

KS5 RE Believing: Why is there suffering? Are there any good solutions? Christian and Buddhist

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Autumn 2021

Believing Topic: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Know about and understand a range of religions and worldviews.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

RRS - UNCRC Relating Articles (Use within your teaching and planning)

- Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Key elements	B2P Step 1-3	B2P Step 4 - P6	B2P Step 7 - P8	B2NC Step 1	B2NC Step 2	B2NC Step 3
Who is a Christian, Buddhist person and what do they believe?	<p>P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. For example reacting to noises in a sensory story about a holiday or church visit.</p> <p>P1 (ii) Pupils show emerging awareness of activities and experiences. They may have</p>	<p>To know some things Christians/Buddhist have and do in their families and at Church to show their faith.</p>	<p>To know the names of some of the symbols and artefacts from Christians/Buddhist</p>	<p>To know what some Christians/Buddhist do to show their faith.</p> <p>To know what is involved belonging to a family</p>	<p>To know at least two reasons why being a Christian/Buddhist is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>To know similarities and differences between at least two different ways of worshipping in different religious churches/buildings.</p>
		<p>Is able to identify and name artefacts that Christians/Buddhist have in their homes and at Church to show their faith.</p>	<p>Is able to ask good questions about what Christians/Buddhist do to show their faith.</p> <p>Is able to communicate</p>	<p>Is able to identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern</p>	<p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p>	<p>Is able to identify what inspires them, making links between aspects of their own and others' experiences.</p> <p>Is able to compare key</p>

	<p>periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. <i>For example making noises or movements in reaction to activity.</i></p> <p>P2 (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. For example reaching towards light, sound, person or object linked to topic.</p> <p>P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, For example following a familiar ritual practiced each week and responding appropriately.</p> <p>P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities.</p>	<p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings Say who are their friends p5</p>	<p>ideas, feelings or responses to experiences or to religious stories They may communicate their feelings groups that they belong to p7</p>	<p>to themselves in the religious material studied</p> <p>Is able to make simple comparisons</p> <p>Is able to identify key class rules</p>	<p>Is able to recognise their own values and those of others.</p> <p>Is able to describe some of the key rules and why they are important</p>	<p>features of their class to others</p> <p>Is able to describe some of the key rules and say why they are important within a community.</p>
<p>Worship and devotion, living a religious life</p>	<p>respond consistently to familiar people, events and objects. They react to new activities and experiences. For example reaching towards light, sound, person or object linked to topic.</p> <p>P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, For example following a familiar ritual practiced each week and responding appropriately.</p> <p>P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities.</p>	<p>To know religions have daily rituals.</p> <p>To know people worship in different ways.</p>	<p>To know the importance of the daily ritual and routine within the Christian/ Buddhist community. Focus on key Christian/ Buddhist celebrations.</p>	<p>To know the basic facts about Christian worship inside the church.</p>	<p>To know religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> <p>To know how followers receive guidance on how to live.</p> <p>To know why it is important for different people to belong to a religion</p>	<p>To know why religion is a way of life for believers and find out more about it.</p> <p>To know we make choices based on our beliefs and values.</p> <p>To know where Christian worship takes place.</p> <p>To know what is worshiped.</p>
		<p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music P6</p> <p>Is able to make their own contribution to Christian festivals and celebrations.P6</p>	<p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music</p> <p>Is able to communicate simple facts about religion and important people in religions. P8</p>	<p>Is able to retell parts of religious stories</p> <p>Is able to describe the action of a person in a religious story</p> <p>Is able to retell elements of some Christian stories. Watches or takes part in Christian/ Buddhist worship.</p>	<p>Is able to describe the main features of a religious building</p> <p>Is able to describe the main practices associated with Christian/ Buddhist worship.</p>	<p>Is able to use research skills or a visit to find out about a place of worship.</p>
<p>What do religions say to us when life gets hard?</p>	<p>To know a religious picture story</p>	<p>To know religious stories have messages</p> <p>To know communities are groups with things in common</p>	<p>To know religions offer guidelines to live by</p> <p>To know communities have rules</p> <p>To know communities they belong to</p>	<p>To know religion is a way of life for believers</p> <p>To know we make choices based on our beliefs and values.</p> <p>To know how followers</p>	<p>To know a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p>	

