

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

SUGGESTED LEARNING ENQUIRIES FOR VARIOUS COMBINATIONS OF CONCEPTUAL AREAS

Below you will find for each combination of Conceptual Areas, suggested learning enquiries for Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and Humanism. Some of these (as indicated) have been written up in detail and may be found elsewhere in the Key Stage 3 support materials.

The suggestions are in the following order. If you click on the title in the column at left, you will be taken straight to it.

- Suggested learning enquiries for Conceptual Areas 1. and 4.
- Suggested learning enquiries for Conceptual Areas 1. and 5.
- Suggested learning enquiries for Conceptual Areas 1. and 6.
- Suggested learning enquiries for Conceptual Areas 2. and 4.
- Suggested learning enquiries for Conceptual Areas 2. and 5.
- Suggested learning enquiries for Conceptual Areas 2. and 6.
- Suggested learning enquiries for Conceptual Areas 3. and 4.
- Suggested learning enquiries for Conceptual Areas 3. and 5.
- Suggested learning enquiries for Conceptual Areas 3. and 6.

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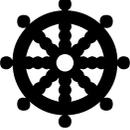
Support materials for Key Stage 3

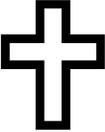
SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 1 AND 4

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 1. and 4. that are likely to be relevant to particular year groups.

<i>Conceptual Areas in the Agreed Syllabus</i>	1. Beliefs, teachings and sources	4. Identity, diversity and belonging
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 1b, 1i, 1ii Year 8: 1a, 1b, 1i, 1ii Year 9: 1a, 1b, 1iii	Year 7: 4i, 4a Year 8: 4a, 4b, 4i, 4ii Year 9: 4c, 4iii

Religion or World View	1. Beliefs, teachings and sources	4. Identity, diversity and belonging
 <p>Buddhism</p>	<p>AT1 Enquiry Questions How do Buddhists express their beliefs through rituals in worship? How do Buddhists show their beliefs through rites of passage? How might Buddhists live out the Four Noble Truths?</p> <p>AT2 Enquiry Questions How might Buddhist teachings, such as the Eightfold Path help humans to live lives free from suffering? In what ways might humans seek enlightenment?</p>	<p>AT1 Enquiry Questions What makes a Buddhist a Buddhist? How does one become a Buddhist? What differences may be found within Buddhism?</p> <p>AT2 Enquiry Questions What does Buddhism teach us about the importance of personal identity? How is it possible for humans to disagree and still be part of the same faith?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Who am I?</u> What makes each of us human? What are the different parts of the human and why are these important (body, mind and soul). This could be developed to look at the importance of the soul and how this affects how we act (right action, etc). This could also incorporate ideas about how religious practices contribute to our identity, e.g. the monastic life.</p> <p>You might look at...</p> <p><u>Unity through diversity?</u> Consider the different traditions within Buddhism. What are the common threads among the different groups and what are the differences? How do the different teachings and practices contribute to a sense of belonging within the wider ‘family’ of Buddhism?</p>		

Religion or World View	1. Beliefs, teachings and sources	4. Identity, diversity and belonging
 Christianity	<p>AT1 Enquiry Questions How do Christian rituals demonstrate key beliefs? What place does the Bible hold in Christianity? What are the key teachings of Christianity?</p> <p>AT2 Enquiry Questions What have key Christian teachings led individuals to do? How do Christian teachings, written down two thousand years ago, influence people's behaviour today?</p>	<p>AT1 Enquiry Questions How does a person become a Christian? What key beliefs unite all Christians? What are the key differences between different Christian groups? How has diversity between Christians led to the different expressions of Christianity within the local area?</p> <p>AT2 Enquiry Questions What can we learn from Christian ideas of personal identity? How do Christians from different denominations live in harmony?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>A new start?</u> The baptism of Jesus marked the start of his public ministry. How do we mark new beginnings and new phases in life (rites of passage)? This could be combined with ideas of forgiveness and starting over in other religions to make a longer unit. This could then be developed to look at individuals who have made a fresh start in life, such as Nicky Cruz, and the reasons that they have done so.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>LEARNING ENQUIRY EXEMPLAR!</i> <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div> <p>You might look at...</p> <p><u>Are all Christians the same?</u> Explore how different denominations of Christianity have influenced the local area at different times in history. Explore some of the characteristics of the different groups and evaluate their impact on the local area. Would Christianity have more impact if the different denominations worked together? Is it important that Christians maintain their differences?</p>		

Religion or World View	1. Beliefs, teachings and sources	4. Identity, diversity and belonging
 Hinduism	<p>AT1 Enquiry Questions How are Hindu beliefs expressed through rituals in worship? How do Hindus show their beliefs through rites of passage? Which key teachings are demonstrated by Hindus in day to day life?</p> <p>AT2 Enquiry Questions Where are Hindus involved in the local community and why? How might Hindu beliefs affect how we treat conflict (for example)?</p>	<p>AT1 Enquiry Questions What is distinctive about Hinduism? Where is the difference between Hindu belief and culture? What rituals are important in becoming an active member of the Hindu faith?</p> <p>AT2 Enquiry Questions How do religion and culture overlap? How important is ritual in religion?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Culture or religion?</u> Explore the way in which Hindu festivals are celebrated in different parts of the world, including local festivals that are particular to one or two Indian villages. Consider whether festivals are religious or just cultural. What is the difference? What are the criteria for a festival to be religious?</p> <p>You might look at...</p> <p><u>A community hub?</u> Explore the Hindu Mandir as a place of community teaching, support and activity for Hindus. Evaluate the importance of places of worship for providing a focus of identity and belonging. Compare the value of such places in the UK and in India for Hindus. Are the purposes the same or different?</p>		

Religion or World View	1. Beliefs, teachings and sources	4. Identity, diversity and belonging
 <p data-bbox="253 449 331 478">Islam</p>	<p data-bbox="399 249 732 279">AT1 Enquiry Questions</p> <p data-bbox="399 285 1019 348">How are Muslim beliefs expressed through the Five Pillars?</p> <p data-bbox="399 354 967 417">How are Muslim beliefs shown through the layout and use of the mosque?</p> <p data-bbox="399 453 732 483">AT2 Enquiry Questions</p> <p data-bbox="399 489 954 518">How might a Muslim demonstrate Zakah?</p> <p data-bbox="399 525 935 588">How do Muslim beliefs affect the lives of modern western Muslims?</p> <p data-bbox="399 594 834 623">What does Jihad actually mean?</p>	<p data-bbox="1049 249 1382 279">AT1 Enquiry Questions</p> <p data-bbox="1049 285 1382 380">How does dress indicate belonging to the Muslim community?</p> <p data-bbox="1049 386 1409 449">What differences are there between Muslim groups?</p> <p data-bbox="1049 455 1370 518">What are the key rituals involved in Muslim life?</p> <p data-bbox="1049 554 1382 583">AT2 Enquiry Questions</p> <p data-bbox="1049 590 1370 684">How does Muslim life differ from that of a non-Muslim?</p> <p data-bbox="1049 690 1398 827">How do Muslims live a life in both the Muslim community and the western world?</p>
<p data-bbox="643 869 1170 898">Possible Learning Enquiries/Themes</p> <p data-bbox="399 934 683 963">You might look at...</p> <p data-bbox="399 999 1382 1178">Breaking the rules Do we have to follow the rules to show our identity? Does being a Muslim simply mean adhering to the Five Pillars? This could be developed to look at the difference between religious and cultural identity. Students might also consider the diversity within Islam, e.g. differences between Sunnis and Shias or an exploration of Sufism.</p> <p data-bbox="399 1213 683 1243">You might look at...</p> <p data-bbox="399 1278 1409 1457">Being a British Muslim Explore what it means to be British and a Muslim in contemporary society. This may include media perceptions as well as the use of textbooks and the internet. Consider the importance of faith in defining who a Muslim is. This unit may be used to dispel prejudice and promote community cohesion.</p>		

Religion or World View	1. Beliefs, teachings and sources	4. Identity, diversity and belonging
 <p>Judaism</p>	<p>AT1 Enquiry Questions What place does the Talmud take in Jewish teaching? What authority do other Hebrew scriptures outside of the Torah have in Jewish teaching? Do Christians and Jews view the Hebrew scriptures/Old Testament differently?</p> <p>AT2 Enquiry Questions What aspects of life are most affected by Jewish teaching? How do the teachings of the Torah affect day to day life? What is the most important teaching in Judaism and what can we learn from this?</p>	<p>AT1 Enquiry Questions How is being a Jew different to being a non-Jew? How do Jews demonstrate that they are members of Judaism? What rituals are involved in belonging to the Jewish community? Why are there different kinds of Jewish practices?</p> <p>AT2 Enquiry Questions What can people learn from the strong sense of identity in Judaism? Is faith essential for someone to be a religious follower?</p>
<p>Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>Is it really worth it?</u> The Jewish people have been persecuted throughout history. This unit could look at the importance of religious faith as part of people's identity and why it is thought significant enough to die for. The unit could be developed to consider work on the Holocaust and Jewish perspectives on faith and G_d during this time. This could also develop into an examination of how faith groups are viewed at this time, e.g. anti-Islamic feeling.</p> <p>You might look at...</p> <p><u>Identity through faith</u> Explore how Jews gain a sense of identity through their scriptures and teachings of Rabbis. Explore how observing Shabbat and the festivals provides a means of celebrating the Jewish faith and identity and provides a sense of unity to Jews across the diaspora. Explore the different ways in which Judaism is expressed today, e.g. Orthodox, Liberal, Masorti.</p>		

Religion or World View	1. Beliefs, teachings and sources	4. Identity, diversity and belonging
 <p>Sikhism</p>	<p>AT1 Enquiry Questions What is the role of the Guru Granth Sahib in Sikh worship? How does Sikhism view the teachings of other faiths? How do Sikhs view God?</p> <p>AT2 Enquiry Questions How might beliefs about equality influence our treatment of other people? How might the Sikh principle of sewa affect our actions? What does Guru Nanak's teaching that we should follow God teach us about how we view different faiths?</p>	<p>AT1 Enquiry Questions How is Sikh identity demonstrated? How and why do Sikhs vary in issues of cultural identity? What rituals might one go through to become a full member of the Khalsa?</p> <p>AT2 Enquiry Questions What ways do we express our identity? How do we live in harmony alongside those who are different to us? What aspects of our humanity are shared in belonging to the human race?</p>
<p>Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>Why do we do it?</u> Within Sikhism a key way to demonstrate belief in equality is through serving others (sewa). This unit could look at practical applications of the idea of sewa, the langar and charity work. This could be developed further to consider how and why people get involved in charitable organisations and could also incorporate other faiths. It may also be developed to look at the topic of poverty and wealth.</p> <p>You might look at...</p> <p><u>The challenges of being a Sikh</u> Explore the challenges of being a Sikh in the UK today. Explore case studies of Sikhs who have made a positive contribution to society in the UK and/or have positions of influence. Consider also sports people and/or film stars and how their faith may present challenges for them. Consider the importance of faith and identity in the life of Sikhs.</p>		

Religion or World View	1. Beliefs, teachings and sources	4. Identity, diversity and belonging
 <p>Humanism</p>	<p>AT1 Enquiry Questions How does science provide knowledge about the universe? What does it mean to be an atheist? Which philosophers have influenced humanist thinking? What do humanists believe about human nature? Why is happiness important to humanists? Why do Humanists believe caring for the others is important?</p> <p>AT2 Enquiry Questions Is science more important than religion? What is the difference between philosophy and religion? Is our purpose in life to be happy? What if my happiness leads to someone else's unhappiness?</p>	<p>AT1 Enquiry Questions How does science provide answers to questions of identity and purpose? What rituals do Humanists go through to mark the different stages in life? How do Humanists view personal identity? How do Humanists such as Dawkins explain our purpose in existing?</p> <p>AT2 Enquiry Questions What does it mean to be human? What compels us to participate in the human race? What sets us apart from other humans? What binds us together as humans?</p>
<p style="text-align: center;">Possible Learning Enquiry/Theme</p> <p>You might look at...</p> <p>Great names ... Although religion has been a strong motive for the actions of many people, there are also many influential humans who have acted for the good of others without religious motivation. This unit could examine the reasons we have for helping one another and may consider some ethical theories such as Social Contract Theory.</p> <div style="border: 1px solid black; padding: 5px;"> <p>LEARNING ENQUIRY EXEMPLAR! <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div>		

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Support materials for Key Stage 3

SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 1 AND 5

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 1. and 5. that are likely to be relevant to particular year groups.

<i>Conceptual Areas in the Agreed Syllabus</i>	1. Beliefs, teachings and sources	5. Questions of meaning, purpose and truth
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 1a, 1i, 1iii, 1iv Year 8: 1a, 1b, 1i, 1ii, 1iii, 1iv Year 9: 1a, 1i, 1ii, 1iii, 1iv	Year 7: 5a, 5i, 5ii, 5iii Year 8: 5a, 5i, 5ii, 5iii Year 9: 5a, 5b, 5c, 5i, 5ii, 5iii, 5iv

Religion or World View	1. Beliefs, teachings and sources	5. Questions of meaning, purpose and truth
 <p>Buddhism</p>	<p>AT1 Enquiry Questions What does it mean to be 'enlightened'? What is ultimate truth for Buddhists? What are the three signs of being? What do Buddhists believe people need to do to escape rebirth? Why are there different schools of Buddhism? Where do Buddhists look for truth and guidance?</p> <p>AT2 Enquiry Questions What does it mean to 'see the truth'? What does it mean to be human? Can humans contemplate the 'ultimate reality' or is it futile to attempt this?</p>	<p>AT1 Enquiry Questions Is there a way to eliminate suffering? What do Buddhists teach about achieving a life free from suffering? What do Buddhists turn to, to find meaning?</p> <p>AT2 Enquiry Questions What is truth? Are there different types of truth? Why is there suffering? Can you live with suffering? Does life need to have meaning and purpose?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>What is truth?</u> This unit could be combined with another one in this section, e.g. science and religion. Consider philosophical interpretations of truth, including whether there can be absolute truth. Is it OK to say, 'It's true for me'? Asking different questions may lead to different types of truth. Move on to consider what Buddhists mean by enlightenment: seeing the truth and dhamma as the ultimate truth. Explore the Four Noble Truths and the Three Signs of Being as truths of existence.</p> <p>You might look at...</p> <p><u>Why is there suffering?</u> Look at different types of suffering and their causes, possibly focussing on the local community and suffering found in the local area, e.g. homelessness, poverty, asylum seekers. A good opportunity to invite in a local speaker. Look at the Buddhist view of suffering and its causes. Is it possible to live with suffering? Will suffering ever be eliminated? Look at the Buddhist cycle of birth, death and rebirth and how Buddhist's believe it is possible to escape from this cycle into nirvana.</p>		

Religion or World View	1. Beliefs, teachings and sources	5. Questions of meaning, purpose and truth
 <p>Christianity</p>	<p>AT1 Enquiry Questions What did Jesus mean when he said he was 'the truth'? What does it mean to say God is 'Triune'? What do Christians mean by having a 'personal relationship with God'? What is 'incarnation'? What is the meaning and purpose of the life, death and resurrection of Jesus for Christians? What do Christians believe about Jesus' return to earth? What can Christians learn from the nature mystics?</p> <p>AT2 Enquiry Questions What does it mean to have 'free will'? What would you do if you only had 24 hours left to live? If you could give a message to the world what would it be? Who do you turn to for guidance? What makes someone a good leader?</p>	<p>AT1 Enquiry Questions What do Christians mean by God? How do Christians believe God reveals himself to people? How can the Bible provide meaning for Christians? How does the life of Jesus help Christians to live through suffering? What do Christians believe the nature and purpose of human beings is?</p> <p>AT2 Enquiry Questions Are science and religion in conflict? How do you interpret the world around you? How do you explain the unexplainable? What evidence is there that there is more to life than what we can see?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Is there more to life than meets the eye?</u> Focus on science and religion. Look at how some Christians believe science has superseded religion, whilst others see a balance between the two, and others have become staunch creationists. Look at the debates surrounding creationism in schools. Look at the belief by many that religion and science are complementary, not contradictory, e.g. Albert Einstein, John Polkinghorne. Use materials from the Science and Religion in Schools Project and/or 'The Wonder Project'. Consider the views of Richard Dawkins and his post Darwinian evolutionary theory. Look at Christian responses to this.</p> <p>You might look at...</p> <p><u>Does God reveal himself to people?</u> This unit could be combined with the Hindu unit ('Does God communicate with people?') to make a longer unit. Look at examples of revelation in the 21st century according to Christians, e.g. through the Bible, manifestations of the gifts of the spirit, miracles, answers to prayer, world events, nature. The focus may be on critical evaluation and analysis of these examples. Then move on to look at the belief in revelation through the person of Jesus. Focus on the Christian belief in Jesus as God incarnate and more theological interpretations of Jesus' ministry and what it tells Christians about God, e.g. the 'I am' sayings and/or interpretations of the death and resurrection of Jesus.</p>		

