir

Learning Objective: What is the most significant of the Hindu sacred writings and religious literature?

What are the Shruti and the Smriti and what is the significance of these to Hindu writings?

AT1

There are many significant sources of Hindu scripture. Among the most popular are the Vedas, the Ramayana and the Mahabharata, a small section of which is the Bhagavad Gita

Shruti – those that have been heard

Smriti – those that can be remembered

AT2

How do people show special texts and stories are important to their lives?

Which books, written a long time ago, are special to us? How do we decide on which books are special?

Why do Hindus have many different books? What is the difference between Shruti and Smriti?

Suggested Activities

Investigate how Hindu children are taught/learn about their sacred writings.

Using appropriate Hindu symbolism, design a book cover/book mark for the Bhavagavad Gita.

Design a Hindu calendar using selected inspirational verses from the sacred literature.

Find out the names of the different holy books that Hindus read. Research the four Vedas and what they mean.

Why do the stories appear with different God's names or different characters?

Look at the story of the Bhagavad Gita discuss where the battle took place?

Why might resisting temptation be similar to fighting?

**Learning Objective: What is the significance of the home and family for a Hindu religious lifestyle and identity?
What role does vegetarianism play in a Hindus' everyday life and worship?**

<p>AT1</p> <p>Hinduism is a way of life but one can also be a Hindu without being a religious person. Home shrines are often found in Hindu homes- Puja is carried out at home and in the Mandir The importance of Ishtar Devi Fast days Duties/dharma within the family Introduction to the four stages of life.</p> <p>Hindus believe in one God, Brahman, who is represented by many deities which are parts of the one God. Hindus worship at home and in the Mandir and choose one deity to pray to and follow: Good fortune and a new start (Ganesh), to destroy evil (Shiva), help in learning (Sarasvati), wealth and good fortune (Lakshmi). Ahimsa means non-violence or non-injury. It more importantly means, 'to have reverence (respect) for all life'. No living creature should ever be harmed physically or mentally, this is linked with reincarnations Hindus believe they can be reborn in any life-form</p>	<p>AT2</p> <p>How does the home show what we value? What are our duties to the rest of the family? How have your family helped you? What duties do we have in life? How would we describe our way of life? What is the difference between a house and a home? What is Sacred? What helps us think? What are our responsibilities in the home? Why are these important? What are our goals in life? Which animal is particularly revered by Hindus? Why is it so important for Hindus to follow the law of Ahimsa in relation to Samsara? What could be the consequences in their next life if they do not?</p>
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Suggested Activities

Interview a Hindu speaker on the importance of their home shrine
Devise a snakes and ladders board game showing the effect of Hinduism on a person's lifestyle.
Discuss ways that good and wrong actions can have a 'domino' effect on own or other people's lives.
Draw a life map identifying the different responsibilities we have to others at each stage of our lives.
Set up pupil's own shrine with objects of value, create a To' ran for a festival and explain your choice of symbols.
Use DVD Belief File – Channel 4 or DVD 'Believe It or Not'
List reasons why people give up different foods.
Find out which deity believed that cows must be particularly revered and find out five more facts about him.
Krishna has many followers today. Find out what they are called, how they worship (bhakti), and whether there is a temple for them in your area: find out five facts about ISKON.

Learning Objective: How do Hindus show concern for others and the environment?

<p>AT1 The Law of Karma Examples of concern e.g. Shraavan: Krishna and the Serpent. All living creatures have atman. consider the importance of trees and rivers and the sacredness of the Cow and that many Hindus are vegetarians The Activities of the Chipko Women and the Friends of Vrindavan</p>	<p>AT2 What do Hindus consider the consequences of good and bad actions are? Why should people care for the environment? How does the teaching of Hinduism inspire the Chipko women? Do animals have souls? Should all animals be treated with respect? Is it worse to shoot an elephant or stamp on an ant? Why? How are we interdependent with each other? With the environment?</p>
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Suggested Activities

Research the Friends of Vrindavan or the activities of the Chipko Women to find out how they care for the environment.
Research how cows are integrated into Hindu town life in parts of India.
Using a circle shape, show ways in which people depend upon each other.

Learning Objective: How does the caste system affect a Hindu believer's life?

AT1

The Hindu caste system is linked with belief in reincarnation in that (i) the caste you are born into is a direct result of your previous life, and is therefore deserved, and (ii) those born into the highest caste, Brahmins, have the best chance of gaining moksha in this life. The Caste System is based upon the organisation of society into four distinct Varnas (classes).

Brahmins (Priests) who had the exclusive right to perform Vedic rituals and Vedic studies.

Kshatriyas (warriors), whose responsibility it was to protect the people, wage wars and rule the lands.

Vaishya's (traders), who had the right to engage in trade and commerce and own the agricultural lands

Shudras (the unclean) who had the burden of serving the other three communities in discharging their respective duties.

The Untouchables lived outside the communities and were not allowed to freely enter the towns and villages. They were assigned the menial jobs and kept out of sight and out of reach. Today untouchability is a serious crime, but the Caste system is still used by many Hindus e.g. Inter-caste marriages are disapproved of in many traditional and rural communities. Caste based organizations and associations still exist in India and play a crucial role in perpetuating the idea of the caste and politics of caste. Caste conflicts often lead to violence and bloodshed in backward areas. Hindus believe you should fulfil the dharma of your own caste.

