

KS5 RE Should happiness be the purpose of life?

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Summer Year 1

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.

Subject curriculum intent:	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.		
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome	
<p>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.</p> <p>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 and our world.</p>	<p>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.</p> <p>Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.</p>	<p>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.</p> <p>Students will look into big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society.</p> <p>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.</p> <p>Students will be able to discuss how they feel about religion, and should show an unbiased understanding of both religious and non-religious beliefs.</p>	
Intent for this topic:	Students should be able to outline at least two religious views and use this to present ideas around happiness. Students should use Christianity, Buddhism, and Humanism to help them form opinions on the importance of happiness. Alongside religious views, students should also consider societal influences such as gratification and tangibility. Students should be able to identify what makes them happy, how they and other people seek happiness, and how these ideals can be influenced by both religious and non-religious ideas. Students should also be able to consider the impact on quality of life seeking happiness can have, and how happiness may look for each individual.		
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	Routine, tradition, values, tradition, ritual, teachings,		

areas:				
Key vocabulary taught within this topic:		Happiness, gratification, craving, values, satisfaction, tangible, non-tangible, cravings (tanha), dukkha		
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	Worship and identity, Belonging to a religion, Worship and Devotion, Sacraments and other signs of belonging					
	P1-3	P4 - P6	P7 - P8	L1	L2	L3
Subject specific knowledge	<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>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 story from Key religions</p> <p><u>To know</u> some things Christians/Buddhist have and do in their families and at Church to show their faith.</p> <p><u>To identify</u> examples of happy and sad</p>	<p><u>To know</u> one way in which Christians view happiness</p> <p><u>To know</u> some key information about Humanist views</p> <p><u>To know</u> why happiness is important</p> <p><u>To know</u> that happiness can come from non-religious values</p> <p><u>To know and identify</u> what makes them happy</p>	<p><u>To know</u> how Buddhists/Humanist view happiness</p> <p><u>To know</u> that everyone has an individual and personal view about happiness</p> <p><u>To know</u> and define terms such as gratification, craving, values, satisfaction,</p> <p><u>To know</u> how happiness may be derived from God</p> <p><u>To know</u> happiness can be come from internal or external sources</p>	<p><u>To know</u> similarities and differences between Christian and Buddhist/Humanists views on happiness</p> <p><u>To know and discuss</u> how religious and non-religious ideas on happiness differ</p> <p><u>To know</u> and understand delayed and immediate gratification. for example, having your favourite food is immediate, but saving money to buy new clothes is delayed</p> <p><u>To know</u> how happiness can affect a person's view on life</p> <p><u>To know</u> happiness is not always related to a physical action</p>	<p><u>To know</u> how searching for happiness can negatively impact a person life</p> <p><u>To know</u> happiness can be found in</p> <p><u>To know</u> what 'secular happiness' is</p> <p><u>To know</u> the difference between tangible and non-tangible happiness. For example; tangible - buying new shoes, non-tangible - the feeling of being enough</p>