Religion or World View	1. Beliefs, teachings and sources	5. Questions of meaning, purpose and truth
 Hinduism	<p>AT1 Enquiry Questions Why is Brahman described as truth? What did Gandhi mean by 'truth force'? How do different schools within Hinduism explain the nature of Brahman? How is Brahman revealed to humans? How did the Hindu tradition begin? What does it mean to achieve moksha? What do Hindus believe about time and the cycle of life and death?</p> <p>AT2 Enquiry Questions Would you sacrifice everything for the sake of truth? Can a religion be a religion without a 'founder'? Can God communicate with people? Can we communicate with him/her? Is there life after death?</p>	<p>AT1 Enquiry Questions Where do Hindus find answers to questions of meaning, purpose and truth? What does it mean for the Sruti texts to be the direct word of God? Are some Hindu scriptures more important than others? What is the 'truth' that lies within Hindu myths? What do Hindus believe about the life before this one?</p> <p>AT2 Enquiry Questions How do we know what the truth is? What is the purpose of your life? Where was I before I lived? Why did the world begin?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Where am I going... What am I doing... Will it ever end?</u> Consider the purpose of life for students. What are the different perspectives they have? Have their views changed over time? Compare to Hindu ashramas and the stages of life. Possibly do a survey to compare their purpose in life to other students ideally using an overseas school link or ask younger/older people about their views. Consider if purpose is tied to status, e.g. class systems, how we view different groups of people in our society and what their purpose is. Compare to Hindu caste system and the importance of place, role and duties in society. Move on to consider the purpose of life for Hindus including achieving moksha. Look at the Hindu beliefs surrounding karma and cause and effect and the cycle of reincarnation.</p> <p>You might look at...</p> <p><u>Does God communicate with people?</u> Look at ways in which people communicate today. If God was to speak to people today how might s/he do it? Consider the different ways in which Brahman is revealed, including the different interpretations of the nature of Brahman (monistic and dualistic philosophy for example). Consider the avatars of Vishnu and what they tell Hindus about God. Why do Hindus believe God communicates with humans? Consider the importance of the natural world to Hindus as a way in which God may speak to them.</p>		

Religion or World View	1. Beliefs, teachings and sources	5. Questions of meaning, purpose and truth
 <p data-bbox="253 447 331 478">Islam</p>	<p data-bbox="399 249 708 277">AT1 Enquiry Questions</p> <p data-bbox="399 281 846 657"> What does it mean for the Qur'an to be revealed? How do Muslims understand 'Allah'? What does it mean for humans to be the pinnacle of creation? Is everyone born a Muslim? What is the role of a khalifah? How do Muslims understand the nature of free will and Allah's control over the universe? What do Muslims believe about the end times and judgement? </p> <p data-bbox="399 695 708 722">AT2 Enquiry Questions</p> <p data-bbox="399 726 792 848"> How do we discern the truth? Can God be described if s/he is God? Are we free to do as we please? </p>	<p data-bbox="883 249 1192 277">AT1 Enquiry Questions</p> <p data-bbox="883 281 1390 594"> Where do Muslims look for answers to questions of meaning, purpose and truth? How does the Qur'an provide a source of meaning and purpose for Muslims? What value do Muslims place on the sunnah as recorded in the hadith? Why were Muslims at the forefront of scientific developments? What is the difference between divine control and fate? </p> <p data-bbox="883 632 1192 659">AT2 Enquiry Questions</p> <p data-bbox="883 663 1390 848"> Are humans really free beings? Is there life after death? Why should we care what happens to the world? Are science and religion in conflict or just asking different questions? </p>
<p data-bbox="704 890 1110 917">Possible Learning Enquiries</p> <p data-bbox="399 955 659 982">You might look at...</p> <p data-bbox="399 1020 1406 1425"> Am I really free? Consider the nature of freedom. What does the term mean to students? A community of enquiry approach might be used. Look at different non-religious people and what freedom might mean to them, e.g. a prisoner, Prince William, a hostage, a celebrity, a traveller, a migrant worker, a trafficked teenager, a commuter, a Muslim. This may be tailored to the local community. A scale or continuum line might be used to consider how free someone is and that there are different types of freedom. What does it mean to have free will? Explore from a Muslim perspective considering the balance between Allah's control and the free will of humans. Consider whether a person is born a Muslim or whether it is a matter of free choice to become a Muslim. Compare to other faiths. How free are people to choose their own faith or none? This could be linked to human rights and evaluation of freedom of religion across the world, e.g. in China, under the Taliban, in the UK. </p> <div data-bbox="399 1444 1406 1539" style="border: 1px solid black; padding: 5px;"> <p data-bbox="415 1444 867 1472">LEARNING ENQUIRY EXEMPLAR!</p> <p data-bbox="415 1476 1321 1539"><i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div> <p data-bbox="399 1577 659 1604">You might look at...</p> <p data-bbox="399 1642 1406 1948"> Is it the end of the world? Consider different images and prophecies about the end times, including folk tales, traditions, fiction writing, films and sayings as well as examples taken from religion. Focus on characteristics of the end times and ask students to form their own views and opinions, possibly in the form of drama, story or artwork. Compare to Muslims views of the end times including yawmuddin (judgement), jannah (paradise) and jahannam (hell). Look at the roles of Gog and Magog, the Mahdi, the Antichrist and Jesus. There would be possibilities for writing their own myths or stories about the end times, and links to creative and expressive arts to explore the symbolism and meaning behind the different aspects of the end of the world. </p>		

Religion or World View	1. Beliefs, teachings and sources	5. Questions of meaning, purpose and truth
 <p>Judaism</p>	<p>AT1 Enquiry Questions How was the Torah revealed to Moses? Where can G-d's presence be experienced? What does it mean for Jews to be in covenant with G-d? Why is the coming of the Messiah important to Jews? How is G_d revealed through creation? How do Jews interpret their scriptures? How important is oral tradition to Jews?</p> <p>AT2 Enquiry Questions Can we describe God? It is possible to experience God's presence? What is the numinous?</p>	<p>AT1 Enquiry Questions How does the Torah provide answers to questions of meaning, purpose and truth? What is a 'prophet'? Can God speak through prophets? How do Jews know they are in God's presence? How does the Jewish creation story provide meaning and purpose for a Jew? How does the hope of a Messiah provide hope and purpose for Jews?</p> <p>AT2 Enquiry Questions What are my hopes and dreams? Does God speak to people? Do people need to have a purpose in life?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>What's in a name?</u> Look at the meaning of names- own personal names, history of names, names in the community, key figures who have influenced the local area, name of the school, unusual names given to children by celebrities.... Why are names powerful? What do they tell us about someone and the person that chose the name? Consider Jewish names for G-d, e.g. Adonai, Elohim, Shaddai, Yahweh and what these names tell Jews about God. Look at examples in the Tenakh showing the qualities and attributes of G-d and symbolic titles such as Judge, King, Rock, Shepherd, Shield. Look at the Jewish hope for a Messiah and the meaning behind this name i.e. anointed one. This unit would lend itself to creative expression and/or creative writing such as poetry.</p> <p>You might look at...</p> <p><u>Where do people experience God?</u> Look at the meaning of the numinous for students. Look at definitions of spirituality and 'presence of the other'? Ideally take students out of the classroom to an outside space in nature e.g. by the sea, in a wood, or forest. Walk a labyrinth... What do Jews understand by the presence of G-d? Explore the idea of Shekhinah and symbols in the Tenakh such as fire and the pillar of cloud. Consider the importance of the Temple as a place where G-d dwelt. Expressions of spiritual experience seen in the Psalms. Students might look at their own representations or expressions of spirituality or divine presence through music, art, word and movement.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>LEARNING ENQUIRY EXEMPLAR!</i> <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div>		

Religion or World View	1. Beliefs, teachings and sources	5. Questions of meaning, purpose and truth
 <p>Sikhism</p>	<p>AT1 Enquiry Questions What does it mean for God to be 'gender-free'? What do Sikhs believe about human nature? Why is equality important in Sikhism? What do Sikhs believe about life after death? In what sense is the Guru Granth Sahib the supreme authority for Sikhs? Why are takhts important for Sikhs?</p> <p>AT2 Enquiry Questions Who influences me? Which books are special to me and why? Are we all equal? Are some more equal than others? How can we achieve equality in our world? Who has supreme authority?</p>	<p>AT1 Enquiry Questions What does it mean for a Sikh to achieve mukti? Why do Sikhs say that God is 'truth'? Where do Sikhs turn for authority and guidance? How does the Guru Granth sahib reveal meaning, purpose and truth to Sikhs?</p> <p>AT2 Enquiry Questions Where do I find meaning and purpose? Where do I look for guidance? Who has authority over me?</p>
<p>Possible Learning Enquiries</p> <p>You might look at....</p> <p><u>Male and female: equal, but different?</u> Consider equality and inequality in the local area and wider community/society, focusing on gender. Look at different people in society and how they are treated. Look at laws surrounding equality. Will some things always be unfair? Look at the concept of equality in Sikhism, focussing on the idea of equality of gender. Look at the idea that God is 'gender-free' and the sayings of Guru Nanak about equality. Consider the nature of humans in Sikhism and that all have an atman or divine spark. Consider how Sikhs might try and eliminate inequality in the local community. What action they might take, for example?</p> <p>You might look at...</p> <p><u>Where do we get authority from?</u> Look at the power of books especially ones the students enjoy. Look at the Harry Potter phenomenon and other children's/young people's classics. In what sense do books influence people? Look at the Guru Granth Sahib and its place in Sikhism. Consider the impact it has on the lives of Sikhs in terms of beliefs and providing meaning for believers. Look where the writings came from and why it was decided that the Guru Granth Sahib would be the last Guru. Look at the role of the Giani as a spiritual teacher. Compare to the authority of the Takhts, i.e. the five gurdwaras designated as seats of doctrinal authority. Link back to books that are important to the students. In what sense are they an authority?</p>		

Religion or World View	1. Beliefs, teachings and sources	5. Questions of meaning, purpose and truth
 <p>Humanism</p>	<p>AT1 Enquiry Questions How does science provide knowledge about the universe? What does it mean to be an atheist? Which philosophers have influenced humanist thinking? What do humanists believe about human nature? Why is happiness important to humanists? Why don't humanists believe in life after death? Why do Humanists believe caring for the environment is important?</p> <p>AT2 Enquiry Questions Is science more important than religion? What is the difference between philosophy and religion? What is happiness? Is our purpose in life to be happy? What if my happiness leads to someone else's unhappiness?</p>	<p>AT1 Enquiry Questions How does science provide answers to questions of meaning, purpose and truth? How do Humanists view ultimate questions? Can science answer ultimate questions? What is the impact of Richard Darwkin's work on humanist beliefs about the world?</p> <p>AT2 Enquiry Questions Is there such a thing as an 'ultimate question'? Can we ever have answers to ultimate questions? Where do I look for meaning? What is my purpose?</p>
<p style="text-align: center;">Possible Learning Enquiry</p> <p>You might look at...</p> <p><u>What is happiness?</u> Ideally use a community of enquiry to explore this question. Look at the philosophies on which Humanism is based, including that of John Stuart Mill and Bertrand Russell. Consider the views of Utilitarians. Consider the different approaches to life of a humanist and a religious believer. What do they understand by happiness? Is it the same? Do they interpret happiness differently? Consider the phrase 'in pursuit of happiness', and possibly use examples from the film with this name.</p>		

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

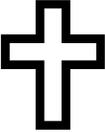
SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 1 AND 6

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 1. and 6. that are likely to be relevant to particular year groups.

<i>Conceptual Areas in the Agreed Syllabus</i>	1. Beliefs, teachings and sources	6. Values and commitments
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 1a, 1i, 1iii, 1iv Year 8: 1a, 1b, 1i, 1ii, 1iii, 1iv Year 9: 1a, 1i, 1ii, 1iii, 1iv	Year 7: 6a, 6iii Year 8: 6a, 6iii Year 9: 6a, 6b, 6i, 6ii, 6iii, 6iv

Religion or World View	1. Beliefs, teachings and sources	6. Values and commitments
 <p>Buddhism</p>	<p>AT1 Enquiry Questions How does the dhamma provided a framework for moral living in Buddhism? What is the importance for Buddhists of following the Middle Way? What can Buddhists learn from the life and teachings of the Buddha? How do belief in karma and samsara affect the life of a Buddhist? Who do Buddhists turn to for guidance and as a source of authority?</p> <p>AT2 Enquiry Questions On what do I base my decisions? Who influences my life? What does it mean to follow a 'middle way'? Do all our actions have consequences?</p>	<p>AT1 Enquiry Questions On what basis do Buddhists make moral decisions? How are the Five Precepts put into practice? What impact does the Noble Eightfold Path have on Buddhist ethical teaching? How does Buddhist teaching on desire, greed and selfishness underpin their moral position? How do Buddhist stories illustrate 'right action' for Buddhists? How is the Buddhist belief in loving kindness expressed through care for others and the world around them?</p> <p>AT2 Enquiry Questions Will your beliefs affect your life and the choices you make? e.g. what job you do? What kind of people do you learn from? What would your 'five precepts' be?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p>How do I live my life? Consider different moral codes, principles and ideals that people base their life on. Look at a range of characters (fiction and non-fiction, modern day and historical), public figures and celebrities. Consider the Middle Way and how it provides a framework for morality and spiritual development for Buddhists. Consider the implications if all were to follow the Eightfold Path and/or the Five Precepts. Compare to their own morality and values and to Humanist views.</p> <p>You might look at...</p> <p>What is wisdom? Consider the concept of wisdom and what it means, possibly using a philosophy for children (P4C) approach. Look at a range of quotations and articles that claim to define or exemplify wisdom from a range of traditions. Use the 'Little Book of Wisdom' as an example. Look at the life of the Dalai Lama and/or the Zen Masters and consider whether they are models of wise people. What makes someone wise? Possibly create a class book of 'wisdom' or 'wise sayings'. This would work well on a 'Flexi Day'.</p>		

Religion or World View	1. Beliefs, teachings and sources	6. Values and commitments
 <p>Christianity</p>	<p>AT1 Enquiry Questions In what ways is Jesus a model for Christian ethical and moral behaviour? What do Christians believe about sin and forgiveness? What does it mean when some Christians say they have a 'personal relationship with Jesus'? In what ways is the Bible a source of authority for Christians? In what ways do many Christians believe the Holy Spirit is a living presence in their lives?</p> <p>AT2 Enquiry Questions Are people born good or bad? Where do I turn to for guidance? How does authority change over time? Can books really give us advice on how to live our lives?</p>	<p>AT1 Enquiry Questions How do Christian views about the nature of sin, good and evil underpin their ethical views? Why do Christians have different views on particular ethical issues? e.g. abortion Why is forgiveness an important concept for Christians? What is 'agape' love? What does it mean to say that humans are made 'in God's image'? What does it mean to 'love your neighbour as yourself'?</p> <p>AT2 Enquiry Questions Can we know what good is, if there is no evil? Is it easy to forgive? Is forgiveness an act of will? What it is like to forgive and/or be forgiven? What is love? Can love only be defined through action? Can you love your neighbour if you don't love yourself?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Is everything forgivable?</u> Consider the nature of sin, goodness and evil in Christianity. Look at examples of crime in the media. Are there degrees of evil? What is the difference between a sin and a crime? Consider the nature of forgiveness in Christianity, including Christian interpretations of the events of Good Friday, e.g. atonement for sins, redemption. How do Christians put their belief in forgiveness into practice? Look at examples of Christians who have forgiven murderers or work with prisoners. Students should be given opportunities to reflect on the implications of this. Is forgiveness better than revenge? Consider feelings as well as consequences. Is forgiveness an act of will?</p> <p>You might look at...</p> <p><u>Is the Bible dangerous?</u> Consider books that have a lot of 'power' or influence, e.g. Harry Potter. Consider the kind of influence the book has on people, e.g. in terms of what people believe, do, buy, watch, value, etc. Consider how the Bible may influence people, e.g. influencing views on ethical issues, how to behave and treat other people. You might focus on one issue that has different Biblical interpretations e.g. abortion, racism, animal rights. You might want to consider the different interpretations of the Bible during the apartheid years in South Africa. Consider the relative importance of the Bible compared with tradition and/or the authority of Christian leaders, such as the Pope. Can a book or person have too much authority? How can authority and power be abused?</p>		

Religion or World View	1. Beliefs, teachings and sources	6. Values and commitments
 <p>Hinduism</p>	<p>AT1 Enquiry Questions How did Mahatma Gandhi exemplify satagraha, ahimsa and tapas through his life, work and teachings? How do beliefs in samsara and karma and moksha affect the life of a Hindu? How does the Hindu tradition of dividing society into varnas affect their ethical and moral views? How do duties and responsibilities as expressed through the four ashramas influence the life of a Hindu? How do Hindu beliefs about the world affect the way they treat it? How important are the Laws of Manu to Hindus?</p> <p>AT2 Enquiry Questions Is the world sacred? Is it ever right to use violence to solve problems? Is religion used as a method of social control?</p>	<p>AT1 Enquiry Questions What impact does the concept of karma have on the way Hindus live their lives? What do Hindus teach about self discipline and right conduct? How is the concept of ahimsa expressed in practice? How is human life revered in Hinduism? Why is vegetarianism important to many Hindus?</p> <p>AT2 Enquiry Questions Do our actions always have consequences? When do you exercise self discipline? How much is a life worth?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Can violence ever be justified?</u> Look at a range of scenarios and consider the implications of using violence or non-violence to solve each of the situations. Consider the life of Mahatma Gandhi and focus on his teachings, i.e. satyagraha and ahimsa. Look at ways in which he exemplified the belief that the use of violence was wrong, e.g. the salt marches. Compare with another religious view, e.g. something like Just War.</p> <p>You might look at...</p> <p><u>Is the world sacred?</u> Use visualisation and an experiential approach to enable students to consider the 'awe and wonder' in the natural world. Ideally take the students outside to experience this for themselves. Consider the Hindu belief that many elements of the natural world are sacred e.g. Vedic Gods, Ganesh, Hanuman, avatars of Vishnu, sacred cows, mountains, the Ganges, fire and light. Look at the implications of this in terms of caring for the environment, e.g. Hindu environmental groups and the importance of vegetarianism.</p>		

Religion or World View	1. Beliefs, teachings and sources	6. Values and commitments
 <p data-bbox="253 449 331 478">Islam</p>	<p data-bbox="399 254 732 283">AT1 Enquiry Questions</p> <p data-bbox="399 285 899 348">Why is Shirk the most fundamental of sins in Islam?</p> <p data-bbox="399 350 907 413">What does the Sunnah teach Muslims about how to live their lives?</p> <p data-bbox="399 415 935 520">What does it mean for Muslims to be Khalifahs and to act on behalf of Allah in the world?</p> <p data-bbox="399 522 938 585">In what ways do Muslims believe life is a test?</p> <p data-bbox="399 588 919 693">What are the two different meanings of Jihad and what does this mean for Muslims?</p> <p data-bbox="399 695 935 758">Where do Muslims turn for authority and guidance?</p> <p data-bbox="399 760 683 789">What is Shariah law?</p> <p data-bbox="399 835 732 865">AT2 Enquiry Questions</p> <p data-bbox="399 867 873 896">Should humans care for the world?</p> <p data-bbox="399 898 764 961">What does it mean to show compassion?</p> <p data-bbox="399 963 919 1140">Is religious law more important than a state law? What would happen if they were in conflict? Do you have any beliefs you would be prepared to stand up for?</p>	<p data-bbox="964 254 1297 283">AT1 Enquiry Questions</p> <p data-bbox="964 285 1414 390">How are the Qur'an and Hadith used to help Muslims make moral decisions?</p> <p data-bbox="964 392 1395 455">How do Muslims understand the concept of Jihad?</p> <p data-bbox="964 457 1338 562">How does belief in the Five Pillars affect the decisions a Muslim makes?</p> <p data-bbox="964 564 1395 669">How might Muslims interpret the concept of akhlaq in relation to leading a moral life?</p> <p data-bbox="964 672 1390 735">How do Muslims promote social justice?</p> <p data-bbox="964 768 1297 798">AT2 Enquiry Questions</p> <p data-bbox="964 800 1411 863">Do you ever stand up against evil or wrong doing?</p> <p data-bbox="964 865 1333 928">What would happen if there were no moral codes?</p> <p data-bbox="964 930 1403 993">Is everyone accountable for their own behaviour?</p> <p data-bbox="964 995 1411 1058">What does it mean to bring social justice?</p>
<p data-bbox="704 1184 1109 1213">Possible Learning Enquiries</p> <p data-bbox="399 1247 683 1276">You might look at...</p> <p data-bbox="399 1318 1406 1516">What are you striving for? Consider the concept of striving for something. How would you define 'striving'? Consider the Muslim concepts of lesser and greater Jihad. Compare the media views if appropriate. Look at ways in which Muslims strive for the greater Jihad e.g. through exemplifying the five pillars, through moral conduct etc. Consider why Jihad may have been misinterpreted by some. Look at the true nature of lesser Jihad.</p> <p data-bbox="399 1558 683 1587">You might look at...</p> <p data-bbox="399 1629 1395 1894">Should we always obey the law? Consider rules and laws in this country. Why are they there? Who do they protect? Consider Shariah law and the experts in such law: faqihs. Look at how Shariah law is exemplified in a Muslim State such as Iran. Look at the advantages and disadvantages of such laws. Look at examples of Shariah Law in practice in the UK, e.g. in terms of Muslim divorce and how it supports the Muslim community. Consider issues in the news where state law and Shariah law may come into conflict.</p>		

Religion or World View	1. Beliefs, teachings and sources	6. Values and commitments
 <p>Judaism</p>	<p>AT1 Enquiry Questions How is the concept of sin understood in Judaism? What does it mean to 'atone' for one's sins? What responsibilities for Jews are associated with the brit (covenant)? How does the Talmud provide guidance for Jews? How has the role of the rabbi changed over time? What is the role of the Bet Din (house of justice or rabbinic court) in Jewish communities?</p> <p>AT2 Enquiry Questions Which laws most influence or impact on my life? What is the difference between saying sorry and repenting? What promises and agreements do you make with people? In what sense are they 'binding'? Is religious law different from state law?</p>	<p>AT1 Enquiry Questions How do Jewish people make decisions about what is right and what is wrong? What impact do the Ten Commandments have on Jewish ethics? What influence do the Torah, Talmud and the Rabbis have on moral choices that Jews make? How does the festival of Yom Kippur encourage Jews to seek forgiveness and reconciliation? What are the effects of anti-Semitism on the Jewish community?</p> <p>AT2 Enquiry Questions Is revenge ever 'sweet'? Are the Ten Commandments relevant in the 21st century? Would the world be a better place if values were based on peace and reconciliation? What can history tell us about our beliefs and values in present?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Turn over a new leaf?</u> Consider the difference between saying sorry and repenting. Does repentance require action as well as words? Consider the two types of sin in Judaism: offences against God and offences against people. Explore the festival of Rosh Hashanah and the importance of fasting, prayer, acts of kindness and repentance. Consider the concept of atonement and what this means for Jews. Explore how this is demonstrated through the festival of Yom Kippur. Is a day of repentance a good idea? Should everyone be given the chance to 'start again'?</p> <p>You might look at...</p> <p><u>Aren't the Ten Commandments a bit outdated?</u> Use different forms of media to explore ways in which the Ten Commandments have been violated in the last month. Take each of the commandments, possibly starting with the last one and explore what this might mean for Jews in the 21st century. Consider the key concept at the heart of each commandment, e.g. truth, contentment, loyalty, obedience, etc. Students might create a film, piece of artwork or ICT presentation showing the relevance of the Ten Commandments to Jews and providing their own reflections.</p>		

Religion or World View	1. Beliefs, teachings and sources	6. Values and commitments
 Sikhism	<p>AT1 Enquiry Questions How do Sikh beliefs about humanity affect their values and actions? How do Sikhs believe humans can overcome their weaknesses? How does belief in mukti affect the life of a Sikh? Why was the Rahit Maryada created? Where do Sikhs turn for doctrinal authority? How are Sikh beliefs about God reflected in the way they view the world? What does it mean to be a 'saint soldier' in Sikhism? What is the role of the takhts?</p> <p>AT2 Enquiry Questions Do you have a code of conduct? What motives you?</p>	<p>AT1 Enquiry Questions What is the importance of kirat karma and vand chakna for Sikhs when making moral decisions? What are the implications of Rahit and Kurahit for the ethical and moral behaviour of Sikhs? How do the lives of the Guru's exemplify Sikh teachings on moral issues? What can the Sikh symbol tell us about Sikh attitudes to conflict?</p> <p>AT2 Enquiry Questions What are your 'obligations'? Are rules there just to be broken? Do we have a duty toward the less fortunate? Is it right to defend ourselves against aggression?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at....</p> <p><u>Prepared to make a stand?</u> Consider what your moral principles are and on what basis you make decisions. Consider the Sikh code of Conduct (Rahit Maryada) and the importance of Amrit and wearing the 5Ks as an expression of commitment to Sikhism. Explore the outworking of this in terms of, for example, self sacrifice, martyrdom and making a moral stand.</p> <p>You might look at...</p> <p><u>A duty to serve?</u> Consider whether people have a duty to help those less fortunate than themselves. For example looking at the story of the Sikh water carrier. Investigate the work of an organisation like Khalsa Aid and how help those in need. Consider Sikh obligations and views about the world. Consider whether they would contemplate undertaking voluntary work and whether they think such work should be 'compulsory'. Possibly consider 'National Service' and why some countries expect young people to undertake this. Consider whether it should be brought back in the UK and if so what it might be like.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>LEARNING ENQUIRY EXEMPLAR!</i> <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div>		

Religion or World View	1. Beliefs, teachings and sources	6. Values and commitments
 <p data-bbox="212 470 370 499">Humanism</p>	<p data-bbox="402 254 732 283">AT1 Enquiry Questions</p> <p data-bbox="402 285 902 485">Why do Humanists turn to reason and science as authoritative sources? Which moral philosophers have influenced humanist thinking? Why is it important for humanists to work towards the common good?</p> <p data-bbox="402 527 732 556">AT2 Enquiry Questions</p> <p data-bbox="402 558 902 863">Is science always reliable? Is it possible to create reasons for everything? How have moral philosophers influenced state laws and principles in the UK? Would you work towards the common good even if it brought misery to yourself?</p>	<p data-bbox="932 254 1261 283">AT1 Enquiry Questions</p> <p data-bbox="932 285 1398 516">How do Humanists make moral decisions? In what sense is 'happiness' the guiding moral principle for Humanists? Which moral philosophies underpin Humanist ethics?</p> <p data-bbox="932 558 1261 588">AT2 Enquiry Questions</p> <p data-bbox="932 590 1386 831">Does the pursuit of happiness always lead to a right moral decision? What criteria do you have to make moral decisions? Can a right moral decision lead to unhappiness?</p>
<p data-bbox="716 905 1097 934" style="text-align: center;">Possible Learning Enquiry</p> <p data-bbox="402 976 683 1005">You might look at...</p> <p data-bbox="402 1047 1398 1383"><u>In pursuit of happiness?</u> Consider a range of case studies and scenarios and decide how the person would make a decision. This would be a good opportunity to use film or soap opera scenarios. Link each to a different moral philosophy e.g. Utilitarianism, Hedonism, etc. Consider the Humanist view that the guiding principle in life is to work towards the common good and look at philosophies which support this principle. Consider a real life or fictional situation where a decision has to be made that will affect different people in different ways, e.g. building a bypass and consider how the Utilitarian principles might be seen in practice. The 'mantle of the expert' approach could be used.</p>		

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

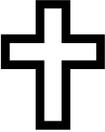
SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 2 AND 4

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 2. and 4. that are likely to be relevant to particular year groups.

<i>Conceptual Areas in the Agreed Syllabus</i>	2. Practices and ways of life	4. Identity, diversity and belonging
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 2 ii, 2iii, Year 8: 2a, 2b, 2c, 2i, 2ii, 2iii Year 9: 2c	Year 7: 4iii Year 8: 4a, 4i, 4iii Year 9: 4b, 4c, 4i, 4ii, 4iii

Religion or World View	2. Practices and ways of life	4. Identity, diversity and belonging
 <p>Buddhism</p>	<p>AT1 Enquiry Questions How do symbolic artefacts, rituals in worship and other practices help Buddhists express themselves? How do Buddhists handle relationships? How do Buddhists mark special moments in their lives? How do meditation and retreat support the spiritual life of a Buddhist?</p> <p>AT2 Enquiry Questions What does it mean to 'take refuge'? What do you take refuge in? What influences your life?</p>	<p>AT1 Enquiry Questions What common ground is there between different schools of Buddhism? What activities might Buddhists collaborate on alongside members of other faiths? Where might conflict arise?</p> <p>AT2 Enquiry Questions How do you relate to people that do not agree with you? Does everyone need to believe the same to achieve harmony? How may meditation and retreat help someone understand more about their own identity?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>What does it mean to take refuge?</u> Explore people in the local area who have taken 'refuge' e.g. political refugees, economic migrants, etc. Look at references within Buddhism to taking refuge in the Buddha, Dhamma and Sangha and the imagery of the three jewels. How are taking spiritual and physical refuge similar? How are they different?</p> <p>You might look at...</p> <p><u>How can you make your mark in the world?</u> You might look at the values underpinning students' ambitions and dreams. You might consider why Buddhists take time on retreat and/or time as a monk to formulate their vision for the future and how they will make a difference. You might look at the aims of Buddhism as a philosophy and analyse them and compare them to the students' own vision/dreams, etc.</p>		

Religion or World View	2. Practices and ways of life	4. Identity, diversity and belonging
 <p>Christianity</p>	<p>AT1 Enquiry Questions How do Christians express their religious commitments through ceremonies and rights of passage? How do different approaches to worship enable Christians to express their feelings, beliefs and spirituality? How does the Bible inform the lives of Christians? In what way does the Church of England hold a particular place in this country as the 'established' church?</p> <p>AT2 Enquiry Questions What are you committed to? Can religion still be an inspiration to people?</p>	<p>AT1 Enquiry Questions On what occasions has the Church of England been in the news recently? Does it matter? What is 'unity in diversity'? What contribution do Christians make to reconciliation and promotion of harmony within communities? How do festival celebrations impact on the individual, community and society?</p> <p>AT2 Enquiry Questions How do we know people are committed to something? Why do people value words from long ago? How important is it for a team to have shared goals? Is it arrogant to believe that your opinion is truer than someone else's?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Is Britain a 'Christian' country?</u> You might focus on what it means for there to be an 'established church', the nature of Easter/Christmas celebrations today and whether it matters or not. You will need to explore what it means to be a 'practising' and a 'non-practising' Christian. You might look at the media, politics and census information to provide an answer to the enquiry. You might compare Britain with a 'Muslim State' under Shariah Law.</p> <p>You might look at...</p> <p><u>Should Christians adapt to fit with culture or 'stand out from it'?</u> Is Christianity outdated and irrelevant? You might look at how Christian celebrations and ceremonies have been influenced by time and culture. You might include visits to the local town centre in the run up to a festival to explore local views and opinions. You might interview local clergy or practising Christians about their views. You might look at 'fresh expressions' of Christianity locally. You might look at modern wedding ceremonies and their roots in Christianity and how they have changed over time. Does change matter?</p>		

Religion or World View	2. Practices and ways of life	4. Identity, diversity and belonging
 Hinduism	<p>AT1 Enquiry Questions In what ways are Hindu gods looked to as models for leading a good life? How do Hindu's employ drama, story and ritual to pass on their spiritual traditions and beliefs? How is yoga used in Hindu personal worship? How is pilgrimage used as a means of expressing spirituality? How does karma affect the Hindu way of life? How do the ashramas impact on a Hindu way of life?</p> <p>AT2 Enquiry Questions Is it important to pass on traditions? What customs and traditions have you grown up with?</p>	<p>AT1 Enquiry Questions How does pilgrimage bring people together? How does religion unite people in one purpose? Is Hinduism really one religion or many? How might our actions impact on the community? How do the ashramas impact on social duty and responsibility for the community for Hindus?</p> <p>AT2 Enquiry Questions How may tradition unite or divide a community? What stories are used to pass on traditions to the young?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>How do we pass on tradition?</u> Look at traditions and customs in the local area, myths and local legends and how they have been passed down. Are they worth preserving? Why? Why not? Explore how Hindus have passed on tradition using creative arts, e.g. dance, symbolism in art, imagery, stories, etc. How important is tradition in the Hindu community? How does it give a sense of identity and belonging? Look at a local myth/story/tradition and explore creative ways of passing this on, ideally using drama, dance, music or art. How might it promote a sense of community and identity?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>LEARNING ENQUIRY EXEMPLAR! <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div> <p>You might look at...</p> <p><u>Sustaining my community: duty or choice?</u> Explore whether it is important to contribute to the community, benefits, disadvantages etc. Possible links with citizenship. Explore ways in which Hindus have social and family responsibilities throughout the four stages of life (ashramas), and also the consequences of action (karma). Explore the nature of duty (dharma) and choice.</p>		

Religion or World View	2. Practices and ways of life	4. Identity, diversity and belonging
 <p data-bbox="253 449 331 478">Islam</p>	<p data-bbox="399 249 708 279">AT1 Enquiry Questions</p> <p data-bbox="399 281 813 688">How are beliefs expressed through rituals and prayer? How might participation in Ramadan or Hajj benefit a Muslim? How is ibadah an external expression of obedience and service to Allah? How may zakah affect relationships with other people? Why do Muslims often have arranged marriages? How may this affect a family, community...?</p> <p data-bbox="399 726 708 756">AT2 Enquiry Questions</p> <p data-bbox="399 758 764 877">Where do you find a sense of belonging? How can shared practices support a sense of belonging?</p>	<p data-bbox="837 249 1146 279">AT1 Enquiry Questions</p> <p data-bbox="837 281 1406 716">How might Ramadan or Hajj unite the Muslim community? How might observance of Ramadan lead to benefits within a local community where there are few Muslims? What is Ummah? How do we know someone is committed to Islam? E.g. dress, worship, diet etc How can ibadah encourage a sense of identity and belonging among Muslims? How may Zakah benefit the individual and community? How have the Abrahamic faiths collaborated locally, nationally? How have they been in conflict?</p> <p data-bbox="837 753 1146 783">AT2 Enquiry Questions</p> <p data-bbox="837 785 1390 905">Why are there inequalities in our community? What benefits or issues might arise in a country where a religion addresses both spiritual and political power?</p>
<p data-bbox="667 953 1146 982" style="text-align: center;">Possible Learning Enquiries/Themes</p> <p data-bbox="399 1020 659 1050">You might look at...</p> <p data-bbox="399 1087 1406 1360">Changing from the inside out. Consider how people who change spiritually often change their behaviour as well, particularly in relation to how they treat others and support their community, e.g. people who have converted to Islam such as Malcolm X, non-Muslims such as Thomas Clarkson or William Wilberforce, local figures who have made an impact as a result of a ‘spiritual experience’. Look at how Ramadan or Hajj is observed by Muslims, especially those locally and in schools. Look at the benefits and disadvantages of fasting. Look at how observance can lead to spiritual as well as changes in behaviour/action/focus/sense of identity and purpose, etc.</p> <p data-bbox="399 1398 659 1428">You might look at...</p> <p data-bbox="399 1465 1406 1808">What does it mean to be committed? Look at the way in which commitment to things has changed: people are less committed to some things, but more committed to others. Look at loyalty to football teams. Look at commitment to training, e.g. Olympic hopefuls. Look at voting on programmes like Big Brother and X Factor where people express loyalty to people, but also change their minds. Possibly use ‘I’m a celebrity get me out of here’ as an example of how people from different walks of life work together and form a shared identity and commit to each other. Look at ways in which Muslims express commitment to their faith. Look at the outworking of the Five Pillars, ideally in the life of a teenager. Consider the value of being committed to something in this way. What is the impact of commitment to one’s sense of identity and of belonging to something bigger?</p>		

Religion or World View	2. Practices and ways of life	4. Identity, diversity and belonging
 <p>Judaism</p>	<p>AT1 Enquiry Questions How do Jews express their faith through prayer and worship? What is the significance of traditional Jewish symbols? Why do boys have Bar Mitzvah? How is the Passover observed in the UK and across the world? Why are there many different groups within Judaism with different practices and lifestyles? Why is Shabbat an important day of the week?</p> <p>AT2 Enquiry Questions How does your way of life reflect who you are? What rituals and practices are important in your family? How is your way of life the same or different to teenagers in another town...county.. country...?</p>	<p>AT1 Enquiry Questions What role does Israel play as a focus for the expression of Jewish identity? How do Shabbat and kashrut express Jewish identity? How do different traditions within Judaism express their identity? How do symbols unite the Jewish community? How have symbols been used as a means of discrimination against Jews? What do stories associated with Passover tell us about identity and community? How does the place of Jerusalem within the Jewish faith impact on relationships with Christians and Muslims?</p> <p>AT2 Enquiry Questions How can symbols be positive and negative? How does religion shape our community, society, country?</p>
<p style="text-align: center;">Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>The nature of identity</u> How is our identity determined? E.g. through history, story, tradition, place, custom, dress etc. Use Jewish (and possibly other) examples to illustrate and consider the relative importance of each aspect, e.g. kosher food, observance of Shabbat, wearing of tefillin and tallit, stories of freedom and identity (e.g. stories associated with Pesach and Purim). If you do not have a religion, how do you form your identity? What is your identity based on? Consider how the local area shapes identity of individuals, e.g. accents, local customs and communal celebrations.</p> <p>You might look at...</p> <p><u>The power of symbols</u> Looking a symbolism in students' lives, not just signs but actions, status symbols, rituals, etc. Consider how symbols can be useful, but also harmful. Explore Jewish symbolism, especially how the Magen David became a symbol of identity, belonging and persecution during the Second World War. Look at Jewish dress and its meaning and significance for Jews today. Consider the power of fashion/dress in forming a sense of belonging and identity. This may lead on to a discussion of issues relating to school uniforms. This may be linked to the Sikhism unit entitled 'If religious clothing was banned ...'</p>		

Religion or World View	2. Practices and ways of life	4. Identity, diversity and belonging
 <p data-bbox="233 436 354 470">Sikhism</p>	<p data-bbox="399 247 734 281">AT1 Enquiry Questions</p> <p data-bbox="399 281 902 695"> What is the significance of ritual in Sikh worship and festivals? How does worship in the gurdwara express Sikh teaching? How do Sikh principles of living impact on themselves and others? e.g. honest living, sewa How do the stories of the Guru's exemplify the way of life Sikhs should follow? How does langar express Sikh beliefs about equality? </p> <p data-bbox="399 730 734 764">AT2 Enquiry Questions</p> <p data-bbox="399 764 902 930"> How important is it to meet with others who share the same traditions as you? What principles underpin your way of life? Have these changed over time? </p>	<p data-bbox="932 247 1263 281">AT1 Enquiry Questions</p> <p data-bbox="932 281 1414 554"> What is the significance of the 5Ks? How does wearing religious symbols help Sikhs? How might being a Sikh in Britain be different to being a Sikh in India? What impact does Guru Nanak's teaching on equality have for Sikhs living in communities in the UK? </p> <p data-bbox="932 590 1263 623">AT2 Enquiry Questions</p> <p data-bbox="932 623 1414 930"> Are all traditions worth keeping? How can small communities with shared values survive in the 21st century? Does it matter if they die out? How are ethnicity and religion connected? How important are outward signs of belief? </p>
<p data-bbox="646 938 1170 972" style="text-align: center;">Possible Learning Enquiries/Themes</p> <p data-bbox="399 1005 678 1039">You might look at...</p> <p data-bbox="399 1073 1398 1383"> <u>If religious clothing was banned...</u> Consider which aspects of their clothing/possessions students value most. What would it feel like if these were banned? Consider the importance of 'outward' signs of belief/values. Consider items in the news about wearing religious clothing and jewellery. Look at the value of the 5Ks for Sikhs. If the government were to allow only one of the 5Ks to be worn, which item would Sikhs want it to be? Groups could be asked to present a case for one of the 5Ks and the class could take a vote. Are there more important things than clothing in a religion? Would it matter if it was banned? Why/why not? Possibly hold a debate. </p> <p data-bbox="399 1417 683 1451">You might look at...</p> <p data-bbox="399 1484 1414 1862"> <u>What if we wanted to build a gurdwara in ?</u> Consider the importance of a communal place for gathering together. Discuss local youth clubs, meeting places. What would happen if they were pulled down or shut? What values are shared and who/what benefits from these groups? Consider the importance of the gurdwara for Sikhs in terms of serving the community, as well as providing a sense of belonging and identity for Sikhs. Consider the pros and cons of a gurdwara being built in (name of town). This might be done as a scenario or case study. The aim is to focus on the benefits for the wider community, not just Sikhs. What would be the implications for other religious/non-religious groups in the area? This could be approached through the 'mantle of the expert' or 'dilemma-based' learning. </p>		

Religion or World View	2. Practices and ways of life	4. Identity, diversity and belonging
 Humanism	<p>AT1 Enquiry Questions How does the strive for happiness underpin a Humanist's way of life? What does it mean to live a good life? How do Humanists celebrate the birth of a baby? What do Humanists do when someone dies?</p> <p>AT2 Enquiry Questions Is ritual important in a secular world? What lies behind the need for some people to celebrate important events?</p>	<p>AT1 Enquiry Questions Where do Humanists get their identity? How important is philosophy in the Humanist tradition? Which organisations and societies support Humanists in our country?</p> <p>AT2 Enquiry Questions Where do you get your identity from? Is 'philosophy' the new religion? What makes a 'religion'?</p>
<p style="text-align: center;">Possible Learning Enquiry</p> <p>You might look at...</p> <p>The end of religion? Consider the growth in GCSE and A level philosophy. What exactly is philosophy and how does it compare with religion? Compare the importance of ritual/worship in religion and in humanism. Consider whether ritual is important in a secular society, especially in terms of shaping identity and celebrating shared beliefs and values. Consider whether Humanism is a 'religion' or a 'philosophy'. Compare to Hinduism or Buddhism, for example. Students could go on to create their own 'religion' or 'philosophy' based on their own ideas/world view.</p>		

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

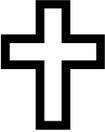
SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 2 AND 5

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 2. and 5. that are likely to be relevant to particular year groups.

<i>Key Conceptual Areas in the Agreed Syllabus</i>	2. Practices and ways of life	5. Questions of meaning, purpose and truth
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 2 ii, 2iii, Year 8: 2a, 2b, 2c, 2i, 2ii, 2iii, Year 9: 2c	Year 7: 5a, 5i, 5ii, 5iii Year 8: 5a, 5i, 5ii, 5iii, 5iv Year 9: 5a, 5b, 5c, 5i, 5ii, 5iii, 5iv

Religion or World View	2. Practices and ways of life	5. Questions of meaning, purpose and truth
 <p>Buddhism</p>	<p>AT1 Enquiry Questions How do symbolic artefacts, rituals in worship and other practices help Buddhists give meaning to life? Why do Buddhists mark special moments in their lives? What does it mean to follow the Middle Way? How do meditation and retreat support the spiritual life of Buddhists and their search for meaning?</p> <p>AT2 Enquiry Questions ‘Everything in moderation’. What might a Buddhist say about this statement? What value is there in going on retreat?</p>	<p>AT1 Enquiry Questions How does the eightfold path provide meaning for Buddhists? What is mindfulness? Why are compassion and wisdom important to Buddhists? How does the dhamma provide a sense of purpose in life? How do different Buddhist traditions interpret the meaning and purpose of life?</p> <p>AT2 Enquiry Questions Can we ever eliminate suffering? What does it mean to be compassionate?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>When is a Buddhist a Buddhist?</u> Consider when ‘a cow is a cow’ or ‘a table is a table’ as an introduction to the unit. Look at the concept of criteria. Compare two different Buddhist traditions such as Zen (more austere) with the more colourful Tibetan traditions (use of artefacts, prayer wheels and flags) or the Friends of the Western Buddhist Order. Consider the different focus of each tradition and how they gain a sense of meaning and purpose, i.e. meditation, monastic tradition. Consider what makes someone a Buddhist and whether there is such a concept. Are there criteria for determining whether someone is a Buddhist?</p> <p>You might look at...</p> <p><u>True escapism?</u> Consider the value of ‘escaping’ from the pressures of life e.g. by going on a retreat. Look at celebrities who have ‘taken time out’ for example. Consider the importance of meditation and retreat for many Buddhists. If possible, visit a Buddhist Centre to find out how they provide opportunities for the local community to have a time of reflection. Explore the life of a Buddhist Monk including the 10 precepts, meditation and chanting.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>LEARNING ENQUIRY EXEMPLAR!</i> <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div>		

Religion or World View	2. Practices and ways of life	5. Questions of meaning, purpose and truth
 Christianity	<p>AT1 Enquiry Questions What does it mean to love your neighbour as yourself? What are the 'fruits' of the spirit and why are they important for Christians? Why does the Nicene Creed express truth for many Christians? How does prayer support Christians in their daily life?</p> <p>AT2 Enquiry Questions Can you love your neighbour if you don't love yourself? Does God always answer prayer?</p>	<p>AT1 Enquiry Questions What part does 'mystery' play in the Christian faith? What do Christians understand by the 'forgiveness of sins'? Do different Christian traditions interpret the 'truth' differently?</p> <p>AT2 Enquiry Questions Is there a spiritual realm? Is it possible to glimpse eternity?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Can words express 'the truth'?</u> Explore the nature of belief and how creeds have been created. Explore the Nicene Creed and the concepts expressed within it (e.g. creation, trinity, incarnation, resurrection, ascension, second coming). Use images and music to explore the ideas contained within it, focussing on those most appropriate to the age/ability of the students. Other biblical texts, films, or literature may be used to support the understanding of concepts. Consider how the creed may be represented in a contemporary visual way, e.g. as wall hangings, collage, freeze frames. Students could create their own creeds based on their own beliefs.</p> <p>You might look at...</p> <p><u>Does prayer work?</u> This may be approached through a community of enquiry using a stimulus such as an article about prayer, an image of someone praying, a storybook about talking to God. Explore the nature of prayer from a Christian perspective including the various types of prayer such as confession, supplication, intercession, adoration, etc. Consider how prayer may support people by looking at case studies. Evaluate evidence that those who are prayed for often recover more quickly from surgery.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>LEARNING ENQUIRY EXEMPLAR!</i> <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div>		

