

Key stage 3

Key question – where do we belong?

Shared Human Experience – pupils will develop understanding of the significance, value and challenges of belonging in a diverse community

- Religion and Worldviews SOW (Christianity, Judaism, Islam, Hinduism, Sikhism, Humanist)
- Buddhism SOW (the Sangha, Bhikku / Bhikkuni)
- Prejudice and Discrimination SOW (hate crimes, racism / Gee Walker, Islamophobia)
- Is Religion Dangerous SOW (Terrorism / extremism / pacifism / knife crime)

Living Religious Traditions – pupils will investigate how the sense of belonging and being part of religious communities have an impact on believers' lives in various ways

- Religion and Worldviews SOW (lessons on Shabbat, Halal / Haram, Sikhism – Sewa / Langhar)
- Religion and Worldviews SOW (five Pillars of Islam, 5 Ks of Sikhism, Dharma in Hinduism)
- Buddhism SOW – Dharma in Buddhism / teachings of the Buddha / the Sangha
- Is Religion Dangerous SOW (knife crime –Sikhism/Judaism)

Beliefs and Values – pupils will develop insights into the ways religious communities and the individuals within them, develop and practice their beliefs and values

- Religion and Worldviews SOW (Sikhism – Sewa, Islam – Zakat)
- Buddhism SOW (the Sangha – life as a Bhikku / Bhikkuni)
- Religion and Worldviews SOW (Islam – five pillars, Judaism – Shabbat, Christianity – a faithful upbringing, Sikhism – Sewa / wearing the 5Ks)
- Prejudice and Discrimination SOW (the beliefs and life of Gee Walker, Martin Luther King, Malcolm X)

The Search for Personal Meaning – pupils will develop insight into their own sense of identity and belonging, relating to communities, their place within them and with reference to their exploration of religious communities

- Buddhism SOW (life of a Buddhist – could they live in the Sangha?, following the precepts / Dharma)
- Prejudice and Discrimination SOW (my identity and beliefs about discrimination, hate crimes – development of beliefs based on these in society, the Civil Rights era of USA – was this treatment fair? Did MLK fight for rights in the best way he could? Humanists beliefs of these topics also.
- Is Religion Dangerous SOW (knife crime – their beliefs / understanding)

Key question – where can we find guidance on how to live our lives?

Shared Human Experience – pupils reflect upon experiences such as receiving guidance, trusting in and questioning authority, shaping one's life in light of tradition, and identifying and evaluating questions of authority and experience

- Religion and Worldviews SOW (five pillars of Islam, 5Ks of Sikhism, how do Humanists fit into our society? and live within a religious society?)
- Philosophy SOW (why believe in God? Should we believe the Creation story in Genesis?)
- Is Religion Dangerous SOW (why do terrorists / extremists have their beliefs? Why do pacifists have their beliefs and how does religion impact on them? / why should religious people not be violent / use knives?)

Living Religious Traditions – pupils will investigate, explain and interpret the meanings and use of sacred text in different traditions, creating questions to ask of adherents

- Prejudice and Discrimination SOW (forgiveness – Gee Walker, Prejudice and why not to do it because of the Bible – Parables / Jesus' teachings)
- Is Religion Dangerous SOW (why be a pacifist according to the Bible and Quranic verses? Why fight in a Just War according to the Bible and Quranic verses? / why should Sikhs and Jews not use violence against others, according to their holy books?)
- Buddhism SOW (following the Four Noble Truths – can they solve why we suffer?)

Beliefs and Values – pupils will identify, consider and evaluate questions of belief and value in the light of the teaching of sacred texts and other religious authorities

- Prejudice and Discrimination SOW (authority / beliefs / actions and inspiration of Martin Luther King, Gee Walker, Malcolm X, Mahatma Gandhi)
- Religion and Worldviews SOW (authority / beliefs / actions and inspiration of the Buddha, Guru Nanak, Jesus)

The Search for Personal Meaning – pupils will express their own ideas and insights about questions of authority, meaning and purpose in the light of the teachings of sacred texts and other guidance

- Prejudice and Discrimination SOW (the actions of Martin Luther King, Malcolm X and Gee Walker as instructed by their Holy books and development of their opinions of these)
- Buddhism SOW (The Buddha as a religious figure – can his actions be an inspiration / should his beliefs be adopted by others?)
- Philosophy SOW (does God exist – why? And also why not? Development of their opinions and beliefs based on holy book teachings / science and philosophical debate / writing)

Key question – where can we see truth and find meaning?

Shared Human Experience – pupils will develop insight and their own interpretations of questions of meaning, purpose, truth, values and commitment

- Buddhism SOW (the Precepts / Dharma – what does it mean to be a Buddhist?)
- Religion and Worldviews SOW (why is a Muslim Halal and how do they do it? Why do Jews observe Shabbat? Why do Sikh people complete Sewa?)
- Philosophy SOW (why do theists believe in God in a world of truth / evidence and scientific proof?)

Living Religious Traditions – pupils will devise enquiries and examine answers to questions about God and the meaning and purpose of life found in different religions and world views

- Philosophy SOW (does God exist? Why and why not?, why does an all-loving God allow us to suffer and experience evil and suffering?)
- Religion and Worldviews SOW (why do followers of mono-theistic faiths believe in a devout life in order to pursue an afterlife once they die? What can they do as part of being faithful?)

Beliefs and Values – pupils will consider how beliefs and values address ultimate questions, and the ways in which believers from different traditions may view each other and learn from each other

- Religion and Worldviews SOW (comparison of faiths / teachings and beliefs)
- Buddhism SOW (comparison of Puja in Buddhism as home and worship at places of worship in other religions)
- Is Religion Dangerous SOW (differences in extreme beliefs in one faith – Islam and Christianity / why do some religious people choose to not be violent to others and what are their views of these teachings / beliefs?)

The Search for Personal Meaning – pupils will develop and express critical insights into the questions. They consider the impact of their answers for themselves

- Is Religion Dangerous SOW (how much does religion contribute to violence / war and danger in the world? Do we need to live in a world with pacifists and extremists and what are their views of these beliefs?)
- Prejudice and Discrimination SOW (personal development and reflection of their identity / beliefs and values based on how we behave towards each other and people with differences to them / how do Humanists deal with prejudice?)
- Philosophy SOW (development of beliefs / opinions based on theism / atheism and agnosticism and where they fit in based on these lessons and their reflection and questioning of their beliefs and why they have them.)