<p>Religions and worldviews: Christians, Buddhists, non-religious views eg. Humanists.</p>				<p>To know how people live a religious life To know some religious words related to religious stories</p>	<p>receive guidance on how to live. To know that some questions cause people to wonder and are difficult to answer.</p>	<p>To know the significance of beliefs, practices and forms of expression to individual members and faith communities To know different ways of life and ways of expressing meaning including rules for living and forms of worship To know why religion is a way of life for believers and find out more about it.</p>
	<p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings P4 Is able to look at pictures that hold religious meaning P4 Is able to indicate a preference of belief P5 Is able to respond appropriately to simple questions about familiar religious people P5 Is able to listen to, and begin to respond to, familiar religious stories, poems and music P6</p>	<p>Is able to observe an event to recognise that certain things occur in certain events. Is able to say what they believe is happening. Is able to make connections between some of Jesus' teachings and the way Christians live their life today. Is able to communicate their feelings about what is special to them Is able to begin to express views, but struggle to give reasoning.</p>	<p>Is able to recognise some religious symbols, pupils will recount some religious stories, pupils will identify what is of value and concern to themselves. Is able to recognise how people can live a religious life Is able to know that we all make decisions about how we live Is able to name features of religious stories Is able to talk about their own experiences and feelings. Is able to look at other people's views and opinions and consider these when answering bigger questions.</p>	<p>Is able to identify some religious practices, pupils will respond sensitively to the experiences and feelings of others. Is able to recognise how followers receive guidance on how to live. Is able to explain why it is important for different people to belong to a religion Is able to debate with others listening to all involved in the conversation.</p>	<p>Is able to describe some of the key rules and say why they are important within a community. Is able to use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Is able to make links between values and commitments, and their own attitudes and behaviour.</p>	

Suggested teaching activities

Teachers can select content from these examples, and add more of their own.

- Sensory stories
- Listen to music
- Reenact celebrations
- Listen to cermans
- Explore artefacts
- Explore picture stories
- Role play
- Dress up
- Match artefacts to pictures

- Explore different causes and types of suffering: emotional, physical, existential. Consider how suffering differs around the world, e.g. compare relative poverty to absolute poverty. Consider the phrase 'first world problems' - do students suffer from these? Is suffering a natural human state, wherever we live and whatever we have?
- Explore Old Testament accounts of why we suffer. Look at the story of the 'Fall' in Genesis 3. Explore some Christian understandings of how sin is the root cause of human problems. Read some Proverbs, e.g. Proverbs 10:1 and 22:1. If we follow these instructions (work hard, don't be greedy, be obedient, etc.) will we avoid suffering? Compare to Job, who demands to know why the righteous suffer. Explore the story of Job. Read God's answers in e.g. Job 38: 2-11. How far is Job happy with this response and why? How do Christians respond to Job's example? Can pupils suggest alternative answers to Job as to why good people suffer?
- In the New Testament, Jesus says his followers should alleviate suffering. In Matthew 25:31-46 Jesus explains that when 'you help one of my brothers/sisters, you help me'. Is there suffering because humans do not help each other?
- Explore a philosophical approach: how can a good God allow suffering? Many people argue that God cannot be good, or that God does not exist. How do Christians see the death and resurrection of Jesus as an answer to the challenge of the problem of suffering?
- Explore Buddhist explanations of the suffering as dukkha or discontentment (1st Noble Truth). We cause discontentment through craving (2nd Noble Truth). Look for examples of how craving brings discontentment in the lives of individuals. How far does this reflect pupils' own experience?
- Find out about the Buddhist solution to suffering: cessation of craving (tanha) through following the Middle Way. How does the wheel of life offer a map to

		<p>escape the jaws of Dukkha? Consider how far humans are responsible for causing discontentment and overcoming it.</p> <ul style="list-style-type: none"> • Link with key question 3.4 and evaluate how far Christian and Buddhist beliefs about life after death affect their views on suffering. • Ask pupils to summarise each religious teaching, e.g. behave well and trust God (Old Testament), get your hands dirty; follow Jesus (New Testament), stop wanting what you cannot have (Buddhism). Evaluate each and express pupils' own responses to the question: Are there any good solutions to suffering?
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Online Resources
<https://www.reonline.org.uk/teaching-resources/>