AT2

How would the promise of a better life for good behaviour and a worse life for bad behaviour affect the way people act and treat each other?

Would people be more forgiving, knowing they will be punished later on?

How would rich people treat the people that had being born poor/disabled?

Do you agree that we should stay at the social level we were born into – often following in our parent's careers?

Suggested Activities

Debate opportunities in our society to 'better yourself' compared to traditional Hindu villages (where people have to move to the more anonymous towns to escape their backgrounds e.g. untouchables).

Write a diary account from the perspective of an Untouchable: include how you feel about being born into this life, the way other people treat you, how you would like things to be different

Learning Objective: What do Hindus believe about reincarnation?

AT1

Reincarnation is the belief that when your body dies, your **atman** (soul) does not die, it moves on to another body. The type of body your soul moves on to depends on how you lived your previous life. This is called the law of **karma**. A good karma in your last life will mean that you have a good life this time. A bad karma in your last life will mean that you have a hard life this time. Hindus believe that there is no point moaning if your life is hard or difficult – it is your own fault for living a bad life last time.

AT2

What is good Karma?
What is bad Karma?
Should you have to pay for the actions of your past life in this life?

Suggested Activities

Listen to 'Instant Karma' by John Lennon (John Lennon (1997) Lennon Legend, The Very Best of John Lennon, EMI Records Ltd) – Discuss the message in the song.
Make a game of Snakes and Ladders related to the idea of Karma, e.g. Good Karma leading to a ladder, Bad Karma leading to a snake. The aim of the game is to reach Moksha i.e. 'release' from all that binds us to the physical world and rebirths within it.
Reflect on feelings surrounding death – Why is death not always a sad occasion? Idea of death being the next step in life rather than the end.
Reflect on certain religious funerals and possible meanings to activities involved e.g. an Irish wake, wailing women. Look at a humanist funeral and compare.
Think about what different artists say about the Afterlife: see resources e.g. Dante's inferno from Kirkwood – 'If I were God I'd say sorry', The Doors, Cake and The Stone Roses.

Key Stage 3 – Either Hinduism OR Sikhism should be studied at KS3

Sikhism - Some pupils will be developing a knowledge and understanding of Sikhism which is optional at Key Stage 2.

Sikhism should be portrayed as a religion which is practiced throughout the world and reference should be made to the impact of Sikhism within the local area.

Study of Sikhism should reflect that Sikhs believe in one God and pupils should be aware of the significance of the Gurus actions and teachings for Sikhs today.

Opportunities should be given for pupils to reflect on the connections between Baisakhi and the forming of the first Khalsa and be aware of why some Sikhs wear the 5Ks and turban.

Pupils should be aware of the importance of the Guru Granth Sahib and the way that it is used and treated, the role of the Gurdwara both as a place of worship and focus for the Sikh community should be explored, as well the importance of Sewa to Sikh lifestyle.

Learning Objective- What is truth?

AT1

Understanding of when something is true. The idea that truth is relative.

Sikh – learner, disciple, a person who believes in the ten Guru's, the Guru Granth Sahib Ji and who has no other religion
'Guru' means someone who helps others pass from darkness to light.

AT2

What is the meaning of truth?

Suggested Activities

Discussion of the word truth – what does it mean? Is the truth always clear cut? Or are there variances between what people think is true?

Survey the class – start by asking them basic truths, for example is the sky blue or is the earth round?

Go on to think about more complex truths – for example is there only One God? Or are there many?

Which of the religions are true? Is the Qur'an the truth? Is the Bible the truth?

Discuss with the students that truth is relative – in that what is true for one person may not be true to someone else.

Learning Objective: What were the circumstances that lead Guru Nanak to come to Sikhism?

AT1

How did events in his life affect Guru Nanak?
Nanak wrote his first prayer about God when he was 5 and this is in the Guru Granth Sahib Ji, the holy scripture, i.e. Nanak impressed his teachers at an early age.
When he was 30, Nanak disappeared for 3 days: it is thought that this was when he realised his true mission to serve God.
Nanak became an itinerant teacher, stressing equality between Hindus and Muslims.
Nanak taught that arrogance, pride, lust, anger, greed, prejudice, idol worship and rituals all take people away from God.

AT2

What is the role of a 'Guru', what does Guru mean?
How did the politics of the time influence the Guru?
What type of person would you expect to be the one to start a new religion?
What is charisma? How do some people just seem to be able to get our attention and our loyalty?

Suggested Activities

Investigate the life of Guru Nanak. Are there any significant experiences which helped form his mind set later in life?
Compare the early experiences of Guru Nanak with those of other religious founders – are there any similarities/differences?
Why is it just as important today for people to avoid arrogance, pride, lust, anger, greed and prejudices?
In pairs or groups, prepare a flier about Guru Nanak, comparing and contrasting him with Jesus.

Learning Objective: Who are the key figures early in Sikhism, how did they shape the faith?

AT1

Briefly investigate the life/role/teachings of the other Sikh Guru's
What are the differences between voted leaders, appointed successors and heirs? What are the relative advantages / disadvantages?
When Guru Nanak was close to death and made the appointment of his disciple, Bhai Lehna, as his successor. Lehna was re-named Angad, 'part of me'.
(Draw out equal opportunities rather than inheritance.)

