

Key Stage 3

*Pupils should not just learn
about religion
but also about themselves
from religion.*

Throughout Key Stage 3, pupils extend their understanding of Christianity and at least two of the other principal religions in a local, national and global context. They:

- **deepen their understanding of important beliefs, concepts and issues of truth and authority in religion.**
- **apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.**
- **enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions.**
- **interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.**
- **reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs.**
- **develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.**

*Adequate curriculum time must be provided for Religious Education.
This will not usually be less than 5%.*

Knowledge, skills and understanding

Learning about Religion - AT I

Pupils should be taught to:

- a investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies;
- b analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions;
- c investigate and explain why people belong to faith communities and explain the reasons for diversity in religion;
- d analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy;
- e discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues;
- f apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs;
- g interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;
- h interpret a variety of forms of religious and spiritual expression.

Learning from Religion - AT2

Pupils should be taught to:

- a reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments;
- b evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas;
- c express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;
- d reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas;
- e express their own beliefs and ideas, using a variety of forms of expression.

Breadth of study

During Key Stage 3, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs

- a Christianity;
- b at least two other principal religions; one should be selected from Group A (Islam or Judaism); the other from Group B (Buddhism, Hinduism or Sikhism);
- c a religious community with a significant local presence, where appropriate;
- d a secular world view, where appropriate;

Themes

- e beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death;
- f authority: different sources of authority and how they inform believers' lives;
- g religion and science: issues of truth, explanation, meaning and purpose;
- h expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms;
- i ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil;
- j rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship;
- k global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment;
- l interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs;

Experiences and opportunities

- m encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues;
- n visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion;
- o discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues;
- p reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in Religious Education, using reasoned, balanced arguments;
- q using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully;
- r exploring the connections between Religious Education and other subject areas such as the arts, humanities, literature, science.

Buddhism in Key Stage 3

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Buddhists believe about:</p> <ul style="list-style-type: none">● Wisdom and compassion in the Buddha's teaching (the Dharma);● All sentient beings have the potential for Nirvana/Enlightenment;● Five Precepts; Four Noble truths; Eightfold Path; Three Jewels; Three Poisons;● Karma (action - the law of cause and effect) - every thought, word and deed has an effect, now or in the future;● Samsara (the cycle of life, death and rebirth);● Buddha as a supreme example to his followers, with reference to episodes in his life;● The role of the Bodhisattva e.g. Tara, Avaloketeshvara.
<i>Worship</i>	<ul style="list-style-type: none">● The Buddha image is not worshipped as an idol; it communicates many values such as peace, purity, compassion, and wisdom.● There is no creator God in Buddhism.
<i>Deity</i>	<ul style="list-style-type: none">● The importance of analysing the nature of perception and the purpose of training the mind in meditation.● Variety of practices depending on the tradition.● Daily ceremonies, retreats, rituals and festivals.● Symbols which express Buddhist teachings, e.g. the wheel, the lotus.● The significance of the Buddhist temple● The diversity of different images of the Buddha and their significance e.g. mudras.
<i>Authority</i>	<ul style="list-style-type: none">● Stories from the life of the Buddha, focusing on his discovery of how to overcome suffering and unhappiness; his renunciation; his Enlightenment; his teachings on compassion and wisdom.● Buddhist texts, e.g. the Dhammapada, Atisha's advice.● Verification of teachings through personal experience.● The role of the teacher-guru, Lama, Roshi, priest, abbot.
<i>Commitment</i>	<ul style="list-style-type: none">● The purpose of life for a Buddhist is to work towards Nirvana/Enlightenment.● Buddhists try to study and practise the Dharma to become free from greed, hatred and ignorance and to develop loving kindness and wisdom.● Buddhists try to help alleviate suffering by giving hospitality, sympathy, generosity, and by teaching by example.● The Buddhist community: ordained Sangha try to obey the monastic rules of the Vinaya, meditate, study texts, teach, counsel and take part in services. Lay people try to meditate, study and support the monastic Sangha or temple.● The geographical spread of Theravada and Mahayana Sangha in different countries.

Suggested Learning Experiences in Buddhism for Key Stage 3

AT1 Learning About Religion Pupils could:

- Research the life of Buddha, with specific reference to the solution he found to the question of suffering.
- Write a play about the life of the Buddha.
- Find out what Buddhists mean by 'Nirvana' and Enlightenment' and how they can be achieved.
- Study images of the Buddha, and explore the use of mudras and their significance.

- Consider ways in which Buddhists try to follow the example of the Buddha.
- Interview a Buddhist about what it means to take refuge in the Three Jewels.

- Explore Buddhist teachings on interdependence and how our minds perceive reality.
- Consider Buddhist teachings on suffering, its causes and how it can be extinguished.
- Give a presentation about the meaning of the 4 Noble Truths or the Noble Eightfold Path.

