



# REfocus

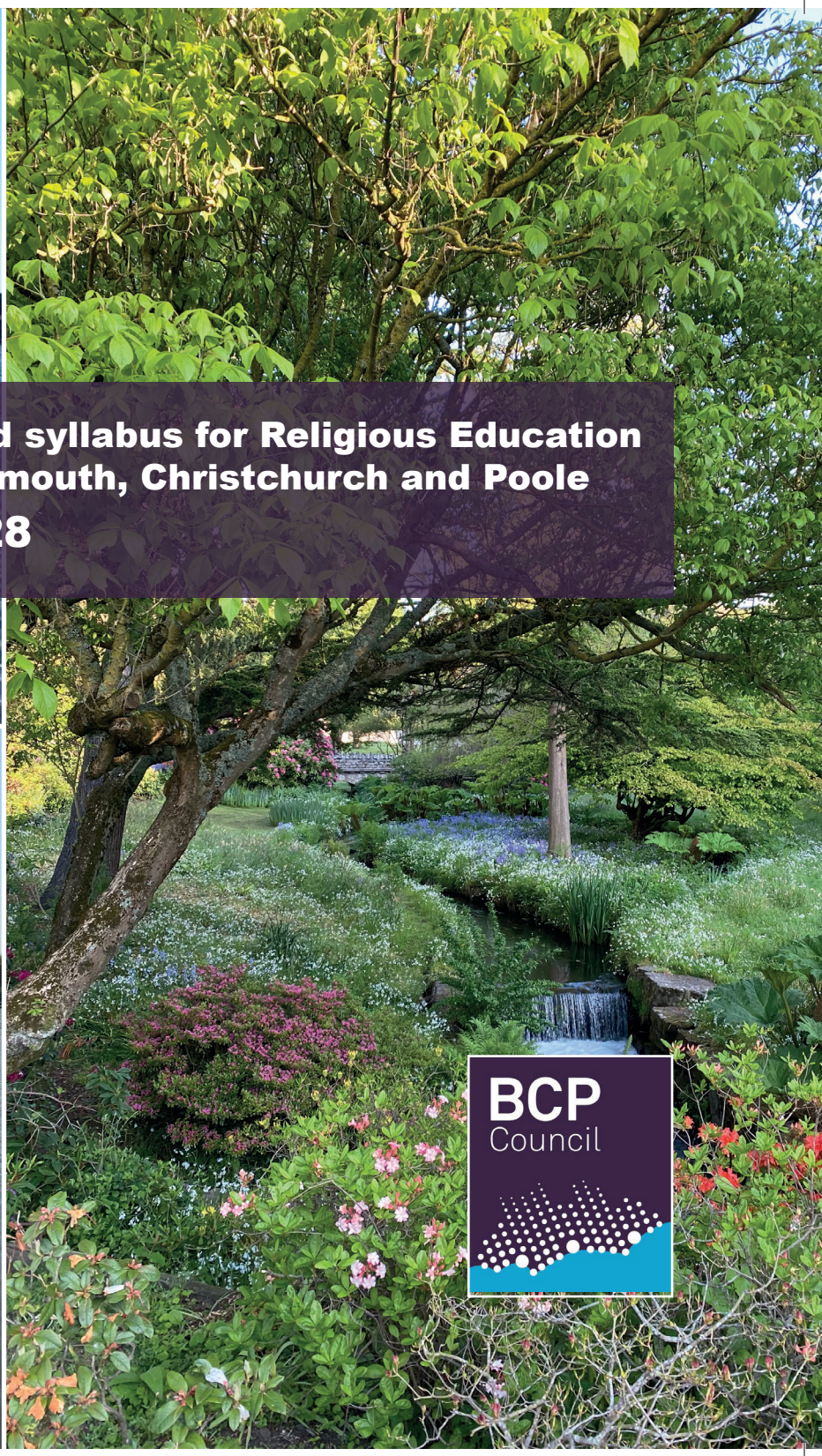
**The agreed syllabus for Religious Education  
for Bournemouth, Christchurch and Poole  
2023-2028**



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**BCP**  
Council



## Foreword

This agreed syllabus, the first by Bournemouth, Christchurch, and Poole local authority, following the unification of Bournemouth Christchurch and Poole into one council in 2019, reflects the importance that Religious Studies has for children's and young people's understanding of the world in which we all live. Central to the syllabus's aim is the belief that excellent teaching of Religious Studies supports children and young people to have respect for themselves and others, whilst also supporting and developing a fundamental appreciation of the significance of belief(s) in people's lives.

Our syllabus develops a 'worldviews' approach to the teaching of this subject, in a deliberate attempt to raise awareness of unconscious bias and discrimination, treating all worldviews, including religions, as of equal relevance and significance.

Schools are asked to consider the different 'ways of knowing' that they could choose to build into their schemes of work to enable pupils to understand beliefs from different perspectives, using a range of approaches, from philosophy to theology. Schools have flexibility in deciding which content they include in their programmes of study but are required to teach Christianity and at least two Abrahamic traditions, two Dharmic traditions and Humanism by the end of both Key Stages 2 and 3.

Progression and the cumulative retention of substantive knowledge & vocabulary are essential. Schools are encouraged to consult with each other to ensure continuity in learning across the age phases. The syllabus adds discretion for those teaching children and young people with special educational needs, so that they can achieve similar outcomes via a bespoke route in line with school culture and curriculum intent.

The development of this syllabus has taken account of the previous syllabi for Bournemouth, Poole and Dorset, and has been written in consultation with, teachers, children and young people, Religious Education and Diocesan advisers, BCP SACRE members and worldview communities; all of whom have given their time freely to ensure the syllabus is not only up to date in its pedagogy but is also mindful of the challenge a new syllabus creates for busy teachers.

Bournemouth, Christchurch, and Poole Council welcomes all schools situated in its boundaries to use our REfocus syllabus freely. Multi-academy trusts who have schools outside of the Bournemouth, Christchurch and Poole unitary authority area or other local authorities, who wish to use or adapt our syllabus should contact our adviser at [sacre@bcpcouncil.gov.uk](mailto:sacre@bcpcouncil.gov.uk)

In an ever turbulent yet wonderful world, Religious Studies can be a key contributor to a meaningful educational experience. We commend this syllabus to schools, assuring them of support to implement it for the benefit of our children and young people's learning.

Sarah Rempel  
**Director of Education and Skills**

& Julia Coleman  
**Head of Service for Education Improvement.**

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## Aims of RE

The Bournemouth, Christchurch and Poole agreed syllabus for Religious Education retains the enquiry-based pedagogy of previous syllabi and builds on this by adopting a more explicit 'Religion and Worldviews' approach, encompassing different disciplines/ 'ways of knowing' (e.g. theology, philosophy and human/social sciences), and enabling pupils to consider religion and worldviews as lenses through which people experience themselves, others and the world.

The Enquiry Questions section of the agreed syllabus gives examples of how an enquiry may be approached using different 'ways of knowing'. It is hoped that teachers will use a balanced range of such 'ways' as they help pupils explore the different enquiries, thus expanding their understanding that the study of worldviews is complex and can be approached using different schools of thought e.g. theology, philosophy, social sciences. This of course needs always to be age-appropriate.

In this syllabus 'worldviews' will be used to refer to religions and worldviews, as religions are worldviews i.e. ways of viewing the world, and to alleviate the risk of implied differentiation or preference.

It aims to equip pupils to appreciate the complexity and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation), to see religions as worldviews and know these are dynamic and experienced differently by each individual.

It expects RE to address difficult issues and challenging questions that pupils are asking and to support pupils' personal and spiritual development.

The agreed syllabus is designed to support schools in understanding the Intent, Implementation and Impact of RE as a distinct and integral part of the whole school curriculum.

'The key purpose for RE in a religion and worldviews approach is for pupils to understand how worldviews work in human experience, including their own, through the study of religion and belief'

(Religion and Worldviews in the Classroom: developing a Worldviews Approach. RE Council of England and Wales, Draft Handbook 2022)

The BCP agreed syllabus for RE aims to support the development of pupils' religious literacy and personal development by:

- i. enabling children and young people to become discerning, respectful human beings who are aware of their own and others' beliefs and the impact of these on the ways they choose to live their lives (lived experience)
- ii. providing them with substantive and cumulatively sufficient knowledge about religion and worldviews, insight into the nature of faith and belief and the skills with which to consider these
- iii. developing the ability to consider religion and worldviews through different 'ways of knowing' including their personal lenses
- iv. supporting pupils to appreciate and develop their own personal worldview

## Teaching time

The agreed syllabus sets out what pupils are entitled to study and explore in RE from the age of 3 to post-16.

It is built on the assumption of 5% of their curriculum experience being focused on RE, translating into RE teaching time as follows:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

Key Stage 3: 45 hours per year

Key Stage 4: 40 hours per year

## Statutory requirements for the provision of RE

The primary legislation passed with regard to RE between 1944 and 1993 was consolidated by The Education Act (1996) and the School Standards and Framework Act (1998). Circular 1/94 and the subsequent revision of this guidance in 2010 (Religious Education in English Schools: Non-Statutory Guidance 2010) offered an interpretation of the legislation.

The legal requirements:

### **1. RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request.**

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

By the same law, RE must be provided for all pupils in school sixth forms (but not those in Sixth Form Colleges, which must provide RE for all pupils wishing to receive it).

Special schools must comply with this requirement by ensuring that every pupil receives RE as far as is practicable.

### **2. RE must be taught in accordance with an Agreed Syllabus in Community schools, Foundation schools and Voluntary Controlled schools.**

However, in Foundation and Voluntary Controlled Schools with a religious foundation, parents may request RE in accordance with the school's trust deed, or in accordance with the beliefs or denomination specified in the designation of the school.

**In Voluntary Aided schools** with a religious character, RE is taught in accordance with the Trust Deed, or with the beliefs or denomination specified in the designation of the school, to reflect the religious character of the foundation. A governing body may accept a recommendation from their Diocese to adopt the Locally Agreed Syllabus.

**Academies are state schools.** Academy Schools based in BCP are welcome to use all or some of the BCP agreed syllabus for RE. If a school in BCP is part of a Trust elsewhere, the Trust may contact [SACRE@bcpcouncil.gov.uk](mailto:SACRE@bcpcouncil.gov.uk) to discuss using the agreed syllabus across their Trust with permission.

For **denominational Academies** with a religious character, the RE curriculum will be in line with the denominational syllabus. However, within BCP they are welcome to use all or some of the BCP agreed syllabus in consultation/agreement with their Diocese, as an additional resource. They are, of course, welcome to attend RE network meetings and conferences relating to the syllabus as part of the BCP family.

For **non-denominational (such as Christian) faith Academies**, the curriculum may be in accordance with the Agreed Syllabus or a denominational syllabus, depending on the wishes of the sponsor and what is agreed by Government Ministers.

- 3. A Locally Agreed Syllabus must reflect the fact ‘that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain’. [1996 Act, Ch 56 S375 (3).]**
- 4. In schools where an Agreed Syllabus applies, RE must be non-denominational, but teaching about denominational differences is permitted. [Education Act 1944 S26 (2)]**
- 5. The Head Teacher, along with the governing body and the Local Authority, is responsible for the provision of RE in Foundation and Community Maintained schools and in Voluntary Controlled schools.**

## Reporting on pupils' progress and attainment

Schools are required to provide an annual report for parents on the attainment and progress of each child in RE.

## Withdrawal from RE

A parent of a pupil may request:

that their child be wholly or partly excused from receiving RE given in accordance with the Agreed Syllabus.

that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.

that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

A teacher may not be:

- required to teach RE (although this may not be the case in a school with a religious foundation).
- discriminated against for their religious opinions or practices.