Religion or World View	2. Practices and ways of life	5. Questions of meaning, purpose and truth
 Hinduism	<p>AT1 Enquiry Questions In what ways are Hindu deities looked to for meaning and purpose? What does it mean to achieve moksha? How do rituals in Hindu puja express a sense of meaning and purpose in life? What does it mean to be a follower of the Hindu tradition?</p> <p>AT2 Enquiry Questions What does it mean to be 'true to ones nature'? What are you striving for? How may ritual provide meaning for some?</p>	<p>AT1 Enquiry Questions How does worship provide meaning and purpose? How is truth expressed in worship? Is there such a thing as 'Hinduism'?</p> <p>AT2 Enquiry Questions When is a religion a religion? Where do you look for meaning? What does it mean for something to be true?</p>
<p>Learning Theme/Enquiry</p> <p>You might look at...</p> <p><u>Where do we look for meaning?</u> Consider how ritual and worship can provide meaning for Hindus. Explore Puja, including the concepts of God's omnipresence, transformation of the murti into a living god/dess, enlightenment and so on. Explore Havan Yajna and how it reflects the make up of the universe for Hindus. Explore its relevance for Hindus today and how it provides meaning. Students could invent their own rituals symbolising their own understanding of the world and world views.</p> <p>You might look at...</p> <p><u>When is a Hindu a Hindu?</u> This might be linked to the Buddhist unit entitled 'When is a Buddhist a Buddhist?'. Explore the variety of expressions of 'Hinduism' across the world. Students could work in groups to explore different aspects. Focus on how different family and communal practices and ways of life vary according to the deity which is revered. Consider what the term 'Hinduism' means and whether it is a useful term or not. Many 'Hindus' prefer the term Sanatana Dharma to Hinduism. Students could make suggestions for an alternative phrase or term.</p>		

Religion or World View	2. Practices and ways of life	5. Questions of meaning, purpose and truth
 <p data-bbox="253 449 331 478">Islam</p>	<p data-bbox="399 254 735 283">AT1 Enquiry Questions</p> <p data-bbox="399 285 878 453">Why is it important for Muslims to put faith (Iman) into action (amal)? Why is intention (niyyah) important? How are Muslim truths expressed through worship, ritual and duties?</p> <p data-bbox="399 491 735 520">AT2 Enquiry Questions</p> <p data-bbox="399 522 878 726">What is a duty? Are obligations and duties the same or different? Can rules bring meaning and purpose to life? Is intention more important than action?</p>	<p data-bbox="911 254 1247 283">AT1 Enquiry Questions</p> <p data-bbox="911 285 1390 554">How do the Quran and Sunnah provide answers to questions about meaning, purpose and truth? What can Muslims learn from the Hadith? How are the Five Pillars of Islam an expression of the purpose of life for Muslims?</p> <p data-bbox="911 592 1247 621">AT2 Enquiry Questions</p> <p data-bbox="911 623 1409 726">What gives meaning to your life? Where do you turn for meaning and a sense of purpose?</p>
<p data-bbox="646 768 1170 798" style="text-align: center;">Possible Learning Enquiries/Themes</p> <p data-bbox="399 835 683 865">You might look at...</p> <p data-bbox="399 903 1401 1138">Do I have to? Consider the nature of duty and obligation. Explore duties that students may have at home, in school and the community. In what sense do they have to do them? Whom do they have a duty towards? Does this change as they grow up? Consider the Five Pillars of Islam in terms of duty. Which of the Five Pillars requires the most sacrifice in terms of following it? Which are the hardest to adhere to? Are any easier than others?</p> <p data-bbox="399 1176 683 1205">You might look at...</p> <p data-bbox="399 1243 1401 1520">I didn't mean to! Talk about intentions that people have, e.g. I intended to do my homework, I didn't intend to share our secret. Does it matter if the action turns out to be bad provided the intention behind it is good? What about if the action is good when the intention is bad? How important is intention in everyday examples? Consider a variety of ethical theories and evaluate the importance of intention in these. Consider the Muslim teaching on niyyah, and relate it to a practice such as the Hajj. Is intention more important than action?</p>		

Religion or World View	2. Practices and ways of life	5. Questions of meaning, purpose and truth
 <p>Judaism</p>	<p>AT1 Enquiry Questions What does it mean to live a 'life of holiness'? How do rituals and observance of Shabbat provide meaning for Jews? How does the brit (covenant) provide a sense of purpose for Jews?</p> <p>AT2 Enquiry Questions Does it matter if we don't follow the rules? Who sets the rules anyway?</p>	<p>AT1 Enquiry Questions How has G-d revealed himself to the prophets? How does the Torah provide answers to ultimate questions?</p> <p>AT2 Enquiry Questions Does life have meaning? How should I live my life? If there is a God, does S/He reveal himself to people now?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>A chosen people?</u> Consider different kinds of covenant relationship and compare with 'contracts', e.g. a contract of employment. What are the similarities and differences? Explore the nature of the Jewish covenant relationship with G-d, e.g. in terms of their responsibilities, mitzvot and moral living. Consider how the Jewish scriptures illustrate the covenant relationship, including the messages from the prophets about the covenant and the importance of obedience.</p> <p>You might look at...</p> <p><u>Can a ritual give meaning to life?</u> Consider how people find meaning and purpose through ceremony and ritual, e.g. birthdays, festivals, daily routines. Explore the Jewish observance of Shabbat both in the synagogue and at home. Look at the meaning of Shabbat in terms of rest, worship, study and time with family. Consider the meaning behind the Shabbat meal, referring to the covenant and coming of the Mashiach.</p>		

Religion or World View	2. Practices and ways of life	5. Questions of meaning, purpose and truth
 <p>Sikhism</p>	<p>AT1 Enquiry Questions</p> <p>How does the Rahit Maryada provide a sense of purpose for Sikhs?</p> <p>How does service provide Sikhs with meaning and purpose in life?</p> <p>How does Sikh Diwan provide meaning for Sikhs in their daily life?</p> <p>What does it mean to be a Sikh?</p> <p>AT2 Enquiry Questions</p> <p>What does life mean to be me?</p> <p>How important is it to serve others?</p>	<p>AT1 Enquiry Questions</p> <p>How do the hymns and poetry of the Guru Granth Sahib provide meaning and purpose for Sikhs?</p> <p>How do the lives of the Gurus provide answers to ultimate questions?</p> <p>Does being admitted to the Khalsa make a difference to the way a Sikh views life?</p> <p>AT2 Enquiry Questions</p> <p>Can a book provide guidelines for a way of life?</p> <p>Are the views of religious teachers from hundreds of years ago still relevant today?</p> <p>How can commitment affect ones sense of meaning and purpose in life?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>What should I follow?</u> Consider the different kinds of authority that people adhere to, e.g. books, people, laws, teachers and so on. Consider which may have more value or significance today. Explore the role of the Guru Granth Sahib in providing meaning and purpose for Sikhs. If possible visit a gurdwara to observe the reverence given to the Guru Granth Sahib and to explore the different ways in which the holy book is used. Explore the value of the teachings of the Gurus. Consider the value of teachings that are hundreds of years old.</p> <p>You might look at...</p> <p><u>Can worship give meaning to life?</u> Explore the nature of worship including 'secular' forms of worship such as football teams, pop idols etc. Explore the nature of Sikh Diwan in terms of it providing meaning for believers, e.g. transformation through the shabads, shared community and vision, becoming more God centred. Does taking amrit make a difference to how a Sikh may regard the Diwan?</p>		

Religion or World View	2. Practices and ways of life	5. Questions of meaning, purpose and truth
 <p>Humanism</p>	<p>AT1 Enquiry Questions What does it mean for a Humanist to 'live a good life'? Which rituals are important to Humanists? How does belief in the importance of science affect the way a Humanist lives their life?</p> <p>AT2 Enquiry Questions Is ritual important in a secular world? What lies behind the need for some people to celebrate important events?</p>	<p>AT1 Enquiry Questions Why do Humanists believe that science provides the only reliable source of knowledge about the universe?</p> <p>AT2 Enquiry Questions Do religion and science ask the same or different questions? Can science provide meaning and purpose to life?</p>
<p style="text-align: center;">Possible Learning Enquiry</p> <p>You might look at...</p> <p><u>Complementary or contradictory?</u> Explore the different relationships that exist between science and religion, including the idea that science has superseded religion, that they might complement each other by asking different questions (it has been said that science answers the 'how' while religion answers the 'why'), or that the two contradict each other completely. The work of John Polkinghorne and Richard Dawkins may be used as well as education projects which focus on this topic such as 'The Science and Religion Project' or 'The Wonder Project'.</p>		

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 2 AND 6

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 2. and 6. that are likely to be relevant to particular year groups.

<i>Key Conceptual Areas in the Agreed Syllabus</i>	2. Practices and ways of life	6. Values and commitments
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 2ii, 2iii Year 8: 2a, 2b, 2c, 2i, 2ii, 2iii Year 9: 2c	Year 7: 6a, 6iii Year 8: 6a, 6iii Year 9: 6a, 6b, 6i, 6ii, 6iii, 6iv

Religion or World View	2. Practices and ways life	6. Values and commitments
 <p>Buddhism</p>	<p>AT1 Enquiry Questions</p> <p>What does it mean to follow the dhamma? What does it mean to follow the Middle Way? Why is mindfulness regarded as a supreme quality? How does the sangha support a Buddhist? How does Buddhist practice exemplify their values and commitments? What impact have the changes and developments within Buddhism had on Buddhist practice? How are Buddhist beliefs and values illustrated through the shrine?</p> <p>AT2 Enquiry Questions</p> <p>How far should religion be influenced by culture? Is Buddhism a religion or a philosophy? Does practice make perfect? Can attitudes change behaviour? How might you benefit from times of quiet and reflection?</p>	<p>AT1 Enquiry Questions</p> <p>How do Buddhists make moral decisions? How are the Five Precepts put into practice? What can Buddhists learn about right conduct from the life of the Buddha? Why do some Buddhists choose to follow the monastic tradition? How does meditation influence the life of a Buddhist?</p> <p>AT2 Enquiry Questions</p> <p>Do we need rules or precepts on which to base moral decisions? What does it mean to show 'loving kindness'? Do all our actions stem from our attitudes?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Peace at last?</u> Consider the value of silence and times of quiet/reflection. How might going on retreat be of benefit? Consider the impact of 'retreat' on different people, including examples from a range of faiths and those with none. Explore in depth the concept of mindfulness, and the practice of meditation in Buddhism. Students could explore how the Sangha supports Buddhists in their quest for enlightenment. Consider the nature of enlightenment. Students might create a 'quiet day' or a 'quiet lesson' based on what they have learned.</p> <p>You might look at...</p> <p><u>Is everything dying?</u> Consider Buddhist teachings on the environment and the nature of the world, e.g. teachings on impermanence, the Buddhist belief that everything dies, the Buddhist understanding of the world as exemplified in the architecture of a stupa. Consider Buddhists practices relating to this, e.g. the objects on a shrine, caring for the environment, practising the five precepts. Students might consider a practical project relating to these teachings that may enhance the school environment. It might lead to an exploration of Zen gardens and the creation of one.</p>		

Religion or World View	2. Practices and ways life	6. Values and commitments
 Christianity	<p>AT1 Enquiry Questions What does it mean for Christians 'to love God 'and love their neighbour'?' What can Christian learn about how to live their lives from the teachings of St Paul? What is a vocation? How do different Christians celebrate the Eucharist? How may prayer help Christians in different situations and circumstances? Why do Christians express their confession in different ways? How has the practice of fasting in Lent changed over time?</p> <p>AT2 Enquiry Questions What does it mean to 'love'?' What does it mean to have a vocation? Who or what do you turn to during difficult times? What would you be willing to sacrifice for others?</p>	<p>AT1 Enquiry Questions What does it mean to 'repent' from sins? What did Jesus mean when he said you can't serve God and money? What is agape love? How are Christian values expressed through the Eucharist? What does it mean to be a Christian disciple? Why do some Christians ask 'what would Jesus do?' before they make an important decision? Why do most Christians value Sunday as a special day?</p> <p>AT2 Enquiry Questions Is it ever possible to truly forgive? Most relationships break up over arguments about money. Why do you think that is? What does it mean to be a disciple of someone else? Does it matter if Sunday is no longer different to other days of the week?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>So what exactly is worship?</u> Explore the meaning of the concept of worship. Look at what people 'worship' today and whether 'worship' is the right term to use. In Christianity, consider worship in terms of self sacrifice, an expression of love and not just about going to church on Sunday, i.e. worship through giving, through service, through vocation, etc. Focus on the two 'greatest' commandments: love God and love your neighbour. Explore the outworking of this in different Christian denominations and organisations.</p> <p>You might look at...</p> <p><u>Time for God?</u> This might be linked with an exploration of Shabbat in Judaism. Consider whether Sunday or the weekend is different from the rest of the week. Undertake a survey in the community is possible. Explore the history of Sunday as a special day for Christians. Look at the work of the 'Keep Sunday Special' campaign, especially in the 1990s. Does it matter if Sunday isn't special anymore? Possibly compare to the change over time of keeping Lent. Why have both these practices changed over time?</p>		

Religion or World View	2. Practices and ways life	6. Values and commitments
 <p>Hinduism</p>	<p>AT1 Enquiry Questions What does it mean to follow sanatan dharma (eternal way)? How do the teachings relating to the varnas and ashramas have an impact on the life of a Hindu? How may worship support a Hindu in their daily life? How are Hindu values conveyed through the rituals of puja and Havan Yajna? How do different branches of the Hindu tradition practice their faith?</p> <p>AT2 Enquiry Questions How does our way of life change as we grow up? Is worship more about attitude or action? How might worship change someone on the inside? Are our lives set out in a pre-determined path? What happens if we don't follow the right path?</p>	<p>AT1 Enquiry Questions Why is ahimsa an important principle for Hindus? How do Hindus develop self discipline and right conduct? How do Hindus encourage children to develop spiritually and morally? What impact does the concept of karma have on how Hindus live their lives? Why is 'destroying desires' a key element in Hindu worship?</p> <p>AT2 Enquiry Questions Why is self discipline important? How do we form our own set of values? Do all our actions have consequences? What is 'desire'? Is desiring something always bad? Can desires be good? What does it mean to 'develop spiritually'? Schools have a duty to promote spiritual development. What does this mean in practice?</p>
<p>Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>Desire: good or bad?</u> Explore the concept of desire, possibly using the philosophy for children (P4C) approach. Examine the Hindu teachings on desire, and how Hindu worship helps to destroy desires, by focussing on the omnipresence of God. Explore the meaning behind the burning of incense and offering of fruit (coconut for example). Explore other aspects of worship and how these elements enable devotees to focus on the divine rather than the self.</p> <p>You might look at...</p> <p><u>Following a path...</u> If possible interview Hindus about the notion of dharma and its importance in Hinduism. Explore how living according to dharma means more than living a religious duty, but is being true to one's essential nature as determined by one's caste (varna and jati) and stage of life (ashrama). Look at examples from different castes and ashramas. Consider whether the paths are predetermined or whether one can move between paths. Pupils might explore their own paths or create games or artwork to illustrate different paths they may encounter in their own experience.</p>		

Religion or World View	2. Practices and ways life	6. Values and commitments
 <p>Islam</p>	<p>AT1 Enquiry Questions How are iman (faith), amal (action) and niyaah (intention) connected? How do Muslims base their life on the Sunnah? How does the fiqh help Muslims to categorise their actions? How are the principles of halal and haram exercised in practice? What does it mean for a Muslim to follow the Five Pillars? How does salah express a Muslims’ commitment to Islam? How is zakah an expression of Muslim values? What can people learn about Muslim values and beliefs through hajj?</p> <p>AT2 Enquiry Questions Is intention more important than action? Are there different types of actions? Are some actions more important than others? How do we determine what course of action to take? How do you show commitment to something? Do you have to spend time with someone/thing to show you are committed to them/it? Is it important to meet with others who share the same values as you?</p>	<p>AT1 Enquiry Questions How does sawm bring mental and spiritual benefits for the Muslim believer? How does practice of the Five Pillars affect the life of a Muslim? How do the Five Pillars exemplify Muslim values and commitments? How might Hajj change someone’s life? Why do different branches of Islam turn to different sources of authority?</p> <p>AT2 Enquiry Questions What is a spiritual benefit? How might some people use food or fasting as a manipulative tool? How powerful is food? What events in your life have had a lasting affect on you? How do your values affect your behaviour?</p>
<p style="text-align: center;">Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>The power of food.</u> Explore the importance of food in everyday life and the power it has, e.g. in terms of diet, health, encouraging attendance at meetings by providing food(!), religious rules (such as halal/haram), hunger strikes and fasting. Explore the importance of sawm in Islam and the spiritual and mental benefits it has for Muslims. Look at examples of how Ramadan is practised particularly in schools in the UK. Consider the importance of the feasting at the end, as well as the fasting during Ramadan.</p> <p>You might look at...</p> <p>Will Rahema go on Hajj? Explore in a ‘mystery’ style if a character (Rahema) will go on Hajj. Use a range of resources (online, DVD, Muslim visitors) to explore the importance of Hajj and the spiritual benefits it brings. Explore the impact of Hajj not just on the individual, but on the whole community. What do Hajjis bring back when they return home to their family and community. Also look at some of the difficulties that might be encountered, e.g. taking time off work in a non-Muslim country, financial implications, etc.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>LEARNING ENQUIRY EXEMPLAR! <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div>		

