

Key Stage 4

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

Throughout Key Stage 4, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth.

They investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts.

They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally.

They understand the importance of dialogue between and among different religions and beliefs.

They gain a greater understanding of how religion and belief contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion in the world.

What should schools do?

Schools should provide Religious Education to every student in accordance with legal requirements.

Religious Education is a statutory subject for all registered students, including students in the school sixth form, except those withdrawn by their parents. It must be made available in sixth-form colleges to students who wish to take it. Although it is not a requirement in colleges of further education, similar arrangements should apply.

Schools should assess, record and report students' attainment in Religious Education. While there is no legal requirement that students must sit public examinations, students deserve the opportunity to have their learning in the statutory curriculum subject of Religious Education accredited.

For students in the 14-19 age range, teachers' expectations, assessment and reporting to parents may be informed by the 8 level scale, and by GCSE and A level Religious Studies grade descriptors from the appropriate awarding bodies. Accreditation can thus be through courses leading to qualifications with the title 'Religious Studies' and/or other approved courses that require the study of religion and ethics.

How can schools fulfill their requirement to provide Religious Education to all registered students?

Schools should plan for continuity of provision of Religious Education that is rigorous and progressive from Key Stage 3 for all students. Schools can make this possible by providing access to discrete courses or units leading to qualifications that meet legal requirements regarding the study of Christianity, and/or other principal religions, and/or other beliefs, world views or philosophies, within the context of a pluralistic society.

All courses should provide opportunities within and beyond school for learning that involves first-hand experiences and activities involving people, places and events (for example the local area, places of worship, community activities, public meetings, and places of employment, education, training or recreation). Students will have different experiences of Religious Education according to the courses chosen.

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

Knowledge, skills and understanding

Learning About Religion - AT1

Pupils should be taught to:

- investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments;
- think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions;
- develop their understanding of the principal methods by which religions and spirituality are studied;
- draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life;
- use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning From Religion - AT2

Pupils should be taught to:

- reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions;
- develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion;
- relate their learning in Religious Education to the wider world, gaining a sense of personal autonomy in preparation for adult life;
- develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.

Breadth of study

During Key Stage 4, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs

Either:

- 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.

Or:

- a Religious Education or Religious Studies course leading to a qualification under Section 96 of the Learning and Skills Council Act 2000.

Buddhism in Key Stage 4

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Buddhists believe about:</p> <ul style="list-style-type: none">● The place of the Buddha in Buddhism as a supreme example to followers (refer to key episodes in his life); not worshipped- a reminder of the need to develop potential for Enlightenment.● Buddhist teachings on mind and mental factors, wisdom and compassion● Nirvana and Enlightenment.● Renunciation.● Cycle of life, death and rebirth
<i>Worship</i>	<ul style="list-style-type: none">● Images of the Buddha work as focal points to remind Buddhists of the Dharma and to uplift the mind.● Diversity of different images reflects the variety of Buddhist schools of thought.
<i>Authority</i>	<ul style="list-style-type: none">● Buddhist texts e.g:<ul style="list-style-type: none">- Dhammapada- Metta Sutra- Heart Sutra- Atisha's Advice- Lam Rim.● The three signs of being/marks of existence (in Pali - Anicca, Dukkha, Anatta) or 4 seals (Impermanence, Suffering, Emptiness, Nirvana).
<i>Commitment</i>	<ul style="list-style-type: none">● Buddhism in the 20th century.● The Sangha in different countries - the purpose of the Sangha - to work towards Enlightenment.● Adaptation to Western society-emphasis on lay and family practice.● Rise, development and spread of different traditions, e.g. Theravada, Mahayana and Vajrayana.● New movements in the East and West.● Practical work, e.g. peace movements, prison chaplains, hospitals and hospices.● Buddhist attitudes to contemporary issues e.g. the environment, peace and conflict.

Suggested Learning Experiences in Buddhism for Key Stage 4

AT1 Learning About Religion Pupils could:

- In relation to the life of the Buddha, explain reasons why he is held in esteem by his followers.
- Explore in depth the meaning of 'nirvana' and 'enlightenment' in Buddhism.
- Experience periods of stillness or meditation then discuss the value of concentration and how the purpose of meditation is to make the mind familiar with virtuous states.