A teacher is expected to:

- be consciously aware of the potential for their own belief and value positions to influence pupils' experience of RE and not allow this to happen;
- maintain a position of neutrality allowing pupils to explore their own worldview without prejudice;
- respect the Equality Act and uphold the Protected Characteristics therein

If a school is facing a complex issue around withdrawal from RE, please contact [SACRE@bcpcouncil.gov.uk](mailto:SACRE@bcpcouncil.gov.uk) for support and guidance.

## RE as part of the basic curriculum

RE supports the aims of the school curriculum which is to be balanced and broadly based. This curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

### Structure:

**In the Bournemouth, Christchurch and Poole agreed syllabus, which religions and worldviews MUST be encountered when?**

### Terminology

With the intention of affording each worldview equal respect and being mindful of reflecting each as their believers would wish i.e. using their chosen endonym, and having consulted a range of groups from each religion and Humanism, the Agreed Syllabus uses the following terminology.

|                                                    |                                            |
|----------------------------------------------------|--------------------------------------------|
| Buddhism                                           | Buddhists                                  |
| Christianity                                       | Christian                                  |
| Humanism                                           | Humanists                                  |
| Islam                                              | Muslims                                    |
| Judaism                                            | Jews                                       |
| Sanatana Dharma (formerly referred to as Hinduism) | Santhanis (formerly referred to as Hindus) |
| Sikhi (formerly referred to as Sikhism)            | Sikhs                                      |

Sanatana Dharma is an endonym used by many Hindus to refer to 'Hinduism'. It refers to the "eternal" truth and teachings of Hinduism. It can also be translated as "the natural and eternal way to live". On the other hand, the term Hindu or Hindu Dharma is a term given by Persians only a few centuries ago, to mean the people living beside the River Sindhu.

The term Sikhism is a Western term that was created by Europeans during the nineteenth century. It was not used by most Sikhs themselves. The term Sikhi represents religion as well as a continuous state of learning, engagement and way of life.

## Early Years Foundation Stage: Reception Year (ages 4-5)

Children are to encounter a range of religions which must include Christianity.

More detail about RE in the EYFS is found below.

## Primary and Secondary

Schools should plan together to ensure a breadth, depth and progression of teaching and learning across the age-phases which includes, as a minimum requirement, the study of:

- Two Abrahamic traditions, one of which should be Christianity (A),
- Two Dharmic traditions (B)
- and Humanism (C).

Whilst the minimum requirement would allow for the study of just 5 worldviews (including Christianity and Humanism), it is **preferable for pupils to encounter all six principal religions and Humanism by the end of KS3**. However, schools need to be conscious of depth of learning and to this end can choose how many and which religions and worldviews they include in their Programmes of Study when, as long as they meet the minimum syllabus requirement and consciously plan a progressive and spiral curriculum.

(Worldviews represented locally e.g. Baha'i or a Pagan tradition could also be taught.)

| A (at least 2)      | B (at least 2)                                     | C        |
|---------------------|----------------------------------------------------|----------|
| <b>Christianity</b> | Buddhism                                           | Humanism |
| Islam               | Sanatana Dharma (formerly referred to as Hinduism) |          |
| Judaism             | Sikhi                                              |          |

## Key Stages 4 and 5

In Key Stages 4 and 5 a core course in RE must be provided for all pupils. This syllabus requires all pupils 14-19 to be offered at least one opportunity to undertake a course in Religious Education or Religious Studies (for example GCSE and/or A level) that leads to a qualification approved under Section 96.

Which religions and worldviews studied is for each school to decide.

## SEND

An RE curriculum suited to the needs of all the pupils in the school must be provided.

As many SEND pupils do not learn in a linear way, the syllabus gives SEND settings the freedom to design their RE Programmes of Study in a way that best suits their pupils. This may include enquiry questions or may be thematic and/or sensory.

Just as the Foundation Years are vital in helping children to experience for themselves some of the human experiences that underpin religion, e.g. belonging, love and compassion; this approach may well lend itself to RE with SEND pupils.

Schools are encouraged to include a range of learning experiences relating to the number of religions and worldviews they judge their pupils will be able to benefit from. They should not feel they have to adhere to the minimum requirements of the syllabus.

The extent and nature of coverage is left to each SEND school's discretion.

Suggestions for learning activities and RE-related sensory experiences for SEND pupils can be found in the BCP Syllabus support materials.

## **Early Years Foundation Stage** (further information)

Religious Education is a legal requirement for all pupils on the school roll, including all those in the Reception Year, but not those in Nursery.

EYFS settings are asked to ensure children encounter aspects of Christianity as well as other religions of the setting's choosing, as a foundation for later RE learning and to provide consistency, as the syllabus recommends Christianity is taught in all year groups.

Early Years pupils should encounter religions/worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

RE aims to promote the spiritual development of children through exploration and reflection. Much of this will focus on a growing awareness of themselves, their lives and what is special and valuable to them and others, the culture and beliefs (religious or secular) of the people closest to them and their own, as well as on the nurturing of respect for themselves and others.

The Foundation Years are vital in helping children to experience for themselves some of the human experiences that underpin religion, e.g. belonging, love and compassion; thus giving them personal experience with which to walk the bridges between their own worlds and the worlds of religion and worldviews.

A problem-solving, questioning and philosophical approach to learning is nurtured at this stage which enables enquiry- based RE both now and later.

## Curriculum design

### Planning the RE curriculum

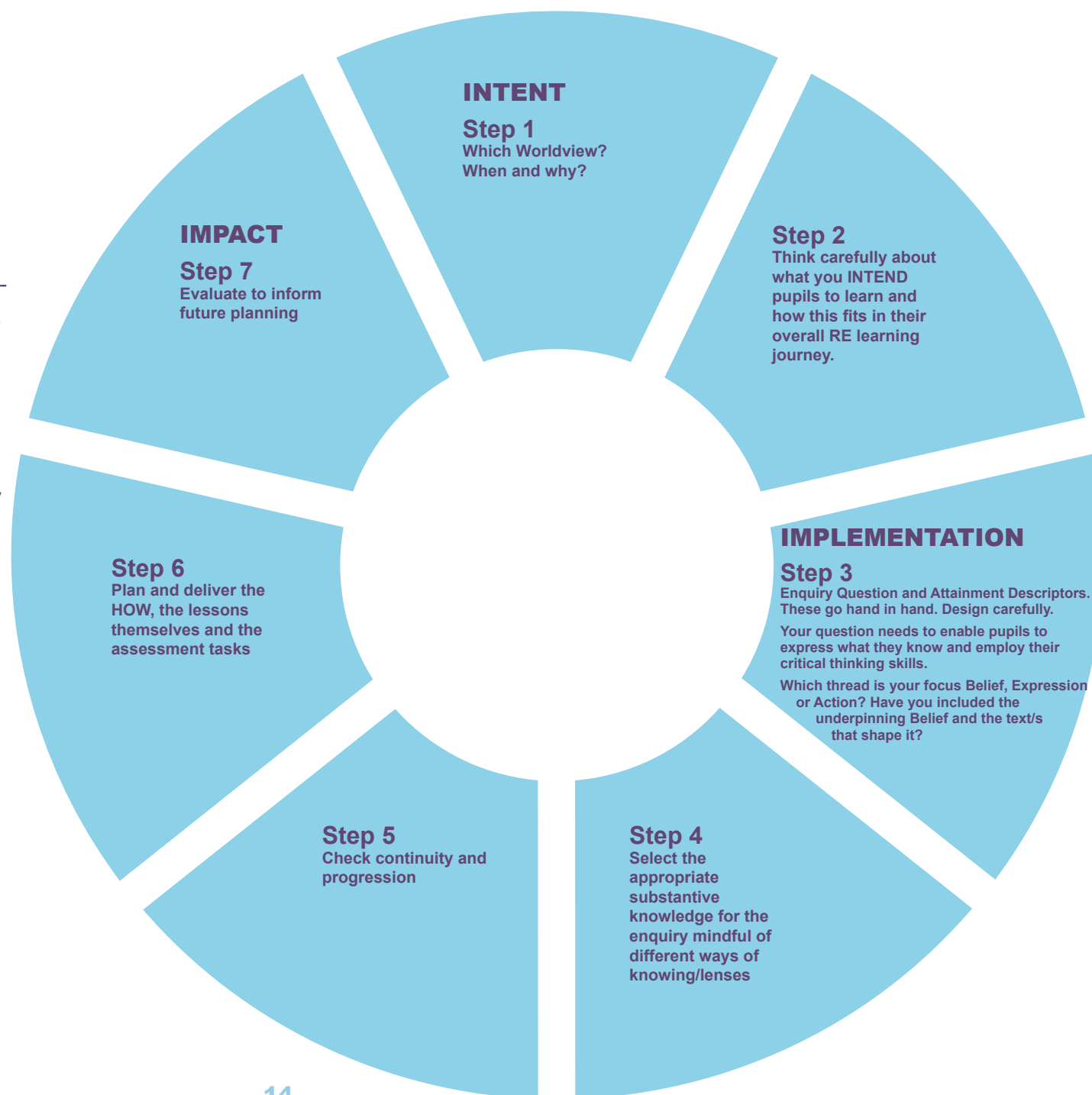
#### Planning RE for the whole school/the whole cross-phase RE learning journey

This syllabus suggests enquiries are either 6 lessons or equivalent (half a term) long or 10-12 lessons or equivalent (a whole term) long. There could be a mix of shorter and longer enquiries, enquiries going deeper for longer as pupils get older, but the length of each enquiry is at schools' discretion.

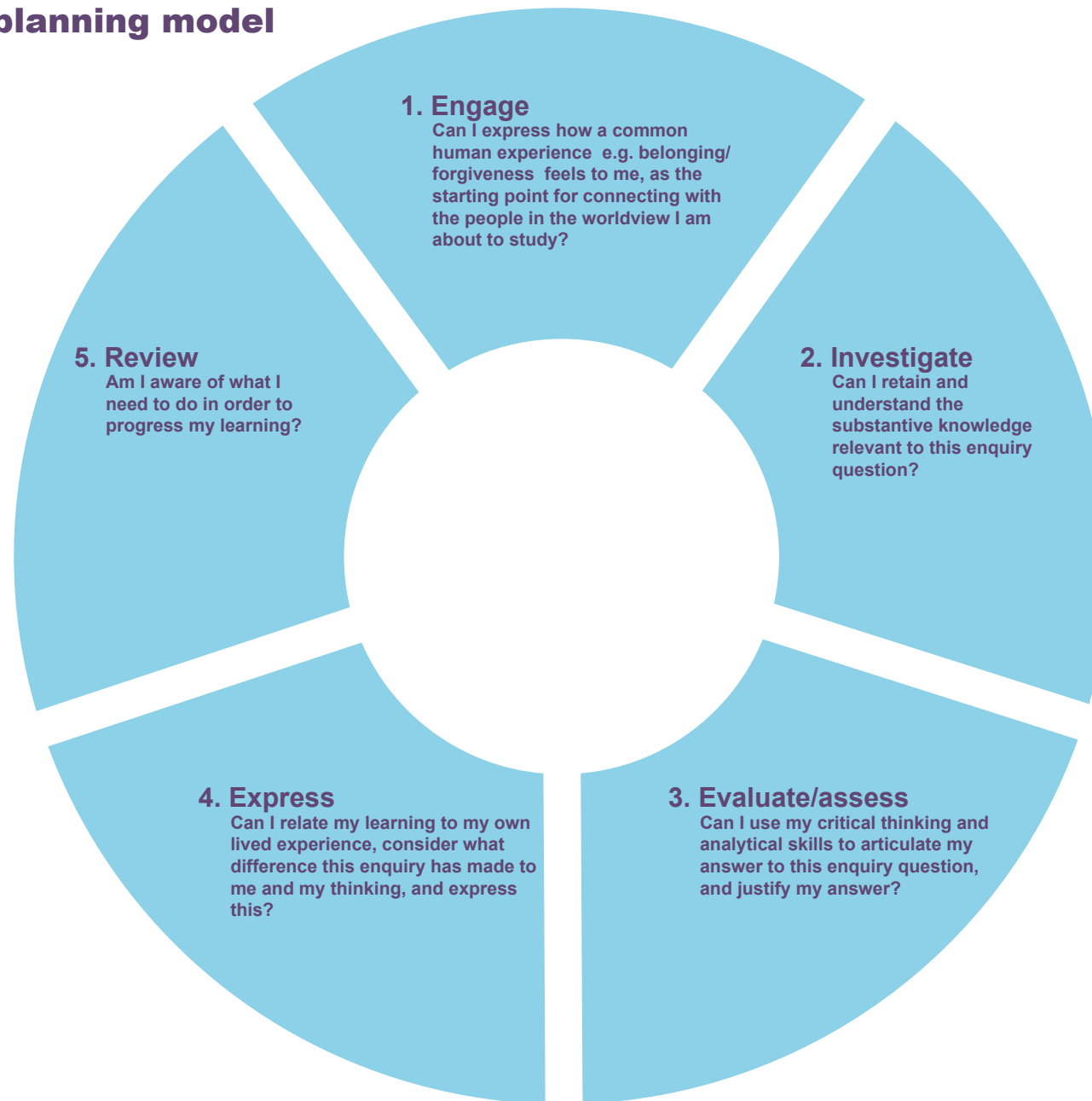
Always first consider the WHY (Why are they learning this?), to provide focus on learning priorities.