- Observe different forms of meditation, and ask Buddhists how meditation helps them in daily life.

- Visit or see a video or pictures of a Buddhist temple and make a display to show understanding of what activities take place in a temple, its functions and its importance for the Buddhist community and how the sense of community is fostered.
- Observe, at firsthand or through video, Buddhist acts of worship, and consider how these acts relate to Buddhist beliefs and values.
- Interview Buddhists, or watch a video, about their worship and what it means to them.
- Consider how important messages are conveyed through Buddhist worship.

- Read selected texts from the Dhammapada, and discuss them with the class.

- Design a poster of the wheel of life, with notes on the significance of each part.
- Explain the symbolism of the wheel and the lotus, with reference to Buddhist teachings.

- Explain the importance of Wesak for Buddhists.
- Use puppets, drama, music or IT to explore the stories and traditions associated with Wesak.

- Consider the role of Bodhisattvas in Mahayana Buddhism.

- Compare the lives of lay and ordained Buddhists in different cultures and traditions.
- Give a talk on what is involved in being a Buddhist.

- Interview a Buddhist about how they try to implement Buddhist principles in their lives.
- Watch videos about issues facing Buddhist families in contemporary British society and about what their faith means to them in everyday life.

AT2 Learning From Religion Pupils could:

- Investigate the extent to which worldly wealth or renunciation can lead to happiness.
- Identify people we would describe as 'wise', and discuss their qualities.
- Participate in a Community of Enquiry focusing on metaphors such as 'seeing the light' and 'finding oneself'.

- Discuss the implications of greed, hatred and ignorance and how they might be overcome.
- Assess what can be a refuge in our lives.
- Consider why some people are seen as modern day prophets and are held as examples to follow.

- Participate in a Community of Enquiry about how we perceive the world.
- Make a collage to display the different forms of suffering in the world, suggest reasons for suffering and effective ways of working to overcome it.
- Give examples of how cause leads to effect and lessons learnt from experience of cause and effect.

- Discuss the benefits of stillness and meditation and the value of solitude and reflection in our own lives.

- Discuss the value of regular prayer and other corporate activities for members of a group with shared beliefs and values.
- Discuss the importance of religion in maintaining social stability and an individual sense of identity.
- Assess how a place of worship can be a focus for community action in response to natural disasters.
- Design a building which reflects the groups beliefs.
- Discuss the significance of symbol, ritual and routine in daily life.
- Share experiences of objects or places which have an emotional or spiritual significance in our lives.

- Identify favourite poems or stories on the theme of solitude and silence.

- Ask questions about the benefits and disadvantages of a belief in rebirth.
- Distinguish the variety of states of mind we may experience on a daily basis.

- Discuss the claim that ceremonies help people come to terms with significant times.
- Suggest activities which might unite a class.

- Assess the nature of role models in modern society and the qualities we admire in them.

- Examine the value of renunciation in our lives.
- Consider the personal challenges involved in trying to become compassionate and wise.

- Participate in a Community of Enquiry focusing on the importance of having values by which to live and compare and contrast different people's values.
- Compare reasons for vegetarianism among people we know.

Christianity in Key Stage 3

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Christians believe about:</p> <ul style="list-style-type: none">● God, Incarnation and the Trinity.● The notion of a 'soul'.● Life of Jesus and beliefs about resurrection, atonement, redemption and salvation.● Human beings are created in the image of God and each individual has a unique value.● Problem of evil.
<i>Worship</i>	<ul style="list-style-type: none">● The nature and role of the church.● Important times in the Christian calendar, e.g. Easter and Pentecost.● Holy Communion, Mass, Lord's Supper .● Different forms of prayer .● Christian diversity as represented by various denominations locally and through different expressions of Christianity in other countries and cultures, highlighting similarities and differences in worship and practice.● Pilgrimage and retreat, e.g. St. Herbert's Island on Derwentwater; Swarthmoor Hall, Iona, Lourdes, Taize - ideas of renewal, commitment and dedication. Jerusalem as a centre of pilgrimage.
<i>Deity</i>	<ul style="list-style-type: none">● Christian beliefs about God and Jesus expressed through statements of belief, in various denominations; continents and cultures; and in worship and through the arts.● Christian beliefs about creation and how they relate to scientific views.● How Christians find evidence for God in human experience, the natural world, scripture, tradition and reason.● Terms used to describe God – Father, Son, Spirit, loving, judging, forgiving, redeeming, providential, omnipotent, omniscient, omnipresent, transcendent, and immanent.
<i>Authority</i>	<ul style="list-style-type: none">● Jesus in his social and political context: selected passages from Gospel narratives illustrating key events in his life; his teaching about forgiveness, love and service to God, repentance.● Jesus as the Messiah and the Son of God.● Importance of Saint Paul.● The Bible: e.g. use in worship, liturgy and ceremonies, giving guidance for life and in decision making.● Ways of interpreting the Bible, e.g. literally, metaphorically, allegorically, symbolically.● The importance of 'faith' and 'proof' in a modern scientific world.● How we make moral decisions e.g. learning through consequences, through following rules, through the example of others.
<i>Commitment</i>	<ul style="list-style-type: none">● Personal and corporate Christian values as a response to Jesus' (and other key figures) teaching and how this is demonstrated through political action and social justice, especially comparison with the world-wide church e.g. work of John Ruskin.● Personal relationships, e.g. individual responsibility, roles in the family, loving one's neighbour (Matthew 7 vs. 12).● Responses to contemporary social, moral, environmental, global issues.● Personal and corporate action and commitment through exemplary figures and organisations reflecting Christian values.