<p><u>Resources in school (Fiennes Stock Cupboard)</u></p> <p>Christianity:</p> <p>Pottery statue of Mary (FRAGILE!)</p> <ul style="list-style-type: none"> • Pottery Chalice + Saucer (FRAGILE!) • Crucifix necklace • Doll <p>Battery Powered Candles</p> <ul style="list-style-type: none"> • Photos • Bell • Ornaments (x8) • Large, Wooden Crucifix • Mary Statue • Candle x3 (Satchel) • Crucifix x3 Satchel <p>Books:</p> <p>New Testament and Psalms</p> <p>Good News Bible</p> <p>Holy Scriptures</p> <p>A man with a vision</p> <p>Christmas</p> <p>Children's Illustrated Bible</p> <p>The Birth of Jesus</p> <p>Creation</p>	<p>Islam:</p> <p>Items:</p> <p>Kufi cap (x2)</p> <p>Flag of Pakistan (x2)</p> <p>Henna Powder</p> <p>Beads (White)</p> <p>Beads (Wooden)</p> <p>Bag</p> <p>Scroll in a pouch</p> <p>Gold temple</p> <p>A gift for life</p> <p>Blue bag.</p> <p>DVD's:</p> <p>The message of Islam</p> <p>The miracles of our life</p> <p>The miracles of the Qur'an</p> <p>The final prophet</p> <p>The secret</p> <p>Books/ Documents:</p> <p>The Holy Qur'an</p> <p>The Noble Qur'an</p> <p>Ramadan</p> <p>Photopack: Islam</p> <p>The Life of the Prophet Muhammad</p> <p>Muhammad: The messenger of Allah</p> <p>Answers to the Non-Muslims' Common Questions about Islam</p> <p>Who is Allah & his Prophet</p>	<p>There is a Judaism box in class Fiennes:</p> <p>Judaism</p> <p>Items:</p> <p>Photos</p> <p>Small, wooden dreidels</p> <p>Plastic Dreidel</p> <p>Menorah (x4)</p> <p>Candle Holder (x3)</p> <p>Chalice</p> <p>Plate</p> <p>Torah Scroll (x2)</p> <p>Lantern</p> <p>Kippah</p> <p>Tallit</p> <p>Chanukah Celebration Box</p> <p>Judaism Resource Box</p> <p>Passover Plate</p> <p>Photos (Satchel)</p> <p>Small Candles (Satchel)</p> <p>White Cloth (Satchel)</p> <p>Candle Holder (Satchel)</p> <p>DVD:</p> <p>Interactive Places of Worship: Judaism</p> <p>The Jewish Museum on Cheetham Hill Road is an excellent resource but please be aware there is limited disabled access.</p>
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<p>Messiah Jesus in Galilee</p>	<p>A Brief Illustrated Guide to Understanding Islam Imran Learns about Allah You must know this man Islam at a Glance The Qur'an (Heinemann) Our Culture: Muslim Imran Learns about Ramadan Imran Learns about the Qur'an School Worship File: Islam Muslim Artefacts Teaching Pack The Qur'an & Modern Science The Prophet and the Blind Man Islam: the FAQ's 3 men: 1 mission Disbury Mosque details Eid cards (x4) Photo pack</p>	<p>There is a local Synagogue on Middleton Road.</p>
<p>Evidencing Work There must be a balance between practical and worksheet based work. Each new skill must be taught using practical style lessons with the use of physical resources.</p>		

Key outcomes

- Outline two religious views of why humans suffer.
- Present at least two solutions offered by religions to suffering, with examples.
- Give well-informed insights into two Christian views about why people suffer, supported by evidence from biblical texts.
- Contrast two views of why we suffer from two different traditions.
- Argue the case that religions do or do not offer good solutions as to why we suffer.
- Consider and weigh up how far religious answers to the question of suffering are universally useful.
- Evaluate critically the idea that suffering is a natural human state to which there is no solution.
- Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair.