

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

Spring Year 2023

**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.

<b>Subject curriculum intent:</b>	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.	
<b>End of KS3 intent/outcome</b>	<b>End of KS4 intent/outcome</b>	<b>End of KS5 intent/outcome</b>
Students should have an understanding of the three main faiths – Christianity, Islam and Judaism and the key beliefs within. They should have an understanding of sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred. Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others	Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives. Students will be to identify a religious festival for Christianity, Islam and Judaism, and will	Students will have an understanding of the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person's life. Students will look into big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society. Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual. Students will be able to discuss how they feel about religion, and should show an unbiased understanding of both religious and non-religious

and our world. show an understanding of why these are important within each faith. beliefs.

Intent for this topic: Students should be able to outline at least two religious views, and use this to present at least two solutions offered by religions to suffering. Students should be able to contrast two views as to why people suffer, and should be able to support these views using religious texts. Students should show an understanding as to whether religious answers to suffering are universal, and weigh these up against non-religious answers. Student should be able to offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair.

Core vocabulary needed for this subject/topic: Christianity, Christians, Bible, Church  
Judaism, Jewish, Torah, Tenakh, Synagogue  
Islam, Muslim, Qur'an, Mosque  
Buddhism, Buddhist, Buddha, Temple, Tipitaka

Vocabulary pupils will have accessed in other topics or subject areas: Routine, tradition, values, tradition, ritual, teachings,

Key vocabulary taught within this topic: Suffering – emotional, physical, existential, contrast, compare, philosophy, Dukkha, Tanha

**Prior knowledge: what pupils may already have studied**

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS5	RE	What is good and what is challenging about being a teenage Sikh/Buddhist Muslim in Britain today?	Year 1 Autumn	Pupils will have some understanding of Buddhism, and some of the main teachings, rituals and traditions involved when practicing Buddhism.
KS3	RE	Who is a Christian and what do they believe?	Year 1 Autumn	Student will have studied Christianity and will have an understanding of what it means to be Christian, Christian worship and identify, what it means to belong to the Christian Church.

Links to other subjects: PSHE

Key elements	B2P 4 - P6	B2P 7 - P8	B2 Step 1	B2 Step 2	B2 Step 3
Who is a Christian, Buddhist person and	To know some things Christians/Buddhist have and do in their families and at	To know the names of some of the symbols and	To know what some Christians/Buddhist do	To know at least two reasons why being a	To know similarities and differences between at least

<p>what do they believe?</p>	<p>Church to show their faith.</p>	<p>artefacts from Christians/Buddhist</p>	<p>to show their faith. <b>To know</b> what is involved belonging to a family</p>	<p>Christians/Buddhist is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>two different ways of worshipping in different religious churches/buildings.</p>
	<p><b>Is able to</b> identify and name artefacts that Christians/Buddhist have in their homes and at Church to show their faith.</p> <p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings Say who are their friends p5</p>	<p><b>Is able to</b> ask good questions about what Christians/Buddhist do to show their faith.</p> <p><b>Is able to</b> communicate ideas, feelings or responses to experiences or to religious stories They may communicate their feelings groups that they belong to P7</p>	<p><b>Is able to</b> identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern to themselves in the religious material studied</p> <p><b>Is able to</b> make simple comparisons</p> <p><b>Is able to</b> identify key class rules</p>	<p><b>Is able to</b> ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p><b>Is able to</b> recognise their own values and those of others.</p> <p><b>Is able to</b> describe some of the key rules and why they are important</p>	<p><b>Is able to</b> identify what inspires them, making links between aspects of their own and others' experiences.</p> <p><b>Is able to</b> compare key features of their class to others</p> <p><b>Is able to</b> 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><b>To know</b> religions have daily rituals.</p> <p><b>To know</b> people worship in different ways.</p>	<p><b>To know</b> the importance of the daily ritual and routine within the Christian/ Buddhist community. Focus on key Christian/ Buddhist celebrations.</p>	<p><b>To know</b> the basic facts about Christian worship inside the church.</p>	<p><b>To know</b> religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> <p><b>To know</b> how followers receive guidance on how to live.</p> <p><b>To know</b> why it is important for different people to belong to a religion</p>	<p><b>To know</b> why religion is a way of life for believers and find out more about it.</p> <p><b>To know</b> we make choices based on our beliefs and values.</p> <p><b>To know</b> where Christian worship takes place.</p> <p><b>To know</b> what is worshipped.</p>
	<p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b>Is able to</b> listen to, and begin to respond to, familiar religious stories, poems and music P6</p>	<p><b>Is able to</b> listen to, and begin to respond to, familiar religious stories, poems and music</p> <p><b>Is able to</b> communicate simple facts about religion and important people in</p>	<p><b>Is able to</b> retell parts of religious stories</p> <p><b>Is able to</b> describe the action of a person in a religious story</p> <p><b>Is able to</b> retell</p>	<p><b>Is able to</b> describe the main features of a religious building</p> <p><b>Is able to</b> describe the main practices associated with Christian/ Buddhist worship.</p>	<p><b>Is able to</b> use research skills or a visit to find out about a place of worship.</p>

	<p><b>Is able to</b> make their own contribution to Christian festivals and celebrations.P6</p>	<p>religions. P8</p>	<p>elements of some Christian stories. Watches or takes part in Christian/ Buddhist worship.</p>		
<p><b>What do religions say to us when life gets hard?</b></p> <p><b>Religions and worldviews: Christians, Buddhists, non-religious views e.g. Humanists.</b></p>	<p><b>To know</b> a religious picture story</p>	<p><b>To know</b> religious stories have messages <b>To know</b> communities are groups with things in common</p>	<p><b>To know</b> religions offer guidelines to live by <b>To know</b> communities have rules <b>To know</b> communities they belong to <b>To know</b> how people live a religious life <b>To know</b> some religious words related to religious stories</p>	<p><b>To know</b> religion is a way of life for believers <b>To know</b> we make choices based on our beliefs and values. <b>To know</b> how followers receive guidance on how to live. <b>To know</b> that some questions cause people to wonder and are difficult to answer.</p>	<p><b>To know</b> a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship <b>To know</b> the significance of beliefs, practices and forms of expression to individual members and faith communities <b>To know</b> different ways of life and ways of expressing meaning including rules for living and forms of worship <b>To know</b> why religion is a way of life for believers and find out more about it.</p>
	<p><b>Is able to use</b> single elements of communication, for example, words, gestures, signs or symbols, to express their feelings P4 <b>Is able to</b> look at pictures that hold religious meaning P4 <b>Is able</b> to indicates a preference of belief P5 <b>Is able to</b> respond appropriately to simple questions about familiar religious people P5 <b>Is able to</b> listen to, and begin to respond to, familiar religious stories, poems and music P6</p>	<p><b>Is able to</b> observe an event to recognise that certain things occur in certain events. <b>Is able to</b> say what they believe is happening. <b>Is able to</b> make connections between some of Jesus' teachings and the way Christians live their life today. <b>Is able to</b> communicate their feelings about what is special to them <b>Is able to</b> begin to express views, but struggle to give reasoning.</p>	<p><b>Is able to</b> recognise some religious symbols, pupils will recount some religious stories, pupils will identify what is of value and concern top themselves. <b>Is able to</b> recognise how people can live a religious life <b>Is able to</b> know that we all make decisions about how we live <b>Is able to</b> name features of religious stories <b>Is able to</b> talk about their own experiences and feelings. <b>Is able to</b> look at other</p>	<p><b>Is able to</b> identify some religious practices, pupils will respond sensitively to the experiences and feelings of others. <b>Is able to</b> recognise how followers receive guidance on how to live. <b>Is able to</b> explain why it is important for different people to belong to a religion <b>Is able to</b> debate with others listening to all involved in the conversation.</p>	<p><b>Is able to</b> describe some of the key rules and say why they are important within a community. <b>Is able to</b> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. <b>Is able to</b> make links between values and commitments, and their own attitudes and behaviour.</p>

			people's views and opinions and consider these when answering bigger questions.		
<p><b>Suggested teaching activities</b></p> <p>Teachers can select content from these examples, and add more of their own.</p>	<ul style="list-style-type: none"> <li>• Sensory stories</li> <li>• Listen to music</li> <li>• Re-enact celebrations</li> <li>• Listen to sermons</li> <li>• Explore artefacts</li> <li>• Explore picture stories</li> <li>• Role play</li> <li>• Dress up</li> <li>• Match artefacts to pictures</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• 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?</li> <li>• 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?</li> <li>• 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?</li> <li>• 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?</li> </ul>			

		<ul style="list-style-type: none"> <li>• 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 escape the jaws of Dukkha? Consider how far humans are responsible for causing discontentment and overcoming it.</li> <li>• Link with key question 3.4 and evaluate how far Christian and Buddhist beliefs about life after death affect their views on suffering.</li> <li>• 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?</li> </ul>
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**Online Resources**

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

**Resources in school (Fiennes Stock Cupboard)**

**Christianity:**

- Pottery statue of Mary (FRAGILE!)
- Pottery Chalice + Saucer (FRAGILE!)
- Crucifix necklace
- Doll
- Battery Powered Candles
- Photos
- Bell
- Ornaments (x8)
- Large, Wooden Crucifix
- Mary Statue
- Candle x3 (Satchel)
- Crucifix x3 Satchel

**Books:**

- New Testament and Psalms
- Good News Bible
- Holy Scriptures
- A man with a vision
- Christmas

**Islam:**

**Items:**

- Kufi cap (x2)
- Flag of Pakistan (x2)
- Henna Powder
- Beads (White)
- Beads (Wooden)
- Bag
- Scroll in a pouch
- Gold temple
- A gift for life
- Blue bag.

**DVD's:**

- The message of Islam
- The miracles of our life
- The miracles of the Qur'an
- The final prophet
- The secret
- Books/ Documents:
- The Holy Qur'an
- The Noble Qur'an
- Ramadan
- Photo pack: Islam
- The Life of the Prophet Muhammad

There is a Judaism box in class Fiennes:

**Judaism**

**Items:**

- Photos
- Small, wooden dreidels
- Plastic Dreidel
- Menorah (x4)
- Candle Holder (x3)
- Chalice
- Plate
- Torah Scroll (x2)
- Lantern
- Kippah
- Tallit
- Chanukah Celebration Box
- Judaism Resource Box
- Passover Plate
- Photos (Satchel)
- Small Candles (Satchel)
- White Cloth (Satchel)
- Candle Holder (Satchel)
- DVD:
- Interactive Places of Worship: Judaism

<p>Children's Illustrated Bible The Birth of Jesus Creation Messiah Jesus in Galilee</p>	<p>Muhammad: The messenger of Allah Answers to the Non-Muslims' Common Questions about Islam Who is Allah &amp; his Prophet 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 &amp; Modern Science The Prophet and the Blind Man Islam: the FAQ's 3 men: 1 mission Didsbury Mosque details Eid cards (x4) Photo pack</p>	<p>The Jewish Museum on Cheetham Hill Road is an excellent resource but please be aware there is limited disabled access. There is a local Synagogue on Middleton Road.</p>
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### **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.

### **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.