Suggested Learning Experiences in Christianity for Key Stage 3

AT1 Learning About Religion Pupils could:

- Explore Christian perceptions of God and why so many people believe in God and why others do not.
- Participate in a Community of Enquiry focusing on evidence for the existence of God in a world in which people suffer.
- Explore ways in which God is portrayed in art, poetry, music and drama in Christian world cultures.
- Investigate the use of symbolism within art and study the Christian belief it expresses.
- Share questions about God, which are often asked, and suggest how a Christian might answer these questions.

- Explore the social and political context of Jesus and the ways in which his life and teaching were perceived by his contemporaries.
- Explore pictures of Jesus from different cultures and talk about what the artist might be trying to convey.

- Reflect on Christian beliefs and experience related to 'incarnation', 'redemption', 'miracle', 'judgement'.
- Consider the value of these in helping guide or motivate Christians.

- Mind map the word 'church' to show its meaning.
- Explore the role of churches in the local community.
- Research a comparative study of at least two Christian communities on different continents noting similarities and differences in belief about God, Father, Son and Holy Spirit, experiences of worship, commitment, belonging, and layout of the buildings.
- Discuss different ways in which Christians renew their faith and commitment.

- Study ways in which Holy Communion (Mass, Eucharist or Lord's Supper) are celebrated in different world cultures and the significance of any differences observed.

- Explore Christian beliefs and practices surrounding death.
- Interview Christians about their beliefs, experiences and understanding of traditional imagery in the order of service for funerals and discuss why certain phrases are used, e.g. 'dust to dust, ashes to ashes'; 'I am the resurrection and the life'.

- Investigate the idea of the Gospels as 'good news' and a source of authority.
- Discuss the different ways in which Christians interpret the Bible and how they refer to it in making decision about social and moral issues.
- Reflect on the significance of St Paul in early Christianity.

- Deepen understanding of Easter and Christmas festivals through artefacts, art, music, poetry and drama.
- Discuss the significance of, and different opinions about, the virgin birth and the resurrection.
- Compare differences in Gospel narratives, (e.g. of Jesus' birth and of his resurrection). What are the most important aspects of these accounts?

AT2 Learning From Religion Pupils could:

- Consider the issues raised by natural and personal disasters and select resources to assist Christians to cope with and reflect upon them.
- Participate in a Community of Enquiry about belief without physical proof and what 'truths' we accept on the word of another and what we don't accept.
- Explore ways in which encounters with the natural world can inspire awe and other spiritual feelings. Make a group presentation using Christian images and artefacts that illustrates our feelings about this.

- Examine situations of conflict and controversy in the local and wider community. Identify Christian methods for resolving conflict and choosing between alternative options or truth claims.
- Reflect on why some people are chosen to do special tasks and why some people are seen as modern day prophets and are held as examples for people to follow.

- Discuss the value of reflection and its significance in gaining personal insight.
- Participate in a Community of Enquiry about the advantages and disadvantages of belief in miracles.

- Discuss the value of corporate activities for members of a group with shared beliefs and values.
- Reflect on the value of prayer and consider the possibilities of expressing feelings and attitudes through prayer.
- Produce a montage of contemporary music/film clips for use in youth worship or devise a meditation on old age using newspaper extracts.

- Evaluate the importance of ritual in our own lives.
- Consider experiences which take people beyond everyday events and which might be interpreted as examples of a spiritual dimension in life.

- Consider questions about the purpose of life and share views about what might happen after death.
- Compare the attractions and weaknesses of their own, and other people's, beliefs about life after death.

- Share experiences of making important decisions, what influenced our choices and what guides us.
- Using practical, current examples, talk about ways in which moral decisions are made.
- Share views, and how we came to them, on social, moral, environmental issues.

- Reflect on the inadequacy of words to express deep emotion or belief.
- Express feelings and beliefs in ways other than verbal or written e.g. role play, music.
- Compare accounts of the same event witnessed, and written about by different members of the class, and talk about why differences exist between accounts.

