

KS3 Overview	KS3 Module 1: What difference does belief make in Christianity?	KS3 Module 2: What is so radical about Jesus?	KS3 Module 3: What is good and challenging about being a teenage Sikh in modern Britain?
	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
	<ul style="list-style-type: none"> <li>• The different dimensions of religion [Ninian Smart]</li> <li>• How the different major religions evolved, and where they are practised?</li> <li>• The difference between fact, belief and faith</li> <li>• Tacit knowledge and its significance for religious belief</li> <li>• Logical empiricism and Hume’s fork in relation to understanding what knowledge is</li> <li>• Key Christian beliefs including: incarnation, atonement, resurrection</li> <li>• Understanding of the different types of Christian denominations and some different interpretations of the Bible</li> <li>• How Christians might respond to Christian teachings in their own lives</li> <li>• Understanding of a Christian cares for others and the world [Christian aid]</li> </ul>	<ul style="list-style-type: none"> <li>• The different portrayals and depictions of Jesus Christ in art</li> <li>• Understanding why there are numerous different depictions of Jesus Christ</li> <li>• Understanding of what makes a radical and whether Jesus can be called ‘a radical’</li> <li>• Actions taken by Jesus Christ that could be considered radical <ul style="list-style-type: none"> <li>○ Clashing with Jewish religious authorities and the Pharisees</li> <li>○ The moneylenders in the Temple</li> <li>○ Speaking out against inequality and injustice</li> </ul> </li> <li>• The importance of pacifism and the role as a peaceful Messiah</li> <li>• The death and resurrection of Jesus Christ and appearance to Mary Magdalene</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of Sikhism as a religion and the key practices of Sikhism</li> <li>• Understanding of <i>amritdhari</i> in Sikhism</li> <li>• The difference between terms like Sikhi and Sikhism</li> <li>• Knowledge and understanding of how Sikh people view life in Britain</li> <li>• Knowledge and understanding of how Sikhs make a positive difference in Britain</li> <li>• The significance of the Dastaar</li> <li>• Understanding of <i>Gurumurkhi</i>, the language developed by Guru Nanak</li> <li>• Knowledge and understanding of challenges faced by Sikhs in Britain</li> <li>• The importance of the 5 K’s as well as the political struggle for the right to wear the 5 K’s in Britain today (2010 Equality Act)</li> <li>• The significance of Sewa and how this is put into practice</li> <li>• The significance of the festival of Vaisakhi and the development of the first Khalsa</li> </ul>

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<i>Skill What pupils will be able to do</i>	<i>Skill What pupils will be able to do</i>	<i>Skill What pupils will be able to do</i>
<ul style="list-style-type: none"> <li>• Identify and describe key concepts of belief for Christians</li> <li>• Assess and explain how faith and belief can affect someone's life</li> <li>• Provide a justified view as to what difference concepts of faith can have on a person's life</li> <li>• Offer critical and personal insights into how far belief in these concepts can provide hope and help ease suffering</li> <li>• Consider and assess how many ideas of faith are considered religious values, and how many are human values. What difference does that make?</li> <li>• Evaluate and assess there is anything for non-religious people to learn from these beliefs and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why Jesus has been portrayed in so many different ways, and the reasons behind those differences</li> <li>• Explain why Jesus could be considered a radical using his teachings, or his actions</li> <li>• Offer a justified view of how the radical message of Jesus Christ should affect modern Christians</li> <li>• Offer a justified view of how the radical view Jesus Christ had of women should influence modern Christians</li> <li>• Express insight and understanding of how different perspectives of Jesus Christ affects his message</li> <li>• Explain, with references to historical context, how Jesus Christ could be considered a radical</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how Sikh teenagers express their faith in Britain</li> <li>• Identify and appraise specific challenges to life as a Sikh teenager, and their significance</li> <li>• Compare Sikhism to western values using testimony from Sikh teenagers</li> <li>• Explain how ancient spiritual practices still sustain believers</li> <li>• Provide explanations to account for why teenagers have to hold multiple religious and social identities in a diverse society</li> <li>• Assess whether Sikh teenagers have become disconnected from their heritage due to life in Britain</li> </ul>

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	<ul style="list-style-type: none"> <li>Define what poverty is and give examples, in both Britain and worldwide</li> <li>How countries and individuals try to help those in need and give to charity</li> <li>The role of government in addressing this issue</li> <li>The role religion plays in charity or charitable contributions to the needy</li> <li>Know the Christian, Sikhi, Muslim and secular perspective towards charity and generosity (Sewa, Nam Japna, Kirat Karna, and Vand Chakna)</li> <li>Know the different places of worships for these religions (Churches/Cathedrals, Gurdwaras, Mosque) and how they are used</li> <li>How religious buildings are used to support the community and offer charity</li> <li>Challenges and difficulties posed by financing religious and secular buildings in the community</li> <li>Theories and ideas about the importance of worship for people (Sigmund Freud/Karen Armstrong)</li> <li>Ideas about the moral importance of charity</li> </ul>	<ul style="list-style-type: none"> <li>How belief in God and religion can inspire good morals and loving actions</li> <li>Compare and contrast the similarities and differences between different religions in terms of moral codes</li> <li>The Buddhist Eightfold path and the importance it has for good moral action</li> <li>The work of the 14th Dalai Lama (Tenzin Gyatso) and why he received the Nobel Peace prize</li> <li>The teachings of Jesus, the golden rule and their importance for good moral action</li> <li>The work of Oscar Romero, who used his faith to fight against injustice in San Salvador</li> <li>The difference between morality, and ethics</li> <li>The moral principles of utilitarianism, relative and absolute morality (Phillipa Foot and the Trolley problem)</li> <li>Altruism, and what that looks like in modern society (charity, Peter Singer)</li> <li>Humanist perspectives on morality</li> <li>Negative issues raised by religious belief in society (Roe Vs Wade, Conversion therapy)</li> </ul>	<ul style="list-style-type: none"> <li>The differences between facts, beliefs and opinions</li> <li>Different ways to interpret information and perspectives in our view of the world</li> <li>Understand what do we mean by evidence, proof or likeness in relation to religion</li> <li>Tacit knowledge in relation to religion</li> <li>A logical empiricist view of knowledge (Hume)</li> <li>A Christian, Islamic, Buddhist and non-religious/humanist perspective on the existence of God</li> <li>The Islamic argument that God must exist because the universe had a beginning, and therefore, must have a divine cause (Kalam Cosmological argument)</li> <li>Thomas Aquinas - the cosmological argument</li> <li>William Paley - Christian perspective of the teleological argument</li> <li>Buddhist understanding on the importance of reducing suffering</li> <li>Atheist/Humanist perspective - Epicurus and the inconsistent triad</li> <li>The reasons for and against believing in God's existence and their own personal viewpoint</li> </ul>

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	<ul style="list-style-type: none"> <li>• Be able to explain the impact of religion and worship on living generously</li> <li>• Explain the moral obligations that we have to help the needy</li> <li>• Explain how different worldviews (both religions and secular) view and take part in charity</li> <li>• To compare and find similarities between different religions in regards to charity</li> <li>• Appreciate and appraise the different ways that worship may encourage charity</li> <li>• Evaluate and debate the idea that a holy building is less important than feeding starving people?</li> <li>• To assess the responsibility that organisations (religion/government) have in order to help those in need</li> </ul>	<ul style="list-style-type: none"> <li>• Describe religious teachings that encourage loving actions</li> <li>• Explain how religions promote moral guidance</li> <li>• Explain how non-religious sources promote good moral decisions</li> <li>• Provide examples as support for how both religious and non-religious principles guide people in living good lives</li> <li>• Analyse examples of religious and non-religious principles and consider what it means to be 'good and moral'</li> <li>• Provide an account of how religious teachings can help people to be good and make moral decisions. Assess how important religion is to those decisions</li> <li>• Offer reasons for a range of ways in which religion can inspire immoral behaviour</li> <li>• Justify a supported response to the question of whether religion helps people to be good</li> </ul>	<ul style="list-style-type: none"> <li>• Explain one argument for the existence of God (cosmological, ontological etc.)</li> <li>• Offer a contrasting argument for the existence of God with a non-theistic worldview</li> <li>• Provide an account of God's existence using a rational argument</li> <li>• Explain a worldview which does not set out to prove God's existence</li> <li>• Assess the idea that we do or do not need to prove God's existence</li> <li>• Evaluate the idea that God's existence may never be proven</li> <li>• Analyse the value of proof and faith in this debate over whether God exists</li> <li>• Justify a support response on whether there is value in attempting to prove God's existence using rational arguments</li> </ul>

	<b>KS3 Module 7:</b> <b>Is death the end? Does it matter?</b>	<b>KS3 Module 8:</b> <b>Why is there suffering, and are there any good solutions?</b>	<b>KS3 Module 9:</b> <b>Is religion a power for peace or a cause of conflict in the world today?</b>
	<b>Knowledge <i>What pupils will know</i></b>	<b>Knowledge <i>What pupils will know</i></b>	<b>Knowledge <i>What pupils will know</i></b>
	<ul style="list-style-type: none"> <li>• Different perspectives and worldviews on the meaning and purpose of life</li> <li>• How religion and society respond to the issue of death</li> <li>• The importance of funerals</li> <li>• What funerals look like and how they differ for Buddhists, Christians, Muslims and Humanists</li> <li>• Perspectives on the importance of the afterlife. Assess various viewpoints on the matter of 'which is more important; this life, or the next?'</li> <li>• The Islamic belief in Akhirah (In Islam, it is Allah who decides when a person dies)</li> <li>• The Buddhist belief in Samsara, rebirth and Nirvana</li> <li>• The importance of the Nicene creed for Christians, and the view of heaven as being 'closer to God', rather than a place</li> <li>• The Theravada and Mahayana views of life after death, and the belief in Bodhisattva</li> <li>• The Humanist view about what happens after death</li> </ul>	<ul style="list-style-type: none"> <li>• The different types of suffering that exists (Physical, emotional, existential)</li> <li>• Suffering is different around the world - absolute poverty, to relative poverty or the presence of '<i>first world problems</i>'</li> <li>• A Jewish perspective on the reasons behind suffering (it cannot be understood by humanity) and how this relates to their experience (The Holocaust or Shoah)</li> <li>• The Jewish perspective on the origin of evil (the Garden of Eden)</li> <li>• Suffering as a test from God to follow the commandments</li> <li>• The life of the Buddha, and the impact of the 4 sights and enlightenment</li> <li>• The story of Kisa Gotami and its teaching on the understanding of suffering</li> <li>• The Buddhist perspective on life (Universal truth/Noble truth)</li> <li>• A non-religious philosophical perspective on suffering (Hume - Is He willing to prevent evil?)</li> </ul>	<ul style="list-style-type: none"> <li>• The different types of conflict that exist, as well as their causes and consequences</li> <li>• Perspectives on whether conflict is part of humanity or is it a choice?</li> <li>• The role of individuals, governments or organisations (NATO or United Nations) in preventing conflict</li> <li>• Definitions for pacifism and reconciliation</li> <li>• Reasons for pacifism (Christian, Islam and non-religious)</li> <li>• The view of Richard Dawkins as an atheist</li> <li>• Society of friends perspective on pacifism</li> <li>• How the New Testament inform a Christian attitude towards conflict (The Sermon on the Mount, Cleansing of the Temple, and the arrest of Jesus)</li> <li>• An Islamic perspective on pacifism (Qur'an 8:6), as well as their perspective on war, peace and conflict (a just war)</li> <li>• The meaning of Jihad, and misconceptions in society</li> <li>• The difference between lesser jihad and greater jihad</li> </ul>



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	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>
	<ul style="list-style-type: none"> <li>• Explain a range of belief regarding the possibility of life after death</li> <li>• Explain different perspectives on the matter of life after death - both religious and non-religious</li> <li>• Provide a justified explanation (of many possible) to the question: Is death the end?</li> <li>• Observe and explain how beliefs about death can have an impact on how someone lives their life, and the choices they make</li> <li>• Judge the importance of life, compared to the hope of an afterlife, offering different views on that matter</li> <li>• Evaluate the impact of differing views on how people view earthly life</li> <li>• Explain interpretations of views of life after death; literal, or metaphorical acknowledging diversity within traditions</li> <li>• Analyse what visions of life after death reflect about an individual's view of existence</li> </ul>	<ul style="list-style-type: none"> <li>• Outline and describe two religious views of why humans suffer</li> <li>• Outline and describe two solutions offered by religions to suffering, with examples</li> <li>• Provide justified insights into two Christian views about why people suffer, supported by evidence from biblical texts</li> <li>• Present contrasting views of why we suffer from different religions or worldviews</li> <li>• Present an argument that religions do or do not offer good solutions on why we suffer</li> <li>• Consider and weigh up how far religious answers to the question are useful</li> <li>• Evaluate and assess the idea that suffering is a natural human state to which there is no solution</li> <li>• Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humanity cope with suffering, fear and despair</li> </ul>	<ul style="list-style-type: none"> <li>• Explain reasons why religions can be seen as a power for peace</li> <li>• Explain why religion can be seen as a cause of conflict in the world</li> <li>• Present a coherent account of why some see religion as a power for peace, supported by evidence</li> <li>• Present a coherent account of why some see religion as a source of conflict.</li> <li>• Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning</li> <li>• Express well-informed insights into the nature of peace; active, non-violence or passive absence of war?</li> <li>• Offer a well-reasoned and justified response to the role of conflict in the human condition; is it natural, or a necessary evil?</li> </ul>