AT2

What are the key points in the development of Sikhism?
Who was the final living Guru?
Why is there no living Guru?

Suggested Activities

Make a timeline of the various Guru's after the death of Guru Nanak.
Groups to look at different Gurus and explain the role and identify the achievements of the Guru's after the death of Guru Nanak
Divide the class into 9 groups for the 9 gurus– each group has a same sized piece of display paper (not too big) – they have 15 minutes to produce their section of a wall frieze.
Read through information on Guru Gobind Singh and create a fact file on the life of Guru Gobind Singh.

Learning Objective: What do Sikh's believe?

AT1

Sikhs have very clear beliefs about God
Guru Nanak wrote the Mool Mantar to explain their beliefs

AT2

It is very important for students to understand how religions evolve. Reference to the symbolism of the 5Ks can illustrate this phenomenon excellently (from the original military meaning connected with Guru Gobind Singh, to the more spiritual interpretations). Show the Sikh flag with the Nishan Sahib and tease out the different parts of it.
What does the Ik Onkar symbolise?

Suggested Activities

Recap the 5 K's (from KS2)
Look at a copy of the Mool Mantar.
Develop the understanding that, for Sikhs, different religions are just different ways to God: it is not important which God people worship. What is important is that they follow God's teachings.
Read 'Sikh beliefs about God'
Find out what are the three names of God and their significance to Sikhs?

The Mool Mantar

**There is only one God, eternal truth is his name,
maker of all and present in all.**

Fearing nothing and hating nothing:

Timeless is his image: Not born and not dying,

By the grace of the Guru made known.

Learning Objective: What is particular about the Sikh place of worship?

AT1

The Gurdwara – the Sikh place of worship.
Not just a place of worship but also a community centre.
Sikhs believe that everyone is equal and should be treated that way

AT2

What is a Gurdwara like? How is it used?
Who leads the worship?
What is gained from belonging to a community and worshipping together? What do we give back?
What is the Langar Hall, why is it important to the community?

Suggested Activities

Find out about the activities that take place at the Gurdwara.
Find out what the Langar hall is and how it cements the Sikh community. Discuss how sharing helps the giver and receiver.
Why do people take their shoes off and cover their heads when entering?
Invite a speaker in to talk about their worship practices and the Sikh community in Bromley.
Visit the local Gurdwara.
Create a menu for the Langar. Remember that the idea is that no-one is excluded so the food needs to be vegetarian

Sacred writings

Learning Objective: What is the significance of the Guru Granth Sahib to Sikhs?

AT1

The sacred writing of the Sikh community is treated as a living Guru

AT2

Why did Guru Gobind Singh Ji chose a book to be the next Guru rather than a human?
What do Sikhs who cannot have a Guru Granth Sahib in their home do when they want to read an inspirational text?
What are the different types of writings in the Guru Granth Sahib?
What are the advantages for Sikhs of having their scripture as their guide? e.g. accessibility, consistency, contains wealth of wisdom from many gurus.

Suggested Activities

Research the reasons why Guru Gobind Singh decided that there should be no more 'human' Gurus
In groups research: who can read from the Guru Granth Sahib in the Gurdwara, how is it used in worship, how is it kept at the Gurdwara, what is an Akhand Path and when does it occur and present findings to the class.

Useful resources are: DVD Believe it or Not – Sikhism

Websites <http://www.siknet.com/stories>. <http://Sikhs.org>. <http://sikh.net/Sikhism/gurus>

Lifestyle

Learning Objective: What is the Khalsa and what is its importance to Sikhism?

AT1

The Khalsa is the special group for Sikhs joining involves certain ceremonies and the wearing of 5 items.
Khalsa Sikhs have a very distinctive appearance and this is the appearance that we associate with Sikhs

AT2

Why is a 'uniform important'? What was the reason that Guru Gobind Singh made the Khalsa?
What was the Guru trying to teach the Sikh community?
Who are the Panj Pyare and what is their role today?

Suggested Activities

Studies of the Khalsa can be broken into two parts – part one looking at the story of the Panj Pyare, and part two looking at identity.
What are the special names given to men and women?
Create a front page of a newspaper telling the story of the formation of the Khalsa from the viewpoint of someone who was there
Consider the 5 Ks and discuss their importance to the community

Website <http://Sikhs.org>.

Thematic units for Key Stage 3

The following units of work can be used to enhance the study of religion at Key Stage 3.

Teachers can pick which ones are most useful for the school setting.

1.Science and Religion

Pupils will have the opportunity to analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy and to reflect on and carefully evaluate their own beliefs and those of others in response to their learning in religious education, using reasoned, balanced arguments.

Some resources for this unit:

Counterbalance www.counterbalance.org.

BBC Religion www.bbc.co.uk/religion

BBC Science www.bbc.co.uk/science

The Big Questions (Paul Davies) www.abc.net.au/science/bigquestions

Learning Objective: What is an ‘ultimate question’?

AT1

An Ultimate Question is a question that cannot be answered.

AT2

Does God exist? Why are we here? How did the world begin? Why is there suffering? Is there life after death?