Suggested Learning Experiences in Christianity for Key Stage 3 *(continued)*

AT1 Learning About Religion

Pupils could:

- Talk with Christians about their understanding of the Holy Spirit and the way they reveal their belief.
- Discuss imagery used to describe the Holy Spirit in Acts and make a display of ideas about Pentecost.

- Reflect on the way Christian values have affected British society and their relevance in a multi-faith society.
- Explore how Christians from different cultures and nationalities relate to one another.
- Reflect on what might be learned from the ways in which Christians respond to difficulties in living up to their beliefs.
- Discuss the relevance today of John Ruskin's views.

- Reflect on the role Christianity plays in the human search for happiness. What is spiritual fulfilment?
- Discuss responses to ultimate questions given by Christianity and by pupils in the class.

AT2 Learning From Religion

Pupils could:

- Reflect on the inadequacy of words to express deep emotion or belief.

- Talk about if, when and why we want people to come round to our way of understanding.
- Reflect on the advantages and disadvantages of diversity within groups and communities.
- Discuss why it is sometimes easier for people to divide rather than unite and the possible consequences of division, listing topical examples as illustrations.
- Discuss values which we consider to be essential to our lives and the community.
- Read stories (such as *The Selfish Giant* by Oscar Wilde and *The Lion, The Witch and The Wardrobe* by C. S. Lewis) which are Christian analogy and which give insight into Christian values and their effects on our lives.

- Pose questions of meaning and consider relevant religious and non-religious responses.
- Reflect on the different answers people with differing world views might give to questions such as 'Who was Jesus?'; 'Why do people suffer?'; 'Do miracles happen?'; 'Does God exist?'

Notes

Hinduism in Key Stage 3

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Hindus believe about:</p> <ul style="list-style-type: none">● Brahman (ultimate reality).● Atman (Self, soul).● Dharma (teachings).● Ahimsa (non-violence) and its implications e.g. vegetarianism, self-discipline, fasting.● Karma (action - the law of cause and effect) - every thought, word and deed has an effect, now or in the future.● Samsara (the cycle of life, death and rebirth).● Moksha (liberation).
<i>Worship</i>	<ul style="list-style-type: none">● Personal worship - in the home and in the Mandir (temple), including the Arti ceremony, bhajan and kirtan (singing), havan (sacred fire).● The nature and function of the Mandir in India and Britain as a religious, social, educational and welfare centre.● Festivals, e.g. Holi, Navaratri, Shivaratri, Dassehra, birthdays of Rama (Ramnavami) and Krishna (Janmashtami).● Pilgrimage in India, e.g. Varanasi (Benares), Gangotri, Vrindavan.
<i>Deity</i>	<ul style="list-style-type: none">● God is one and is worshipped in diverse forms and/or is believed to be formless. Some forms include the Trimurti (Brahma, Vishnu, Shiva), Krishna, Rama, Hanuman, Lakshmi, Ganesha, Kali, Durga.● The concept of avatar.
<i>Authority</i>	<ul style="list-style-type: none">● Names and nature of the sacred texts and how they are used by adherents e.g.:<ul style="list-style-type: none">- Vedas (descriptions of the Creation) and Upanishads;- Ramayana (Rama's exile and return);● Stories with a moral e.g.<ul style="list-style-type: none">- Panchatantra stories;- Bhagavad Gita;- Mahabharata.
<i>Commitment</i>	<ul style="list-style-type: none">● Samskaras - sacraments associated with birth, initiation (sacred thread), marriage and death (cremation).● Roles within the family, defined by gender and age-duties within the extended family and the importance of women.● Ashramas-4 stages of life and their duties.● Varna - the traditional 4-fold division of Hindu society.● Jati (caste) as a kinship system and support group; hereditary and the evolving nature of caste.

Suggested Learning Experiences in Hinduism for Key Stage 3

AT1 Learning About Religion Pupils could:

- Understand the Hindu concept of one God known through many forms.
- Identify Hindu beliefs expressed through the ways in which God is portrayed and the meanings of symbols associated with some deities.
- Share questions about God, which are often asked, and suggest how a Hindu might answer these.

- Interview a Hindu or watch a video about some of the key concepts which underpin Hindu beliefs e.g. Atman, karma, moksha, samsara.
- Develop a game depicting beliefs about the journey from samsara to moksha e.g. snakes and ladders.

- Consider how the importance of ashramas might affect a Hindu's personal, family and community life.
- Watch a video about birth and marriage rituals, note any symbols and explore their meaning.
- Suggest how Hindu funeral rites may help people come to terms with death.
- Interview Hindus or watch videos about issues facing Hindu families in contemporary British society and about what their faith means to them.