Follow with WHAT, WHEN, HOW and HOW WELL DID IT WORK?

(How will we know if they have learned and understood?)



## Medium-term planning model



## Enquiry questions

The BCP agreed syllabus for RE advocates an enquiry pedagogy with a 'Religion and Worldviews' approach.

The following suggested questions are **neither statutory nor exclusive** and are designed to guide teachers as to the types of questions which lend themselves to this approach.

### 'Generic' questions that could be used when studying any worldview.

It may be useful to select one/some of these and use them in different ways;

- a) the same question explored from perspectives of different worldviews
- b) the same question explored from perspectives of different people within a particular worldview, perhaps different schools of thought or different countries and/or cultures
- c) the same question explored using different 'ways of knowing' (e.g. theology, philosophy, human/social sciences)
- d) the same question could be revisited in different Key Stages to allow pupils to apply their more mature thinking to the question they explored in a previous Key Stage.

Example:

*How does what a ..... believes about God affect the decisions they make?*

- a) the same question explored from perspectives of different worldviews  
*How does what Christians, Buddhists and Humanists believe about God affect the decisions they make?*
- b) the same question explored from perspectives of different people within a particular worldview  
*How does what Reform and Orthodox Jews believe about God affect the decisions they make?*  
*How does what some Christians in the UK and some Christians in Africa believe about God affect decisions they make?*

c) the same question explored using different 'ways of knowing'

*How does what a Muslim believes about God affect the decisions they make?*

Theological: what questions and answers might arise if this question is explored from inside the worldview? (cf a) above)

Philosophical: what questions would arise about how to find out about the possible answers e.g. how might a Muslim come to their beliefs? What role does the Qur'an play?

Human/social science way of knowing: How might the culture or region some Muslims live in affect what they believe about God and the decisions they make?

d) the same question could be revisited in different Key Stages to allow pupils to apply their more mature thinking to the question they explored in a previous Key Stage?

Pupils could benefit from exploring some of the concepts and approaches that become important themes when studying RE using a religion and worldviews/enquiry approach e.g. concepts of interpretation and commitment, and teleological or cosmological arguments relating to the existence of an 'higher power' that some call God.

The questions below are examples and some of these are reflected in the worldview-specific question grids that follow, often used as the overarching learning intention.

Schools are encouraged to design their own 'generic' questions.

## **Belief**

What do .....s believe about God?

How does what a ..... believes about God affect the decisions they make?

How might a .....s understanding of science affect their beliefs and worldview?

## **Expression**

How does a .....’s worldview influence the way they interpret religious texts?

Why do some .....s rarely visit a place of worship and others visit regularly?

## **Action**

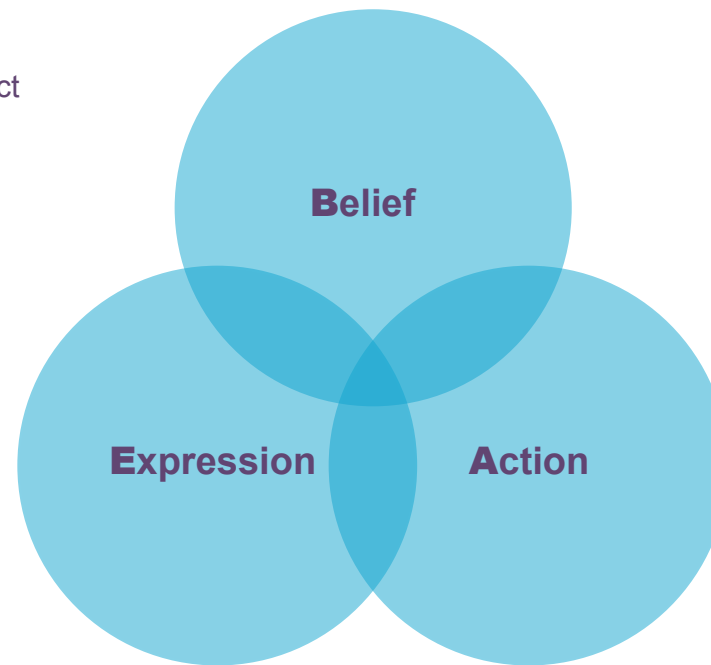
What is the best way for a ..... to lead a good life?

How and why do many.....s try to help people?

How might .....s learn from the example of significant people who share/have shared their worldview?

### Worldview-specific example enquiry questions

The example questions below are arranged as 3 threads to reflect 3 interconnected aspects of religion and worldviews: **B E A**



The progression is logical:

I believe ....., and

I choose to express this belief in certain ways, and  
to put my belief into action in certain ways.

It is true that some people express and act without holding the belief that in the worldview underpins this e.g. a person may enjoy church services and act in kind ways towards people around them without necessarily understanding the Christian theology /beliefs underpinning this.

There are many blurry edges in the world of belief, expression and action, and the understanding of their interconnectivity needs to develop in a progressive way.

The syllabus suggests that it is essential for pupils to understand what the underpinning beliefs could be which motivate expression and action, hence laying out the enquiry questions with Belief first.

To help facilitate planning, the sample worldview-specific grids below offer:

|                                           |                                |
|-------------------------------------------|--------------------------------|
| An enquiry question                       | Underpinning concept or belief |
| Suggested content (substantive knowledge) | Theme                          |

(Suggested substantive knowledge related to the themes can be found in the charts in the Appendices)

Worldview-specific grids are arranged in alphabetical order according to worldviews.

Samples of some of the enquiries are included in the BCP Syllabus Support materials, offering suggestions as to how the planning model can look as long, medium and short-term planning.

## Worldview: Buddhism Key Stage 1/2

### Possible Enquiry Questions:

| Buddhism                                                                      |                                                   |
|-------------------------------------------------------------------------------|---------------------------------------------------|
| Belief                                                                        |                                                   |
| I can show some understanding of what some Buddhists believe                  |                                                   |
| What do Buddhists value?                                                      | Enlightenment                                     |
| The Dharma and the Sangha seen as the 3 Jewels of Buddhism?                   | Significance of the 3 Jewels                      |
| I can show some understanding of what some Buddhists believe about the Buddha |                                                   |
| Why is the story of the Buddha important to some Buddhists?                   | Understanding the world                           |
| The Story of the Buddha – enlightenment – early teachings                     | 3 marks of existence<br>Buddha's life and meaning |
| Can the Buddha's teachings make the world a better place?                     | Accepting and limiting suffering                  |
| 4 Noble truths<br>5 precepts and Eightfold Path                               | The Dharma                                        |

| Buddhism                                                                            |                                |
|-------------------------------------------------------------------------------------|--------------------------------|
| Expression                                                                          |                                |
| I can explain the significance to a Buddhist of a chosen expression of their belief |                                |
| What is the best way for a Buddhist to show commitment to their beliefs?            | Commitment                     |
| Following the Dharma                                                                | Personal path to enlightenment |

| Buddhism                                                                            |                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------|
| Action                                                                              |                                                       |
| I can explain different perspectives on an enquiry question                         |                                                       |
| What is the best way for a Buddhist to lead a good life? Right Living and Intention | Faith in Action                                       |
| Eightfold path, career choice, motivation to help others                            | Working for the benefit of others, correct motivation |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

## **Belief**

What do Buddhists believe about God?

What do Buddhists believe if they don't believe in God?

## **Expression**

How does meditation help some Buddhists to show compassion to all beings?

Why do some Buddhists choose to spend time as monks or nuns and others don't?

## **Action**

What is the best way for a Buddhist to lead a good life?

Is it possible to follow the 8-fold path?

Could following the eightfold path stop suffering happening?

## Worldview: Christianity Key Stage 1

As Christianity is likely to be taught in each year group there are more examples given.

### Possible Enquiry Questions:

| Christianity                                                                                                                                                                                                                                 |                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Belief                                                                                                                                                                                                                                       |                                                                                                                                                             |
| I can start to show an understanding of what some Christians believe about God                                                                                                                                                               |                                                                                                                                                             |
| <p>Why do Christians believe God gave Jesus to the world?</p> <p>Jesus as a saviour, Jesus as the Son of God but also God made man (Trinity), Advent</p>                                                                                     | <p>Incarnation (Christmas)</p> <p>Christian belief: Jesus as God's gift to the world. Christian belief that God became man. Introduction to the Trinity</p> |
| <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Symbols of Easter, resurrection, heaven, what happens when we die, Stories of Jesus appearing after the resurrection</p>                     | <p>Redemption (Easter)</p> <p>Significance of Jesus' death and resurrection to Christians</p>                                                               |
| I can start to show an understanding of what some Christians believe about Jesus                                                                                                                                                             |                                                                                                                                                             |
| <p>What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</p> <p>Significance of the gifts Jesus received and who gave them (shepherds, wise men) and what they foretold of his life.</p> | <p>Incarnation (Christmas)</p> <p>Significance of gifts</p>                                                                                                 |
| <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Easter story and significance of some of the symbolism around Palm Sunday</p>                                                                        | <p>Redemption (Easter)</p> <p>Jesus as the Son of God</p>                                                                                                   |

| Christianity                                                                                                                                                                               |                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Expression                                                                                                                                                                                 |                                                                  |
| I can tell you some places that might be special to some Christians and why they feel these are special.                                                                                   |                                                                  |
| <p>Are there some places that are special to Christians?</p> <p>Prayer, church, pilgrimage but also that God as creator can be found by some Christians in other places e.g. in nature</p> | <p>Belonging/Practices</p> <p>Significance of special places</p> |

| Christianity                                                                                                                                                   |                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Action                                                                                                                                                         |                                                               |
| I can give examples of Jesus' actions and teachings which might guide Christians to be as kind as they can.                                                    |                                                               |
| <p>Is it possible for Christians to be kind to everyone all the time?</p> <p>Biblical teachings about kindness, examples Jesus gave or showed in his life.</p> | <p>Faith in Action</p> <p>Love your neighbour as yourself</p> |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

## **Belief**

Why might Christians believe God created the world?

How could the Bible help Christians to know God?

## **Expression**

Which symbol best shows what Christmas means to Christians?

How do Christians around the world celebrate Christmas in different ways?

Do Christians around the world celebrate Easter in the same ways?

Which symbol best shows what Easter means to Christians?

How and why might Christians show they are grateful to their God?

What can we find out about Christians by visiting a local church?

Should it be important to Christians that their children go to church?

Do Christians in different countries around the world have the same special places?

How do different

## **Action**

How could the Genesis creation story lead Christians to believe God wants them to look after the world?