Religion or World View	2. Practices and ways life	6. Values and commitments
 <p>Judaism</p>	<p>AT1 Enquiry Questions How are the Mitzvot followed in daily life? How is moral living exemplified in the halakhah? Why is studying the Torah important for Jews? How do the rituals at Shabbat express Jewish values and sense of commitment to their faith? How do the tallit and tefillin remind Jews of the mitzvot and covenant? How is Judaism practised in different parts of the world and in different communities?</p> <p>AT2 Enquiry Questions Which laws have the most impact on your life? What does it mean to live a moral life? How do you remember important rules and laws? What kind of rituals do you have as a family?</p>	<p>AT1 Enquiry Questions What does it mean for Jews to live a holy life? How do Jews today put the kashrut (food laws) into practice? How does Jewish belief in a covenant relationship with God affect their actions? How do Jews remind themselves of the commandments on a daily basis? How have Jewish values and commitments changed over time? How have they stayed the same?</p> <p>AT2 Enquiry Questions What does it mean for something or someone to be 'holy'? What does it mean to make a promise? What impact does breaking a promise have on the people who made it? Are their rules in your family that other people do not have?</p>
<p>Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>Should one day be holy?</u> This might be combined with work on Sunday (Christianity). Explore whether one day should be different from all the others in the week. Possibly conduct a survey. Explore family rituals and traditions. Explore the concept of holiness and 'setting apart'. Explore the Jewish teachings about Shabbat: a day for rest, worship, study and quality time with one's family. Ideally demonstrate the rituals that take place at the start of Shabbat in the home. Explore the significance of these events in terms of holiness/'setting apart' and covenant. Ideally visit a synagogue and explore what happens during the Shabbat service and the meaning of the rituals. Investigate different Jewish rituals and practice across the world.</p> <p>You might look at...</p> <p><u>A constant reminder...</u> Explore ways in which rules/laws are conveyed to us on a daily basis, e.g. road signs, no smoking signs, displays around school, etc. Explore the symbolism of the tefillin, tallit and mezuzah as reminders of the commandments and covenant relationship. Ideally invite in a Jew to talk about the importance of these objects to them. Students might create artefacts as reminders of one law or rule they think is especially</p>		

	important in their community or school.	
Religion or World View	2. Practices and ways life	6. Values and commitments
 <p>Sikhism</p>	<p>AT1 Enquiry Questions How does Sikh worship (diwan) exemplify Sikh values and beliefs? How does the langar illustrate the Sikh belief in equality? Why do amritdhari Sikhs have a duty to wear the Five Ks? How do Sikhs meditate? What impact does being admitted into the khalsa have on a Sikh?</p> <p>AT2 Enquiry Questions How do you show that people should be treated equally? What commitments have you made and what impact have these had on you your family and your community?</p>	<p>AT1 Enquiry Questions What does the Rahit Maryada tell Sikhs about right conduct in daily life? How did Sikhs make moral decisions before this code of conduct was drawn up in 1945? How do Sikhs strive to become gurmukh (God- centred)? How has social class influenced Sikhs? What do Sikh teach about justice and freedom?</p> <p>AT2 Enquiry Questions What would you be prepared to fight for? How do you make decisions? Are people naturally self centred? If so why? Is the world unjust? What does it mean to have freedom?</p>
Possible Learning Enquiries/Themes		
<p>You might look at....</p> <p><u>Worship in action...</u> Explore the values that are exemplified in Sikh public worship (diwan), e.g. humility, respect, equality, and in private devotion (nam simran), e.g. quest to become God- centred, to dispel egotism. Explore ways in which these values have not always been exemplified when the first Bhatra (low caste) Sikhs arrived in the UK, and were then followed by Jats (higher caste). Explore ways in which Sikhs are now working together to share and promote their common values.</p> <p>You might look at...</p> <p><u>Why do Sikhs carry a sword?</u> Consider the importance of justice and freedom. Look at case studies that illustrate freedom or justice being denied and consider solutions/action that could be taken. Explore the symbolism of the kirpan and the fact that it reminds Sikhs that freedom and justice have to be defended. Examine Sikh teachings and experiences such as the attack on the Golden Temple in 1984, teaching on war and conflict, Guru Nanak's pacifism and other examples of non-violent protest.</p>		

Religion or World View	2. Practices and ways life	6. Values and commitments
 <p>Humanism</p>	<p>AT1 Enquiry Questions What is the 'Golden Rule' for Humanists and what does this mean in practice? How do Humanists practice their philosophy? How do Humanists respond to religious ritual?</p> <p>AT2 Enquiry Questions What is your 'mantra' for living? Should we always treat others as we would like to be treated? Are ceremonies and rituals important? Are rituals more for the observers or participants?</p>	<p>AT1 Enquiry Questions How do Humanists make decisions? Why is community important to Humanists? Which moral principles underpin Humanist belief?</p> <p>AT2 Enquiry Questions How important is the community to you? 'No man is an island'. How true is this statement?</p>
<p style="text-align: center;">Possible Learning Enquiry/Theme</p> <p>You might look at...</p> <p><u>If all religious rituals and ceremonies were banned...</u> Conduct a survey in the local community to find out how important religious ceremonies such as baptism, weddings, confirmation, funerals are. Analyse results and invite in speakers to share their thoughts on the importance of these rituals/ceremonies in the 21st century. This may form a 'learning day' for RE. At the end of the day, students could present their conclusions on the relative importance of different types of ritual and whether a ban on such rituals would matter or not. Members of the local community could be invited to hear the students' conclusions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>LEARNING ENQUIRY EXEMPLAR! <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div>		

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 3 AND 4

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 3. and 4. that are likely to be relevant to particular year groups.

<i>Key Conceptual Areas in the Agreed Syllabus</i>	3. Expressing meaning	4. Identity, diversity and belonging
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 3a, 3b, 3a, 3i, Year 8: 3a, 3i Year 9: 3c, 3ii, 3iii, 3iv	Year 7: 4a, 4iii Year 8: 4a, 4i, 4iii Year 9: 4b, 4c, 4i, 4ii, 4iii

Religion or World View	3. Expressing meaning	4. Identity, diversity and belonging
 <p>Buddhism</p>	<p>AT1 Enquiry Questions How do Buddhists express their beliefs? How important is non verbal expression in Buddhism? How are Buddhist beliefs expressed in the Wheel of Life? What is the meaning of silence for Buddhists? How do Buddhists express enlightenment? What can Buddhists learn from the rupa (Buddha image)? What can people learn from stories about the Buddha?</p> <p>AT2 Enquiry Questions Can silence have any value? Which symbols are important to me? How would I represent my own life through symbolism, movement, art? Which stories and traditions are important to me?</p>	<p>AT1 Enquiry Questions What does it mean to be a member of the Sangha? What are the different schools within Buddhism? What does it mean to take the three refuges? How is symbolism used to encourage a sense of shared identify for Buddhists? How are stories and customs used by Buddhists to encourage the young in their understanding of the Buddhist faith? How does communal worship give Buddhists a shared identity?</p> <p>AT2 Enquiry Questions Which stories and people have influenced my life? How important is a sense of community to me? What does it mean to ‘take refuge’? How important are the traditions and customs that I grew up with?</p>
<p style="text-align: center;">Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p>The power of image. Look at images of people in many walks of life, e.g. celebrities, sports people, pop stars etc. Look at what images tell us about people, e.g. facial expressions, clothes, body language etc. Look at various Buddha images. Consider how they vary in terms of different traditions, e.g. Tibetan, Japanese, Thai, Friends of the Western Buddhist Order, etc. Look at the meaning behind facial features, clothes, the ushnisha, ear lobes, position of hands (mudras). Use stories from Buddha’s life to illustrate some of his qualities. The unit might be linked with iconography in Orthodox Christianity. The unit might end with students making their own sculptures to represent themselves or someone they know well. Students might refer to stories from their own/chosen person’s life to illustrate the qualities they have identified in their sculpture.</p> <p>You might look at...</p> <p>What goes around comes around... A detailed study of the Tibetan Wheel of Life. This would link well to a unit on suffering or the cycle of life, death and rebirth. Students study the Wheel comparing aspects of it to everyday examples from their own experience and making links to stories and teachings from the life of Buddha. Students should gain an in depth understanding of the symbolism used and the key Buddhist teachings illustrated. Students could create their own Wheels of Life using examples from the media and their own experience.</p> <div style="border: 1px solid black; padding: 5px;"> <p>LEARNING ENQUIRY EXEMPLAR! <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div>		

Religion or World View	3. Expressing meaning	4. Identity, diversity and belonging
 Christianity	<p>AT1 Enquiry Questions How do Christians express their beliefs through movement? How do Christians interpret, treat and use the Bible? Is the Bible true? What does it mean to say it is 'true'? How do Christians interpret the bread and wine in the Eucharist? Why do orthodox Christians use icons? How do Christians express their beliefs through music? How and why do Christians re-enact biblical stories and events? How is Jesus portrayed in different cultures?</p> <p>AT2 Enquiry Questions How do I express my beliefs and ideas? Is music a powerful form of expression? Do actions speak louder than words? What is worship? Do pictures always tell the truth about someone?</p>	<p>AT1 Enquiry Questions How do different Christians express their identity through worship? In what sense is the Church of England an 'established' church? How is Christian identity expressed through the creeds? How is baptism an expression of identity? Why are some denominations more prevalent in particular areas of the world?</p> <p>AT2 Enquiry Questions How do I express my identity? Is worship something everyone does or just religious people? Do we need special ceremonies to mark membership? Can an organisation be diverse and united at the same time?</p>
<p style="text-align: center;">Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p>60 Minute Makeover! Look at different Christian denominations, ideally by visiting them in your local area or inviting in speakers from a range of Christian groups. Students may work in groups to look at different expressions of Christianity in the local community. Focus should be on how the church creates its identity and sense of belonging (e.g. symbolism, worship) and how the churches meet the needs of the community in the 21st Century. Move on to consider how they might transform a local hall/disused factory/empty building into a place for all Christian denominations to worship. Ideally begin with a clip from a programme such as DIY SOS, Pimp my Ride or equivalent to set the scene and explain that the students are to create a makeover for the building in question. The 'mantle of the expert' approach could be used.</p> <p>You might look at...</p> <p>A global brand! Look at companies that have gone global, e.g. MacDonalds, the Virgin group, Coca Cola, Tesco. Look at the different expressions of these brands. How is the 'essence' or 'core values' of the company maintained through different cultural expressions? Move on to look at the different expressions of Christianity globally. This might be done as group work and presentations. It might focus on visual and musical expressions of faith, as well as the Eucharist and interpretations of the Bible. How is the 'essence' of Christianity maintained across the world? Older groups might look more at the conflict between different cultural expressions and interpretations, e.g. within the Anglican or Roman Catholic traditions on issues such as the position women in the leadership of the church, views on birth control,</p>		

	etc. There are opportunities for 'e' learning and also cross curricular links.	
Religion or World View	3. Expressing meaning	4.Identity, diversity and belonging
 Hinduism	<p>AT1 Enquiry Questions What is the meaning of the AUM sound in the Hindu tradition? How is dance/drama used to pass on stories and traditions from the Hindu faith? How are Hindu beliefs expressed in visual and symbolic form? Why are murti important to Hindus and what do they show them about God? Why is the Ganges special to Hindus? Why do Hindus go on pilgrimage?</p> <p>AT2 Enquiry Questions How do you reflect and use silence? How do you pass on information to others? Is communication of beliefs important? Which places are special to you? What is the difference between a holiday and a pilgrimage?</p>	<p>AT1 Enquiry Questions How does social division influence a Hindu's sense of identity and belonging? How does the dharma encourage a sense of identity and belonging? How are Hindu expressions of belief influenced by the dharma? How do the four ashramas give Hindus a sense of purpose and identity? How has Indian Culture influenced the Hindu faith? How has the Hindu faith influenced Indian Culture?</p> <p>AT2 Enquiry Questions Can culture and religion be separated? Are social divisions useful when thinking about identity and diversity? What stages of life do you go through? How do expressions of faith change according to time, place, culture...?</p>
	<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Playing out our sva-dharma?</u> Look at family customs and traditions, e.g. birthdays, festivals, rules for using the internet, watching TV etc. Look at how each Hindu family has its own code of religious practice (sva-dharma) determined by their varna and caste. Consider ways in which worship and expressions of faith are determined by the sva-dharma, e.g. in terms of which deities are worshipped, which festivals celebrated, which rituals are conducted.</p> <p>You might look at...</p> <p><u>Is real Hinduism only found in India?</u> Consider ways in which culture and religion are intrinsically linked. Use pilgrimage to the Ganges or the Kumbh Mela or Varanasi as a case study. Consider ways in which Hindu belief is expressed through pilgrimage to holy sites and the way in which religion influences all aspects of Indian life, e.g. shrines, celebrations, politics. Compare with Hinduism in the UK and the way in which Hindus gain a sense of identity in their communities. What does it mean to be a Hindu? What is 'real' Hinduism? Is there such a concept? Are Hindus able to live</p>	

	out their faith fully in the UK?	
Religion or World View	3. Expressing meaning	4. Identity, diversity and belonging
 <p>Islam</p>	<p>AT1 Enquiry Questions What does it mean for the Qur'an to be the word of God? How is the Qur'an respected and revered? How and why is the Kaba a symbol of the Muslim faith? How do Sufis express their faith through dance and music? How is Muslim clothing an expression of the Muslim faith? Why do Muslims not make images of Allah or Muhammad? What does it mean for something to be haram?</p> <p>AT2 Enquiry Questions Are words more powerful than actions? Are written words more powerful than the spoken word? What evidence would you need to believe something was completely true? Are there people today who offer messages to the world? How do they convey and express their messages?</p>	<p>AT1 Enquiry Questions What does it mean to be a member of the Ummah? Where do Muslims find a sense of unity in their diversity? How do rituals and ceremonies encourage a sense of belonging? How does the authority of the Qur'an unite Muslims and give them a sense of identity? How does the Mosque bring the Muslim community together?</p> <p>AT2 Enquiry Questions How do people show their commitment to something worthwhile? How do you show your loyalty to something? Is it possible to have shared goals, but different ways of approaching those goals? What events have had an impact on your sense of identity and belonging?</p>
	<p>Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>The power of words.</u> Look at the way messages are communicated to the world today, e.g. through the media, technology, advertising etc, focussing on the spoken and written word. Listen to speeches by famous celebrities, sports people or politicians and consider the messages they are giving. Is it worth writing down? Would you remember it? Examine the concept of the Qur'an being the Word of God/Divine revelation. Refer to the life of Muhammad. Look at the authority it has for Muslims and its unifying qualities, e.g. in one language. Look at the importance of the Qur'an in terms of providing purpose and identity for Muslims. Students may go on to consider a universal message they would give and how they would give it.</p> <p>You might look at...</p> <p><u>Unity through diversity?</u> Consider different expressions of the Muslim faith, e.g. Sunni, Shia and Sufi traditions. Compare the development of each tradition, their characteristics and expressions of faith. Contrast the approach of different traditions to the use of art, music and dance as</p>	

	expressions of faith.	
Religion or World View	3. Expressing meaning	4. Identity, diversity and belonging
 Judaism	<p>AT1 Enquiry Questions What does it mean to be 'people of the book'? How do Jews interpret and respect the Torah? How is symbolism expressed at Pesach? What is the symbolism of the Seder Plate? Which objects are important to Jews? Why is Jerusalem important to the Jews? Why is the Western Wall a focal point for prayer and intercession? How is the destruction of the Temple remembered? Why do Jews have Kosher food?</p> <p>AT2 Enquiry Questions Who sets the ground rules for you? Which occasions are important to you? If you were to choose some words to keep with you all the time or put up outside your house what would they be?</p>	<p>AT1 Enquiry Questions What does it mean to be in a covenant relationship? What does it mean to be Jewish? How do Jews gain a sense of identity through different expressions of their faith? How do traditions and customs encourage a sense of belonging for some Jews? What role does Israel play as a focus for the expression of Jewish identity?</p> <p>AT2 Enquiry Questions What does it mean to be me? What value does your birth place have to you? Which places give you a sense of identity and purpose? Which places give are of spiritual or emotional significance to you?</p>
Possible Learning Enquiries		
<p>You might look at...</p> <p><u>Journey to the Promised Land?</u> Explore the concept of a 'promised land'. Possibly use films that express some kind of utopia and compare to Jewish descriptions of the promised land in sacred texts. Undertake an in depth study of Pesach focussing on the symbolism of objects and food during the festival celebrations and the meaning behind them. Explore Hebrew texts and different expressions of Jewish faith across the world. Explore ways in which the concepts of identity and belonging are encouraged through the celebration of Pesach and how the hope of freedom can unite people. Possibly compare with other groups who are seeking freedom in terms of a 'promised land' e.g. those such as Palestinians wanting independent states, Travellers needing more sites, etc.</p> <p>You might look at...</p> <p><u>Why is Jerusalem in the news?</u> Look at examples of Jerusalem in the news over the past few months. Look at the history surrounding Jerusalem, focussing on the Jewish perspective, but carefully considering the views of Muslims and Christians. Consider the importance of Israel as the promised land for Jews. Consider the way in which Jerusalem bring Jews together, and consider whether reconciliation with Muslims and/or Christians would</p>		

	be possible. Consider how 'shalom' might be expressed through symbolism and action in Jerusalem.	
Religion or World View	3. Expressing meaning	4. Identity, diversity and belonging
 Sikhism	<p>AT1 Enquiry Questions</p> <p>How do Sikhs use music and movement to unite their community?</p> <p>How does langar express the importance of belonging for Sikhs?</p> <p>Which genre are contained in the Guru Granth Sahib?</p> <p>How is the Guru Granth Sahib used to express a sense of identity and belonging in the Sikh community?</p> <p>Why are the 5Ks important to Sikhs?</p> <p>How does the Harmandir Sahib express Sikh beliefs in equality and humility?</p> <p>AT2 Enquiry Questions</p> <p>Where do you turn for guidance and why?</p> <p>Is outward appearance important?</p> <p>Does wearing special clothes help a religious believer?</p> <p>How do the things you wear reflect your identity and beliefs?</p> <p>Is it important to eat together?</p> <p>What do you think about the phrase 'a family that eats together stays together'?</p> <p>Is equality important? How do I express my belief in equality?</p>	<p>AT1 Enquiry Questions</p> <p>What is the Panth and how does this support the Sikh community worldwide?</p> <p>What does it mean for a Sikh to join the Khalsa?</p> <p>How are Sikh beliefs about equality expressed in practice?</p> <p>How many Sikhs are there in our local area... the UK... world?</p> <p>How have Sikhs fought for their own independence in India?</p> <p>Why is equality an important notion in Sikhism?</p> <p>AT2 Enquiry Questions</p> <p>Do you need to 'join something' to show you are committed to it?</p> <p>Do responsibilities always come with membership?</p> <p>What do I think is worth fighting for? Am I willing to stand up for my beliefs?</p> <p>Is equality a tangible reality or an unrealistic ideal?</p>
	<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Equality: an unrealistic ideal?</u> Explore the nature of equality, possibly using a philosophy for children/community of enquiry approach. Look at different types of equality in terms of the law, rights, expectations and so on. Explore the Sikh belief in equality looking at the teachings of Guru Nanak, the importance of the langar, the architecture of the Harmandir Sahib and the work of Sikhs today to ensure there is equality, e.g. in the local community. Relate to student's ideas about equality and how they would express their ideals and thoughts through symbolism and action.</p> <p>You might look at...</p> <p><u>Is membership important?</u> Consider what the students belong to and what criteria and responsibilities there are. Consider changes to membership as one grows up. Consider when it might be a good time to become a full member of a faith. Focus on the Amrit ceremony and the value of becoming a member of the Khalsa. Consider the value of such ceremonies in the 21st century in terms of providing a sense of identity and belonging for believers.</p>	

	Consider creating their own ceremony for membership of a new religion or belief system.	
Religion or World View	3. Expressing meaning	4. Identity, diversity and belonging
 <p>Humanism</p>	<p>AT1 Enquiry Questions How do Humanists express their beliefs? How do Humanists interpret the written word? How do Humanists respond to religious rituals? How have philosophers interpreted religious ritual and ceremony?</p> <p>AT2 Enquiry Questions Are rituals and ceremonies important? Why do some people place value on objects and texts? Can the ancient written word express 'truths' to humans today?</p>	<p>AT1 Enquiry Questions How do Humanists express their identity? How does philosophy provide a framework for Humanist belief? Which rituals and ceremonies do Humanists celebrate in the UK? How has Humanism contributed to UK society in the 21st Century? What opportunities and tensions has Humanism brought through interaction with religious groups in the UK?</p> <p>AT2 Enquiry Questions How do I express my identity? Where do I look to for a sense of belonging? If I don't believe in a religion, where do I get my sense of identity and belonging?</p>
Possible Learning Enquiry		
<p>You might look at...</p> <p><u>How much influence can an organisation have?</u> A case study on the British Humanist Association (BHA), looking at the growth of the BHA and its input into a range of different initiatives nationally. Explore its influence on the development of religious education in schools and the opportunities/tensions that have arisen as a result. Look at the BHA as a 'voice' for humanists and compare it to other such organisations.</p>		

RE MATTERS FOR EVERY CHILD

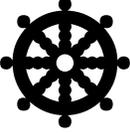
Support materials for Key Stage 3

SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 3 AND 5

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 3. and 5. that are likely to be relevant to particular year groups.

<i>Key Conceptual Areas in the Agreed Syllabus</i>	3. Expressing meaning	5. Questions of meaning, purpose and truth
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 3a, 3b, 3i Year 8: 3i	Year 7: 5a, 5i, 5ii, 5iii Year 8: 5a, 5i, 5ii, 5iii

Religion or World View	3. Expressing meaning	5. Questions of meaning, purpose and truth
 <p>Buddhism</p>	<p>AT1 Enquiry Questions How do sacred texts of Buddhism exemplify a search for truth? How are Buddhist truths represented in visual form? How is meaning expressed through Buddhist architecture? How is the Buddhist understanding of the natural world expressed through symbolism?</p> <p>AT2 Enquiry Questions How might you express the meaning of life? What does it mean to 'search for truth'?</p>	<p>AT1 Enquiry Questions Why are most Buddhists vegetarians? What do Buddhists believe happens after death? Why do Buddhists believe people should care about the world?</p> <p>AT2 Enquiry Questions Does what I eat, affect who I am? What happens after death? Is the world worth caring about?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Does it matter what I eat?</u> This unit may link with PSHE and involve consideration of issues relating to eating disorders. How do people choose what to eat and what not to eat? What kind of rules do people follow? Consider the Buddhist belief in vegetarianism as an expression of their understanding of the world. Possibly compare to Hindu views.</p> <p>You might look at...</p> <p><u>Is death the end?</u> Consider a range of views about life after death, including the views of the students. Explore the 'taboo' surrounding death, and why this might be the case. Consider public displays of dying, mourning and grief, e.g. Evita, Princess Diana, Jade Goody. Explore the Buddhist views about life after death, and how this is expressed through sacred texts, artefacts and ritual. Consider the nature of reincarnation and nirvana, considering how these might be represented in visual ways.</p>		

Religion or World View	3. Expressing meaning	5. Questions of meaning, purpose and truth
 Christianity	<p>AT1 Enquiry Questions How does the Bible provide meaning and purpose for Christians? How does the Eucharist express fundamental truths in Christianity? How are the belief in the death and resurrection of Jesus expressed in Christianity? Why is mystery important in some Christian traditions? What is a sacrament?</p> <p>AT2 Enquiry Questions Can the 'spiritual' be understood through the 'earthly'? What is a mystery?</p>	<p>AT1 Enquiry Questions How do Christians interpret the miracles recorded in the Bible? What do Christians believe happens after death? How does the belief in the death and resurrection of Jesus provide meaning and purpose for Christians?</p> <p>AT2 Enquiry Questions Can miracles happen today? Is there life after death? What would 'eternal life' look like?</p>
Possible Learning Enquiries		
<p>You might look at...</p>		
<p><u>Do miracles happen?</u> Explore the nature of miracles. How do different people define the term 'miracle'? Explore the death and resurrection of Jesus, focusing on the concept of the miraculous. Consider whether the Christian belief that Jesus rose from the dead is a valid one. Explore how death and resurrection are expressed through the visual arts. Analyse miracles that Christians claim Jesus performed and evaluate whether miracles happen today in the 21st century.</p>		
<p><i>LEARNING ENQUIRY EXEMPLAR!</i> <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p>		
<p>You might look at...</p>		
<p><u>Can everything be explained?</u> Consider the nature of mystery and what it means for students. Explore the 'mysteries' as advocated by the Roman Catholic church. Why are they termed 'mysteries'? Explore the nature of the Eucharist in at least two different Christian traditions, one being Roman Catholic. Consider the concept of transubstantiation and compare to the beliefs of another denomination. Consider the nature of sacrament and what this means for Christians.</p>		

Religion or World View	3. Expressing meaning	5. Questions of meaning, purpose and truth
 <p>Hinduism</p>	<p>AT1 Enquiry Questions How do murti express Hindu truths, meaning and purpose? How does pilgrimage express a Hindu's sense of purpose in life? Why is AUM an important symbol for Hindus? How do Hindus use myth and story to express fundamental truths?</p> <p>AT2 Enquiry Questions Can truth be expressed in visual form? Does life need to have meaning to be enjoyed?</p>	<p>AT1 Enquiry Questions Why are many Hindus vegetarian? What do Hindus believe happens after death? How do Hindus express their understanding of God? Where do Hindus turn for answers to ultimate questions?</p> <p>AT2 Enquiry Questions Where was I before I lived? Are human beings different from animals? Who do you turn to for answers to life's big questions? Are there some questions we will never have the answer to?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>What happens after death?</u> Reflect on different rituals that take place at death, or just before death. Consider who these rituals are for: the living or those who have died. Consider the Hindu belief in life after death, especially that of reincarnation. Focus on the expression of this through the rituals associated with the Ganges. Explore the sacredness of Varanasai and why many Hindus wish to die there.</p> <p>You might look at...</p> <p><u>Who or what is God?</u> Explore students' own views of 'God'. Explore the terms atheist, agnostic, polytheist and theist. Explore the Hindu concept of God through the murti (images of gods and goddesses), e.g. Ganesh and Shiva. Explore the nature and characteristics of God through these presentations and how recitation of mantras invoking the spirit of the deity can transform the murti into a living god or goddess. Consider whether truths about God can be expressed in visual form.</p>		

Religion or World View	3. Expressing meaning	5. Questions of meaning, purpose and truth
 <p>Islam</p>	<p>AT1 Enquiry Questions How far does the Qur'an express fundamental truths about life? What does it mean for the Qur'an to be sacred? How doe Muslim worship and practice express a sense of purpose and meaning for believers?</p> <p>AT2 Enquiry Questions Can words express meaning? What does it mean for something to be 'sacred'?</p>	<p>AT1 Enquiry Questions Where do Muslims look for meaning and purpose in life? How does the Qur'an provide answers to ultimate questions?</p> <p>AT2 Enquiry Questions What does it mean for something to be true? Why am I here? What makes me human?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Is life sacred?</u> How would students describe life? What does it mean to say life is sacred? Look at the UN declaration of human rights and laws which protect human life. Look at the nature and value of human life from a Muslim perspective. This may focus on an issue such as abortion or euthanasia. Explore the ways in which Muslims have responded to these issues, including the teachings of the Qur'an.</p> <p>You might look at...</p> <p><u>What makes something 'sacred'?</u> Look at examples of different objects and places that may be termed 'sacred'. Create criteria for the term 'sacred'. Is it the way something is treated that makes it sacred, or can something be sacred by its very nature? Explore the Qur'an as a sacred book. What makes it sacred? Look at the way it is treated and revered, as well as the Muslim belief in it being the divine revelation from Allah.</p>		

Religion or World View	3. Expressing meaning	5. Questions of meaning, purpose and truth
 Judaism	<p>AT1 Enquiry Questions How is symbolism used in festivals to communicate a sense of meaning, purpose and truth? How is the Shema expressed through symbolic action and ritual? Why do different groups of Jews interpret their scriptures in different ways? How does the Law of Moses provide a sense of purpose for Jews?</p> <p>AT2 Enquiry Questions How do you communicate to others things that are important to you? Does it matter that people interpret texts in different ways?</p>	<p>AT1 Enquiry Questions How do Jews interpret the events of the Holocaust? How does the Torah provide answers to life's ultimate questions? In what ways have the prophets provided guidance for Jews to live by?</p> <p>AT2 Enquiry Questions Why do people suffer? If there is a God, why doesn't s/he eradicate evil?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Hope in the darkness?</u> Explore the importance of the Temple in Jewish history and the Western wall which has survived. Explore Tishah b'Av, the day when the destruction of the temple is remembered. Explore the symbolism which is used to communicate the importance of the temple to Jews. Consider the Jewish belief in a Mashiah (Messiah) and the hope that this brings at the end of Tishah b'Av.</p> <p>You might look at...</p> <p><u>Why do people suffer?</u> Explore the nature of suffering including different types and causes. Focus on the Holocaust and the suffering of the Jews during this time. Explore different interpretations and expressions of this suffering including poetry, artwork, sculpture and theological explanations. Students may respond to this unit through their own creative expression, e.g. in art or dance.</p>		

Religion or World View	3. Expressing meaning	5. Questions of meaning, purpose and truth
 <p>Sikhism</p>	<p>AT1 Enquiry Questions How do the 5ks express important truths within the Sikh faith? How does the Guru Granth Sahib provide inspiration and guidance for Sikhs? How is the Guru Granth Sahib revered and treated? How does the Mool Mantra express the fundamental beliefs about God for Sikhs?</p> <p>AT2 Enquiry Questions What steps do you take to show others what is important in your life? Which places have had an impact on your life and why? Is it important to recreate events from the past?</p>	<p>AT1 Enquiry Questions How do hymns and poetry provide answers to ultimate questions? How do Sikhs describe God? How do Sikhs understand the human condition?</p> <p>AT2 Enquiry Questions Is there such a concept as God? Who or what is God?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>How would you describe God?</u> Students consider different ways of describing 'God' in terms of text, art, sculpture, music and so on. Explore the way in which God is described through the Mool Mantra, unpacking the different concepts in depth from a Sikh perspective, e.g. eternal truth, creator, immortal. Consider which form of expression is most effective in enabling people to understand complex ideas and concepts such as God.</p> <p>You might look at...</p> <p><u>Can a book be a Guru?</u> Consider how people find inspiration and guidance, e.g. from people, books, etc. Look at the Guru Granth Sahib in terms of a living Guru. Consider how it is treated and revered, as well as exploring its contents. Consider how it is used to provide answers to difficult questions such as those encountered in medical ethics, e.g. abortion, euthanasia.</p>		

Religion or World View	3. Expressing Meaning	5. Questions of meaning, purpose and truth
 Humanism	<p>AT1 Enquiry Questions</p> <p>How do Humanists express their sense of purpose in life?</p> <p>AT2 Enquiry Questions</p> <p>Does purpose matter?</p>	<p>AT1 Enquiry Questions</p> <p>What do humanists understand by 'ultimate questions'?</p> <p>How far does science provide a sense of meaning, purpose and truth for humanists?</p> <p>How may a humanist answer the question 'what is truth'?</p> <p>AT2 Enquiry Questions</p> <p>If there is a God, why does s/he let suffering occur?</p> <p>How may science and religion come into conflict?</p>
	<p style="text-align: center;">Possible Learning Enquiry</p> <p>You might look at...</p> <p><u>What do you think about x?</u> Choose a topical scientific/medical issue such as cloning. Consider the views of humanists and the importance of science within their world view. Compare to a contrasting religious view, and ask the question whether advances in science will always come into conflict with religion?</p>	

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

SUGGESTED LEARNING ENQUIRIES FOR CONCEPTUAL AREAS 3 AND 6

Suggested agreed syllabus links most appropriate for each year group

The table below identifies statements taken from Conceptual Areas 3. and 6. that are likely to be relevant to particular year groups.

