**Non Statutory Additional Guidance - Key Stage Three**

*As pupils enter Key Stage 3, they should engage with new learning which is challenging and relevant, and importantly, builds on prior learning. Teachers should be very aware that this is not the start of pupils’ RE journey; it is the next stage. The teachers’ role is to move pupils on from early generalisations, build more sophisticated knowledge, introduce a wider diversity of ‘lived traditions’, and require greater depth in discussion and debate.*

**This guidance has been written for Key Stage 3 teachers. It is written in conjunction with the Suffolk Agreed Syllabus: Where do you stand? It suggests content to address the Enquiry Questions on p.36-7. It offers starting points, information on each concept, challenging activities, and questions to aid assessment.**

The complete Agreed Syllabus can be found here:

[**https://suffolklearning.com/wp-content/uploads/2022/09/Suffolk-Agreed-Syllabus-Where-do-I-stand-2023-28.pdf**](https://suffolklearning.com/wp-content/uploads/2022/09/Suffolk-Agreed-Syllabus-Where-do-I-stand-2023-28.pdf)

* Page 20 - Transition from KS2 to KS3
* Page 21-22 - Programme of Study for KS3 i.e. the syllabus requirements
* Page 23 - sample outline for KS3 scheme of work based on Big Questions
* Page 31-2 - beliefs and concepts younger pupils should encounter
* Page 36-7 - exemplar **Enquiry Questions** for different religions and worldviews. These enable students to address the Big Questions using their learning. **The guidance addresses these Enquiry Questions.**

**Year 7**

**Big question 1: Does belief have to be accompanied by action?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **GRACE** | **Is it sufficient for Christians to rely on God’s grace to be saved or should they do good ‘works’?** | * Explore what makes someone a Christian e.g. Are you a Christian if you go to Church every Sunday, if you have read the Bible, if you pray every day, if you “love your neighbour”, if you believe Jesus was a person who existed, if you don’t reject God, if you believe Jesus was the Son of God. Discuss whether it is based upon belief, action or both.
* Understand that Christians believe grace is God’s unconditional love for everyone, whether or not they have behaved as he would want them to. Even though humans are sinful, Jesus’ death and resurrection allows humans to be saved and have eternal life in Heaven (John 3:16).
* Analyse what grace means and its importance to Christians by listening to and comparing the lyrics of worship songs e.g. Amazing Grace – John Newton, Amazing Grace (My chains are gone) - Chris Tomlin, This is Amazing Grace – Phil Wickham, Broken Vessels (Amazing Grace) - Hillsong
* Explore what the Bible says about how salvation can be achieved by believing in God and his son, not by doing good works. Look up Ephesians 2:8-9, Romans 3:24, Romans 6:23.
* Make comparisons with other Bible quotes which talk about the importance of following God’s laws e.g. 1 Corinthians 6:9 and James 2:17-23. Explain how these may seem contradictory but many Christians would say if you truly believe in God then you will live good lives.
* Debate whether Christians worship and pray to God *so* that they are saved, or whether they worship and pray to God *because* they are saved.
* Look at an example of a charitable Christian who has done many good ‘works’. Discuss whether Christians believe they are more likely to be saved then an ‘ordinary’ Christian who hasn’t achieved so much. Discuss what the implications of these beliefs could be.
* Answer: ‘God’s grace is all a Christian needs to be saved.’ Evaluate.
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| **Hinduism** | **PUJA** | **Is doing puja or other acts of worship necessary for a Hindu?** | * Know that for Hindus, worship is a significant part of daily life to express their devotion to the gods and goddesses (bhakti) and connect with Ultimate Reality. They believe that their actions in this life have a direct impact on what happens when they die and determines their incarnation, therefore they should act well and follow the faith.
* Read what the Bhagavad Gita (9.13-14) says about the importance of worship.
* Know the four most important concepts during worship are: Puja – worship and devotion to gods and goddesses at home or in the mandir. Havan – burning offerings e.g. rice while reciting prayers and mantras, to the god of fire, Agni. Arati – receiving the deities’ blessings by wafting hands over a flaming ghee lamp and then covering their faces. Darshan – Singing of hymns (bhajans or kirtans), repeating of holy phases and mantras, using prayer beads (japa) to see and be seen by the deities.
* Compare individual (at home) and communal (at a Mandir) worship.
* Consider the differences between introspective worship (Shaivas) and the use of objects to aid worship (Vaishnavas).
* Look up the traditional 16 step puja (Shodashopachara) and discuss why this may or may not always be fully followed. Compare this to Bhagavad Gita (9.26) *“If one offers to Me with devotion a leaf, a flower, a fruit, or even water, I delightfully partake of that item offered with love by My devotee in pure consciousness.”*
* Know that Nitya rituals are performed daily, Naimittika rituals occur at certain times of the year e.g. festivals and Kamya (e.g. pilgrimage) rituals are optional.
* Research how Hindus worship at Kumbh Mela and why some choose to attend. Assess how necessary it is.
* Answer: ‘All Hindus should go on a pilgrimage.’
* Answer: ‘You cannot be a Hindu without performing puja.’ Evaluate.
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| **Islam** | **DEEN** | **Does keeping the five pillars fulfil a Muslim’s deen?** | * Know that Deen means Islam in Arabic. It can mean religion or faith and refers to the shared practices and beliefs of Muslims around the world. It is often used to describe the way that Muslims live their lives according to the teachings of Islam.
* Know that in the Qur’an ‘deen’ is referred to in several ways, for example as law to be the ‘complete way of living’ e.g. هُوَ ٱلَّذِىٓ أَرْسَلَ رَسُولَهُۥ بِٱلْهُدَىٰ وَ**دِينِ**ٱلْحَقِّ لِيُظْهِرَهُۥ عَلَى ٱل**دِّينِ**كُلِّهِۦ ۚ *“He is the One Who has sent His Messenger with ˹right˺ guidance and the law of truth, making it prevail over all others”. (48:28)*
* Look up what the five pillars are (shahadah, salat, zakat, sawm and hajj).
* Watch <https://www.youtube.com/watch?v=Jb8Yk8LaUoc> to know more about the five pillars.
* Know the five pillars are obligations which every Muslim must satisfy in order to live a good and responsible life. They ensure faith is put into practice and is being lived out as a priority.
* Answer: How do the five pillars show a Muslim’s dedication to their faith? (Consider how difficult it is to follow them).
* Look at the Ten Obligatory Acts which Shi’a Muslims follow. Compare these to the Five Pillars. Do these give any obligations which Shi’a Muslims should complete, in addition to the Five pillars? Identify the obligatory acts in this quote: Surah 9:71.
* Discuss: Why is the Shahadah not included in the Ten Obligatory acts? (It is seen as a belief not an action. If you follow the Ten Obligatory acts then you put the Shahadah into practice.)
* Decide: Which of the Ten Obligatory Acts do you think would be the hardest to complete and why? Could rank or create a diamond nine.