How and why do many Christians try to help people?

Can you tell me about a Christian who has made a difference in the world?

Why did Jesus tell stories/parables?

## Worldview: Christianity Key Stage 2

### Possible Enquiry Questions:

| Christianity                                                                                                                                                                                                                                                                                                                         |                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Belief                                                                                                                                                                                                                                                                                                                               |                                                                                  |
| I can show some understanding of what some Christians believe about God                                                                                                                                                                                                                                                              |                                                                                  |
| <p>Who is God to Christians?</p> <p>Trinity, God the Father, God the Son, God the Holy Spirit, How Christian texts (such as a Creed) help Christians understand this.</p>                                                                                                                                                            | <p>Christian belief in God</p> <p>The Trinity</p>                                |
| <p>What is good about Good Friday for Christians?</p> <p>Last Supper, symbolism of the Bread and Wine and how Christians remember this today, events of Holy Week to the Crucifixion</p>                                                                                                                                             | <p>Redemption (Easter)</p> <p>How Good Friday initiated Holy Communion</p>       |
| I can show some understanding of what some Christians believe about Jesus                                                                                                                                                                                                                                                            |                                                                                  |
| <p>What is the most significant part of the Nativity story for Christians today?</p> <p>Symbolism in the world today at Christmas compared with the Christmas story to investigate which are directly linked and what they might mean. How Jesus is the Incarnation and symbolises God's love for the world</p>                      | <p>Incarnation (Christmas)</p> <p>Symbolism in the Christmas Story and today</p> |
| <p>Is forgiveness always possible for Christians?</p> <p>Jesus' example and teachings in the New Testament (The Lord's Prayer, love for enemies, teaching about anger, forgive 70x7, teaching about revenge, the unforgiving servant, the criminal next to Jesus, Jesus on the cross where he forgave the people who killed him.</p> | <p>Redemption (Easter)</p> <p>Forgiveness</p>                                    |

| Christianity                                                                                                                                                                                                                                          |                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Expression                                                                                                                                                                                                                                            |                                                                    |
| I can explain the significance to a Christian of a chosen expression of their belief                                                                                                                                                                  |                                                                    |
| <p>Do people need to go to church to show they are Christians?</p> <p>What is special about a church that a Christian might want to go there, community, services/practices, prayer and worship plus alternative views such a private prayer etc.</p> | <p>Commitment/belonging</p> <p>Faith into action in daily life</p> |

| Christianity                                                                                                                                                      |                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Action                                                                                                                                                            |                                              |
| I can explain different perspectives on an enquiry question                                                                                                       |                                              |
| <p>What is the best way for a Christian to show commitment to God?</p> <p>Practices such as prayer, rites of passage (confirmation, pilgrimage, marriage etc)</p> | <p>Commitment</p> <p>Christian practices</p> |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

## Possible Enquiry Questions

(Teachers are welcome to look back at the KS1 Christianity enquiry questions and select from them also to use with KS2 children)

### Belief

How significant is it for Christians that Mary was Jesus' mother?

How significant is it for Christians to believe God intended Jesus to die?

Why do some Christians believe that Jesus healed people?

Do Christians believe anything is eternal?

How do some Christians explain God as father, son and holy spirit, and why do not all Christians agree with this?

Why is the Bible more important to some Christians than to others?

### Expression

Do Christmas celebrations and traditions help all Christians understand who Jesus was and why he was born?

Find out how Christians around the world celebrate Christmas and ask yourself which celebration shows clearly what those Christians believe about Jesus.

Do people need to go to church to show they are Christians?

If Jesus was in the world today how might the world treat him?

How do different Christians celebrate important milestones in their lives?

How do different Christians celebrate their relationship with God?

### Action

Is Christianity still a strong religion 2000 years after Jesus was on Earth?

Which of Jesus' parables teaches the most important lessons about how Christians should treat other people?

Why is it that Christians choose to put their faith into action in so many different ways?

How does the Bible affect the daily lives of some Christians?

## Worldview: Islam Key Stage 1/2

### Possible Enquiry Questions:

| Islam                                                                                                                                                                                       |                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Belief                                                                                                                                                                                      |                                                                                                |
| I can show some understanding of what some Muslims believe about God                                                                                                                        |                                                                                                |
| <p>Who is God to Muslims?</p> <p>Muslim beliefs: Allah the creator and sustainer – 99 names of Allah, beyond human depiction</p>                                                            | <p>Muslim belief: Allah, the one God</p> <p>99 names of Allah</p>                              |
| <p>How important is the Qur'an to Muslims?</p> <p>The formation of the Qur'an, The Night of Power.</p> <p>How the Qur'an is treated and looked after</p>                                    | <p>Muslim belief: Qur'an as the word of Allah</p> <p>Origin and significance of the Qur'an</p> |
| I can show some understanding of what some Muslims believe about Muhammad                                                                                                                   |                                                                                                |
| <p>How important is the prophet Muhammad to Muslims?</p> <p>Muslim belief: Muhammad chosen to be a prophet, the night of power.</p> <p>Muhammad's life – journey from Makkah to Madinah</p> | <p>Prophethood</p> <p>Story of Muhammad and Muhammad as an example to Muslims</p>              |

| Islam                                                                                                                           |                                                    |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Expression                                                                                                                      |                                                    |
| I can explain the significance to a Muslim of a chosen expression of their belief                                               |                                                    |
| <p>Why do some Muslims fast during Ramadan?</p> <p>Understanding the poor and respecting Allah</p> <p>Practices and timings</p> | <p>Commitment</p> <p>Significance of the fast,</p> |

| Islam                                                                                                                                                                                                                    |                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Action                                                                                                                                                                                                                   |                                                                  |
| I can explain different perspectives on an enquiry question                                                                                                                                                              |                                                                  |
| <p>Does completing a pilgrimage make a person a better Muslim?</p> <p>Importance of Makkah, link sites to key Muslim stories, beliefs and events<br/>– could include sites for other schools of thought like Karbala</p> | <p>Commitment and belonging</p> <p>Significance of key sites</p> |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

## **Belief**

What do Muslims believe about God?

Does belief in Akhirah (life after death) help some Muslims lead good lives?

Why is the Qur'an important to Muslims?

## **Expression**

Does going to the Mosque give Muslims a sense of belonging?

Does praying at regular intervals every day help a Muslim in his/her everyday life?

What does celebrating Eid mean to some Muslim children?

## **Action**

How do the Pillars of Islam help some Muslims plan their lives?

What is the best way for a Muslim to show commitment to God?

How could Muslims make a positive difference in their communities?

## Worldview: Judaism Key Stage 1/2

### Possible Enquiry Questions:

| Judaism                                                                                                                                                                                                                                |                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Belief                                                                                                                                                                                                                                 |                                                                                                                                                         |
| I can show some understanding of what some Jews believe about God                                                                                                                                                                      |                                                                                                                                                         |
| <p>Who is God to Jews?</p> <p>What impact does believing in God have on the life of Jews. Includes that they may be kind to people because of scriptural references including 10 Commandments</p>                                      | <p>Jewish belief and trust in God</p> <p>Trust in God, learning through scripture</p>                                                                   |
| <p>How special is the relationship Jews have with God?</p> <p>One God who created the world, and with whom every Jew can have a personal and individual relationship. Teachings of Abraham and Moses.</p>                              | <p>Special Relationships</p> <p>Special relationship between Jews and God and the promises they make to each other</p>                                  |
| I can show some understanding of what some Jews believe about the Torah                                                                                                                                                                |                                                                                                                                                         |
| <p>How are sacred teachings and stories interpreted by Jews today?</p> <p>Scriptural basis and impact of this on the life of Jews today: Kashrut, working on the Sabbath</p>                                                           | <p>Belief into action of daily life</p> <p>Rules and how they are interpreted today.</p>                                                                |
| <p>Why is the Torah so important to Jews?</p> <p>People of importance in the Torah, how God's word is communicated through the Torah and how it gives them rules to live by in daily life. How it is treated within the Synagogue.</p> | <p>Jewish belief: the Torah as the word of God and the history of their people's relationship with him.</p> <p>Origin and significance of the Torah</p> |

| Judaism                                                                                                                                           |                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Expression                                                                                                                                        |                                   |
| I can explain the significance to a Jew of a chosen expression of their belief                                                                    |                                   |
| How significant might the Bar/Bat Mitzvah ceremony be to a Jewish boy or girl, or not?<br><br>Bar/Bat Mitzvah as a commitment and rite of passage | Commitment<br><br>Bar/Bat Mitzvah |

| Judaism                                                                                                                                            |                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Action                                                                                                                                             |                                                                           |
| I can explain different perspectives on an enquiry question                                                                                        |                                                                           |
| How do Jewish beliefs, teaching and stories impact on daily life?<br><br>Sukkot, Kashrut, differences in practice and diversity, lived experiences | Beliefs and teachings as lived out today<br><br>Significance of practices |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning , but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

## **Belief**

What do Jews believe about God?

How special is the relationship religious Jews have with God?

Which prophets are the most significant to Jews?

Why do Jews believe God created the world?

Do Jews believe God wants them to look after the world?

Why is the Exodus from Egypt so significant to Jews today?

What difference might the Torah make to a Jew's life?

What is the importance of Yom Kippur for Jews?

## **Expression**

Why is Shabbat important to some Jews?

Why do Jews place importance on family life?

Is it important to Jews to have a local synagogue?

How does celebrating festivals help Jews feel a sense of closeness to God and community?

How important is worship to Jews

How does Shavout impact on the life of Jews today?

Are Rosh Hashanah and Yom Kippur important to Jewish children?

## **Action**

How important is it for Jews to do as God asks them to do?

What are the best ways for Jews to show commitment to God?

Does keeping kosher make someone a better Jew?

## Worldview: Humanism Key Stage 1/2

### Possible Enquiry Questions:

| Humanism                                                                                                                                                                                                                                                   |                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Belief                                                                                                                                                                                                                                                     |                                                                                          |
| I can show some understanding of what some Humanists believe                                                                                                                                                                                               |                                                                                          |
| <p>How do Humanists decide what is right and wrong?</p> <p>Personal morality based on empathy and sensitivity to others (including animals)</p> <p>Awareness of the responsibility to future generations</p> <p>Treat others as you want to be treated</p> | <p>Personal morality</p> <p>Code of conduct based on respecting humanity</p>             |
| <p>What do humanists think about human beings?</p> <p>Potential of humans – maximising talents and supporting others</p> <p>Personal challenges and discoveries</p>                                                                                        | <p>The power of humanity</p> <p>Pushing the boundaries of achievement in benefitting</p> |
| <p>Do Humanists believe life has a purpose?</p> <p>Live well now – one life – making the best of it</p>                                                                                                                                                    | <p>One life – no afterlife</p> <p>taking opportunities – benefitting humankind</p>       |

| Humanism                                                                                                                                               |                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Expression                                                                                                                                             |                                                                        |
| I can explain the significance to a Humanist of a chosen expression of their belief                                                                    |                                                                        |
| <p>How do Humanists celebrate important moments in life e.g. the birth of a baby?</p> <p>Ways of celebrating and commemorating – marking key times</p> | <p>Rites of Passage</p> <p>Celebrating the potential of human life</p> |

| Humanism                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Action                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |
| I can explain how beliefs can affect actions                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                        |
| <p>How do inspirational Humanists of the past impact on how Humanists live today?</p> <p>Case studies of people who have benefited humanity – scientists, humanitarians – Leaving a legacy for future generations e.g. Charles Darwin, Alfred Russel Wallace, William Beveridge, George Eliot</p> <p>(It is also worth remembering that Humanists themselves may be inspired by people who were not Humanists e.g. Martin Luther King Jr.)</p> | <p>Inspirational people</p> <p>Being inspired to make a difference</p> |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

## **Belief**

What do Humanists believe happens when they die?

