

KS5 RE Does Religion help people to be good? Buddhist, Christian, Muslim, Sikh, nonreligious e.g. Humanist

Spring 2022

Living Topic: Religious practices and ways of living; questions about values and commitments.

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	B2 P Step 1-3	B2 P Step 4 - P6	B2 P Step P7 - P8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
	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 from the bible.	Pupils use single elements of communication [for example, words, gestures, signs or symbols, to express their feelings] They show they understand 'yes' and 'no'. They begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing] They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and	Pupils listen and respond to religious stories, understand the needs of other religious people and respect them, communicate simple facts about religion and people in religion. Begin to realise the significance of religious artefacts, symbols and places.	Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.	Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some

		quietness.				forms of religious expression.
<p>How should we care for others and the world, and why does it matter?</p>	<p><u>To know</u> activities related to different religions</p> <p><u>To know</u> remain still and quiet during times of reflection, with support</p> <p><u>To know</u> certain artefacts relate to RE</p> <p><u>Is able to</u> react to new activities and experiences, for example, briefly looking around in unfamiliar natural and manmade environments They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, becoming still in response to silence.</p> <p><u>Is able to</u> recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music Stills in response to silence</p> <p><u>Is able to</u> react to new activities and experiences, for example, briefly looking around in unfamiliar natural and manmade environments</p>	<p><u>To know</u> their preference between two items</p> <p><u>To know</u> there are different religions</p> <p><u>To know</u> a picture</p> <p><u>Is able to</u> join in with activities by initiating ritual actions or sounds</p> <p><u>Is able to</u> show they understand using yes and no</p> <p><u>Is able to</u> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><u>Is able to</u> participate with help in caring for their surroundings</p> <p><u>Is able to</u> listen to, and begin to respond to, familiar religious stories, poems and music</p> <p><u>Is able to</u> make their own contribution to festivals and celebrations.</p> <p><u>Is able to</u> respond to others in group situations and cooperate when working in small groups</p>	<p><u>To know</u> what is right and wrong in familiar situations</p> <p><u>Is able to</u> evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences</p>	<p><u>To know</u> how people can lead a religious life</p> <p><u>To know</u> ways people show they belong to a group or religion</p> <p><u>To know</u> some special things a religious believer might have to do</p> <p><u>To know</u> the difference between obey and disobey</p> <p><u>Is able to</u> explain what it means to keep a promise/ lead a religious life</p> <p><u>Is able to</u> recognise how people can live a religious life</p> <p><u>Is able to</u> know that we all make decisions about how we live</p>	<p><u>To know</u> what some rules from a holy book might mean in practice</p> <p><u>To know</u> the terms: forgiveness, repentance, reconciliation, ritual, faith and worship</p> <p><u>Is able to</u> recognise their own responsibilities and values and those of others.</p> <p><u>Is able to</u> identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> <p><u>Is able to</u> recognise how followers receive guidance on how to live.</p> <p><u>Is able to</u> explain why it is important for different people to belong to a</p>	<p><u>To know</u> that religion is a way of life for believers</p> <p><u>To know</u> that religious beliefs can be expressed in a variety of ways</p> <p><u>To know</u> literal and non-literal meanings</p> <p><u>Is able to</u> compare aspects of their own experiences with that of others; make links between their own values and their attitudes and behaviours.</p> <p><u>Is able to</u> identify what inspires them, making links between aspects of their own and others' experiences. Compare key features of their class to others</p>

		<p>Is able to carry out ritualised actions in familiar circumstances</p> <p>Is able to begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing]</p> <p>Is able to respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects]</p>			<p>religion</p> <p>Is able to talk about why a holy book is special.</p> <p>Is able to show respect to religious artefacts.</p>	<p>Is able to describe some of the key rules and say why they are important within a community.</p> <p>Is able to explain the significance of holy books to religions.</p> <p>Is able to describe and suggest meanings for some religious symbols. Eg. Fish, cross</p>
<p>What can we learn from religions about deciding what is right and wrong?</p>		<p>Is able to take part in activities involving two or three other learners They may also engage in moments of individual reflection.</p> <p>Is able to show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort]</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 how people live a religious life</p> <p>To know some religious words related to religious stories</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 receive guidance on how to live.</p> <p>To know that some questions cause people to wonder and are difficult to answer.</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>To know the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p>To know different ways of life and ways of expressing meaning including rules for living and forms of worship</p> <p>To know why religion is a way of life for believers and find out more about it.</p>