- Examine the functions and symbolism of a Mandir.
- In person or on video observe the Arti ceremony.
- Visit, or see a video or pictures of a Mandir.
- Make a display showing understanding of activities in a Mandir, its functions and how the sense of a Hindu community is fostered.
- Interview Hindus, or watch a video, about their worship and what it means to them.

- Devise a PowerPoint presentation about the importance of some pilgrimage sites for Hindus.

- Explain the importance of some festivals for Hindus.
- Use puppets, drama, music or IT to explore stories and traditions associated with some Hindu festivals.

- Talk with Hindus, or watch a video, about favourite passages from Hindu scriptures.
- Compare the status of different Hindu scriptures (smriti and shruti) and listen to passages from them.
- Suggest which qualities of Rama and Krishna are admired by Hindus. Explore some of Krishna's teachings on yoga within the Bhagavad Gita.
- Investigate different ways in which Hindu scriptures are used for personal and corporate devotion.

- Explore ways in which Gandhi developed 'ahimsa' and self-discipline in both South Africa and India.
- Investigate Gandhi's attitude towards equality and the caste system.
- Investigate the links between the Jain and the Hindu religions, especially with regard to ahimsa.

- Interview a Hindu about how they try to implement Hindu principles in their lives.
- Give a presentation on what it means to be a Hindu.

AT2 Learning From Religion Pupils could:

- Discuss how, though we are one person, we have different aspects to our character and behave differently in different roles and compare this to diverse ways of representing God.
- Assess heroes and heroines in our lives and the qualities we admire in them.

- Participate in a Community of Enquiry about 'duty' with reference to Hindu beliefs.
- Assess the possibility of there being a 'soul'.
- Distinguish the variety of states of mind we may experience on a daily basis.

- Compare important changes in our own lives.
- Talk about the mark/characteristics of being a baby/child/teenager.
- Consider the value of ceremonies and rituals to mark important turning points or life changes.
- Suggest some of the questions raised by death, about the meaning of life.
- Give reasons why it is important to keep promises or carry through a decision.

- Assess how a place of worship can be the focus for community action e.g. response to natural disasters.
- Consider why light is used in rituals across religions, and the different interpretations given to it.
- Discuss the role of religion in maintaining social stability and an individual sense of identity.
- Discuss the value of regular prayer and corporate activities for members of a group with shared beliefs.

- Relate the concept of life as a pilgrimage, or journey, to our own understanding of life.

- Discuss the claim that ceremonies help people come to terms with significant times.
- Suggest activities which might unite the class.

- Consider the importance of traditional narratives to individuals and communities and identify books which have influenced our thinking and why.
- Participate in a Community of Enquiry using the Vedic account of Creation as a stimulus.
- Discuss a range of views on the value of Hatha yoga and meditation.
- Relate our own questions of meaning to teachings within the Bhagavad Gita.

- Compare reasons for vegetarianism among people we know.
- Reflect on ideas about self-discipline.
- Categorise the nature of 'divisions' or 'groupings' in societies with which we are familiar.

- Participate in a Community of Enquiry focusing on the importance of having values by which to live.
- Compare and contrast different people's values.

Islam in Key Stage 3

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	What Muslims believe about: <ul style="list-style-type: none">● Allah.● The 5 pillars of Islam (Shahadah, Salah, Sawm, Hajj, Zakat).● Ummah (worldwide Islam).● Akhirah: life after death; paradise.
<i>Worship</i>	<ul style="list-style-type: none">● The role of the mosque as a religious, social, educational and welfare centre.● Prayer: call to prayer; muezzin - rituals and meaning (Salah, Wudu).● Jumu'ah - Friday prayer at the mosque● Men and women in the mosque - roles and responsibilities.● Worship (celebration) and belief in actions and duties.● Eid celebrations
<i>Deity</i>	<ul style="list-style-type: none">● Muslim believe that Allah is the One True God who has no partners; is the creator (Tawhid); the provider of all things; and who gives guidance through Messengers and Books.● The attributes of Allah: e.g. the all gracious, all merciful (the 99 names for Allah).
<i>Authority</i>	<ul style="list-style-type: none">● Muhammad (p.b.u.h.) his key role as the final Prophet: and recipient of the final revelation Laylat-ul-Qadr: The Night of Power.● The Qur'an - the revealed book treated with respect.● Opening Surah of the Qur'an - al-Fatihah.● The Hadith - the sayings of Prophet Muhammad (p.b.u.h.) - as a major source of Islamic law.
<i>Commitment</i>	<ul style="list-style-type: none">● Family life: distinctive features in the home and conduct of family members, including hygiene, diet, modesty, sexual relations.● Social life: the importance of honesty, good manners, social justice and equity.● Jihad: personal struggle in the way of Allah to achieve self-improvement, campaign for the truth, defence of the faith, helping the oppressed.● Contemporary, social, moral and environmental issues in the Islamic perspective.

Suggested Learning Experiences in Islam for Key Stage 3

AT1 Learning About Religion Pupils could:

- Consider what Muslims mean when they say Allah has no partners (see Qur'an 112).
- Examine the significance of the Shahadah.
- Summarise the attributes of Allah in the 99 names.
- Share questions about God, which are often asked, and suggest how a Muslim might answer them.

- Read selected passages from the Qur'an which describe attributes of Allah and what they contribute to an understanding of Islamic belief in Allah
e.g. Surahs 10: 5-6, 30: 20-24, 16: 1-21, 66-70, 77-83.

- Examine the life of Prophet Muhammad (p.b.u.h.) in its historical context and how messengers of Allah exemplify Islamic beliefs and values.

- Explain the postures of Salah as a demonstration of the Islamic attitude to Allah and to equality.
- Understand the importance of Sawm in relation to Islamic teaching on self-discipline.
- Explain the importance of Zakat to the Islamic community.
- Discuss the concepts of commitment and its expression in Islamic daily life.
- Evaluate the significance of the Ummah.

- Visit or see a video or pictures of a mosque.
- Make a display showing understanding of activities in a mosque, its functions and how the sense of a Muslim community is fostered.
- Observe, firsthand or on video, Muslim worship and consider how this relates to Islamic values.
- Interview Muslims, or watch a video, about their worship and what it means to them.
- Consider how important messages are conveyed through Muslim worship.

- Devise a PowerPoint presentation about the importance of pilgrimage for Muslims.

- Research how the Qur'an was recorded, organised and preserved.
- Consider how and why the Qur'an is treated with respect.

- Explore links between Muslims and other 'people of the book' (Jews and Christians) e.g. Abrihim.

- Explain the importance of some festivals for the Muslim community.
- Use drama, role play, music or IT to explore the traditions associated with some Muslim festivals.

- Understand the significance of Islam in the ordering of Muslim family life.

- Explore how and why Muslims 'struggle in the way of Allah' (Jihad).

- Study the life of an influential Muslim e.g. Malcolm X, Muhammad Ali, Yusef Islam.

AT2 Learning From Religion Pupils could:

- Discuss our own understanding of the existence and nature of God, the implications of believing in God and how this is similar and different to ideas expressed in Islam.
- Discuss experiences of belonging and also feelings of being alone.

- Consider human limitations in understanding questions about the world and universe.

- Evaluate the qualities of an inspired worthy leader.
- Assess the qualities of heroes/heroines in our lives.
- Reflect why people are chosen to do special tasks.

- Participate in a Community of Enquiry about the importance of self-discipline and how this might be achieved in our lives.
- Establish the degree to which we are responsible to those in need (and the importance of Islamic teaching on this issue).
- Participate in a Community of Enquiry focusing on how cultural and religious groups use labels to identify themselves.

- Discuss the values of regular prayer and other corporate activities for members of a group with shared beliefs and values.
- Discuss the importance of religion in maintaining social stability and an individual sense of identity.
- Assess how a place of worship can be the focus for community action e.g. response to natural disasters.
- Discuss the significance of ritual and routine in life.
- Share experiences of objects or places which have an emotional or spiritual significance in our lives.

- Relate the concept of life as a pilgrimage, or journey, to our own understanding of life.

- Share thoughts on any people or writings which have given us an uplifting feeling.
- Participate in a Community of Enquiry on the preference for keeping texts in an original language.

- Reflect how people with different beliefs and values deal with conflict and peace between communities.

- Discuss the claim that ceremonies help people come to terms with significant times.
- Suggest activities which might unite a family or the class.

- Discuss the value of a framework for relationships and behaviour in the home.

- Discuss ways in which people set about self-improvement and assess the ways it is justified to struggle to change society.

- Identify modern equivalents of 'idols' and consider how people behave towards them.