What do some Humanists believe about how the world began?

What do humanists value?

Why is the 'Amsterdam Declaration 2022' important to Humanists?

## **Expression**

Why is happiness important to humanists?

How and why do humanists celebrate new life?

What is the significance of the 'happy human' symbol to Humanists?

## **Action**

What is the Golden Rule and why might it be important to Humanists?

What aspirations do humanists have for society?

How do Humanists try to make the world a better place?

## Worldview: Sanatana Dharma (Hinduism) Key Stage 1/2

### Possible Enquiry Questions:

| Sanatana Dharma                                                                                                                                                                                  |                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Belief                                                                                                                                                                                           |                                                                                         |
| I can show some understanding of what some Sanathanis believe                                                                                                                                    |                                                                                         |
| <p>How can Brahman be everywhere and in everything?</p> <p>Trimurti and other significant deities – including Ganesha</p>                                                                        | <p>Hindu belief in One Supreme power</p> <p>Deities – aspects of the one power</p>      |
| <p>Does belief in Karma help Sanathanis lead good lives?</p> <p>Actions and their consequences in this life and afterwards</p>                                                                   | <p>Faith in Action</p> <p>Karma and dharma</p> <p>Link to afterlife</p>                 |
| <p>Do beliefs in Samsara and Moksha help Sanathanis lead good lives?</p> <p>Life after death – the impact of afterlife beliefs on daily life</p> <p>Release from the cycle of life and death</p> | <p>The cycle of life and death</p> <p>Previous lives, this life and how to live it.</p> |
| Sanatana Dharma                                                                                                                                                                                  |                                                                                         |
| Expression                                                                                                                                                                                       |                                                                                         |
| <p>What might Sanathanis learn from the story of Rama and Sita and the celebrations of Diwali?</p> <p>Diwali story – key characters and messages – how Diwali is celebrated and commemorated</p> | <p>Celebrations</p> <p>Friendship, commitment and standing up to evil</p>               |

| Sanatana Dharma                                                                                                                                                                                    |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Action                                                                                                                                                                                             |                                                                                     |
| I can explain different perspectives on an enquiry question                                                                                                                                        |                                                                                     |
| <p>How could the belief in ahimsa (harming no living thing) impact on the life of some Santhanis?</p> <p>Respect for life personal morality and ethical choices (e.g. choice to be vegetarian)</p> | <p>Commitment</p> <p>Ethical decision making – respect for life – career choice</p> |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

## **Belief**

How could Sanathani beliefs help to make the world a better place?

## **Expression**

Would celebrating Divali at home and in the community bring a feeling of belonging to a Sanathani child?

Would visiting the River Ganges feel special to a Sanathani?

Is having a local mandir (place of worship) important to Sanathanis?

## **Action**

What is the best way for a Sanathani to show commitment to their beliefs?

## Worldview: Sikhi Key Stage 1/2

### Possible Enquiry Questions:

| Sikhi                                                                                                                                                                                                                  |                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Belief                                                                                                                                                                                                                 |                                                                                                |
| I can show some understanding of what some Sikhs believe                                                                                                                                                               |                                                                                                |
| <p>Who is God to Sikhs?</p> <p>Guru Nanak and textual references. Nanak's story and disappearance, Nanak's words about God - Waheguru</p>                                                                              | <p>Sikh beliefs</p> <p>God and the importance of the Gurus</p>                                 |
| <p>Does believing the presence of God is in everything help some Sikhs lead good lives?</p> <p>Standing up to evil, 5ks, how the Kirpan is for protecting and defending those in need. Sewa- service, Vand Chakna.</p> | <p>Faith in Action</p> <p>Working for the benefit/protection of others, correct motivation</p> |
| I can show some understanding of what some Sikhs believe about their Gurus                                                                                                                                             |                                                                                                |
| <p>Why is the Guru Granth Sahib treated with such respect by Sikhs?</p> <p>Guru Granth Sahib, practices in the Gurdwara</p>                                                                                            | <p>Belief in the Gurus</p> <p>Guru Granth Sahib as last Guru</p>                               |
| <p>Why do many Sikhs admire their Gurus?</p> <p>Lives of the Gurus and impact on a Sikh believer today</p>                                                                                                             | <p>Beliefs and practices</p> <p>How Sikhs interpret the teachings of the Gurus</p>             |

| Sikhi                                                                                               |                                                      |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Expression                                                                                          |                                                      |
| I can explain the significance to a Sikhi of a chosen expression of their belief                    |                                                      |
| Does joining the Khalsa make a person a better Sikh?                                                | Commitment/belonging                                 |
| History of the Khalsa, impact of joining, 5 KS                                                      | Impact on life of believer of making this commitment |
| Sikhi                                                                                               |                                                      |
| Action                                                                                              |                                                      |
| I can explain different perspectives on an enquiry question                                         |                                                      |
| Would visiting the Harmandir Sahib make a person a better Sikh?                                     | Commitment and belonging                             |
| Langer, pilgrimage, Harmandir Sahib, sharing on a much bigger scale, world-wide community of Sikhs. | Significance of key sites                            |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

## **Belief**

Are Sikh stories important today?

How are sacred teachings and stories interpreted by Sikhs today?

## **Expression**

How could believing in God help a Sikh to make the world a better place?

What is the best way for a Sikh to show commitment to God?

How do Sikhs show they value equality?

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Sikh child?

Is having a local Gurdwara important to Sikhs?

## **Action**

How far would a Sikh go for his/her religion?

What is the best way for a Sikh to live a good life?

What does sewa mean to Sikhs?

Why do Sikhs contribute to the Langar?

Do Sikhs think it is important to share?

How might the three foundation or pillars of Sikhi: Nam Japna (meditating on God's name), Vand Chakna (helping others through sewa) and Kirat Karna (earning an honest living) guide a Sikh's lifestyle choices?

## Worldview: Baha'i Key Stage 1/2

Whilst Baha'i is not included on the grid of required religions and worldviews in the BCP syllabus, schools are welcome to include the study of this religion if they choose as long as they meet the syllabus requirements. This would probably be best included in KS2 or above.

### Possible Enquiry Questions:

| Baha'i                                                                                                                                                                                                                                               |                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Belief                                                                                                                                                                                                                                               |                                                                                      |
| I can show some understanding of what some Baha'is believe about God                                                                                                                                                                                 |                                                                                      |
| <p>What do Baha'is believe about God and what difference does this make to their lives?</p> <p>Key beliefs including working towards unity of humanity, God as creator, abolition of extremes of wealth and poverty</p>                              | <p>Bahai belief: One God</p> <p>One God who has sent many prophets and educators</p> |
| I can show some understanding of what some Baha'is believe about the Bab                                                                                                                                                                             |                                                                                      |
| <p>Who was the Bahá'u'lláh, and why is he important to Bahá'ís today?</p> <p>The Life and the example of the Bahá'u'lláh;</p> <p>Example of the Bahá'u'lláh, key teachings concerning humanity, personal morality and spiritual nature of humans</p> | <p>Important leaders and people</p> <p>Life and the example of the Bab</p>           |

| Baha'i                                                                                                                                                                                                                            |                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Expression                                                                                                                                                                                                                        |                                                                |
| I can explain different perspectives on an enquiry question                                                                                                                                                                       |                                                                |
| Which symbols are important to Bahá'ís?<br><br>Importance of the Ringstone Symbol, its meaning and symbolism;<br>9-pointed Star as the symbol of the Bahá'í Faith                                                                 | Significance of symbols<br><br>Nine pointed star and ringstone |
| Baha'i                                                                                                                                                                                                                            |                                                                |
| Action                                                                                                                                                                                                                            |                                                                |
| I can explain different perspectives on an enquiry question                                                                                                                                                                       |                                                                |
| What is the best way for Baha'is to lead a good life?<br><br>Humans are caretakers of the earth, significance of education and working<br>towards unity, removing prejudice and inequality<br>Personal freedom and responsibility | Commitment and personal morality<br><br>Worship and daily life |

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

### **Belief**

How important is Bahá'u'lláh to Bahá'ís?

### **Expression**

What is the best way for a Baha'i to show commitment to God?

### **Action**

Can Bahá'u'lláh's teachings make the world a better place?

## Key Stage 3

During Key Stage 3, pupils deepen their understanding of:

Christianity, Islam and/or Judaism

Humanism,

and at least two Dharmic traditions from Buddhism, Sanatana Dharma and Sikhi.

They carefully reflect upon the impact of religion and belief in the world, considering both the importance of inter-faith dialogue and also tensions which exist within and between religions, and they interpret religious texts and other sources.

They gain a more insightful understanding of the complexities and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation).

The agreed syllabus for Key Stage 3 continues to build on the enquiry approach suggesting that schools design their programmes of study around a small number of 'generic' enquiry questions, thus facilitating the study of different religion and worldview perspectives on these. This enables a religion and worldviews approach to be more explicit to pupils, making use of different disciplines or 'ways of knowing' and supporting their understanding of the lenses people see the world through and how this impacts their lived experience.

### Enquiry Questions

1. Is there a God?
2. Why is there suffering?
3. What happens when humans die?
4. Is social justice possible?
5. Does the environment matter?

Suggested knowledge content for each worldview relating to each of the 5 enquiry questions above is given in the Appendix to this syllabus.

Schools can design other questions as they see fit. Some suggestions are given below as examples:

Do animals have rights?

Should societies strive for equality or equity for their citizens?

How does belief influence difficult moral decisions?

Is evil external or human or both?

Can religion help people find peace?

Is happiness the purpose of life?

Does prayer make a difference?

What different things do people believe about how the world began?

If there is a God who made the world, why isn't it perfect?

What is the relationship between religion and science?

How does belief affect ethical decision-making?

How far is suffering caused by human action?

Loyalty to country' or 'loyalty to religion' – which should come first?

What is freedom of expression, and should there be any limits on it in relation to religion?

## Assessment

### What are the expectations regarding attainment?

The growing autonomy of schools to determine their own assessment processes without the prescription of national level descriptors, offers them the opportunity to restructure and more clearly define their expectations of children and young people's learning.

The Bournemouth, Christchurch and Poole agreed syllabus therefore offers a progression framework, outlining expectations for RE learning across Key Stages 1-4.

Schools are encouraged to develop their own processes which, clearly define progression in RE learning in relation to their own Programmes of Study.

The grids below offer summary guidance as to progression and expectations at the end of each Key Stage.

Some of the sample support materials include assessment tasks, descriptors and exemplification.

### Summary of progress towards end of Key Stage expectations

| Attainment related to End of Key Stage Statements                               |                                                                           |                                                             |                                                         |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------|
| End of KS4<br>By age 16 (Y11)<br>most young people are expected to achieve this | Analyse different arguments clearly; with supporting evidence             | Research and analyse evidence, drawing reasoned conclusions | Research independently and reflect personal conclusions |
| Partially achieving KS4 expectations (Y10)                                      | Show detailed knowledge of a range of perspectives, sources and decisions | Explain evidence coherently, providing a range of examples  | Raise and evaluate critical questions                   |

|                                                                                |                                                      |                                                          |                                          |
|--------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|------------------------------------------|
| End of KS3<br>By age 14 (Y9)<br>most young people are expected to achieve this | Interpret variety                                    | Evaluate explanations with cogent arguments              | Research and evaluate                    |
| Partially achieving KS3 expectations (Y8)                                      | Explain influences and impact                        | Explain beliefs and ideas clearly, recognising diversity | Examine and respond coherently           |
| Working towards KS3 expectations (Y7)                                          | Explain, giving a considered response                | Explain diversity                                        | Weigh up different ideas                 |
| End of KS2<br>By age 11 (Y6)<br>most children are expected to achieve this     | Reflect and make connections between different ideas | Consider, compare and contrast                           | Offer ideas and clear responses          |
| Partially achieving KS2 expectations (Y4)                                      | Describe, discover more and respond thoughtfully     | Observe and suggest reasons                              | Suggest reasons and respond thoughtfully |
| End of KS1 By age 7 (Y2)<br>most children are expected to achieve this         | Retell, recognise and find meanings                  | Explore and respond sensitively                          | Begin to express ideas and opinions      |
| Partially achieving KS1 expectations (Y1)                                      | Recall, name and talk about                          | Ask and explore                                          | Explore and find out                     |

### Working towards End of Key Stage 1: Progress ladder

This table outlines the skills required to achieve the end of Key Stage expectations and projects these back to what may be expected in Year 1.