Suggested Activities

Imagine you are in the womb waiting to be born. Think of questions that would need to be answered and the type of evidence that surrounds you that may give you answers. e.g....

Is there Life after Birth? What happens when we are born?

Is there a mother? If not who/what is giving us nourishment in the womb?

Have people been born before? There is evidence in the womb that people have been here before, but no one has come back.

Who created the womb? There is evidence of design around you, e.g. the life cord etc.

What is the point of being born? What is the point of being in the womb if you are not going to be born?

How are these questions similar to the ultimate questions already discussed?

Write a dialogue based on a discussion between twins before they are born. One should be from an atheist perspective, the other a theist, and finish the conversation by including what both the twins experience and how each feel after they are born. In pairs present your work to the class.

Learning Objective: What is truth?

Which is the more believable, the myth of creation vs the Scientific myth of evolution?

AT1

Charles Darwin wrote a book called The Origin of Species to support his theory of evolution.

The story of Adam and Eve in Genesis 2-3 is an earlier creation story than that in Genesis 1 (c.850 BC cf. Gen 1 c.500 BC). If these are meant to be scientific theories, isn't it strange that both have been recorded side by side in the Bible, even though they originated about 350 years apart?

Creation Story according to Genesis chapter 1: Day One – God said, 'Let there be light!' Day Two – God created Heaven and Earth Day Three – God created land and sea, plants and vegetation. Day Four – God created the sun and the moon. Day Five – God created the birds of the skies and fish of the seas. Day Six – God created the animals of the land and man and woman in His own image. Day Seven – God rested

The Big Bang Scientists say that about 10,000 million years ago, a huge explosion began the universe as we know it. Matter was thrown out into a still expanding universe and in all directions. Galaxies, stars and planets began to evolve from it. Scientists are not sure what will eventually happen. The universe will continue to expand, everything will burn out and die, OR, things will reverse and there will eventually be a 'Big Crunch'.

Evolution according to Charles Darwin The Big Bang, Clouds of dust and gas from the Earth, Water and land appear, Plant life grows, Single cell life appears, Reptiles and land animals evolve, Man evolves.

AT2

Can scientists also have religious beliefs?

'Whyarewehere?'

What is the reason and purpose of our lives?

What questions do these theories raise?

e.g. What started the Big Bang?

What / Who made God?

Suggested Activities

Read the creation stories in the Bible: In two columns, compare and contrast Genesis 1 – 2 v3 with Genesis 2 v4 -25.

Read the last page of Charles Darwin's The Origin of Species and try to work out whether he believed in God.

Give an example of an occasion when the same question from two different people might have been answered truthfully in different ways (e.g. a train crash: 'Why did it happen?'). Write a short sketch to show how you would answer each one.

Compare and contrast the different theories, which do you believe and why?

Darwin in the Hot Seat. One pupil will be in character as Darwin and the rest of the group will ask him/her questions about his theories surrounding the nature of the universe. In role, s/he will explain his ideas. In preparation for this drama, write down questions to ask Darwin, with answers he might give in return.

Learning Objective: What is 'original sin'?

AT1

According to Christianity, suffering is not God's fault but man's. God intended the world to be good, but man misused his free-will and incurred punishment. Original Sin – the sin of Adam – is this tendency in all of us to spoil things because of our selfishness. Christianity teaches that 'as in Adam all die, even so in Christ can all be made alive' i.e. Christ came to turn people outwards, away from their selfishness towards God and each other.

AT2

Who or what does the serpent represent? What image might you pick to represent 'the tempter' or evil in today's world?
Are there forces for good and evil? What are these? How might a Christian answer this question?
Is there a battle between good and evil or right and wrong in people's lives? Can you think of any examples from your own life?
What do you understand by 'free will'? Would we be human without it? What are the consequences of using our free will selfishly?
Why did God design cruel creatures like human beings? i.e. Can God be blamed for moral evil?
Why did God design a system of nature that causes so much pain? i.e. Can God be blamed for natural disasters?

Suggested Activities

In groups, choosing articles from recent newspapers discuss the difference between natural and moral evil. Choose 3 examples of each and explain why they are good examples.
Read the story of The Fall in Genesis Chapter 3 – watch a clip from the Bible in animation series: Testament ('Creation and the Fall'). If this story is a myth, it was probably told as an explanation of truth. It has been said that the story of Adam and Eve is not about two people thousands of years ago: it is about all of us. Consider what the story tells us about God and about human nature in answering the following questions. Is there any truth in what the story says about us?
Debate the questions: Can God be blamed for moral evil? And Can God be blamed for natural disasters?
Using knowledge and understanding of the Adam and Eve story in Genesis 2-3, design a piece of art work to show what the story says about human beings and the world today. Write a report to explain the ideas included.

Learning Objective: Does god exist? What are the arguments for and against God's existence?

AT1

Cosmological Argument: Thomas Aquinas (C13th) - the universe must have been caused by something that existed before it – the First Cause. St Thomas Aquinas said if we want to prove to ourselves that God exists then we should begin by asking ourselves a simple question. What is this question? (How did the universe get here?)

Teleological Argument: William Paley (1743-1805) – even something as small as the human eye is so complicated that it just could not have happened by chance and therefore there must have been a designer at work.

AT2

What is the 'Big Bang' supposed to have done?

Does Paley made it clear what is the purpose of the Universe is (as he did with the watch?)

What do you think started the universe?

Suggested Activities

Explain why Aquinas would have said that the big Bang cannot be an answer to the question. Aquinas said that this question can only be answered by talking about a 'first cause'. Explain what he thought this 'first cause' was Explain why he thought that the 'first cause' was the only sensible answer Do you agree with Aquinas?

Give reasons for your answer, explain in your own words how William Paley uses the DESIGN and PURPOSE of a watch to try to prove the existence of God.

Do you agree with William Paley's argument? Give reasons for your answer. Perhaps in your answer you could discuss the following:

Is Paley right to compare a watch to the universe?

Read Psalm 104 and explain why the writer of this psalm would probably have supported the views of William Paley

Debate the existence of God: Divide the class equally in two groups:

ATHEISTS and THEISTS and nominate a representative and a point scorer for each group. EVERYONE should be seated apart from the scorer. The representative of one side should choose someone to start the debate, or he/she could start it themselves. This person should then stand and present the argument. When one person (other than the scorer) is standing, EVERYONE must be quiet.

If anyone talks from EITHER side, their team will lose a point. Once the argument has been made the speaker should sit down. The Scorers will then give the team the appropriate points 1 point for a statement 2 points for using religious terminology such as 'miracle' or 'cosmology' etc. 3 points for an amazing argument said with confidence and wit. Discussion should take place if they do not agree, with the teacher as referee.

The opposing side is now allowed to confer and the representative will then choose someone to reply. Again, the person will do this by standing and again everyone must be quiet. The winning team is the one with the most points awarded.

Arguments on the existence of God

For	Against
<p>There is so much order, design and purpose in the world: it must have come from some designer. It must have been designed.</p>	<p>If there is a God, why is there so much suffering in the world? Wars, poverty, disease and floods etc.</p>
<p>Everything has a cause. The world, the universe must have begun from something.</p>	<p>The universe was not created, it has always been. It had no beginning.</p>
<p>Though out history, so many people have experienced God – felt God – that they cannot all be talking nonsense.</p>	<p>People made God. They invented god to give them some comfort and security in a harsh huge universe and in a world full of death, darkness and disease.</p>
<p>There are so many things that as humans we cannot see...such as atoms, love electricity, time...yet we know they exist.</p>	<p>What is the point in believing in something that I cannot see and others cannot see it either?</p>

Learning Objective: What is the meaning of life- why are we here?

AT1

Nihilists question everything: some even ask if we actually exist.
Hedonists like to live to the motto 'Eat, drink and be merry'
Christians and some other religious people believe in the judgment day and that when you die you will be judged for all the good or bad things that you do in your life.
Plato believed that everybody is one half of a whole and we are not complete until we find our true love.

AT2

Why do you think we are here?
What is the main purpose for existence here on earth?
What is stewardship?

Suggested Activities

In groups, think of any quotations you have heard that sum up the meaning of life, such as 'What goes around comes around', 'Life is like a box of chocolates...' Write them on a big sheet of paper and be prepared to present them to the rest of the class and explain if you agree with the quote or not.
Listen to a range of songs e.g. Orbital – Are we here? The Who – My Generation, Stevie Wonder – You are the sunshine of my life, The Stone Roses – How do you sleep? Dead Kennedy's – Viva Las Vegas, Frank Sinatra – My Way –
What you think each song is telling you about life?
Match the songs to the different views of the meaning of life.
Look at the idea of stewardship or acting as a Khalifa. Discuss these concepts – and answer the question 'could a hedonist be a good steward?'

Thematic units Key stage 3

2. Wealth and Poverty

The unit may be extended to incorporate forms of school and community service. This unit may be taught at any time during Key Stage Three.

The unit will allow teachers to develop a knowledge and understanding of one of the Key Stage Three religions or to introduce another tradition which is considered appropriate. The use of visiting speakers from religious traditions will be particularly appropriate for the unit.

Throughout the unit pupils are expected to explore the concept of community and responsibility for the care of others. there are opportunities to undertake individual projects investigating local and global charities. this will allow pupils to utilise a range of resource materials and ICT based sources.

Throughout the unit pupils will be expected to consider the harm of materialism and to explore ways of adopting responsible attitudes to wealth.

Learning Objective: Why is it important to adopt a responsible attitude to the use of wealth?

AT1

Recognise the importance of adopting a responsible attitude to the use of wealth.
Think about political, spiritual, moral, social and cultural issues and problems and events by analysing information and sources, including ICT-based sources.

AT2

Why do some people want to be rich? Does wealth bring happiness?
Why is shopping Britain's biggest hobby?
Why do some religions not agree with the Lottery? How do some people gain their wealth to the cost of others?
Is materialism the modern 'icon'?
What is meant by Fair Trade? How does it help purchaser and maker?
How else can we shop with a conscience?
What is the cost of variety and fashion?
Why do some faith groups renounce fashion and cover their head?

Suggested Activities

Discuss the situation – you have won £10,000 but you're not allowed to spend it on yourself/family/friends. Who do you give it to and why?
Find and read the story of Guru Nanak and Dinni Chand. Discuss what the moral is.
Write a wish poem. How many of the wishes require money?
Conduct a survey to find out people's knowledge and views on Fair Trade.

Learning Objective: Whose problem is poverty and need?

AT1

To reflect, from their own experiences, upon some of the teachings of the Bible concerning responsibility to others e.g. Genesis 4 v 8-9. Luke 10.

AT2

Who are we responsible for? How do we show it? Do our responsibilities change with time?
How are we individually responsible? How are we collectively responsible?
What motivates one person to help another?
Why should someone help a person/people who are considered enemies?
What is unconditional commitment? Why do many people do voluntary work?
What needs do we think we would be good at helping?

Suggested Activities

Explore the importance of consequences if people shirk their responsibilities.

Identify times when we have needed people and have helped others.

Invite a voluntary worker into the class or someone to talk about their vocation. Pupils decide in groups a range of questions they will ask and how they will welcome and thank the speaker.

Read story of the Two Brothers and discuss how people who are giving and people who are receiving both benefit by their actions.

The Two Brothers

There were once two brothers who were Muslims. One of them was married with children and one was single. They lived on a farm that they both owned and shared things equally between them.

One night the married brother was counting his blessings and thinking about the harvest. He thought about his brother who had no wife to care for him or children of his own to make him happy. He decided to give him a treat and crept out into the night and moved 6 sacks of grain from his store into his brother's store.

On the same night, the unmarried brother was lying awake and thinking about how his brother had a wife and children to feed and that he should really have a larger share of the farms' produce. He knew his brother would feel embarrassed so he crept out into the night and moved 6 sacks from his store into his brother's storehouse. They were both very surprised in the morning to find they each had as many sacks as they had started with. Neither of them ever mentioned it to the other as they didn't want to show off about their generous thoughts.

**Learning Objective: What are the teachings of Jesus concerning the use of wealth? e.g. rich man (Mark 10 v.17-31): the rich fool (Luke 12 v.13-21).
Is it ok for religious People be rich?**

<p>AT1 Pupils will be expected to consider the harm of materialism and to explore ways of adopting responsible attitudes to wealth. The salaries of different jobs e.g. footballer, social worker, priest- often these are out of proportion to the needs of a person or the responsibility of the job. 'One per cent of the British population own twenty per cent of Britain's wealth'. (Dr Funk) 'There is enough for each man's need but not each man's greed' (Mahatma Gandhi)</p>	<p>AT2 What are the consequences of poverty? What is the impact of poverty on society both global, national and local? Looking at the different jobs mentioned-which job is most important? How much are they paid? Is this inequality of pay fair? Which ought to receive the highest salary and why? If a religious person is rich are they really following their religion?</p>
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Suggested Activities

Class and teacher share their own precious objects.
In pairs, discuss 'I couldn't live without ...'
Make two lists, Positive uses of Money and Negative uses of Money
In groups, develop role-plays based on Jesus' teachings, such as Luke 16:19-31 (Parable of the Rich Man and Lazarus): Mark 10:17-31 (The rich young ruler): Luke 12:13-21 (Parable of the Rich Fool): Matthew 25:31-46 (Parable of the Sheep and the Goats).
Having performed the role play, the audience should identify what Jesus wanted Christians to do.
We know that rich people are not always happy. Why do you think this is?
What things that cannot be bought with money can help bring happiness?
Debate: Do you think it is possible for a rich person to be a good Christian? Give your reasons.
Look at the lonacomunity and Sir John Templeton.
Debate the question 'should religious people be rich?'
Arrange some sort of charity event to raise money for an agreed charity.

Learning Objective: What are the teachings on wealth and Poverty from other faiths?

AT1

Recap some of the learning from KS2
Look at the significance of either Zakat, Sewa or Tzedakah.
Compare one's own experiences with some of the teachings from a world faith concerning the importance of being able to give and receive

AT2

What is the importance of wealth within a particular religion?
How does Zakat or Sewa or Tzedakah strive against injustice?
Is it necessary for a religion to organise a way of people to take on roles of responsibility?
How does Zakat or Sewa or Tzedakah reflect the religious teachings on charity?
What can you give that doesn't cost money? When do we give gifts?
What gifts do different religions believe they give to believers?

Suggested Activities

Discuss ways of showing care and individually reflect on these.
Identify how Zakat or Sewa or Tzedakah help both giver and receiver.
Individual or group investigation of the work and impact of one religious charity
Use Information from the internet or invite speakers to talk on one of Zakat or Sewa or Tzedek ah

Thematic units Key Stage 3

3. Spirituality

To lead students towards a greater appreciation of and understanding about the non-physical aspects of the human condition by offering opportunities to experience and express their own spiritual nature.

To understand that expressions and experiences of a spiritual nature are found in all religious traditions and are also felt by many people who are not overtly religious. This could be used as an opportunity to look specifically at the concept of Humanism.

Learning Objective: What does it mean to be spiritual?

AT1

Human beings' have an ability to be contemplative and imaginative in ways which animals are not i.e. we can look at something to spark a memory, to prompt a response, to evoke a sound or a taste, to bring on a fear.

Pupils should be drawn into an awareness that the non-physical side of human life is very real to us all: that it is often more important and can have a deeper impact: and that it is fundamental to the human condition.

In the Old Testament terms awe refers to fear: God is an awesome God, a God to be feared. Nowadays it means something amazing

Muslim concept of avatars – referred to frequently in the Qur'an, it refers to things that can be seen around us that are believed to be signs of God, natural events and things that point to the existence of God.

AT2

What is part of the physical world?

What is part of the non-physical world?

What have we seen that is an awesome sight?

What do pupils think about when they hear the phrase awe and wonder? (OFSTED? Christmas Carols? A vision?)

What is the cosmological argument of Thomas Aquinas?

Suggested Activities

Show pictures of spiritual moments-e.g. footballer waiting to take a penalty & crossing himself, footballer raising a prayer after scoring, a new baby, lighting a memorial candle, a wreath, a roadside shrine, a Christian praying in church, a scene from a mountain top, the earth from space, Makkah at hajj time, Christmas lights, a Buddhist monk meditating. Students write down ONE word that comes into their minds, for each picture.

Pupils make a spiritual picture box: they are given 5 non-physical words e.g. guilt, hope, love, beauty, awe and a mystery one which they self- select for peers to guess next lesson – students make a box, and draw pictures or symbols onto the 6 sides of the box.

Display and Discuss the symbols.

Use a selection of Bible verses from Genesis 1-2: Psalms such as 96,97, 98: John 1 and in groups or individually make a poster of awesome thoughts and images from the internet.

Debate the idea that life has no side to it other than the physical

Learning Objective: Why do religious people pray?

AT1

Prayer is a spiritual time when a person is communicating with their God.

Many faiths use prayer beads to help them pray. Buddhists do not pray to a deity but have prayer wheels which send good thoughts to the world.

Prayer can take the form of: A conversation with your God, Thankfulness, Supplication, Meditation, Adoration

AT2

What is prayer? Why do people pray? When do people pray, especially if they do not pray regularly?

What are some of the artefacts that people use for prayer?

How do the customs at the funeral reflect that religion's belief in an after-life?

How does prayer or time to reflect improve the quality of a person?

Do we need quiet times during the day?

What sort of situations might make you want to pray?

Do you need special places to go to, to pray or think?

Is prayer a personal or communal activity?

Suggested Activities

Investigate a range of artefacts connected with prayer from different religions

Research the hunger cloths - these come from Central and South America and are prayer cloths for Lent.

Take a traditional prayer such as the Lord's Prayer to put into a text message for a Mobile Evangelism Mission.

Make some prayer beads – take thin strips of paper, write a prayer, a hope, a wish on the strip, or copy a published prayer: Roll the strip round pencil and glue the end. Repeat to make a short string.

Make an illustrated prayer card for someone who is ill, or about to get married, or about to take an important exam.

Could a piece of writing, a picture or music be the basis of a prayer or inspire prayer?

Look at pictures and respond in discussion and written work

Listen to music and write down ideas that come into your mind

Read or listen to poetry and discuss whether it could be used as a prayer or provoke prayerful thoughts

Make a prayer tree or a thought tree or use some brick effect wallpaper to make a prayer or thought wall

Learning Objective: Why do some people see death as a spiritual experience?

AT1

Pupils will have discussed death and funeral rituals at KS2.

At KS3 focus on the concept of an awesome and Holy God who is The Judge.

Discuss the purpose of life and to what extent pupils can engage with ideas about everlasting, spiritual life.

Pupils will always want to discuss the afterlife, spirits, and spiritualism. This is an increasingly popular way that contemporary society connects with the transcendent.

AT2

What is it in humans that enable us to be reflective in ways that animals are not? What is the soul?

What helps people when someone has died?

Why do some people find it helpful to have set rituals?

How might memorials help people?

How do the customs at the funeral reflect that religion's belief in an after-life?

Suggested Activities

Invite pupils to sit still for a short while and think about or write down a name(s) of someone they would like to remember. Explain that it is in dealing with the death of a loved one that people are often at their most spiritual.

Light a candle, or if possible invite pupils who wish to, to light tea-lights for someone they wish to remember.

Listen to music i.e. Candle in the Wind – Elton John, Heaven – Eric Clapton discuss the idea that writing a poem or song helps people remember.

Discuss and Answer the AT2 questions

Learning Objective: What is the Holy Spirit?

AT1

Christians believe in the trinity, God the Father, God the Son and God the Holy Spirit
Christians describe the Holy Spirit as God in invisible form.

AT2

Why are the dove, wind and fire symbols of the Holy Spirit?
How does the Holy Spirit empower people?

Suggested Activities

Look up these Bible references and discuss:

Mark 1:9-13: John 14: 25-26: 1 Corinthians 12: Galatians 5: 22-23: John 3: 31-36: Ezekiel 37: 1 – 14:

Read Acts chapter 2 and show pupils pictures of Pentecost.

Discuss the spiritual and emotional response engendered by these.

Design a modern symbol the church could use to teach people about this belief and the power of the Holy Spirit for believers.

Add some captivating words – Are YOU on full charge? – or something similar which youngsters will relate to.

Learning Objective: How do festivals and worship strengthen people's spirituality?

AT1

Recap the different ways in which the spiritual side of human life has been explored –
through nature,
through life,
through how we view our deeds,
through experiences of death,
through prayer and other forms of expression,
through the Bible,
through festivals – with its beliefs and the drawing of people together for worship and celebration.