<i>Key Conceptual Areas in the Agreed Syllabus</i>	3. Expressing meaning	6. Values and commitments
<i>Suggested Agreed Syllabus links most appropriate for each year group</i>	Year 7: 3a, 3b, 3a, 3i, Year 8: 3a, 3i	Year 7: 6a, 6iii Year 8: 6a, 6iii

Religion or World View	3. Expressing meaning	6. Values and commitments
 <p>Buddhism</p>	<p>AT1 Enquiry Questions How do the sacred texts of Buddhism exemplify their values? What is the benefit for Buddhists of chanting mantras? How are Buddhist values represented in visual form? How does Buddhist architecture reflect their views of the world? What emotions and senses are expressed through the Buddha image (rupa)? What can the Tibetan Wheel of life teach Buddhists about how to live their life?</p> <p>AT2 Enquiry Questions How do you express your values, beliefs and emotions? How do groups you belong to (clubs, gangs etc) express themselves? Are all expressions of belief acceptable? What if expressions of belief offend others?</p>	<p>AT1 Enquiry Questions What do Buddhist teach about caring for the environment? What can Buddhists learn about wealth and poverty from the life of the Buddha? How are Buddhist values expressed through ritual and ceremony? How do Buddhist values make a difference to their relationships with others? What kind of actions might Buddhists take to make their views about ethical issues known?</p> <p>AT2 Enquiry Questions Does it matter if our actions harm others if it benefits us? Does it matter that the distribution of wealth in the world is unfair? Is it important to buy fair-trade goods? The world is there for us to use as we wish... why might this be a dangerous attitude to have?</p>
<p style="text-align: center;">Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>Self indulgence or self denial?</u> Consider what it means to follow a middle way...Consider the importance of giving (charity) in the Buddhist tradition e.g. donations to monks and nuns. Look at how this is considered to create good karma. Look at the work of the Dechen Community in the west, and how they support the nuns of Tekchen Lekshay for example. Visit a local Buddhist centre and talk about how they 'give' to the local community.</p> <p>You might look at...</p> <p><u>Don't tread on the ants!</u> Consider the value of different living things. Can value be placed on them? Are some more important than others? Consider the Buddhist teachings relating to not harming any living thing, including the story of the Monkey King. Relate this to issues such as animal experimentation and vegetarianism.</p>		

Religion or World View	3. Expressing meaning	6. Values and commitments
 <p>Christianity</p>	<p>AT1 Enquiry Questions How and why does the importance and use of music vary in different Christian traditions? How are visual representations used to express Christian values and commitment to faith? How has the use and importance of the Bible changed over time, especially in the UK? How is the Christian belief in sacrifice expressed through the Eucharist? How does Christian theological position affect the interpretation of the Bible by different Christians? What is the nature of the 'Kingdom of God'?</p> <p>AT2 Enquiry Questions Why do many cultures use music to express ideas and beliefs? How do you express commitment to something? Have you ever made a big sacrifice? Would you be willing to die for someone? Is interpretation more important than the literal text? Is there a spiritual realm on earth?</p>	<p>AT1 Enquiry Questions What did Jesus mean when he said 'take up your cross'? On what principles do Christians base their lives? What does the Bible teach about values and attitudes towards others? What does it mean to 'offer yourselves as living sacrifices'? What kind of society are Christians working towards? What is the 'Kingdom of God' on earth?</p> <p>AT2 Enquiry Questions What does it mean to make a sacrifice? 'No gain without pain' How true is this phrase? What is utopia? Is it possible to have paradise on earth? What kind of values would you base society on? If you were prime minister what would be the first thing you would change and why?</p>
<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>Does the Bible support war?</u> Use a variety of stimulus to gather pupils' views on war and conflict, e.g. media, films, the news, poetry. Consider ways in which the Bible is viewed by Christians today, in terms of how the Bible is spoken of in the text itself as well as changes in the way it has been interpreted over time. Focus on one particular moral or ethical issue (war is given as an example here, but other topics could be the role of women, sexuality, medical ethics, racism) and consider the different responses to this issue that have arisen through different interpretations. Consider whether the teachings in the Bible are still relevant in the 21st Century. There are opportunities to link with the community, e.g. linking the unit to remembrance events, inviting in a local padre.</p> <p>You might look at...</p> <p><u>Is it worth it?</u> Consider the nature of sacrifice, not just in Christianity but across different religions and cultures. What does it mean to make a sacrifice? Students may give personal examples, or use films and articles as illustrations. Focus on the concept of the crucifixion as sacrifice and how this is expressed through symbolism (crosses, crucifixes, paintings, etc). Consider portrayal of discipleship, e.g. by Dietrich Bonhoeffer. Focus on one Christian figure who endured or has made a</p>		

	sacrifice or sacrifices for their faith, e.g. Eric Liddell (refused to run on Sundays), as well as those who paid the ultimate sacrifice and lost their life, e.g. Martin Luther King, Oscar Romero.	
Religion or World View	3. Expressing meaning	6. Values and commitments
 Hinduism	<p>AT1 Enquiry Questions How does chanting benefit the Hindu believer? How are drama and dance used to express Hindu values and commitment to the faith? How are Hindu values expressed in visual form? Why are many Hindus vegetarian? What can murti tell people about Hindu belief? Why is the Ganges worshipped and personified as a goddess in the Hindu tradition?</p> <p>AT2 Enquiry Questions Which places are important to you and how have they shaped your life so far? If it's your body, should someone else tell you what you can/can't put into it? How does dance and movement help express emotions and values?</p>	<p>AT1 Enquiry Questions How do Hindus make moral decisions? Why are many Hindus vegetarian? How are drama and dance used to illustrate ethical dilemmas? What can Hindus learn about their values through the murti? What do Hindus believe about the rights of animals? Why is the cow regarded as sacred by many Hindus?</p> <p>AT2 Enquiry Questions How do you make moral decisions? How do you solve difficult ethical dilemmas? What can you learn about solving ethical dilemmas through reading stories or watching soap operas?</p>
	<p>Possible Learning Enquiries</p> <p>You might look at...</p> <p><u>The big dilemma?</u> Use a range of stories, soap operas and films to present different dilemmas to students. How do people make moral decisions? What values underpin their decisions? This might be linked to philosophical approaches such as Utilitarianism and Hedonism for example. Introduce a Hindu epic such as the Ramayana or Marahabata and study in depth the issues that are raised. Show how Hindus use dance and theatre to convey the key messages in these stories. Students may create their own dance or drama to illustrate a moral dilemma.</p> <p>You might look at...</p> <p><u>Do animals have souls?</u> Explore students' views of animals in a range of contexts, i.e. as pets, as labourers, in zoos, in a circus, etc. Introduce Hindu beliefs about animals, including the importance of vegetarianism, the way in which the cow and elephant are revered and the way in which animals are used in murtis, e.g. Ganesh, Hanuman. Consider the symbolism that lies behind the murti and what this tells people about Hindu views of animals.</p>	

Religion or World View	3. Expressing meaning	6. Values and commitments
 <p data-bbox="253 554 331 583">Islam</p>	<p data-bbox="399 354 732 384">AT1 Enquiry Questions</p> <p data-bbox="399 390 894 863">How do Jummah prayers support the Muslim community in upholding their values and commitment to the faith? How may reciting the Qur'an have an impact on the daily life of a Muslim? Why do Muslims not make images of Allah or the prophets? How is the Muslim teaching on modesty expressed in practice? How is the Qur'an revered? What place has allegory within the Qu'ran? How does Muslim clothing express their values?</p> <p data-bbox="399 905 732 934">AT2 Enquiry Questions</p> <p data-bbox="399 940 886 1178">Do designer labels matter? How powerful are images? How much do we rely on our sense of sight? Are words more important than pictures? Who decides? Is our society driven by images?</p>	<p data-bbox="928 354 1261 384">AT1 Enquiry Questions</p> <p data-bbox="928 390 1408 762">How do Muslims make moral decisions? What kind of obligations do Muslims have and why? How do Muslim values help them to express their sense of community? What impact do Muslims values have on how they express their faith? How does the Qur'an provide a framework for ethical living?</p> <p data-bbox="928 835 1261 865">AT2 Enquiry Questions</p> <p data-bbox="928 871 1375 1209">What obligations do you have to your family...friends...community...the world? What impact do your values have on others? Where do you get your values from? What would happen to society if there were no shared values?</p>
<p data-bbox="646 1251 1170 1281">Possible Learning Enquiries/Themes</p> <p data-bbox="399 1318 683 1348">You might look at...</p> <p data-bbox="399 1388 1403 1625"><u>Don't judge by appearances.</u> Look at fashion and how people are often judged by what they wear. Focus on the concept of modesty. What does it mean to be modest? What do Muslims mean by the term modesty? Consider how Muslim clothing is an expression of modesty and the benefits this brings for the believer. Consider how this might bring Muslims into conflict with Western values and the difficulties this may present for young Muslims in the UK.</p> <p data-bbox="399 1665 683 1694">You might look at...</p> <p data-bbox="399 1734 1408 1932"><u>Are images dangerous?</u> Look at a selection of adverts. Consider how they might be positive and helpful, as well as some which might be harmful or dangerous. How powerful are images? Consider the variety of Muslim views on the use of images and representation? Why do most Muslims not represent Muhammad or Allah in artwork? What kind of patterns/images are acceptable? Consider some specific examples where many Muslims have</p>		

	been offended by images, e.g. use of Muhammad in cartoons. What can society learn from these examples? What can the students learn?	
Religion or World View	3. Expressing meaning	6. Values and commitments
 Judaism	<p>AT1 Enquiry Questions Why is the written law important for Jews? How do Jews express their sense of community through dance and music? How is dramatic recreation used to express Jewish values and commitment to their faith? How do celebrations of Jewish festivals express the importance of freedom and commitment? Why has the Western Wall become a focal point for Jewish worship and pilgrimage? How do Jewish young people express their commitment to their faith? How do different Jews interpret the Law of Moses?</p> <p>AT2 Enquiry Questions Is written law more important than oral law? Does history have anything to say or teach us about the present... or future? Is it important to commemorate events in our history/past? How does interpretation of history have an impact on people's lives?</p>	<p>AT1 Enquiry Questions What do Jews base their morality on? How are the Ten commandments still relevant to Jews today? How do Jewish values affect the way they live their life? E.g. in terms of food, marriage, wealth. What are the consequences of following the Jewish faith for different groups within Judaism?</p> <p>AT2 Enquiry Questions Are there 'accepted' behaviours in every community? Who or what influences your decisions? What challenges are there of living in the 21st century?</p>
Possible Learning Enquiries		
<p>You might look at...</p> <p><u>The perfect film script?</u> Consider the ethical questions raised by the story of Esther and how Purim is celebrated today, e.g. use of costume, dance and drama. Consider Jewish views on issues such as G-d's omnipotence and omnipresence, as well as issues such as genocide, assassination and the place of women. Compare to Jewish views in the 21st Century. This might link to Holocaust theology.</p> <p>You might look at...</p> <p><u>Time to take responsibility?</u> Consider changes during adolescence and how young people's understanding of the world and their community changes. Consider the value of ceremonies to mark puberty such as Bar/Mat Mitzvah. Study in depth the meaning of the Bar/Bat Mitzvah ceremony and the implications of this for Jewish boys/girls in terms of responsibilities, e.g. how they will live their lives, finding suitable marriage partners, adhering to a kosher diet, observance of Shabbat, etc.</p>		

Religion or World View	3. Expressing meaning	6. Values and commitments
 <p>Sikhism</p>	<p>AT1 Enquiry Questions How do Sikh symbols and artefacts express important Sikh values such as equality and service? Why do Sikhs recreate the events of the founding of the Khalsa at Baisakhi? How does the Harmandir express Sikh values? How and why is the Guru Granth Sahib treated as a living Guru? What impact do the teachings of the Guru Granth Sahib have on the lives of Sikhs? What is the significance of wearing a turban? How are Sikh beliefs and values expressed through pilgrimage?</p> <p>AT2 Enquiry Questions What steps do you take to show others what is important in your life? Which places have had an impact on your life and why? Is it important to recreate events from the past?</p>	<p>AT1 Enquiry Questions How do Sikhs form their community values? What obligations do Sikhs have towards others in their community and beyond? Why is the Guru Granth Sahib the key source of authority for Sikhs? Who inspires and influences Sikhs today? What can Sikhs learn from the lives of the Gurus? What do Sikhs teach about standing up for your faith?</p> <p>AT2 Enquiry Questions Do you have any obligations? What sources of authority do you turn to? Who inspires you? Who do you share your values with? Are they different to you family or the same? What influences the formation of your values?</p>
<p style="text-align: center;">Possible Learning Enquiries</p> <p>You might look at....</p> <p><u>What does it mean to have faith?</u> Consider this question in terms of what faith might mean, possibly using a community of enquiry approach. Consider the nature of faith through the story of the formation of the Khalsa and the celebration of Baisakhi today. If possible invite Sikhs into school to talk about the meaning of their faith. Consider whether the first of the 'beloved five' was more or less committed than the other four in the story. How do the students demonstrate faith?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>LEARNING ENQUIRY EXEMPLAR!</i> <i>This learning enquiry has been written up in detail and may be found elsewhere in the KS3 support materials.</i></p> </div> <p>You might look at...</p> <p>Are sacred sites worth fighting for? Look at the nature of sacred place. What makes a place sacred? Look at examples in society and places of reflection/quiet in shopping centres, hospitals etc. Focus particularly on the Harmandir (Golden Temple in Amritsar). Consider the symbolism of the building and its importance for Sikhs. In what ways is the place sacred? Consider the conflict that took place there in 1984 and the implications for Sikhs. Are sacred sites worth fighting for? Would people miss them if they weren't there?</p>		

Religion or World View	3. Expressing meaning	6. Values and commitments
 <p>Humanism</p>	<p>AT1 Enquiry Questions How do Humanists express their beliefs? How do Humanists interpret the written word? How do Humanists respond to religious ritual</p> <p>AT2 Enquiry Questions Is expression of belief important? Would it matter if certain beliefs were banned? Can beliefs be banned? How important is interpretation of the written word? How might different interpretations cause conflict?</p>	<p>AT1 Enquiry Questions How do Humanists make decisions? Why is community important to Humanists? Which moral principles underpin Humanist belief?</p> <p>AT2 Enquiry Questions How important is the community to you? 'No man is an island'. How true is this statement?</p>
<p style="text-align: center;">Possible Learning Enquiries/Themes</p> <p>You might look at...</p> <p><u>Treat others as you would like to be treated...</u> Use a 'philosophy for children' (P4C) approach to consider the merits of this statement. What are its strengths and weaknesses? Explore examples of Humanists who have put this philosophy into practice.</p> <p>You might look at...</p> <p><u>Censored!</u> You might consider what would happen if a certain belief or view was banned. This could be something that relates specifically to the students and need not be a religious belief. How would Humanists respond to censorship? Are there occasions when censorship might be a good idea? Link to history and citizenship perhaps. Relate to censorship of religious views.</p>		