This may be helpful in assessing progress part way through the Key Stage. Each sentence stem needs to be applied to a particular task of knowledge content.

### End of Key Stage 1: Progress ladder

| Lower KS1: Pupils working towards KS1 expectations will:                                                | Upper KS1: Pupils securely achieving KS1 expectations will:                                                                                                                  |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Retell...<br>Explore and discuss...<br>Recall and name... Find out meaning of... Recognise important... | Retell and suggest meanings for... Explore and discuss...<br>Recall and name different...<br>Find out meanings of...<br>Recognise and appreciate similarities between...     |
| Recall, name and talk about                                                                             | Retell, recognise and find meanings                                                                                                                                          |
| Ask and respond to questions about... Explore questions about...                                        | Ask and respond to questions about... Identify effect of...<br>Explore questions about... Express their own ideas...                                                         |
| Ask and explore                                                                                         | Explore and respond sensitively                                                                                                                                              |
| Notice and recount... Respond with answers...<br>Find out about...                                      | Notice and recount similarities...<br>Respond sensitively...<br>Find out about...<br>Begin to express their ideas and opinions...<br>Find out about... Respond with ideas... |
| Explore and find out                                                                                    | Begin to express ideas and opinions                                                                                                                                          |

## End of Key Stage 2: Progress ladder

| Lower KS2: Pupils working towards KS2 expectations will:                                                                                                                   | Upper KS2: Pupils securely achieving KS2 expectations will:                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe and understand links between... Respond thoughtfully...<br>Discover more about... Reflect on the importance of... Explore and describe... Understand different... | Describe and understand links between... Respond thoughtfully to a range of...<br>Discover more about...<br>Reflect on the meaning of...<br>Explore and describe a range of... Understand different perspectives about...                             |
| Describe, discover and respond thoughtfully                                                                                                                                | Reflect and make connections between different ideas                                                                                                                                                                                                  |
| Observe and understand varied examples of... Observe and consider...<br>Explain the importance of...<br>Discuss different views... Apply ideas of their own...             | Observe and understand varied examples of... Observe and consider different...<br>Explain the meaning of...<br>Discuss and present thoughtfully different views...<br>Apply ideas of their own in different forms... Explore, contrast and compare... |
| Observe and suggest reasons                                                                                                                                                | Consider, compare and contrast                                                                                                                                                                                                                        |
| Understand... Suggest reasons for...<br>Discuss their own and others' ideas... Respond thoughtfully to...                                                                  | Understand...<br>Suggest reasons for...<br>Discuss and apply their own and others' ideas...<br>Respond clearly with ideas about... Consider and apply ideas about...                                                                                  |
| Suggest reasons and respond thoughtfully                                                                                                                                   | Offer ideas and clear responses                                                                                                                                                                                                                       |

### End of Key Stage 3: Progress ladder

| <b>Y7: Pupils working towards KS3 expectations will:</b>                                                                                                             | <b>Y8: Pupils partially achieving KS3 expectations will:</b>                                                                               | <b>Y9: Pupils securely achieving KS3 expectations will:</b>                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Express understanding of a range of...<br>Give a considered response to ...<br><br>Describe and explain...<br>Give reasons for...<br>Explore and give reasons for... | Explain range of...<br>Show understanding of...<br><br>Explain influences on... Appraise reasons for... Explain how...<br>Enquire about... | Explain and interpret a range of... Show coherent understanding of...<br><br>Appraise reasons for... Interpret a range of... Explain how and why differences...<br>Enquire into differences... |
| <b>Explain, giving a considered response</b>                                                                                                                         | <b>Explain influences and impact</b>                                                                                                       | <b>Interpret variety</b>                                                                                                                                                                       |
| Explain and give reasons for... Explore and explain diversity...<br><br>Explore and respond, giving reasons                                                          | Explain clearly, reasonably and coherently<br>Evaluate religious...<br><br>Explain and make well-informed responses                        | Explain clearly, reasonably and coherently<br>Evaluate and analyse...<br><br>Make well-informed & reasoned responses<br>Investigate and express insights...                                    |
| <b>Explain diversity</b>                                                                                                                                             | <b>Explain beliefs and ideas clearly, recognising diversity</b>                                                                            | <b>Evaluate explanations with cogent arguments</b>                                                                                                                                             |
| Observe and show understanding of...<br><br>Assess the importance of... Explore and express views with reasons...<br><br>Consider and weigh up issues                | Explain differences...<br><br>Explore and express well-informed views...<br><br>Examine and evaluate issues...                             | Interpret a range of... Analyse controversies...<br><br>Explore and express insights... Research and evaluate...                                                                               |
| <b>Weigh up different ideas</b>                                                                                                                                      | <b>Examine and respond coherently</b>                                                                                                      | <b>Research and evaluate</b>                                                                                                                                                                   |

## Working towards End of Key Stage 4: Progress ladder

| <b>Pupils partially achieving KS4 expectations will:</b>                                                                                           | <b>Pupils securely achieving KS4 expectations will:</b>                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Research and interpret texts and sources...</p> <p>Investigate different arguments and evidence... Offer interpretations and conclusions...</p> | <p>Analyse texts and sources...</p> <p>Investigate and explain different interpretations...</p> <p>Investigate and evaluate... Analyse forms of... Analyse the influence of...</p>                                                         |
| <b>Show detailed knowledge of perspectives and sources</b>                                                                                         | <b>Analyse different arguments clearly, with supporting evidence</b>                                                                                                                                                                       |
| <p>Collect and organise evidence... Find and interpret examples...</p> <p>Enquire into...</p> <p>Present informed and balanced arguments...</p>    | <p>Analyse varied responses...</p> <p>Give reasoned and supported arguments... Research and investigate a range of... Provide detailed evaluation of ...</p> <p>Enquire into...</p> <p>Offer balanced and well-articulated analysis...</p> |
| <b>Explain evidence and provide a range of examples</b>                                                                                            | <b>Research and analyse evidence, drawing reasoned conclusions</b>                                                                                                                                                                         |
| <p>Raise issues and questions</p> <p>Consider and explain different perspectives</p> <p>Research and present evidence and examples</p>             | <p>Research and present a wide range of reasoned arguments...</p> <p>Investigate and show detailed knowledge of...</p> <p>Examine and critically evaluate varied perspectives...</p>                                                       |
| <b>Raise and evaluate critical questions</b>                                                                                                       | <b>Research independently and reflect personal conclusions</b>                                                                                                                                                                             |

## **SEND pupils**

The descriptors below may provide guidance on assessing SEND pupils' progress and also inform planning.

### **Religious Education Performance descriptors:**

#### **1 (i) Pupils encounter activities and experiences**

- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements]
- Any participation is fully prompted.

#### **1 (ii) Pupils show emerging awareness of activities and experiences:**

- 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];
- They may give intermittent reactions [for example, vocalising occasionally during group celebrations and acts of worship].

#### **2 (i) Pupils begin to respond consistently to familiar people, events and objects:**

- They react to new activities and experiences [for example, briefly looking around in unfamiliar natural and manmade environments];
- They begin to show interest in people, events and objects [for example, leaning towards the source of a light, sound or scent];
- They accept and engage in coactive exploration [for example, touching a range of religious artefacts and found objects in partnership with a member of staff].

## **2 (ii) Pupils begin to be proactive in their interactions:**

- They communicate consistent preferences and affective responses [for example, showing that they have enjoyed an experience or interaction];
- They recognise familiar people, events and objects [for example, becoming quiet and attentive during a certain piece of music];
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, repeating a simple action with an artefact];
- They cooperate with shared exploration and supported participation [for example, performing gestures during ritual exchanges with another person performing gestures].

## **3 (i) Pupils begin to communicate intentionally:**

- They seek attention through eye contact, gesture or action.
- They request events or activities [for example, prompting a visitor to prolong an interaction];
- They participate in shared activities with less support. They sustain concentration for short periods;
- They explore materials in increasingly complex ways [for example, stroking or shaking artefacts or found objects];
- They observe the results of their own actions with interest [for example, when vocalising in a quiet place];
- They remember learned responses over more extended periods [for example, following a familiar ritual and responding appropriately].

### **3 (ii) Pupils use emerging conventional communication:**

- They greet known people and may initiate interactions and activities [for example, prompting an adult to sing or play a favourite song];
- They can remember learned responses over increasing periods of time and may anticipate known events [for example, celebrating the achievements of their peers in assembly];
- They may respond to options and choices with actions or gestures [for example, choosing to participate in activities];
- They actively explore objects and events for more extended periods [for example, contemplating the flickering of a candle flame];
- They apply potential solutions systematically to problems [for example, passing an artefact to a peer in order to prompt participation in a group activity].

### **4 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 quietness.

### **5 Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings:**

- They respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects];
- They take part in activities involving two or three other learners;
- They may also engage in moments of individual reflection.

## **6 Pupils express and communicate their feelings in different ways:**

- They respond to others in group situations and cooperate when working in small groups;
- Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals;
- They carry out ritualised actions in familiar circumstances;
- They show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort];
- They start to be aware of their own influence on events and other people.

## **7 Pupils listen to and follow religious stories:**

- They communicate their ideas about religion, life events and experiences in simple phrases;
- They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences;
- They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses;
- They may communicate their feelings about what is special to them [for example, using role play];
- They begin to understand that other people have needs and to respect these;
- They make purposeful relationships with others in group activity.

## **8 Pupils listen attentively to religious stories or to people talking about religion:**

- They begin to understand that religious and other stories carry moral and religious meaning;
- They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories;
- They communicate simple facts about religion and important people in religions;
- They begin to realise the significance of religious artefacts, symbols and places 39;
- They reflect on what makes them happy, sad, excited or lonely;
- They demonstrate a basic understanding of what is right and wrong in familiar situations;
- They are often sensitive to the needs and feelings of others and show respect for themselves and others;
- They treat living things and their environment with care and concern.