AT2

What are the preparations that people of faith make before a festival? i.e. Advent before Christmas
How is the preparation for a festival a spiritual activity?
What sort of things happen during worship i.e. music, chanting, prayer, symbolism.
Are these the same for all religious traditions?

Suggested Activities

In groups make a list of all the things needed for a festival of light (Diwali, Chanukah, Christmas, considering the faiths of the pupils) including how the worship might be conducted by researching on the internet.
Pupils should consider the feelings that worship evokes in believers, and the purpose of religious worship as an offering to God.

Thematic units for Key Stage 3

4. The Importance of Remembering

Pupils will have studied ideas from different religions about death and funeral rites in key Stage 2

Learning Objective: Why are memorials important?	
AT1 What is a memorial? Why do people have memorials?	AT2 What kind of memorials do we know? -locally and nationally (e.g. obituaries/grave-stones/names on benches/special days/ yahrzeit candles/names of roses/diseases/bursaries, parades for soldiers brought back from war) How might memorials help people?
Suggested Activities Look for memorials near home /school and report to the class Create a collage of different types of memorials. Write a diary extract for Yom Ha Shoah. Explore a range of memorials to the Shoah and decide which reflects the message 'Never Again'. Yad Vashem web site; www.yad-vashem.org.il	

**Learning Objective: What are the ways that people cope with loss and change in their lives?
How is faith a source of strength and help to some people in time of loss?**

AT1

What are the personal qualities which can help in times of loss?
Where does inner strength come from?
Is an inner strength in everyone? How can it be developed?

AT2

What helps people when someone has died?
Why do some people find it helpful to have set rituals?
How do people suffer? Physically? Mentally?
What might be a verse from a sacred text which would give inspiration in time of trouble?

Suggested Activities

Draw an emotion graph for the loss of an object (could be used for the loss of a pet).
Explore the words connected with loss e.g. anger/sad/disbelief and draw pictograms.
Personalise death e.g. if death were a colour it would be ...: if death were a flower it would be ...
Look at poetry and song lyrics that express the sorrow of loss. Also, a range of suitable fiction e.g. Water bugs and Dragonflies – D Stickney ISBN 0264669045
Explore a range of pictures to investigate the range of practices used e.g. lighting candles: placing flowers/stones on graves.
Illustrate a range of artefacts used and recognise the way they are used and their significance.
Look through a range of newspapers and make a class collage of different types of suffering.
Brainstorm a list of words that help people in time of trouble eg family: hope: faith: friends: memories. Divide the list into material, human and spiritual.
Read/watch the Buddhist story of Kisa and the Mustard Seed. (DVD Buddhism Key Stage 2 – Clearvision)
Discuss what Kisa learnt through her suffering.
Listen to someone from CRUSE/St Christopher's Hospice/The Samaritans.

Learning Objective: What are the teachings on death, mourning and the afterlife from one faith tradition?

<p>AT1 Pupils to choose a specific religion and research the teachings on death, mourning and the afterlife.</p>	<p>AT2 What are the rituals before and at the funeral? How do the customs at the funeral reflect the chosen religion's belief in an after-life?</p>
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Suggested Activities

- Create a funeral guide to the religion chosen.
- Create a board game to show the relationship within the religion between how a person lives their life and their belief of what happens after death.
- Explore a range of mourning cards from the religion and make a literacy web of the key terms used.
- Investigate a range of textual references from sacred pictures.
- Pupils write how they would explain their own beliefs about the after-life to their friend and how their five-year-old sister. How would these explanations differ? Why?

Key Stage 4

At key Stage 4, the content is specified by the examination syllabus.

The law still states at Key Stage Four schools are required to teach religious education. This has led to most schools following a syllabus from either one of the range of GCSE Religious Studies Short or Long Courses. Short courses are now being phased out so the choice of long course requirements will be left to the school but should include a study of Christianity and at least one other principal religion.

The course requirement for Sutton schools, applies whether or not pupils are entered for a public examination:

In order to deliver the programmes of study, schools will need to devote 5% of curriculum time to RE at Key Stage Four.

Key Stage 5

At Post 16 content is left to the discretion of the school, as long as it includes Christianity and an understanding that this is the main faith of our country.

The law and this Sutton Agreed Syllabus requires schools to provide religious education for all 16-19-year-old students in sixth forms.

Religious Education Post 16 provides an opportunity for students to develop and extend work from earlier key stages. It should make a significant contribution to the students' spiritual, moral, social and cultural development as they prepare for life beyond schools. Schools can approach the fulfilment of these legal requirements in one or more of the following ways:

- Through discrete RE courses: schools may, for example, wish to take the opportunity to follow a nationally accredited GCSE or A/S course.
- A project-based flexible learning approach which gives students time to develop particular interests— possibly leading to an internally awarded certificate.
- As part of a general studies/school enrichment programme. The organisation of such may include a series of religious education days incorporating a variety of visits, workshops and speakers for which a minimum of 15 hours a year is required. This would be sufficient to hold two day-conferences a year and allow follow-up work by students. Suitable topics for study should differ from those already studied at Key Stage 4, or go into them in greater depth.