			<p>Is able to observe an event to recognise that certain things occur in certain events.</p> <p>Is able to say what they believe is happening.</p> <p>Is able to make connections between some of Jesus' teachings and the way Christians live their life today.</p> <p>Is able to communicate their feelings about what is special to them</p> <p>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.</p> <p>Is able to recognise how people can live a religious life</p> <p>Is able to know that we all make decisions about how we live</p> <p>Is able to name features of religious stories</p> <p>Is able to talk about their own experiences and feelings.</p> <p>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.</p> <p>Is able to recognise how followers receive guidance on how to live.</p> <p>Is able to explain why it is important for different people to belong to a religion</p> <p>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.</p> <p>Is able to use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.</p> <p>Is able to make links between values and commitments, and their own attitudes and behaviour.</p>
<p>What matters most to Christians and Humanists?</p>			<p>To know the importance of the daily ritual and routine within the Christian/ Humanist community. Focus on key Christian/ Humanist 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 worshipped.</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/ Humanist 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/ Humanist worship.</p>	<p>Is able to use research skills or a visit to find out about a place of worship.</p>
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<p>Suggested teaching activities</p>	<ul style="list-style-type: none"> • Sensory stories • Listen to music • Reenact celebrations • Listen to cermans • Explore artefacts • Explore picture stories • Role play • Dress up • Match artefacts to pictures 	<ul style="list-style-type: none"> • <i>Talk to religious believers (perhaps by visiting a religious community, e.g. a church coffee morning, or a mosque at iftar), ask them about whether belonging to a religious community helps them be good people, and if so, why.</i> • <i>Enquire into religious rules which generate loving, charitable actions in the world. For example: sewa (selfless service) in Sikhism, an essential part of Vand Chakna ('sharing what you have'), one of the three Sikh essential approaches to life.</i> • <i>Compare religious moral rules with non-religious moral principles. For example, enquire into non-religious ethicist Peter Singer's charity The Life you can Save. Singer is not inspired by God to be good; debate how far God or religion encourages and inspires loving actions.</i> • <i>Consider humanity from a Christian perspective of being at once 'fallen' and 'in the image of God'. How do these two states show themselves in individual lives, and the actions of church institutions?</i> • <i>Find out what 'good' involves in Buddhist communal life. Try a 'loving kindness' meditation with the class. Focus on moral actions: 'right speech', 'right livelihood' and 'right action' in the Eightfold Path. What approach to living do these principles demand? Buddhists might prefer the term 'wise' to 'good'. Discuss what difference it makes to strive for 'wisdom' rather than 'goodness'.</i> • <i>Consider the importance of submission in Islam (translation: 'islam' = submission). Consider why Ibrahim's willingness to sacrifice his Ismail made him the perfect Muslim. For Muslims, what is the necessity and benefit of submission to Allah?</i> • <i>Reflect on reasons why someone might say 'no' in answer to the key question: history of religious intolerance and injustice [e.g. Inquisition, Apartheid], teachings and practices [sexist, racist], tribalism [Crusades, claimed holy wars, 'Islamic State'], hypocrisy [WW2 church collusion with Nazis], moral atheists [Peter Singer].</i> • <i>Reflect on reasons why someone might say 'yes' to the key question: examples of moral excellence, service, supporting the vulnerable, challenging institutional indifference or moral degradation e.g.</i>
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slave trade.

Online Resources

<https://www.reonline.org.uk/teaching-resources/>

Resources in school (Helvellyn Stock Cupboard)

List of resources can be found here; Resources/ RE Resources/ RE Resources/ Resource List

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.