- Examine the differences between the way in which Theravada and Mahayana Buddhists regard the Buddha.
- Compare some of the different Buddhist traditions, e.g. Theravada and Mahayana, and how they have spread throughout the world.
- Identify ways in which British Buddhists contribute to society.
- Examine the range of ways Buddhists relate to non-Buddhists in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.

- Read examples of Buddhist texts, e.g. Dhammapada, Metta Sutra, Heart Sutra, Atisha's advice, Lam Rim, and talk about their meaning.

- Examine the place of the Dalai Lama in Tibetan Buddhist tradition and watch a video of him or other Buddhist leaders/teachers.

- Explore what the Assisi Declarations have to say about Buddhist attitudes towards the environment.

- Discuss key passages from the Dhammapada in relation to the issue of peace and conflict.

AT2 Learning From Religion Pupils could:

- Discuss how we show respect and deference.
- Identify issues about which we would wish to be 'Enlightened'.
- Discuss what we believe to be major causes of suffering, and how suffering might be overcome.
- Participate in a Community of Enquiry focused on the purpose of life.
- Reflect on what might happen at and after death.
- Consider experiences of feeling peace or 'at peace', and the circumstances necessary to achieving this.

- Discuss different views about the value and ethics of using images as aids to worship and contemplation and the power of art to uplift us.
- Compare and contrast images of the Buddha from different parts of the world, and discuss the qualities and feelings they convey.
- Reflect on why people who belong to the same religion have different beliefs and traditions.
- Suggest reasons why Buddhism has spread to the West.
- Consider the challenges of being a Buddhist in the contemporary world.

- Discuss the shared goals or ambitions within groups or communities to which they belong.
- Describe their own views on questions of identity and belonging, meaning, purpose and truth.

- Reflect on people who set an example to us and the qualities we admire in them.

- Consider what is distinctive about Buddhist attitudes to the environment. Consider what is distinctive about Buddhist attitudes to the environment.

- Consider what is distinctive about Buddhist attitudes to the issue of peace and conflict.

Christianity in Key Stage 4

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Christians believe about:</p> <ul style="list-style-type: none">● The Apostles' Creed as a summary of Christian beliefs.● Eternal life and judgement (eschatology) and effects of such beliefs on lifestyle.
<i>Worship</i>	<ul style="list-style-type: none">● Diversity of Christian traditions within the local area and on a national and global level; differences in nature, value and forms of worship, e.g. Holy Communion, no sacraments, forms of prayer, church design, organisation and authority.● The impact of new movements in Christianity on established traditions, e.g. charismatic, house church.● The purpose of prayer and worship: contemplative and devotional ways of life.● Different forms of worship, e.g. liturgical, non-liturgical, both structured and spontaneous.● Identify distinctive beliefs in major festivals.
<i>Deity</i>	<ul style="list-style-type: none">● Arguments for or against the existence and nature of God.● Problem of evil and suffering and suggested solutions.● Perceptions of God as Trinity.● Truth claims: compare Christian view with other religions● The nature of God
<i>Authority</i>	<ul style="list-style-type: none">● The influence of Jesus' teaching through exemplary figures.● The nature of the Bible: types of writing; use of the Bible - in worship and devotion, as inspiration for the arts; theological and personal understanding.● Attitudes to the Bible - literal and critical approaches, contrasting beliefs about its authority, inspiration and interpretation.
<i>Commitment</i>	<ul style="list-style-type: none">● Deepen awareness of how religion marks rites of passage.● Christian teaching as basis of morality: moral decisions in the context of Christian values; effect of Christianity on individual and corporate moral behaviour, attitudes and lifestyle. Reference can be made to the Beatitudes, the Great Commandment, the Ten Commandments, Kant's Categorical Imperative, Utilitarianism, and Situation Ethics.● Religion and science (including medical ethics); violence and aggression; prejudice and discrimination with reference to race and religion; family relationships; justice and equality; respect for the created world; and current affairs.● The relevance today of John Ruskin's● The role and status of women.● Matters of life and death.● Contemporary social, moral, environmental issues from a Christian perspective compared with Atheism, Humanism, or other religions.

Suggested Learning Experiences in Christianity for Key Stage 4

AT1 Learning About Religion Pupils could:

- Talk with Christians about their belief in eternal life.
- Research Christian perspectives on the nature of humanity and human destiny and the relationship between God, people and the Earth exemplified through the Creation and Fall narratives.
- Reflect on Christian teaching about the world as God's creation in relation to environmental issues and compare with the truth claims of creation myths of other faiths.
- Discuss the relevance today of John Ruskin's views.

- Explore Christian teaching on suffering.
- Discuss the challenge suffering poses for the traditional concept of God and discuss the effectiveness of various theodicies.

- Explore worship in at least two long established denominations with distinctly different traditions.
- Research worship forms in two new movements, e.g. charismatic, house church.
- Explore the importance of different types of Christian prayer; e.g. confession, petition, adoration, thanksgiving and relate these to occasions when these prayers are used in worship or national life.

- Prepare a presentation to show Christian beliefs about God and consider the limitations of human language in expressing the nature of God.
- Participate in a Community of Enquiry focusing on the nature and existence of God with reference to scripture, tradition, creeds, human experience, reason, the natural world and key philosophers.

- Watch videos based on the life of Jesus, identifying passages in the Gospels and evaluating the interpretations presented.
- Study the lives of prominent Christians and consider how they are motivated by the teachings of Jesus.
- Reflect on icons depicting Jesus and discuss the purpose and value of icons in developing spirituality.
- Consider the representations of Jesus in contemporary novels, films and poetry.

- Make a display to summarise the structure of the Bible, types of literature and different translations.
- Talk to Christians of different traditions about their attitude to the authority of the Bible.
- Reflect on settings of Christian texts to music e.g. the Requiem Mass, contemporary Christian music.
- Reflect on Christian teaching on the special nature of human beings and its bearing on ethical issues.
- Participate in a Community of Enquiry focusing on conflicts between Christianity and the sciences.
- Examine how Christian thinking on contemporary issues is influenced by scripture, tradition, reason, conscience and example. Compare these with those of a Humanist or someone of a different faith.

AT2 Learning From Religion Pupils could:

- Participate in a Community of Enquiry focusing on questions such as 'What happens when we die?'; 'Is there life after death?'; 'Does religious belief make any difference?'; 'What is the purpose of life?'
- Reflect on whether we should try to persuade people that our view of life is right.
- Consider the meaning of the word 'sin' in everyday as well as in religious life.
- Discuss human responses to the numinous and to mystery.

- Design a group Powerpoint presentation of suffering in the world, its causes and possible solutions.
- Reflect on the practice of marking scenes of disaster or tragedy, e.g. spontaneous shrine of flowers.

- Participate in periods of reflective silence and discuss responses.
- Reflect on what has emotional or special relevance in our lives and the reasons.
- Consider the importance of belonging to a group for the development of personal identity.
- Reflect on the human need to worship.

- Explore the value of metaphor, allegory and symbolism as a means of expressing deeply held feelings and convictions and to attempt to describe mystery.
- Reflect on the human quest for a power beyond.
- Discuss 'Are there many paths to truth?' and 'Is there only one way?'

- Discuss how we can recognise a genuine leader or a creed worth following.
- Discuss occasions when they felt inspired and the effect of this in relation to music or art.
- Reflect on the implications and responsibilities of commitment to a cause or to a person.

- Discuss the value of having critical and inspirational responses to writing, music and art.
- Participate in a Community of Enquiry focusing on key ethical issues and the different moral standpoints associated with them.
- Consider the wisdom of holding fast to values and principles, whatever the circumstances.
- Reflect on our responses to moral questions and the values and principles which underpin our responses.
- Make an 'issues' notice board where media articles on topical issues can be displayed and participate in a Community of Enquiry focusing on these issues in class. Discuss which criteria we use when forming a moral opinion.

Hinduism in Key Stage 4

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Hindus believe about:</p> <ul style="list-style-type: none">● Unity in diversity -the three marg (ways to salvation) - karma, jnana and bhakti yoga (and sometimes, raj yoga) -systems of philosophy (advaita and dvaita).● The goal of life.● Self realisation.● Revelation and tradition.
<i>Worship</i>	<ul style="list-style-type: none">● The role of divine images in worship.● The importance of knowing oneself.
<i>Deity</i>	<ul style="list-style-type: none">● Brahman as an impersonal absolute, as the Supreme Person, as a particular chosen deity for self, family and community.● The nature of time -traditional views relating to the four yugas (ages) - the nature of (Kali yuga) the present age.
<i>Authority</i>	<ul style="list-style-type: none">● Two main groups of scriptures: -Shruti - 'revealed' scriptures such as the Vedas, and the Upanishads -Smriti - 'remembered' scriptures, including the Bhagavad Gita (Song of the Lord) and the Puranas.● Explore the nature and use of scriptures by adherents.
<i>Commitment</i>	<ul style="list-style-type: none">● The importance of self-discipline.● The important stages and changes in one's life.● The four aims of life: Dharma, Artha, Karma, Moksha● The importance of stillness and quietness for contemplation.● Yoga, meditation and mantra.● The significance of pilgrimage, with special reference to reasons for pilgrimage and why places are regarded as sacred.

Suggested Learning Experiences in Hinduism for Key Stage 4

AT1 Learning About Religion Pupils could:

- Explore some of the key ideas about Brahman within the Upanishads.
- Talk with Hindus, or watch a video, about their understanding of Brahman and the particular deities to which they offer devotion.
- Explore the main characteristics of Kali Yuga.
- Consider why many Hindus prefer to call Hinduism Sanatan Dharma.

- Interview Hindus, or watch a video, about the three marg and which school of thought they find useful in relation to their own lifestyle.
- Investigate the four aims of life, what they mean and how they are translated into daily life.

- Explore the diversity of expression within different Hindu communities and why certain deities are given more emphasis in different families and Mandirs.
- Examine the range of ways Hindus relate to non- Hindus in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.

- Explore the use of mantras in Hindu traditions.
- Read selected key passages from the Vedas, especially the Rig Veda.
- Explore some of the core Hindu concepts as they are set out within the Upanishads.
- Interview Hindus, or watch a video, about their favourite passages within the Bhagavad Gita, and explore why it is so popular amongst Hindus.

- Investigate the location and significance of key Hindu pilgrimage sites.

AT2 Learning From Religion Pupils could:

- Reflect on the value of stillness and quietness for contemplation.

- Consider the importance of self-knowledge.
- Compare the traditional Hindu views of time with Western 'linear' views.
- Discuss why Hatha yoga has become popular in the west and whether it is the same as Hindu yoga.
- Reflect on the value of focusing the mind, self discipline and the importance of living out our own values.
- Talk about our own aims and purpose in life, and compare them with the four aims of Hinduism.

- Explore whether or not there are any shared values within the class as a whole.
- Participate in a Community of Enquiry focused on the nature of 'truth'.

- Consider the value of learned prayers and sayings.
- Discuss responses to Upanishadic teaching on Brahman.
- Reflect on the value of focusing the mind, self discipline and the importance of living ones' own values.
- Consider the significance of key passages from the Hindu scriptures for contemporary moral issues.
- Analyse what can be learnt from Hindu attitudes to materialism.
- Consider the value of traditional epics and sagas for community identity and the value of learning from word of mouth and tradition.

- Talk about the significance of place and 'sacred spaces' in our life.

Islam in Key Stage 4

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	What Muslims believe about: <ul style="list-style-type: none">● Conduct based on beliefs that humanity is - created from one soul - mutually interdependent.● Contemporary issues -care for the environment/animal rights - usury and interest -morality and health education.
<i>Worship</i>	<ul style="list-style-type: none">● Ibadah-Worship/Belief in action. Service through the implementation of Shari'ah:● Political, economic, social and religious aspects of Shari'ah in daily life.● The practice of Islam in a non-Muslim environment.● Da'wah - helping people to understand Islam.
<i>Deity</i>	<ul style="list-style-type: none">● Allah● Attributes.● The importance of Tawhid.● How Tawhid permeates all aspects of thought and practice.
<i>Authority</i>	<ul style="list-style-type: none">● Iman (faith)● Qur'an - as the main source of Shari'ah● Akhirah - life after death● Khilafah/Imamah● al Mahdi - the (rightly) guided one.
<i>Commitment</i>	<ul style="list-style-type: none">● Ibadah (worship/ belief in action-living an Islamic life).● Akhlaq (character and moral conduct in the world today).

Suggested Learning Experiences in Islam for Key Stage 4

AT1 Learning About Religion Pupils could:

- Evaluate the variety of the attributes of Allah (Surah 59:22-24).
- Consider how Tawhid permeates all aspects of Islamic thought and practice.
- Talk to Muslims or watch a video about their belief in Akhirah.

- Through selected passages of the Qur'an, identify some sources of Shari'ah.
- Through the study of Qur'anic text, consider the human rights guaranteed by the application of Shari'ah.
- Compare rights under the Shari'ah with aspects of British legal practice.

- Find out about authority and leadership in Islamic communities.
- Consider current issues relating to the development of Muslim community life in Europe.
- Examine the range of ways Muslims relate to non-Muslims in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.

- With reference to the Qur'an, examine the relevance of Islamic teaching to a variety of contemporary issues.

AT2 Learning From Religion Pupils could:

- Reflect on how naturally occurring patterns, e.g. snow flakes, honeycombs, spiders' webs, might contribute to an understanding of Tawhid.
- Participate in a Community of Enquiry focused on how a belief in a Creator; as a supreme authority for human kind, might affect our lives.

- Consider the extent to which laws are indebted to religious principles and traditions.
- Reflect on legal systems and the delivery of justice.
- Consider the importance of the law for community and social stability.
- Discuss what we consider to be fundamental human rights, and how these might be upheld.

- Consider the impact of religion on history, tradition and values.
- Reflect on individual accountability for moral choices and the role and accountability of leaders.
- Discuss the possible impact of belief in accountability on a person's moral decision-making.
- Compare experiences of examples of responsibility and the nature of effective leadership.
- Consider ways in which societies are interdependent, and what happens to individuals when ethical parameters break down.
- Reflect on our ability to hold to our beliefs in the face of opposition or persecution.

- Discuss the implications of implementing a range of Islamic world views.

Judaism in Key Stage 4

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	What Jews believe about: <ul style="list-style-type: none">● The Shoah (Holocaust) - Jewish responses to the key questions of ' where was God?' and ' where was Humanity?'
<i>Worship</i>	<ul style="list-style-type: none">● Ways in which members of different traditions can be similar and different.● Traditional worship and values in the modern world.
<i>Deity</i>	<ul style="list-style-type: none">● God, free will and determinism● God in Jewish thought and teaching:● The Jewish experience of God intervening in history.
<i>Authority</i>	<ul style="list-style-type: none">● Application of Torah and Rabbinic principles in resolving contemporary issues.● Exploration of the legal process.● Examples of pikuakh nefesh (saving life) and tikkun olam (mending the world) - green issues.● Pikei Avot (moral issues).● An examination of medical ethics and their relevance to Halakhah in-vitro fertilisation and organ transplant.● An examination of the Torah and technology.
<i>Commitment</i>	<ul style="list-style-type: none">● Archaeology and its importance in Israel.● Immigrant absorption.● Cultural and religious diversity.● Maintaining Jewish identity.● The Anglo-Jewish experience.● Emulating God's ways.

Suggested Learning Experiences in Judaism for Key Stage 4

AT1 Learning About Religion Pupils could:

- Give examples from Jewish writings of different perceptions of the intervention of God in historical events.
- Encounter examples of Jewish Holocaust literature, poetry and art.
- Discuss what might be learnt from Jews who recorded their experiences of the Holocaust.

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- Talk to Jewish people, or watch a video about their understanding of God and how this understanding affects their daily life.
 - Examine the implications of applying the Torah strictly, while living in 21st century Britain.
 - Show how Jewish responses to contemporary ethical issues draw upon Jewish belief.
 - Explore ways in which Hanukah has taken account of modern technology, e.g. on Shabbat observance

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- Compare different attitudes towards the land of Israel among British Jews.
 - Understand the importance of archaeology as an academic discipline in Israel today.
 - Investigate the history of Jewish immigration to Israel.