# Appendices

## Appendix 1

### 1. KS1/2 suggested substantive content relating to core concepts/underpinning beliefs

#### Worldview: Baha'i - KS2 and 3

| Concept/s Beliefs/ Theology | Belief Thread                                                                                                                             | Expression Thread                                                                                                       | Action Thread                                                                                                                |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| God                         | What do Bahá'is believe about God?<br>God as unknowable<br>How are God's attributes reflected in nature?                                  | The Importance of Obligatory Prayer and Daily Worship - acts of devotion<br>Fasting                                     | What is important in Community Life?                                                                                         |
| Life after Death            | What do Bahá'i writings say about the purpose of life?<br>What do Bahá'is believe about life after death?                                 | Symbols:<br>The Ringstone Symbol; the 'Greatest Name'; the Nine-pointed Star                                            | What happens at a 19 Day Feast?                                                                                              |
| Key figures                 | Life of Bahá'u'lláh<br>'Abdu'l-Bahá as Exemplar                                                                                           | Declaration of Faith'<br>Individual Responsibility<br>Individual Responsibility to seek truth                           | How do Bahá'is serve their community and Mankind?<br><br>Progressive Revelation – what is it?                                |
| Equality                    | Unity and Equality of men & women, races and religions<br>What is special about the Bahá'i Administrative system?<br>Bahá'i Marriage Laws | Importance of education for girls                                                                                       | Concept of Unity of Religions<br>– how is this explained and put into practice?<br><br>Why are community projects important? |
| Special Times               | Holy Days - Commemorations<br>Celebrations:                                                                                               | Ascension of Bahá'u'lláh,<br>Martyrdom of The Báb,<br>Bahá'u'lláh's Birthday,<br>Naw-Rúz (New Year),<br>Ridvan Festival | What is a 'Youth Year of Service'?                                                                                           |
| Places                      | Where do Bahá'is meet?<br>Homes<br>Houses of Worship (Temples)                                                                            | Visit Houses of Worship<br>Pilgrimage - The Holy Land                                                                   | How are local traditions valued in a global outlook?<br>Engagement with wider society                                        |

## Worldview: Buddhism - Primary

| Concept/s<br>Beliefs/<br>Theology           | Belief Thread                                                                                   | Expression Thread                                                  | Action Thread                                          |
|---------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------|
| There is no<br>Creator God                  | <b>Source:</b> Dharmapada 393-4                                                                 | Lotus flower                                                       | Belonging to the Sangha<br>(Different types of Sangha) |
| Buddhahood                                  | The life and teachings of Siddartha Gautama, the Buddha                                         | Dharma                                                             | Developing compassion for self and others              |
|                                             | The 3 Universal Truths:<br>Anicca, Dukka, Anatta                                                | Buddhist shrines                                                   | Being mindful                                          |
| Karma,<br>Samsara,<br>Moksha                | The 4 Noble Truths<br>The 8-fold Path: Right...<br>Understanding, Speech,<br>Intention, Action, | Monks (Bhikkus)<br>Nuns (Bhikkhunis)                               | The Middle Way                                         |
| Nirvana                                     | Livelihood, Effort,<br>Concentration, Mindfulness                                               | Bodhisattvas e.g. Avalokiteshvara                                  | Groups within Buddhism                                 |
| Attachment is<br>the cause of<br>suffering. | 6 Perfections                                                                                   | Wheel<br>3 turnings of the wheel<br>Theravada, Mahayana, Vajrayana |                                                        |
| Sangha                                      |                                                                                                 | Mantras<br>Mandalas                                                |                                                        |
| 3 Refuges                                   |                                                                                                 | Meditation                                                         |                                                        |

## Worldview: Christianity - KS1

| Concept/s Beliefs/ Theology                                                                                                                                | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Expression Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Action Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>One Creator God who continues to create</p> <p>Loving relationship with God</p> <p>Incarnation: Jesus is the incarnation of God (God in human form)</p> | <p>Source: Genesis 1-2:4 The Creation Story</p> <p>Christians to be stewards of God's creation</p> <p>Psalms 8 and 100</p> <p>Harvest Festival /The Lord's Prayer/Hymns</p> <p>Sunday, a day of rest and worship<br/>Prayer, Bible reading, etc</p> <p>Worship</p> <p>Christmas: Advent and Christmas Day<br/>Nativity story<br/>Celebrations</p> <p>Jesus as a gift from God</p> <p>Jesus as the incarnation of God<br/>Luke 2:1-20<br/>Matthew 1:18-2:12</p> <p>Jesus in the Temple as a boy<br/>Luke 2</p> <p>Jesus shows people what God is like because he is God in human form (God's Son)</p> | <p>The church</p> <p>Leaders of worship e.g. vicar, priest, minister, lay-people</p> <p>Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.</p> <p>Advent calendars, wreaths, candles</p> <p>Symbolism of the Nativity story</p> <p>Christmas services in churches</p> <p>Christmas traditions compared to Christian Christmas celebrations and meaning</p> <p>Symbolism in churches at Christmas and Easter</p> | <p>Global citizenship and inter-connectedness e.g. fair-trade (looking after people as part of the natural world) e.g. OXFAM/ Christian Aid</p> <p>Global Christian community (Church)</p> <p>As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God. They continue to be created and to grow</p> <p>Giving and receiving in the home and community</p> <p>Christingle</p> |

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Expression Thread                                                                                                                                                                                                                                                                                                                                            | Action Thread                                                                                                                                                                                                                                                                    |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Salvation                         | <p>The Easter Events:<br/>Palm Sunday to Easter Sunday</p> <p>Redemption<br/>Salvation<br/>Sacrifice<br/>Resurrection<br/>Hope<br/>New life<br/>Relationship with God</p>                                                                                                                                                                                                                                                                                                                                                           | <p>Palm Sunday, palm crosses, services in churches<br/>Last Supper, symbolism of bread, wine<br/>Good Friday services and music<br/>(Hot cross buns, crucifixes in churches and in Christians' lives and homes)<br/>Easter Sunday<br/>(Easter eggs, services, music, empty crosses in churches and in Christians' lives and homes)<br/>The Lord's Prayer</p> | <p>Holy Communion, Eucharist<br/>Prayer<br/>Saying sorry, asking forgiveness<br/>Starting afresh</p>                                                                                                                                                                             |
| Gospel                            | <p>Good news that people can be in a relationship with God because Jesus shows them how<br/>Christians try to follow Jesus' example and teaching e.g. Zacchaeus Luke 19:1-9<br/>The 2 Great Commandments:<br/>Love God, Love your neighbour as yourself<br/>Mark 12:29-31<br/>Parables e.g.<br/>Lost sheep Luke 15:1-7<br/>Lost coin Luke 15:8-10<br/>Good Samaritan Luke 10:25-37<br/>Healing stories e.g.<br/>Jesus heals a paralysed man<br/>Luke 5:17-26<br/>Jesus helped the crowd e.g. feeding the 5,000<br/>Luke 9:10-17</p> | <p>The Bible, how is it used in worship and for guidance<br/>Why and how is it important?<br/>Who wrote it?<br/>Is it true?</p>                                                                                                                                                                                                                              | <p>Being part of a Christian community, local and global<br/>Putting the 2 Great Commandments into action in Christians' everyday lives<br/>Examples of Christian charities as well as individual acts of kindness<br/>How do Christians follow Jesus' teaching and example?</p> |

## Worldview: Christianity - KS2

| Concept/s<br>Beliefs/<br>Theology       | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                               | Expression Thread                                                                                                                                                                                                                                                                           | Action Thread                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creation and Fall                       | Genesis 1-2:4 and 2:15-25<br>Creation Story and of Adam and Eve<br>Genesis 3 to explain the Christian understanding of 'the Fall' and the need for people to reclaim the loving relationship with God he wants them to have                                                                                                                                                                                                 | Honouring Sunday as a day of rest and worship<br>Sunday services of worship in different settings and churches<br>The significance of church buildings to many Christians                                                                                                                   | Rites of passage:<br>baptism (infant and adult), naming, confirmation, marriage, funeral                                                                                                                                                                                                                                          |
| Loving relationship with God (Covenant) | Psalms 8 and 100<br>Psalm 139:13-16<br>The relationship with God is made possible by Jesus' incarnation                                                                                                                                                                                                                                                                                                                     | Prayer, private and public<br>Why might Christians pray? e.g. thanks, forgiveness, confession, help and guidance, praise                                                                                                                                                                    | Many Christians believe that God continues to be creative. Some would say God continues to re-create and re-form. Many Christians believe they share this creativity enabling them to grow in faith, wisdom and service.                                                                                                          |
| Incarnation                             | Jesus' incarnation<br>Emmanuel, fulfilment of prophecy<br>Jesus' baptism by John the Baptist<br>John 1<br>Luke 1 and 2<br>Hebrews 1:1-3<br>Jesus shows Christians how they can have the relationship with God he wants them to have.<br>Teaches them by his example and his teaching and parables<br>The 10 Commandments<br>Exodus 20:1-17<br>The 2 Great Commandments<br>Mark 12:28-33<br>Sermon on the Mount<br>Matthew 5 | Christmas<br>The Annunciation<br>The Nativity story<br>Virgin birth an symbolism of aspects of the story<br>Christmas celebrations in churches, Christian communities (maybe globally), and in the home<br>Christmas traditions: which are Christian and which not?<br>Baptism<br>Eucharist | The Lord's Prayer<br>Why is Christmas meaningful to Christians?<br>Case studies of people, famous and otherwise, who have been/are motivated by their Christian beliefs and faith to work for good in the world.<br>Christian aid organisations and charities<br>Becoming a Christian monk or nun, commitment, lifestyle, meaning |

| Concept/s Beliefs/ Theology                                                        | Belief Thread                                                                                                                                                                                                                                                      | Expression Thread                                                                                                                                                                                                                           | Action Thread                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>One Creator God who continues to create</p> <p>Loving relationship with God</p> | <p>Source: Genesis 1-2:4 The Creation Story</p> <p>Christians to be stewards of God's creation</p> <p>Psalms 8 and 100</p> <p>Harvest Festival /The Lord's Prayer/Hymns</p> <p>Sunday, a day of rest and worship<br/>Prayer, Bible reading, etc</p> <p>Worship</p> | <p>The church</p> <p>Leaders of worship e.g. vicar, priest, minister, lay-people</p> <p>Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.</p> | <p>Global citizenship and inter-connectedness e.g. fair-trade (looking after people as part of the natural world) e.g. OXFAM/ Christian Aid</p> <p>Global Christian community (Church)</p> <p>As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God. They continue to be created and to grow</p> |

## Worldview: Humanism - Primary

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                             | Expression Thread                                                                                   | Action Thread                                          |
|-----------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Human reason                      | The Golden Rule:<br>Treat others as we ourselves would like to be treated | Celebrate this life rather here and now<br>Live full and happy lives and help others to do the same | Good relationships                                     |
| Freewill                          | No sacred texts but consider human knowledge and reason                   | Ceremonies marking rites of passage e.g. birth, marriage, death                                     | Darwin Day                                             |
| Science                           | Charles Darwin's Theory of Evolution by Natural Selection.                | No worship but reflection, awe and wonder about the world.                                          | Caring for others, animals and the environment         |
| Need evidence for beliefs         | How did the universe begin?<br>Big Bang Theory explained by humanists.    | Art, drama, music<br>'an attitude to life'                                                          | Groups within Humanism                                 |
| There is no God                   | <a href="#">Amsterdam Declaration 2022</a>                                | <a href="#">World Humanist Congress</a>                                                             | <a href="#">Non-Religious Pastoral Support Network</a> |
|                                   |                                                                           |                                                                                                     | <a href="#">Humanist Climate Action</a>                |
|                                   |                                                                           |                                                                                                     | <a href="#">Uganda Humanist Schools Trust</a>          |

## Worldview: Islam - Primary

| Concept/s<br>Beliefs/<br>Theology                                                                                                                                       | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                         | Expression Thread                                                                                                                                                                                                                          | Action Thread                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Creator God</p> <p>Tawhid (monotheism)</p> <p>Relationship with God</p> <p>Prophets Muhammad</p> <p>Prophethood</p> <p>Worship</p> <p>Akhirah (life after death)</p> | <p>The Qur'an<br/>How is the Qur'an treated in the Mosque and the home?</p> <p>The Shahadah:<br/>There is no God but Allah and Muhammad (pbuh) is his messenger</p> <p>99 names/attributes of Allah</p> <p>Creation story</p> <p>5 greatest prophets - Nuh (Noah), Ibrahim (Abraham), Musa (Moses), Isa (Jesus), Muhammad</p> <p>The 5 Pillars<br/>Shahadah<br/>Prayer<br/>Sawm during Ramadan<br/>Hajj<br/>Zakah</p> | <p>Muhammad: Life and example</p> <p>Mosque</p> <p>Imam</p> <p>Worship and prayer<br/>Prayer and worship in the Mosque and the home.</p> <p>Facing Makkah</p> <p>Friday Prayers</p> <p>Madrassas</p> <p>Eid-ul-Fitr</p> <p>Eid-ul-Adha</p> | <p>Muslim Aid organisations</p> <p>Faith into action<br/>zakah</p> <p>The Ummah (global Muslim Community)</p> <p>Rites of Passage e.g. Birth, naming<br/>Marriage<br/>Funeral</p> <p>Groups within Islam</p> <p>Halal</p> |