Judaism in Key Stage 3

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Jews believe about:</p> <ul style="list-style-type: none">● God.● Torah.● Covenant (Jewish people as the people of God).● Jewish people and Israel.● Life after death.
<i>Worship</i>	<ul style="list-style-type: none">● The role of the synagogue and the rabbi today (Chief Rabbi in Britain).● Worship customs and practices in the Synagogue (Orthodox and Progressive).● Ceremony: circumcision, Bar and Bat Mitzvah, weddings, funeral rites● Celebration: Rosh Hashanah, Yom Kippur (repentance and atonement).● Jewish worship in the home: Kashruth and the Jewish kitchen; Shabbat and the Friday night meal; Jewish Sabbath - observance today.
<i>Deity</i>	<ul style="list-style-type: none">● God – revealed in the Torah.● Jewish beliefs about God expressed through the Shema, psalms, songs, prayers, stories and the Ten Commandments.● God as one who judges and forgives - link to Rosh Hashanah, Yom Kippur, Pesach, Purim, Shavuot.
<i>Authority</i>	<ul style="list-style-type: none">● The Torah and the Tenakh: Guidance and authority in Jewish life and traditions (Orthodox and Progressive).● The contents of the Torah - the 5 books of Moses - Jewish law.● The importance of the Torah in worship, celebration and study.● The contents of the Tenakh - law (Torah), prophets (Nevi'im), writing (Ketuvim).● Patriarchs and Prophets
<i>Commitment</i>	<ul style="list-style-type: none">● Implications of Covenant - commandments of Torah● Responses to anti-Semitism in history, e.g. The Shoah (Holocaust); Masada; the Jews of York; London's East End in 1920.● The importance of Israel. Jerusalem: its origin as the city of David (Magen David) and in the Jewish faith and political life today. (A centre of pilgrimage for Jews, Muslims and Christians).● Contemporary social, moral, environmental issues in the perspective of Judaism.

Suggested Learning Experiences in Judaism for Key Stage 3

AT1 Learning About Religion Pupils could:

- Understand the Jewish concept of God and Covenant.
- Talk with a Jewish person or watch a video about why they do not utter the divine name and what they mean by 'struggling' with God (Israel).

- Read stories about Abraham, Moses, David, and Joseph and consider their importance in Judaism.

- Investigate the extent to which the Ten Commandments have influenced the values of Jewish and non-Jewish communities.
- Write a media report on the Exodus account or the call of Moses or of Abraham.

- Visit or see a video or pictures of a synagogue.
- Make a display showing understanding of activities in a synagogue, its functions and how the sense of a Jewish community is fostered.
- Observe, firsthand or on video, Jewish worship, and consider how this relate to Jewish values.
- Interview Jewish people, or watch a video, about their worship and what it means to them.
- Consider how important messages are conveyed through Jewish worship.

- Research the work of a rabbi (male and female).

- Explore the beliefs expressed through prayer and blessings e.g. Amidah and grace before and after meals.
- Explore the contexts in which the Shema is used and what this says about its importance.

- Explain the meaning of the symbolism of the Torah, its decoration and procession.
- Suggest reasons why the Torah is important to Jews and examine the work of a scribe.
- Examine some key extracts from the Torah.

- Research how Jewish children learn the Torah and consider what 'becoming a son in the Law' means to Jewish boys and equivalent for Jewish girls.

- Analyse Jewish belief about life after death as expressed in Jewish funeral rites.

- Compare the Shabbat meal and Pesach in orthodox and progressive traditions.

- Relate Jewish teaching about Teshuva (repentance) to Rosh Hashanah and Yom Kippur.

- Find out how the Jewish people have survived persecution - past (e.g. Moses) and present.
- Write a film review of Schindler's List.

- Understand why the Magen David and menorah have become symbols of modern Israel.
- Recognise similarities and differences between secular and religious Jews.

AT2 Learning From Religion Pupils could:

- Discuss our own understanding of the existence and nature of God, the implications of believing in God and how this is similar and different to ideas expressed in Judaism.
- Discuss experiences of belonging and being alone.

- Consider why some people are seen as modern day prophets and are held as examples to follow.

- Discuss the meaning of social justice, its significance for today and the relevance of teaching in the Tenakh for modern society, e.g. Amos.
- Participate in a Community of Enquiry about whether the 10 Commandments continue to be influential in the way we live.

- Discuss the significance of symbol, ritual and routine in daily life.
- Share experiences of objects or places which have an emotional or spiritual significance in our lives.
- Assess how a place of worship can be the focus for community action e.g. response to natural disasters.
- Discuss the role of religion in maintaining social stability and an individual sense of identity.

- Assess the value of having religious and spiritual leaders in the community.

- Evaluate accounts claiming a direct experience of God.
- Share prayers or sayings and when and why people pray. Consider why some people believe worship and prayer are important in their lives.

- Evaluate what can be learned from prominent people in the Tenakh, e.g. Abraham and Ruth.
- Participate in a Community of Enquiry focusing on the relevance of ancient literature in the modern world.

- Discuss a turning point in our lives with regard to our responsibilities and duties.

- Suggest some of the questions raised when someone dies or if thinking of death.

- Reflect on the importance to family life of coming together regularly to share special occasions.

- Analyse experiences of forgiving and being forgiven and discuss what could be learned.

- Suggest what might be learned from the Jewish experience of persecution and survival and the prevention of racism, e.g. the holocaust.

- Reflect on the importance of keeping cultural and religious traditions alive.