* Interview a Muslim. Find out how they live out their faith. Ask them how they follow the Five Pillars and are there any other ways they practise it beyond these?
* Answer: ‘Following the Five pillars is everything a Muslim needs to do to live out their faith.’ Evaluate.
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**Big question 2: How do we decide what is right and wrong?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **COMMANDMENT** | **How do Christians decide which Biblical commandments are relevant today?** | * Explain how Christians decide what is right or wrong based on whether it goes against the teachings and principles of their faith – if it does then it is wrong and deemed a sin. There are a number of sources they use to help them decide but there is not always agreement about how to interpret these which can result in Christians differing on what is regarded as right and wrong today.
* Discuss whether Christians are expected to know/live by every commandment in the Bible.
* Explain how different Christians have different sources of authority in addition to the Bible. These can help Christians know which Biblical commandments they should live according to now e.g. The Magisterium tells Catholics ways to interpret the Bible for modern times.
* Explain how Christians give a role to the conscience in deciding what is right and wrong. Look up the Catechism of the Catholic Church 1776 and 1786. The conscience is seen as the voice of God within each individual but it must be trained through prayer, study of scripture and experience. It cannot be used to justify behaviour which appears to contradict Biblical scripture, but if it supports Biblical commandments then can be used to help Christians know which to follow.
* Explore what is meant by ‘Pick ‘n’ mix Christianity’ or ‘Cafeteria Christians’. Steve Bruce wrote in ‘Religion in modern Britain from Cathedral to Cult’ that the British were not becoming less religious but were moving away from institutionalised forms of religion to a place where they picked the most appealing parts of religion to follow and ignored the rest. Discuss: Are Christians doing this with the Bible?
* Discuss: Is it OK to adjust religion to fit your lifestyle and the modern day, or should you adjust your lifestyle and modern norms to fit religion? What are the possible consequences of each?
* Look up the following Bible verses and decide whether you/Christians would say these are relevant today or not. Discuss how you will decide their relevance. Exodus 31:15. Leviticus 20:9, Leviticus 20:10. Luke 3:11, Ephesians 4:32, Romans 12:18, Luke 22:36
* Look at A.J.Jacob’s book or Ted Talk summary to hear what he learnt from ‘The Year of Living Biblically’. He discusses which parts he found relevant today and why.
* Explain how the overall concept of Christianity is love and therefore for many, this should be the guiding principle when working out which commandments to follow (see Jesus’ Two Greatest Commandments). Although Christians may differ on what the most loving thing to do is. Explore Situation Ethics.
* Answer: ‘All commandments in the Bible are equally important to Christians’. Evaluate.
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| **Buddhism** | **KAMMA** | **How do beliefs about Kamma affect how Buddhists make moral choices?** | * Know that Buddhists believe morally good actions have good consequences and morally bad actions have bad consequences. Kamma (Karma in Sanskrit) is the action and vipka the result, although the term kamma is often used to cover both.
* Look up these verses: The Dhammapada, vv.1and 2: *‘Mind foreruns all conditions [….] they are mind made. If one speaks or acts with a wicked mind, because of that, pain follows one. If one speaks or acts with a good mind, because of that, happiness follows one.’* Dhammapada 127: *“The Buddha says, 'There is no place to hide in order to escape from kammic results”*
* The Dhammapada talks about bad kamma causing unhappiness to follow you like a shadow. Write your own analogies to explain kamma e.g. if you sow good seeds, you will reap a good harvest. If you sow bad seeds, you will reap a bad harvest.
* Know that Buddhists believe this is a law of nature which works through the transfer of energy, and it applies to all beings (Buddhists and non-Buddhists). At the moment of death, the kamma provides the power to move the person through samsara (the cycle of life) until they realise nibbana and then no new kamma is formed, although they may still feel consequences of previous bad actions.
* Sort a list of behaviours into whether they create good or bad kamma e.g. good: generosity, meditation, rejoicing about other’s good fortune, understanding the teaching correctly. Bad: harming living things, stealing, lying, ignorance, sexual misconduct, gossip. Note that a Buddhist’s following of kamma is often labelled as ‘skilful’ or ‘unskilful’.
* Discuss: What do you think decides if an action is morally good or not? Is it the action itself, the outcome or the motivation? (Know that Buddhists believe it is the motivation).
* Discuss: Do you think accidental actions should have consequences too? (Know that Buddhists believe they do not).
* Debate: ‘The idea of kamma is fair.’
* Find out about the Noble Eightfold Path and the Five Moral Precents. Know that Buddhists should try to follow these to help them to create good kamma.
* Discuss: Do Buddhists believe a person has complete control of their life? (There is no predetermination or control by another source, the individual determines their path, in this life and to some extent in their future life, although kamma doesn’t control everything that happens in the world).
* Answer: ‘For Buddhists, actions and consequences are intrinsically linked.’ Evaluate.
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| **Judaism** | **HALAKAH** | **Is Halakhah the only guide for Jewish communities?** | * Know the Torah is the foundation of Judaism, but people have needed further interpretation and instruction about its application. Therefore oral traditions have been passed down from each generation and then were gathered to create the Mishnah. Different interpretations of this were recorded (Gemara) and combined to create the Talmud. Since then new compilations have been created e.g. by Moses Maimonides in the 12th century. Judaism acknowledges it will always be developed (e.g. by Rabbis) but it is based on the original Law given on Mount Sinai. This oral tradition is the Halakhah.
* Think of other examples in life when further verbal explanation is helpful e.g. watching a cooking show on TV rather than just reading a recipe book, or having a study guide alongside a novel.
* Know that Halakhah can be translated as ‘the path that one walks’ and means the laws which have evolved since Mosaic times to regulate religious observances and the daily life and conduct of the Jewish people. It states the way a Jew should behave. It covers civil, criminal and religious law.
* Watch <https://www.youtube.com/watch?v=dTiQb_3FGSE&t=219s> for a good summary of what the Halakah is.
* Answer: Why is the Halakah useful? (e.g. it helps make some of the Torah laws clearer and more applicable in current times, Rabbi Sacks in Community of Faith p133 said: *“*Halakhah*is Judaism’s unique ‘way’ to God, turning abstract ideas into concrete acts and relationships, and making daily life a home for the Divine Presence.”*
* Discuss what the advantages and disadvantages are of Jewish law not being ‘frozen in time’ and of groups still studying and interpreting it.
* Explore how different Jews regard the Halakhah e.g. Conservative rabbis compared to Reform Jews.
* Create a table comparing the similarities and differences between the Halakhah and the Torah laws.
* Compare the importance of the Halakhah to the Torah.
* Answer: ‘The Halakhah tells Jews everything they need to know.’ Evaluate.
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**Big question 3: Do we have a duty to look after the world?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **DOMINION** | **Does the concept of dominion mean Christians can treat the world as they want?** | * Explain that ‘dominion’ means to rule over/have control over nature, meaning that God created the world and instructed humans to look after it on his behalf. Some Christians interpret this literally to mean we can use it as we like, for our benefit, whereas others say we should use our responsibility to be good stewards and use, look after and protect the world.
* Look up Genesis 1:26 on Bible Gateway.com and compare whether ‘dominion’ or a different word is used in different translations of the Bible.
* Debate: ‘It is OK to cut down trees to make Bibles’.
* Debate: ‘All Christians should be vegetarians’.
* Look up the Christian Declaration on Nature (1986) and link what it says to the concept of ‘dominion’. Assess to what extent humans have lived out these teachings since 1986.
* Research what the Quakers say about protecting the earth and how they put their teachings into practice.
* Look up Pope Francis’ document Laudato Si (2015) and see how it calls Catholics to care for the planet.
* Look up the United Nations Sustainable Development Goals. CAFOD and Christian Aid worked to help develop these.
* Research A Rocha and analyse the reasons behind what they do.
* Read ‘Zilya’s secret plan’ by Ulrich Schaffer. Analyse what it teaches about how we should treat the world and why.
* Answer: ‘The Bible says Christians can treat the world as they want.’ Evaluate.
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| **Buddhism** | **KARUNA** | **How does the concept of karuna inform Buddhist attitudes towards the natural world?** | * Know that karuna is a feeling of concern for others who are suffering. This compassion in turn makes a person want to do something to help. It is an expectation that all Buddhists should do, to everyone.
* Look up the Four Sublime States. Understand the place compassion has in these.
* His Holiness The 14th Dalai Lama of Tibet in 'What Is The Purpose Of Life?' said: “*I believe that at every level of society, the key to a happier world is the growth of compassion.”* Discuss: Do you agree?
* Discuss: How might Buddhists apply karuna to the environment?
* Look up other Buddhist teachings on caring for the natural world. E.g. ‘Right mindfulness’ in the Noble Eightfold Path. ‘Abstain from taking life’ and ‘Refrain from taking what is not given’ in the Five Precepts, the effects of Karma if the environment is harmed.
* Read The Buddhist Declaration on Nature, said at Assisi in 1986. Summarise what it says about a Buddhist’s duty to care for the world (stop being indifferent and instead be mindful and compassionate).
* Discuss: Buddha himself didn’t teach specifically on the environment. Does that mean Buddhists now shouldn’t treat it with importance?
* Answer: What does inter-relatedness mean? Explain some forms of Chinese and Japanese Buddhism teach this (that humans and nature depend on each other so harming one part is the same as harming the whole). Decide how you think this connects with karuna.
* Find out how a Buddhist might put these views into practice e.g. living skilfully without waste.
* Discuss: Is karuna more about showing concern for others, than it is about showing concern for the environment? Explain.
* Answer: ‘Because of Karuna, Buddhists care about the natural world.’ Evaluate
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| **Humanism** | **EMPATHY** | **How do Humanists use empathy as a motivation to care for the planet?** | * Know that empathy means ‘feeling into’ and is viewed as the ability to understand other people’s feelings as if we were having them ourselves. It involves seeing someone else’s situation from their perspective and then sharing their emotions.
* Answer: What is the difference between sympathy and empathy?
* Answer: What is the difference between empathy and compassion?
* Discuss: What are the advantages and disadvantages of feeling empathy?
* Read this quote and discuss if you agree: Neel Burton M.D: *“to share in someone else’s perspective, I must do more than merely put myself into his position. Instead, I must imagine myself as him, and, more than that imagine me as him in the particular situation in which he finds himself. I cannot empathize with an abstract or detached feeling. To empathize with a particular person, I need to have at least some knowledge of who he is and what he is doing or trying to do. As John Steinbeck wrote, ‘It means very little to know that a million Chinese are starving unless you know one Chinese who is starving”.*
* Share any examples of where you have felt empathy.
* Discuss: Why, when helping others, is it important to differentiate between our need to help and the needs of those we are helping?
* Debate: ‘One cannot be a humanist without empathy.’
* Know that Humanists believe they should work to create a society where people are free from the dependence of others’ compassion and empathy.
* Research what Humanists believe about why we should care for our planet. Consider who they empathise with (e.g. refugees and future generations).
* Look up statistics linked with the state of the earth currently e.g. deforestation rates, flood levels, the earth’s temperature. Consider how this can be seen as motivation to change things.
* Think of an injustice linked with the planet which you think a Humanist may care about. Construct a plan of how this injustice could be addressed. Remember it should aim to help achieve long-term self-sufficiency and economic freedom.
* Answer: ‘For Humanists, empathy is the main motivation for caring for the planet.’
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**Year 8**

**Big question 4: Is death the end and does it matter?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **JUDGEMENT** | **How significant is a belief in hell and judgement for Christians past and present?** | * Know that Christians believe after death, people will be judged and God will decide where they go: Heaven, a place with God forever, or Hell, a place without God, forever.
* Look up The Apostles Creed. What does it tell Christians about what happens after we die?
* Read the story of the Rich man and Lazarus (Luke 16:19-31). Decide what are the main messages Christians should learn from it.
* Create your own piece of spoken word or art depicting what you perceive hell to be like based on the following Bible verses: Revelation 21:8, Matthew 25:46, Psalms 9:17, Matthew 13:50, Mark 9:53
* Decide whether you think these Bible passages should be taken literally or metaphorically.
* Discuss whether you think hell will be a physical or spiritual place.
* Evaluate whether the idea of hell is compatible with an omnibenevolent, just God.
* Read and re-enact the Parable of the Sheep and the Goats (Mathew 25:31-46). Learn what this teaches about judgement and how we should behave in this life.
* Study Michelangelo’s Last Judgement painting.
* Compare different views on when judgement happens: is it as soon as a person’s body dies (Personal judgement) or will everyone wait to be judged at the Last Judgement at the end of time?
* Learn about limited election, unlimited election and universalism. Decide what the implications each of these views could have on how Christians behave during their lives.
* Discuss: Is hell the biggest thing Christians have to fear?
* Answer: ‘Christians should spend more time worrying about death.’ Evaluate.
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| **Hinduism** | **REINCARNATION** | **How do beliefs about reincarnation affect Hindu approaches to life and death?** | * Know that Hindus believe there is part of them which will exist for eternity: Atman (eternal self).
* Know that most Hindus believe there is a cycle of rebirth of the soul (samsara). A person’s actions during their life determine their next incarnation. Good actions have positive karma which allow them to have a good mortal life and increase their chance of reaching moksha (freedom from the cycle). This is their ultimate goal, although this shouldn’t be desired. Most believe it is where they will become one with Brahman (all creation and an unchanging ultimate reality), although others say the atman will be in the presence of Brahman but will remain separate and individual.
* Interpret Brihadaranyaka Upanishad 4.4.3–6: “*Thus does the man who desires [stays in the cycle of samsara]. But as to the man who does not desire – who is without desire, who is freed from desire, whose desire is satisfied, whose only object of desire is the Self – his organs do not depart. Being Brahman, he merges in Brahman.”* And Brihadaranyaka 1:3:28 *‘Lead me from the unreal to the real, from darkness to light, from death to immortality.’*
* Some also believe that an atman may exist in other realms – they may enter swarg (a heavenly realm) or narak (a hellish realm) for a period before rebirth. Bhagavad Gita 9.20 *“Whoever is worshipping me through rituals and sacrifices as prescribed in the Vedas, will be blessed with a residence in Indra Loka (Swarga) where he will enjoy all pleasures.”*
* Learn about and create a visual representation of the different analogies used to explain moksha e.g. a drop of rain entering a stream and progressing back to the ocean from which it came, interrelated atoms moving around each other. ‘*As a person casts off worn-out clothes and puts on new ones, so does the atman cast off worn out bodies and enter new ones.’* Bhagavad Gita 2:22
* Write an explanation of Hindu beliefs about death to go in a funeral director’s brochure, to explain what is and isn’t acceptable at a Hindu funeral. Explain funeral rites which happen. Include why Hindus cremate instead of bury after death (the physical doesn’t need to be preserved, it frees the soul and acts as a final sacrifice) and the preta-karma ceremony which may happen on the 13th day of mourning where rituals are performed to release the soul for reincarnation.
* Answer: ‘If this life is only temporary, it doesn’t matter’. How would a Hindu respond to this statement?
* Answer: ‘For Hindus, life is more important than death.’ Evaluate.
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| **Humanism** | **MATERIALISM** | **To what extent do humanist beliefs about materialism impact how they value life?** | * Know that materialism is the idea that matter is all there is. Practically speaking this has been extended and a materialist has come to describe someone who trusts in the material world and/or his material possessions to satisfy his needs, rather than trusting in God or some other source of power.
* Look at these quotes and decipher what Humanists believe about life after death: Humanist Manifesto II, Third: *“Holding an organic view of life, humanists find that the traditional dualism of mind and body must be rejected.”* Humanist Manifesto II, Second, *“Modern science discredits such historic concepts as the ‘ghost in the machine’ and the ‘separable soul.’ Rather, science affirms that the human species is an emergence from natural evolutionary forces.  As far as we know, the total personality is a function of the biological organism transacting in a social and cultural context.  There is no credible evidence that life survives the body.*” A Secular Humanist Declaration, 6. *“We have found no convincing evidence that there is a separable ‘soul’ or that it . . . survives death.”*
* Discuss: In what ways does the Humanist lack of belief in life after death influence how they value life now?
* The materialistic views of some Humanists lead them to believe we can understand human beings and the mind in the same way as we understand other phenomena in nature. Steven Pinker says: *"Our minds evolved by natural selection to solve problems that were life-and-death matters to our ancestors, not to commune with correctness or to answer any question we are capable of asking. We cannot hold ten thousand words in our short-term memory. We cannot see ultra-violet light. We cannot mentally rotate an object in the fourth dimension. And perhaps we cannot solve conundrums like free will and sentience."* Discuss: Does this mean Humanists are likely to place less value on human life?
* Discuss: What could the consequences be if human life isn’t valued?
* In contrast, read this article by Kenan Malik <https://newhumanist.org.uk/articles/466/materialism-mechanism-and-the-human-mind> How does he explain the uniqueness of humans? Does this view give value to life?
* Decide what is meant by this quote and whether it gives value to life: *“I am human; nothing human is strange to me.”* Terence, 163 CE.
* Research the Greek philosopher Democritus e.g. <https://humanists.uk/humanism/the-humanist-tradition/the-ancient-world/democritus/> Learn about his materialist theory that the physical world is made up of atoms.
* Compare this to Richard Dawkins’ view that we are nothing more than *“bytes and bytes of digital information”* passed on by our genes or DNA.
* Discuss: To what extent do Humanists believe it is up to the individual or the state to ensure that all are provided with the material goods they need to meet life’s standards?
* Answer: ‘Human life is worthy of value.’ Evaluate according to a Humanist perspective.
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**Big question 5: Can women have authority in religion?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **IMAGO DEI** | **How does barring women from leadership in some churches challenge the Christian belief that all are made in God’s image?** | * Learn how Imago Dei is Latin for the belief that all people are made in the image of God. Look up Genesis 1:26
* Give examples of how this means we should treat others.
* Analyse Da Vinci’s Creation of Adam.
* Create a gallery of student’s artwork based on the theme ‘Imago Dei’. Each should have a description alongside it explaining how the image incorporates Christian beliefs.
* Research which Christian denominations allow women in leadership roles and why.
* Look on websites for local churches of different denominations and complete a survey to find out which gender people in leadership are.
* Analyse the view of Rick Warren and his evidence to support it, in his Premier magazine article: ‘Why I changed my mind on women in church leadership’.

<https://www.premierchristianity.com/opinion/rick-warren-why-i-changed-my-mind-on-women-in-church-leadership/15108.article> * Compare this with the evidence given for the Catholic view on catholicstraightanswers.com <https://catholicstraightanswers.com/why-can-only-men-be-ordained-as-priests/>
* Look up Pope John Paul’s Theology of the Body. Look at what it teaches Catholics about the dignity and value which both sexes have. Understand how and why Catholics can sit this alongside only allowing men to be Priests.
* Interview a Catholic Priest. Ask them to explain the role of a priest and why they became one or watch Fr Mike Schmitz talk about it: <https://www.youtube.com/watch?v=OIQ9Jdl9Aas> (From 3 minutes 15)
* Answer: ‘God would want women in leadership roles in churches.’ Evaluate.
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| **Sikhism (Sikhi)** | **SANGAT** | **What is the place of women in the Sikh sangat?** | * Know that Sangat means ‘true congregation’ and refers to a community of people who meet together in the presence of the Guru Granth Sahib, often in a gurdwara.
* Look up how the sangat was created by Guru Nanak and how he practised equality by inviting all to his home to worship.
* Look up what the sangat often do together (e.g. sing hymns (kirtan), meditate on God’s name (Nam Japna)).
* Answer: Why is the sangat important to Sikhs? (e.g. being part of a community helps individuals come closer to Waheguru, provides opportunities for sewa (selfless service), helps Sikhs learn about the history of Sikhi).
* Know that Sikhs believe in the oneness of humanity and that everyone should be treated equally. All individuals, regardless of gender, race, disability, class or wealth should be treated with respect and dignity.
* Find examples of how there is no distinction between men and women within the gurdwara and sangat (e.g. both men and women can take part in all aspects of worship e.g. play music and read the Guru Granth Sahib).
* Analyse what these quotes suggest about equality: Guru Nanak AG 473 *“‘From woman, man is born; within woman, man is conceived; to woman he is engaged and married. Woman becomes his friend; through woman, the future generations come. So why call her bad? From her, kings are born. From woman, woman is born; without woman, there would be no one at all.*’ Guru Granth Sahib, p. 304 ‘*Women and men, all by God are created. All this is God’s play. Says Nanak, all thy creation is good, Holy.’* Dr Gurnam Kaur *‘All human beings are equal from birth. There are only two classes of human beings (man or woman) viz., manmukh and gurmukh. Those who follow the path of the Guru, obey the will of God, the divine ordinance are called gurmukhs, and those who follow the path of their own mind, act according to their ego running away from the Guru, the Shabad (the Word), are manmukhs (egoists).’*
* Look up the progressive actions of the Gurus towards women (e.g. Guru Amar Das condemned polygamy, sati (the ritual burning of a widow on her husband‘s funeral pyre), believed all women should be educated and wear what they like. Guru Gobind Singh gave all Sikh females the name of Kaur, so they wouldn’t have to take their husband’s name if married and encouraged women to be warrior-like and fight against those who persecuted them because of their faith).
* Discuss: How could someone argue that men and women can never be equal in Sikhi?
* Discuss: Is Sikhi a feminist religion?
* Visit a Gurdwara. Ask the Sikh representatives you meet how they practise equality, especially in the roles which men and women play.
* Answer: ‘In Sikhi, women are valued equally to men.’ Evaluate.
 |
| **Buddhism** | **UPEKKHA** | **How does Buddhist teaching about upekkha inform beliefs about equality?** | * Know that upekkha means the practice of equanimity or impartiality. It is about cultivating a state of mind which is balanced, unshakeable and unbiased.
* Consider how you react to situations. (Could give a list of different situations for students to respond to). Are you more often reactive or non-reactive? Judgemental or non-judgemental? What might the consequences of either be?
* Discuss: What do you think the benefits are of being in the state of upekkha? (e.g. deep inner peace, happiness, freedom from suffering).
* Read this description of upekkha vs. life without it. E.g. Life is full of rises and falls, success and failure, loss and gains and our heart responds to this with different emotions e.g. happiness and sorrow, hope and fear. Upekkha helps us to achieve a sense of calm, consistency throughout this. Now create a visual summary to portray this e.g. a rough ocean, a rollercoaster, an obstacle course.
* Find out how Buddhists can achieve upekkha (e.g. through meditation).
* Discuss: How can Buddhists stop upekkha from coming across as indifference or not caring?
* Connect how upekkha links with equality.
* Explain how with upekkha, our love is impartial, balanced and not carried away by emotion. It stops us from distinguishing between friend, enemy or stranger but all beings are equal. It opens the heart and dissolves anger, hostility and prejudice. Upekkha spreads to all beings, even those we don’t know so well.
* Discuss: How might cultivating upekkha be especially useful for somebody on a jury? What other situations might it be especially helpful for?
* Upekkha is one of the brahmaviharas (four emotions which help us to cultivate positive behaviours and minimise harmful ones). Guess what you think any of the three other mindstates might be. Look these up.
* A Buddhist teacher, Ayya Khema said the brahmaviharas (including upekkha) are “the only emotions worth having.” Assess why Buddhists see it as such an important emotion. Would you agree these are the most important emotions? Explain why or why not.
* Answer: ‘Upekkha teaches Buddhists that they should treat everyone with impartiality.’ Evaluate.
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**Big question 6: Does religion make the world a better place?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **JUSTICE** | **Can you be a Christian without caring about, and working for, justice in the world?** | * Know that Christians believe justice is to bring about what is right and fair. It is a key way they can show their love of God and their neighbour.
* Debate: “All Christians should support a charity.”
* Discuss: Do religious people have more of a responsibility to help stop injustices in the world, than non-religious people?
* Look up what the Bible teaches about justice e.g. Micah 6:8, Isaiah 1:17, Psalms 106:3, Amos 5:24
* Research the Seven Catholic Social Teaching Principles e.g. on the CAFOD website: <https://cafod.org.uk/pray/catholic-social-teaching> Understand how these teach Catholics they must care about and work for justice in the world.
* Carry out a survey to ask Christians, to find out how many do something to make the world a better place. Ask questions which help you to find out if they support, who, how e.g. directly or indirectly and why.
* Look at websites of some Christian charities which work for justice e.g. Mary’s Meals, Christian Aid, CAFOD, Tearfund, Open Doors, Salvation Army. What do they do? What are their stated values and aims? Do these link to specific Christian / Biblical teaching?
* Compare the aims of these charities with non-religious charities that promoting justice.
* Design an advert encouraging Christians to go on a gap-year with a Christian charity who works for justice. Include details on who the charity is, what will be done and why they should sign up to do it.
* Answer: ‘You cannot be a Christian unless you want to make the world better.’ Evaluate.
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| **Judaism** | **TzZEDAKAH** | **Does Jewish teaching about tzedakah offer practical ways to change an unfair world?** | * Know that Tzedakah means ‘righteous behaviour’. It is an obligation to do what is right and just, both through actions and the uses of money. Jews believe giving to people in need is not something extra, but it is the correct, honest thing to do. The money we have belongs to God who has entrusted it to us, so we should distribute as he wishes, to those in need.
* Explain how this quote fits with the idea of tzedakah: ‘More than the rich man does for the pauper, the pauper does for the rich man.”
* Answer: What is the difference between Tzedakah and charity?
* Read Jewish scripture on tzedakah e.g. Deuteronomy 15:7-11, Leviticus 23:22, The story of the reedcutter in Talmud, Shabbat 156b, Maimonides in Just Tzedakah 1998: *"Whoever gives tzedakah to the poor with a sour expression and in a surly manner, even if he gives a thousand gold pieces, loses his merit. One should instead give cheerfully and joyfully, and empathise with him in his sorrow".*
* Look at how Jews live this out practically e.g. Jewish homes often have tzedakah boxes to put money in to be given away (pushke - like originally happened in the temple in Jerusalem). Jewish tradition is to give at least a tenth of income away, giving money to Jews living in the Holy Land, giving money before praying. Look here for examples of charities Jews may support: <https://www.mynnls.org.uk/charities>
* Discuss: Jews believe that even a poor person who exists on the charity of others, should perform acts of charity. What do you think?
* Look at Maimonides ‘ladder of tzedakah’/8 levels of charity (Mishneh Torah, Laws of Charity, 10:7-14). Does it make tzedakah too mathematical and impersonal, or is it helpful to have guidance on how to give? Do you agree with the hierarchy of giving stated?
* Assess the impact which you think tzedakah has. Is it a practical way of making the world better?
* Discuss: Now in the UK the government offers support to people who need it e.g. the welfare state. Does this mean there is no longer a need for the traditional Jewish obligation of tzedakah?
* Discuss: Should Jews offer help to all those in need or just Jews who are in need?
* Answer: ‘The idea of tzedakah improves the world.’ Evaluate.
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| **Baha’i** | **UNITY** | **Could the Bahai approach to unity and harmony provide a remedy for the world’s problems?** | * Know the central theme of Baha’u’llah’s teachings is that humanity is a single race which should be united in one global society. World unity is the final stage in the evolution of humanity. No group is superior to any other and we should strive to eliminate all forms of prejudice and inequalities.
* Look up some of their teachings on unity: Official Baha’i statement August 2001: *‘The reality is there is only the one human race. We are a single people, inhabiting the planet hearth, one human family bound together in a common destiny, a single entity created from one same substance, obligated to ‘be even as one soul’*. Bahá’u’lláh, Tablets of Bahá’u’lláh, p. 89 *‘It behoveth man to adhere tenaciously unto that which will promote fellowship, kindliness and unity.*’ Bahá’u’lláh, Epistle to the Son of the Wolf, p. 14: ‘*So powerful is the light of unity that it can illuminate the whole earth’*. Bahá’u’lláh, *Gleanings from the Writings of Bahá’u’lláh, p. 218 ‘The tabernacle of unity hath been raised; regard ye not one another as strangers. Ye are the fruits of one tree, and the leaves of one branch.’*
* Watch this summary on their beliefs on unity: <https://www.youtube.com/watch?v=oD6hKXTp7-M>
* Know they believe that all people should work together for the common benefit of humanity. One’s spiritual life goes hand in hand with the practical life. Through their actions they work with communities, to try to promote self-reliance and safeguard human dignity to eliminate inequality and patterns of dependence.
* Research some of the social action projects they have led (e.g. found here <https://dl.bahai.org/bahai.org/betterment-world-standard-quality.pdf> )
* Discuss: What do you think the Baha’i faith would say you could do to create unity in the world?
* The Baha’i faith lists a number of suggestions which would help to create and maintain world peace e.g. an effective international tribunal for settling disputes peacefully, a common world currency, a common system of weights and measures, an international language which is taught everywhere alongside the native language of that country. Discuss: Do you think these would help create world peace? What other suggestions do you have?
* Create a table showing the reasons why the Bahai’s approach could solve the world’s problems and the reasons why it may not.
* Answer: ‘The world will never be united as one’. Evaluate.
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**Year 9**

**Big question 7: Where does evil come from?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **SIN** | **What different ideas do Christians have about the origins (and effect) of sin in the world?** | * Know that most Christians do not believe God created sin. When he made the world it was “very good” (Genesis 1:31). It entered the world when Lucifer, who had been a perfect angel, rebelled against God and was cast out of heaven (Isaiah 14:12, Luke 10:18, Ezekiel 14-17).
* Know that most believe God created the potential for sin because we have free will. Look up what is meant by free will.
* Read Genesis 3 and analyse what it teaches about how Adam and Eve sinned and what the effects of it were.
* Know what Catholics believe about Original Sin.
* Research Augustine’s view that human nature is corrupted by original sin. Look at what he said it was like before and after The Fall.
* Compare different Christian beliefs on what a person should do after they have sinned e.g. the Catholic Sacrament of Reconciliation and the Church of England’s Penitential rite.
* Discuss: Is it better to confess publicly or privately?
* Know Catholic teaching on venial and mortal sins. Find out if all Christians separate sin into these two categories.
* Look at what the Bible classifies as sin e.g. in Romans 1:28-32 and Galatians 5:19-21.
* Debate: “All sins are equal”.
* Imagine what the world would look like if nobody sinned. Would this be a better world to live in? For everybody or just for Christians?
* Answer: ‘Sin is God’s fault.’ Evaluate.
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| **Islam** | **FITRAH** | **Why is it both necessary and a struggle for Muslims to stay in the state of fitrah?** | * Know that Fitrah means ‘natural predisposition’ and refers to an inner sense of right and wrong which we have all been given by Allah, so we can recognise and worship him. It means individuals should know without having to be informed, which actions are evil and which are good. If Muslims follow Allah’s teaching and choose well, they have nothing to fear in the afterlife.
* Fitrah concerns moral and immoral values but also recognition and acknowledgement of The Creator and concerns that we experience.
* Look up and analyse the implications of key teachings on Fritrah: (*Abu Huraira reported: The Prophet (pbuh) said: “Every child is born with the Fitrah….Then Abu Huraira recited the Quran verse: "The Fitrah with which Allah created mankind".* [Sahih Bukhari 1292 and Sahih Muslim 2658] “I*f, as is sure, there comes to you guidance from Me, whosoever follows My guidance, on them shall be no fear, nor shall they grieve.”* Qur'an 2:38
* Know most Muslims believe they have free will as they are responsible for the choices they make. They should choose between right, using the guidance from Allah, and wrong, following the temptations of Shaytan (the Devil). Discuss why you think Muslims were given this ability.
* Muslims haven’t got absolute free will however, as Allah can intervene in their lives at any moment. Discuss if you think this is helpful/fair.
* Find out some of the teachings of Allah which can help Muslims to make the right choices.
* Discuss: Why do Muslims see this life as a test? (Preparation for Paradise)
* Discuss: Does this justify the existence of evil and suffering? (E.g. Allah’s way of educating people, retribution for a wrong they have committed).
* Discuss: Why do some Muslims perceive the test of suffering as a blessing?
* Look up the acts of the Fitrah (e.g. to grow a beard, clip finger nails). Discuss why these are seen as acceptable and unacceptable.
* William Chittick says while humans have the innate capacity to understand reality, their environment obscures their ability. Discuss: Do you think this is true. What might stop people from following the fitrah? What stops you from always making the right choices? He goes on to say the Prophets' role is to remind (dhikr) people of the knowledge they already have and humans need to remember (dhikr) it. Discuss: Who in your life can help you to make the right choices? What can you do to remember to choose well?
* Answer: ‘Fitrah makes life easy for Muslims when deciding what to do.’ Evaluate.
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| **Sikhism****(Sikhi)** | **MANMUKH** | **Why is becoming Gurmukh rather than manmukh so important for Sikhs?** | * Know that Sikhs believe they should not be self-centered but instead live a God-centered life. Manmukh translates as ‘facing me’ and gurmukh translates as ‘facing God’. To do this they need to get rid of their ego, pride and selfishness and live according to the will of God (Hukam). Sikhs believe this self-centeredness (haumai) is the main cause of evil and as a result, suffering.
* Look at these other words used in Gurbani (Sikh sacred scripture) for gurmukh: *sachiaar (truthful), bhagat (devotee), sewak (servant), mahapurakh (great person), aashaq (lover), gursikh (Guru’s follower), gyani (enlightened one), brahm gyani (endowed with divine knowledge), sadh (one who has purified himself), sant (saint), jan (a humble one), daas (slave), sura (the valiant), sohagan (blissfully wedded woman), mukat (liberated), panch (chosen one) and jiwan-mukat (who attains liberation during one’s lifetime).* Which words can you think of to describe manmukh?
* Discuss: How do you think Sikhs can be less manmukh and more gurmukh? E.g. accept God’s love, earn an honest living (kirat karni), help others (Vand Chakna), perform selfless service (sewa), meditate on Waheguru’s name (Naam Japna).
* Read the examples in this piece looking at the difference between having a gurmukh or manmukh mindset. <https://www.sikhnet.com/news/manmukh-gurmukh-mindset> Come up with your own examples.
* Discuss: To what extent do you think Sikhs can achieve gurmukh on their own? (Sikhs believe it requires human effort and divine grace (gur prashad)).
* Analyse these quotes: Guru Granth Sahib 286: “*One who performs selfless service, without thought of reward, shall attain his Lord and Master”.* Sri Guru Granth Sahib Ji Ang 1058: *“The Gurmukh acts in harmony with God’s Will; the Gurmukh finds perfection.”*Sri Guru Granth Sahib Ji Ang 441: *“The foolish self-willed manmukh does not remember the Lord, and shall regret and repent hereafter.”*
* Discuss: Do you think the advice to be less full of pride, selfishness and ego, is good advice for everyone, even those who are not Sikhs?
* Discuss: Who do you think would be happier, those who are gurmukh or manmukh?
* Discuss: What do you think the consequences of being manmukh could be?
* Answer: ‘Becoming gurmukh should be the focus of every Sikh’s life.’ Evaluate.
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**Big question 8: Where can we find truth?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **CREATION** | **How do Christians view the Bible as a source of truth when looking at creation accounts?** | * Know that fundamentalist Christians see the Bible as the direct word of God which is never mistaken. Therefore they take Genesis literally, believing the creation of the world was made in 6 calendar days exactly as the Bible suggests (Young Earth Creationism).
* Use Genesis 1 and 2 to create a timeline of the order in which the world was made.
* Know that many Christians believe the Bible and Genesis is the word of God. They believe it can be trusted as a form of revelation as the Holy Spirit inspired the authors with what to write, but they do not take it literally, however, but may see it as a myth or as a poem with lots of symbolism.
* Read Genesis 1 and 2 and extract the truths which Christians gain from it e.g. about the nature of God and humanity (Omnipotence, Imago Dei, Sanctity of Life, Stewardship).
* Look up creation poems by other Christian authors. Compare them to Genesis 1. E.g. The beauty of creation bears witness to God - St Augustine, I like the world - Steve Turner, What in the world is the wide, wide world - Norman Stone, God who made the earth - Sarah Betts Rhodes, The Creation – James Weldon Johnson.
* Look up quotes on what different Christian denominations have said about Creation and assess which viewpoint they support. E.g. *Pope John Paul’s message to the Pontifical Academy of Sciences: On evolution, 22nd October 1996, Pope Francis: “When we read about Creation in Genesis, we run the risk of imagining God was a magician, with a magic wand able to do everything. But that is not so.” United Methodists: "Science and theology are complementary rather than mutually incompatible… [This is why United Methodists] encourage dialogue between the scientific and theological communities and seek the kind of participation that will enable humanity to sustain life on earth, and, by God's grace, increase the quality of our common lives together."*
* In pairs have a conversation about how the world was made with one person holding a strict view that it happened literally and the other thinking it is a metaphorical poem.
* Learn what is meant by the Big Bang and Evolution. Decide if either of these are compatible with the different Christian views on how the world and humans were made.
* Answer: ‘However you interpret the Genesis accounts, they contain truth.’ Evaluate.
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| **Humanism** | **REASON** | **Why do Humanists place such a high value on reason?** | * Know that reason is highly important to humanists. It often features in the definition of what it means to be a humanist e.g. ‘an approach to life based on reason and our common humanity.’ They see it as the ability to think rationally, understand and form judgements logically.
* In groups have a conversation about what you are all going to do tonight. Two of you should speak with reason. The third person should always speak without reason (e.g. they might suggest they are going to try to go to space, they won’t do homework). Afterwards discuss: Did it make sense to not use reason? Was it hard to not use reason? What does this suggest about the part it plays in our life?
* Write a list of things you have done/will do today. Next to each write the reason why you are doing them. Analyse if these are good reasons! Afterwards reflect on how often you act with reason.
* On the Humanist website it states: *“We see rational thinking and kindness not only as the best basis for sound government policy, but the best recipe for a happier, more fulfilled, more harmonious society as well.”* Discuss to what extent you agree that rational thinking (reason) can bring such benefits to society.
* Read this quote by Sandi Toksvig (Patron of Humanists UK): ‘Being a humanist can be demanding. It means, when deciding what to believe or how to act, you have to do the thinking for yourself. You have to take responsibility for your own life. You have to take on what, for some, can appear like uncomfortable facts about reality. But it can also be enormously rewarding. It can be liberating and life-enhancing.’ Consider how able you are to reason well. What more could you do to improve your ability to reason?
* Consider how Humanists apply reason to different situations. For example, what would Humanists say about organ donation? Afterwards check here: [*https://www.organdonation.nhs.uk/helping-you-to-decide/your-faith-and-beliefs/humanism*](https://www.organdonation.nhs.uk/helping-you-to-decide/your-faith-and-beliefs/humanism)
* Discuss: What problems can focusing so highly on reason bring?
* Answer: ‘The world would be better if people thought and acted more with reason.’ Evaluate according to a Humanist perspective.
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| **Islam** | **JAHILIYYAH** | **How does guidance in the Qur’an prevent Muslims returning to an age of ignorance (jahiliyyah)?** | * Know that Muslims regard jahiliyyah as a concept referring to the period of time and state of affairs in Arabia before the advent of Islam in 610CE. It is often translated as the ‘Age of ignorance’.
* Research what life was like during the original jahiliyyah period in Arabia. Gather examples of the chaos and ignorance shown e.g. worshipping of idols, superstition, wine drinking, gambling.
* Look up Al-Qur’an, Surah Al-Nur 24: 39-40: *“But the unbelievers,- their deeds are like a mirage in sandy deserts, which the man parched with thirst mistakes for water; until he comes up to it, he finds it to be nothing: But he finds Allah there, and Allah Will pay his account: And Allah is swift in taking account. Or (the Unbelievers’ state) is like the depths of darkness in vast deep ocean, overwhelmed with billow topped by billow, topped by (dark) clouds: Depths of darkness, one above an other: if a man stretches out his hand, he can hardly see it! For any one whom Allah has not given light, there is no light.*” Discuss what these metaphors teach about where truth can be found.
* Know the importance of the Qur’an to Muslims (It was revealed to the Prophet Muhammad over 23 years. Its revelations are regarded as the sacred word of God).
* Look up guidance in the Qur’an which helps Muslims to live out their faith well e.g. Surah Al-Baqarah 83, Surah Al-Baqarah 42, Surah An-Nur 24:12-13, Surah Al-Isra 17:26.
* Discuss: If every Muslim read the Qur’an would that stop a return to a time of ignorance and chaos? Is anything needed in addition to the Qur’an’s guidance?
* Some Islamic scholars e.g. Abul A'la Maududi see Jahiliyyah as referring to secular modernity and modern Western culture. In his works, Maududi asserted that modernity is the “new jahiliyyah.” Discuss: In what ways could modern culture appear to be a new ‘age of ignorance’? How can Muslims stop and change this?
* Answer: ‘The Qur’an contains the truth Muslims need to know.’ Evaluate.