<p>Subject specific skills</p>	<p>Is able to 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. Is able to 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>Is able to react to new activities and experiences, for example, briefly looking around in</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</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 participate with help in caring for their surroundings Recognise music from key religions</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</p> <p>Is able to make their own</p>	<p>Is able to give one example of how Christians view happiness</p> <p>Is able to say one thing that makes them happy</p> <p>Is able to identify what makes other happy</p> <p>Is able to sort what makes them happy into actions completed by themselves or others</p>	<p>Is able to explain one way Christians view happiness</p> <p>Is able to explain how Buddhists/Humanists view happiness</p> <p>Is able to compare basic Christian views on happiness to Buddhist/Humanist views</p> <p>Is able to explain some things that make they happy</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 to themselves in the religious material studied</p> <p>Is able to make simple</p>	<p>Is able to explain why people seek happiness</p> <p>Is able to give ways in which Christians people may seek happiness</p> <p>Is able to explain how Christian views on happiness may differ to Buddhist/Humanist views</p> <p>Is able to give reasons as to why people may view happiness as related to religion or not</p> <p>Is able to make links between what religions teach and what followers believe and do</p> <p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>Is able to recognise their</p>	<p>Is able to identify a personal belief</p> <p>Is able to compare their own experiences to those of others</p> <p>Is able to compare and contrast Christian views to Buddhist/Humanist views</p> <p>Is able to evaluate religious and non-religious views on happiness</p> <p>Is able to identify what inspires them, making links between aspects of their own and others' experiences. Compare key features of Christian religion to other religions</p> <p>Is able to use research skills to find out about religious views</p>
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	<p>unfamiliar natural and manmade environments</p>	<p>contribution to festivals and celebrations.</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>comparisons</p> <p>Is able to ask questions about religions</p> <p>Is able to identify key religious beliefs</p> <p>Is able to talk about issues of good and bad, right and wrong arising from stories</p>	<p>own values and those of others.</p> <p>Is able to describe some of the key beliefs of the key religions</p>	
<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 • Visit Church 	<p><i>Teachers can select content from these examples and add more of their own</i></p> <ul style="list-style-type: none"> • What is happiness? Explore what people mean by happiness. Are there different ways we use the term (e.g. happiness as pleasure, as an emotion, as life-satisfaction, as flourishing, or as a term linked to a more transcendent view of meaning and purpose)? Which might be most easily measured, when governments want to try to promote happiness? Which view of happiness might be most satisfying? • Happiness in Christianity: what does the Bible say? Compare the happiness a life lived in relationship with God brings (e.g. Psalms 2:12, 32:1-2) to the happiness that comes from acting to make the world better (e.g. Psalms 41:1, Matthew 5:9). How far do the commandments in Matthew 22:37-39 encapsulate Christian happiness? • What does happiness mean in Buddhism? The 'unsatisfactoriness' of life, dukkha, is a foundational concept, and is caused by craving. Cessation of craving (tanha) is a central goal. Consider whether the teachings of the Buddha can be understood as above all a search for happiness, through relinquishing 				

		<p>craving. Would students define this as 'happiness', or something else? Compare a Buddhist idea about mundane happiness (resulting from good actions) and 'supramundane' happiness (freedom from all greed, hatred and delusion).</p> <ul style="list-style-type: none"> • Happiness in non-religious worldviews. Find out about Sunday Assembly groups and what they do: mindfulness, celebration of life, community action. How does a religious idea of 'the good life' compare to a non-religious view? Compare secular views of how to gain happiness from positive psychology. To what extent does the positive psychology 'happiness movement' offer a secular version of religion? • Is attaining happiness morally acceptable? How is religious or spiritual happiness attained? Through acting in the world, e.g. Bodhisattvas, or through prayer and contemplation? Compare a spiritual view to a consumerist or materialist pursuit of happiness. Can we evaluate the sort of happiness aimed for, and say one is morally better than another? • Where do we find happiness? Is it plausible to say that 'heaven' and 'hell' are found in daily existence in our outlook and mood? Reflect on the Buddhist idea of impermanence - that everything changes, which means neither good nor bad experiences last. Compare with a Humanist view that no one can be happy while others suffer (e.g. Peter Singer). Are these similar views of 'heaven' as states of mind attained here on earth? Compare to a Christian vision of heaven, and debate whether spiritual happiness negates earthly, physical happiness?
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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.

Online resources

Re today

www.retoday.org.uk/syllabus-resources Password: ASyllabusRET!

Resources in school

Sikh
 Items:
 Doll
 Clothing/ Scarves
 Teapot
 Plates (x2)
 Stick
 Assorted Sized Candle Holder (x3)
 Tinsel Decoration
 Photos
 Bronze Symbol
 Sikhism Work Pack
 Coloured Portrait

Buddhist
 Items:
 Incense
 Wooden Beads (x3)
 Rose Water
 Hand Cranking Prayer Wheel (X3)
 Scarves (X3)
 Dolls (2x large, 1x medium, 1x small)
 Holy Book Stand (x2)
 Incense Burner (7x small, 7xmedium, 1x large in tin)
 Arts/ craft resources (x4)
 Wooden Beads (x3)
 Bell
 Statues (x2)
 Ceramic pot

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

<p>Pupil-Created Question Booklet</p>	<p>Bag Tapestry Cassettes (X2) Buddhist Collection</p> <p>Books/ Documents: Teacher Notes Buddhist scripture Buddhism info sheet</p>	<p>The secret Books/ Documents: The Holy Qur'an The Noble Qur'an Ramadan Photopack: Islam The Life of the Prophet Muhammad Muhammad: The messenger of Allah Answers to the Non-Muslims' Common Questions about Islam Who is Allah & 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 & 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>
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