Sikhism in Key Stage 3

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	What Sikhs believe about: <ul style="list-style-type: none">● God.● Gurus' teachings.● The Five Ks - their origin, meaning and significance.
<i>Worship</i>	<ul style="list-style-type: none">● Worship - in the home - before sunrise and evening; in the Gurdwara The importance of the Sangat (Sikh community).● Installation of the Guru Granth Sahib every morning, and laying it to rest at night.● Baisakhi
<i>Deity</i>	<ul style="list-style-type: none">● Concepts of God - One, Truth, Creator; without form or enmity, beyond time, not incarnated, self-existent.● Descriptions of God in the Mool Mantar
<i>Authority</i>	<ul style="list-style-type: none">● Outline the lives of some of the ten Gurus (Guru Gobind Singh and Guru Nanak), their significance and implications of their teachings today.● Guru Granth Sahib: - the revelation of God's message; how it is cared for in the Gurdwara; significance of non-Sikh contributors.● Examples to show the contribution of the Gurus to the furtherance of Sikh teaching on equality; religious tolerance; service to the sick; human rights
<i>Commitment</i>	<ul style="list-style-type: none">● Sikh identity and religious ceremonies● Ceremonies - marriage and death.● The Sikh Way of Life.● Rahit (obligations) - keep the five Ks.● Kurahit (prohibitions) - never use tobacco, alcohol or harmful drugs - never commit adultery - only eat meat which has been ritually slaughtered● How the above relate to contemporary issues.

Suggested Learning Experiences in Sikhism for Key Stage 3

AT1 Learning About Religion Pupils could:

- Discuss the descriptions of God described in the Mool Mantar and explain what is distinctive in the Sikh perception of God.
 - Share questions about God, which are often asked, and suggest how a Sikh might answer them.
-
- Analyse stories about the Sikh Gurus.
 - Use texts/ IT/drama to research, write or act out a 'This is Your Life' book for Guru Nanak and/or Guru Gobind Singh.
 - Role play the founding of the Khalsa.
-
- Suggest how Sikh principles for living, strictly implemented, would affect Sikh life.
 - Explain the significance of the five Ks and demonstrate what is distinctive of Sikhism.
 - Explore how Sikhs demonstrate beliefs in equality.
-
- Discuss what Sikhs mean by 'revelation'.
 - Explain the importance of the Guru Granth Sahib and study key passages from it.
 - Suggest what the ceremonies of installation and laying to rest say about the significance of the Guru Granth Sahib to Sikhs.
-
- Interview Sikhs, or watch a video, about their daily worship and what it means to them.
 - Consider how important messages are conveyed through Sikh worship, e.g. equality.
 - Visit or see a video or pictures of a Gurdwara and make a display to show understanding of what activities take place in a Gurdwara, its functions and importance for the Sikh community and how the sense of community is fostered.
 - Observe, at firsthand or through video, Sikh acts of worship, and consider how these acts relate to Sikh beliefs and values.
-
- Explain what the initiation, marriage and funeral ceremonies reveal about Sikh attitudes.
 - Analyse the importance of Baisakhi.
-
- Investigate what Sikhism says on issues such as human rights and religious tolerance.
 - Interview Sikhs or watch a video about their view of other religions.
-
- Suggest the implications of Rahit (obligations) and Kurahit (prohibitions) for Sikhs living in Britain.
 - Explore the significance of not eating meat that has been ritually slaughtered.

AT2 Learning From Religion Pupils could:

- Discuss our own understanding of the existence and nature of God, the implications of believing in God and how this is similar and different to ideas expressed in Sikhism.
-
- Evaluate the qualities of an inspired worthy leader.
 - Assess the qualities of heroes/heroines in our lives.
 - Reflect why people are chosen to do special tasks.
 - Consider why some people are seen as modern day prophets and are held as examples to follow.
-
- Discuss the ways in which people might show allegiance to a cause or set of values.
 - Examine in what way we think all people may be equal.
-
- Discuss the qualities of people in the past, who we admire.
 - Explore the quality of 'wisdom', and consider what makes a good teacher.
-
- Share prayers or sayings with the rest of the class and discuss when and why people pray. Consider why some people believe worship and prayer are important in their lives.
 - Discuss the significance of symbol, ritual and routine in daily life.
 - Share experiences of objects or places which have an emotional or spiritual significance in our lives.
 - Assess how a place of worship can be the focus for community action e.g. response to natural disasters.
 - Examine the role of religion in maintaining social stability and an individual sense of identity.
 - Discuss the values of regular prayer and other corporate activities for members of a group with shared beliefs and value.
-
- Discuss the claim that ceremonies help people come to terms with significant times.
 - Suggest activities which might unite a family or the class.
-
- Summarise or paraphrase the United Nations Declaration of Human Rights.
 - Collect newspaper articles which illustrate how human rights are being upheld and ignored.
-
- Discuss things in our own lives which we would regard as obligations.
 - Participate in a Community of Enquiry about the value of having absolute rules in life.
 - In groups draw up principles for living, and compare them as a class.