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**Big question 9: Can there be unity in a world of difference?**

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| **Religion/****Worldview** | **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Christianity** | **SACRAMENT** | **Why are there so many differences in how sacraments are practised by Christians?** | * Know for Christians a sacrament is: ‘An outward sign of an inward grace’. It is a ceremony which helps Christians get closer to God.
* Know for Catholics there are 7 sacraments: Baptism, Eucharist, Confession, Confirmation, Marriage, Ordination, Sacrament of the Sick. These are performed at key times in a person’s life when they need God’s grace.
* Know for Protestants, there are two sacraments: Baptism and the Eucharist (Holy Communion). This is because they believe only in the sacraments performed by Jesus.
* Know for some Christians e.g. Quakers and the Salvation Army, they do not perform any sacraments at all. They think all actions are sacred and we don’t need rituals to communicate with God or receive his grace.
* Compare what the Eucharist means to different Christians e.g. the difference between Catholics, Eastern Orthodox, Church of England, The Salvation Army. Know the difference between transubstantiation and consubstantiation.
* Look up the biblical origins of the Eucharist/Communion (The Last Supper).
* Interview people from different Christian denominations and find out their views on the significance of the Eucharist. Analyse the findings to identify similarities and differences.
* Compare different beliefs on baptism between Christian denominations. E.g. Infant baptism (Orthodox Christians) and Believer’s baptism (Evangelicals, Baptists and Pentecostals).
* Visit the websites of some Suffolk churches and compare what they believe and how they carry out baptism. E.g. The Forge – a Free Church, includes what they believe and videos of people being baptised and explaining why they are. <https://forgechurch.com/next-steps/baptism>, St Mary Magdalens – A Catholic Church, information on beliefs <https://marymagdalens.org/sacraments/baptism> , Beacon Church – a Free church, a video on their beliefs <https://www.beaconchurchuk.org/baptism>
* Make a table of the similarities and differences between the Church of England <https://www.churchofengland.org/life-events/christenings> and Catholic Church <https://media.ascensionpress.com/2020/11/07/the-ultimate-guide-to-catholic-baptism/> about baptism.
* Read Jesus’ baptism in the Bible (Matthew 3:13-17). Decide which denominations celebrate baptism in the most similar way. Consider if baptism now should be a re-enactment of Jesus’ baptism.
* Debate: ‘All Christians should be baptised.’
* Answer: ‘Christians should all practise the sacraments in the same way.’ Evaluate.
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| **Sikhism (Sikhi)** | **KHALSA** | **What is the significance of the Khalsa and why don’t all Sikhs join it?** | * Know that Khalsa means ‘pure’ and is a group for committed Sikhs to show their personal commitment and devotion to faith. It is thought there are nearly 25-30 million Khalsa Sikhs (also called Amritdhari sikhs), that’s about 20% of the Panth (The entire society, community, religious body of Sikhs around the world).
* Read the story of how the Khalsa was formed (Guru Gobind Singh asking for five Sikhs to offer their head in sacrifice). Could watch: <https://www.truetube.co.uk/resource/the-formation-of-the-khalsa/> Discuss how far you would go for something you believe in. What does this say about the Khalsa?
* Know what happens in the Amrit Sanskar ceremony which initiates people into the Khalsa e.g. drinking of amrit. Could watch: <https://www.bbc.co.uk/programmes/p02mx69p>
* Know what members of the Khalsa commit to during the ceremony e.g. no hair removal, no tobacco or alcohol use, no adultery, wearing the 5Ks.
* Discuss: How does the Khalsa reflect equality? (e.g. all men called ‘Singh’ and women ‘Kaur’ to remove their status or caste.)
* Discuss: How difficult do you think being in the Khalsa is for Sikhs?
* Look at the Spiritual evolution stages from Manmukh to Sikh to Khalsa to Gurmukh. Discuss if you think this hierarchy is helpful to Sikhs.
* Know that not all Sikhs are Khalsa members and analyse why. Most see it as the ideal which all Sikhs should aspire to, some hold it as fundamentally important, others give it less priority. Sahajdhari Sikhs: Sikhs who believe in the Ten Gurus and worship the Guru Granth Sahib but haven’t gone through the Amrit Sanskar initiation ceremony e.g. because they may disagree with the Khalsa code. They are still part of the sangat (‘true congregation’, the community of Sikhs). Keshdhari Sikhs: A non-initiated Sikh who keeps the hair uncut and wears the turban. Patit: A lapsed Khalsa member.
* Answer: ‘Every Sikh should aspire to be in the Khalsa’. Evaluate
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| **Judaism** | **MESSIAH** | **Why are there conflicting views in Christian and Jewish teaching about the nature of the Messiah?** | * Know that Messiah comes from the Hebrew word which means ‘anointed one’. It is believed that the Messiah will bring salvation to humankind and establish God’s kingdom on earth. It is a term used differently, by both Jews and Christians.
* Know that Christians believe the Messiah has already come in the form of Jesus. He was sent by God to save humanity.
* Look up New Testament quotes to support Jesus as the Messiah e.g. Matthew 16:13-17 “*You are the Messiah, the Son of the living God*.” (Jesus never explicitly claimed to the Messiah but the writers of the Gospels suggested he was).
* Know that Jews believe the Messiah has not yet come. Some believe God has already decided when the Messiah will come but humans don’t know. Others believe they will come only when humans have proved themselves to be worthy of him. Some think he will appear when humanity is most in need.
* Look up the qualities which Orthodox Jews believe the Messiah will have, according to the Torah.
* Read this quote by Rabbi Arthur Green – Seek my face, speak my name: *“Instead of bringing about the onset of redemption, messiah will herald its completion. The actual work of redeeming the world is turned to us in history, and is done by all of us, day by day. Messiah has been waiting in the wings, as it were, since the very beginning of history, ready to come forth when the time is right. According to one legend, he sits among the lepers at the gates of Rome–today we would be likely to find him in an AIDS hospice–tending to their wounds. Only when redemption is about to be completed will messiah be allowed to arrive. Rather than messiah redeeming us, we redeem messiah.”* Analyse what this means for some Jews today.
* Know that some Reform Jews reject the idea of a Messiah as an actual person. Instead ordinary people have the power to bring about a peaceful and prosperous age (The Messianic Age or Olam ha-ba). During this time people will live in peace, Jews will return to Israel and food, water and crops will be plentiful. (see Micah 4:3).
* Discuss: How do you think this view influences the actions of Reform Jews?
* Look up this Talmudic story about planting a tree and accompanying questions: <https://www.sefaria.org/sheets/115461?lang=bi> Discuss whether it says it is more important to focus on the Messiah or to live a good life in the world today.
* Create a table/venn diagram to show the differences and similarities between Orthodox and Reform Jews about the Messiah.
* Work in groups of three. Assign one person the role of a Christian, one the role of an Orthodox Jew and another a Reform Jew. Have a conversation about the Messiah, with each person asserting their view, why they have it and what the implications of this are.
* Answer: ‘Different views on the Messiah cause unnecessary conflict and confusion.’ Evaluate.
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