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- Explain the similarities and differences between Jewish groups that are culturally or religiously diverse.
 - Consider how the Jewish people have maintained their identity despite centuries of dispersion.
 - Examine the range of ways Jewish people relate to non-Jews in a multi-faith context.
 - Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.
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AT2 Learning From Religion Pupils could:

- Discuss the meaning of 'providence'.
- Consider instances where people have claimed 'divine intervention'.
- Reflect on people who feel they have experienced God in their lives.
- Participate in a Community of Enquiry about the unexplained-the idea of miracles etc.
- Consider the questions raised by the Holocaust about God, suffering and the nature of humanity, and a variety of answers to these questions.

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- Discuss sources of guidance for making our own decisions on ethical issues, and the value of such guidance.
 - Reflect on Jewish teaching on contemporary issues, e.g. green issues, and issues related to medical ethics.
 - Reflect on the difficulty of maintaining traditional values in the modern world.
 - Estimate the importance of traditions and rituals in our own lives.

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- Consider what other groups of people might learn from Jewish strategies for preserving their identity in the Diaspora.

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- Reflect on ways in which members of groups and communities can be similar and different.
 - Reflect on the pressure to conform and what happens when people resist conformity.
 - Discuss strategies which might contribute to positive relationships between people of different faiths and cultures.
 - Consider whether we feel we have a cultural identity and, if so, whether and how it is best preserved.
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Sikhism in Key Stage 4

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	What Sikhs believe about: <ul style="list-style-type: none">● The unity of the Gurus' teachings.● The Sikh community.● The Sikh guide to life.
<i>Worship</i>	<ul style="list-style-type: none">● Gurdwaras of particular historical significance, and events linked to these places.● The relationship between Gurdwaras in Britain and throughout the world.● The organisation of Gurdwaras.
<i>Deity</i>	<ul style="list-style-type: none">● Attributes of God: -Transcendence, immanence, grace, benevolence - Names for God, e.g. Waheguru, Ram, Allah.● Living according to God's will (Gurmat).
<i>Authority</i>	<ul style="list-style-type: none">● Sikh attitudes to contemporary issues● The unity of the Gurus' teachings and their guidance on issues such as peace and conflict, racism, social and political justice, etc.
<i>Commitment</i>	<ul style="list-style-type: none">● Sikh community (Khalsa Panth).● Also attitudes to issues such as: - personal relationships - family (the importance of married life) - the environment - inter-faith dialogue.

Suggested Learning Experiences in Sikhism for Key Stage 4

AT1 Learning About Religion Pupils could:

- Interview Sikhs about what their faith in God means to them in their daily lives.
- Explore the significance of the different names for God, especially the use of names from other religions, such as Ram and Allah.

- Research Sikh attitudes to contemporary issues, and compare them with at least one other religious tradition.
- Find a copy of the Assisi Declaration, and see what Sikhs have to say about the environment.
- Examine the range of ways Sikhs relate to non-Sikhs in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.

- Explore what happens during a Sikh wedding ceremony, and discuss what it reveals about the Sikh attitude to marriage and family life.

- Explore whether there is any concept of 'authority' within Sikhism.

- Find out about Sikhism in India, especially in the Punjab, and why the Golden Temple is so important.
- Devise a map showing the main distribution of Sikhs within Britain and throughout the world today, and discuss the findings and evaluate their significance.

- Visit a Gurdwara, and investigate its role within the Sikh community.
- Interview a Sikh about how a Gurdwara is organised, and the different roles within the community.

AT2 Learning From Religion Pupils could:

- Reflect on our own experiences and whether there have been significant moments in our lives of light, intuition, and revelation, which we have found moving;
- Discuss the significance of names and naming.

- Using the creative arts respond to contemporary issues which concern us.
- Compare Sikh responses to contemporary issues with other views.

- Discuss the responsibilities associated with marriage and raising a family.

- Participate in a Community of Enquiry about what society would be like without the influence of great people and their teachings.
- Reflect upon people who have influenced our thinking and why this has happened.

- Discuss the concept of community, and how and why the world is referred to as a 'global village'.

- Explore the different roles we have within the variety of communities to which we belong.