## Worldview: Judaism - Primary

| Concept/s<br>Beliefs/<br>Theology                                                                                                                                                                   | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                       | Expression Thread                                                                                                                                                                                                                                                                                                                                                                                                    | Action Thread                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>One creator God</p> <p>Relationship with God</p> <p>Covenant (started with Abraham, still exists today and was exemplified during the Exodus from Egypt)</p> <p>Prophets</p> <p>Torah Talmud</p> | <p>The Torah</p> <p>Genesis 1-2</p> <p>Abraham, Sarah, Isaac</p> <p>The Shema ( Deuteronomy 6:4-9)</p> <p>The Exodus from Egypt: Moses, plagues, escape, journey to freedom, relationship with God</p> <p>The 10 Commandments (Exodus 20)</p> <p>613 Mitzvot</p> <p>Passover (Pesach) in the home and Synagogue Seder Meal and its symbolism</p> <p>Rosh Hashannah and Yom Kippur</p> <p>Sukkot</p> | <p>Shabbat practices and symbolism at home and in the synagogue</p> <p>Prayer, Menorah, Star of David</p> <p>Mezuzah, Music, Worship</p> <p>Tallit, kippah etc</p> <p>Synagogue: Torah, Ark, Yad, Bimah, Ner Tamid</p> <p>Kashrut (food laws)</p> <p>Rites of Passage e.g. Brit Milah</p> <p>Pidyon Haben (Redeeming the first born son)</p> <p>Bar/Bat Mitzvah</p> <p>Marriage</p> <p>Funeral and sitting shiva</p> | <p>Family and Community</p> <p>Environment</p> <p>Shabbat</p> <p>Synagogue</p> <p>Keeping kosher</p> <p>Shavuot</p> <p>Groups within Judaism: Orthodox and Reform</p> |

## Worldview: Sanatana Dharma - Primary

| Concept/s Beliefs/ Theology                                                                                                                                                   | Belief Thread                                                                                                                                                                                                                                                                     | Expression Thread                                                                                                                                                                                                                                                          | Action Thread                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Brahman is the ultimate reality and is everywhere and in everything</p> <p>Karma</p> <p>Samsara</p> <p>Moksha</p> <p>Dharma</p> <p>Bhakti</p> <p>Ahimsa (non-violence)</p> | <p>Upanishads<br/>Vedas</p> <p>Krishna's teaching from the Bhagavad Gita</p> <p>Ramayana</p> <p>Stories of e.g. Rama and Sita, Hanuman, Ganesh</p> <p>Rites of Passage e.g. Birth, marriage, death</p> <p>Pilgrimage to Varanasi (the River Ganges)</p> <p>Divali</p> <p>Holi</p> | <p>Worship at home and at the Mandir</p> <p>Arti<br/>Puja</p> <p>Murtis<br/>The Trimurti:<br/>Brahma- Creator<br/>Vishnu- Preserver<br/>Shiva- Destroyer</p> <p>Om-(Aum)<br/>The most sacred sound</p> <p>Meditation</p> <p>Yogas<br/>(paths or practices)</p> <p>Yoga</p> | <p>Showing love and respect to others and being committed to dharma, austerity, purity, compassion and truthfulness can bring happiness</p> <p>Vegetarianism</p> <p>Ahimsa<br/>Ghandi's example</p> <p>Groups within Hinduism</p> |

## Worldview: Sikhi - Primary

| Concept/s<br>Beliefs/<br>Theology                                                                                                                          | Belief Thread                                                                                                                                                                                                                                                                                                                                               | Expression Thread                                                                                                                                                                                                                 | Action Thread                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <p>Creator<br/>God who is<br/>everywhere<br/>and in<br/>everything</p> <p>Sewa</p> <p>Everyone is<br/>equal to God</p> <p>Karma<br/>Samsara<br/>Moksha</p> | <p>Guru Granth Sahib and rituals associated with it at the Gurdwara</p> <p>Diwan (poetry)</p> <p>The Gurus</p> <p>Mool Mantar (statement of belief at beginning of the Guru Granth Sahib)</p> <p>Baisakhi, community, flagpole etc</p> <p>Divali</p> <p>Rites of Passage e.g. birth, marriage, death</p> <p>Pilgrimage to the Golden Temple at Amritsar</p> | <p>The Gurdwara</p> <p>Worship in the Gurdwara<br/>Music, Ragis, Bhangra, prayer, sharing Karah Parshad</p> <p>Joining the Khalsa<br/>Amrit Ceremony</p> <p>The 5 K's<br/>Kesh<br/>Kangaha,<br/>Kirpan,<br/>Kara,<br/>Kachera</p> | <p>Honour God by treating living things with respect and kindness</p> <p>The Langar</p> <p>Groups within Sikhism</p> |

## 2. KS3 Suggested substantive content for each worldview for each of the 5 main enquiry questions

### Worldview: Buddhism - KS3 - Is there a God?

| Concept/s Beliefs/ Theology                                                                                                                  | Belief Thread                                                                                                                                                                                                                                                                                                                                        | Expression Thread                                                                                                                                                                    | Action Thread                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| There is no creator God<br><br>Buddha<br><br>All people are equal and have within them the Buddha-nature.<br><br>Buddhas<br><br>Bodhisattvas | Every human being has the potential to be enlightened, has Buddhahood within him/her.<br>Source: Dharmapada 393-4<br><br><b>Teaching:</b><br>All human beings have the right to happiness and enlightenment and must take the responsibility for achieving this for themselves.<br><br>The 4 Noble Truths<br><br>The 3 Poisons<br><br>The 5 Precepts | Meditation<br><br>3 Refuges<br><br>8-Fold Path - awareness<br><br>The wheel<br><br>6 Perfections (generosity, ethics, patience, enthusiastic perseverance, concentration and wisdom) | Commitment to the Sangha<br><br>Saying the Refuge prayer<br><br>Bodhisattva vows<br><br>Becoming a monk/nun<br>A lay person can become a Bodhisattva<br><br>Enter into dialogue with Buddhist visitors to understand what their beliefs mean to them and what difference these make to their lives. |

## Worldview: Christianity - KS3 - Is there a God?

| Concept/s<br>Beliefs/<br>Theology                                                                               | Belief Thread                                                                                                                                                                                             | Expression Thread                                                                                                                                                                                                         | Action Thread                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>There is one eternal, creator God who cares about every living thing.</p> <p>Creation</p> <p>Incarnation</p> | <p><b>Source:</b><br/>The Old and New Testaments. (Bible).<br/>Genesis 1.<br/>John 1.<br/>Acts 17:24-29.<br/>Acts 2<br/>Mark 12:28-34.<br/>Jesus' teachings.<br/>Jesus' crucifixion and resurrection.</p> | <p>Love your neighbour as you love yourself.</p> <p>Faith is put into action in numerous ways, e.g. charity work locally and abroad, attitude and relationships with other people.</p> <p>Worship and private prayer.</p> | <p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> <p>Worship and prayer communally at the church</p> <p>Support for charities</p> |

### Worldview: Humanism - KS3 - Is there a God?

| Concept/s<br>Beliefs/<br>Theology                      | Belief Thread                                                                                                                                                                                                                                       | Expression Thread                                                                                                                                                                                                    | Action Thread                                                                                                                                                       |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Belief in no God</p> <p>Personal accountability</p> | <p>Humanists believe in no God.</p> <p><b>Source: Teaching:</b><br/>As there is no God to make judgments, people are responsible for their own lifestyle choices and for taking responsibility for leading 'good' lives and not harming others.</p> | <p>Rites of passage</p> <p>Ceremonies</p> <p>Humanists prefer to talk about dimensions of human experience such as joy, intuition, sadness, peace, contentment</p> <p>Lifestyle choices e.g. scientific approach</p> | <p>Discussing scientific evidence</p> <p>Enter into dialogue with Humanist visitors to understand their beliefs and how these make a difference to their lives.</p> |

## Worldview: Islam - KS3 - Is there a God?

| Concept/s Beliefs/ Theology                                                                                         | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Expression Thread                                                                                                                                                                                                                                                                                    | Action Thread                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>God, Judgement and Salvation</p> <p>Akhirah</p> <p>Divine destiny and freewill and omnipresence etc of Allah</p> | <p>The Shahadah:<br/>There is no God but Allah and Muhammad (pbuh) is his messenger.<br/><b>Source:</b> Qur'an<br/>Surah 2:28f, 2:115, 3:190, 55:3-13, 81:29, 112.<br/><b>Teaching:</b><br/>Live life pleasing to Allah and he will reward you with Heaven.<br/>Surah 2:28.<br/>How can you deny God? Did he not give you life when you were dead and will he not cause you to die and then restore you to life?<br/>He created for you all that the earth contains... He has knowledge of all things. Surah 2:115<br/>To God belongs the East and West... He is omnipresent and all-knowing. Surah 112<br/>He is Allah, the one, he is eternal and absolute.</p> | <p>Nothing is like God and nothing can be compared to God - act accordingly</p> <p>The 5 Pillars - Shahdah (Submission to Allah) &amp; Prayer</p> <p>Rites of Passage - Birth ceremonies</p> <p>Faith into action e.g. charity work</p> <p>99 attributes</p> <p>Worship</p> <p>Lifestyle choices</p> | <p>Ummah - worldwide community</p> <p>Respect for the name of Allah</p> <p>Hajj - tawaf - showing that life revolves around Allah</p> <p>Enter into dialogue with Muslim visitors to understand their beliefs and how these make a difference to their lives.</p> |

## Worldview: Judaism - KS3 - Is there a God?

| Concept/s<br>Beliefs/<br>Theology                     | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Expression Thread                                                                                                                                                                                                                                                                                                            | Action Thread                                                                                                                                                           |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>God</p> <p>Creation</p> <p>Torah</p> <p>Israel</p> | <p>There is one creator God who chooses the special Covenant with the Jewish people.</p> <p><b>Source:</b><br/>The Torah. Deuteronomy 6:4.<br/>Hear O Israel, the Lord our God, the Lord is one.<br/>Exodus 20.<br/>I am the Lord your God who brought you out of Egypt... Worship no God but me.<br/>Genesis 1, Creation, Genesis 15:18<br/>Deuteronomy 8:5<br/>Remember that the Lord your God corrects and punishes you just as a father disciplines his children.</p> <p><b>Teaching:</b><br/>God is to be honoured and worshipped and his Laws obeyed.<br/>Jewish people are chosen to be in the special covenant with God so must respond accordingly.</p> | <p>The 10 Commandments</p> <p>Mezuzah</p> <p>Worship and prayer</p> <p>Festivals, ceremonies</p> <p>Rites of Passage</p> <ul style="list-style-type: none"> <li>• Brit Milah</li> <li>• Bar/Bat Mitzvah</li> <li>• Fast Days</li> </ul> <p>Clothes</p> <p>Lifestyle choices like...</p> <p>Kashrut - Food</p> <p>Fasting</p> | <p>Rituals and ceremonies</p> <p>Israel</p> <p>Enter into dialogue with Jewish visitors to understand their beliefs and how these make a difference to their lives.</p> |

## Worldview: Sanatana Dharma - KS3 - Is there a God?

| Concept/s Beliefs/ Theology                         | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expression Thread                                                                                | Action Thread                                                                                                                                                          |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Brahman</p> <p>Aspects of Brahman - Trimurti</p> | <p>Brahman is the ultimate reality that permeates everything and is everywhere.<br/>Source:<br/>Bhagavad Gita 18:61-62, 7:7-9.<br/>Chandogya 4,10,4.</p> <p><b>Teaching:</b><br/>BG 18:61-62<br/>The Lord lives in the heart of every creature. Take refuge utterly in him.<br/>Chandogya 4:10,4<br/>Brahman is the breath of life, Brahman is joy, Brahman is the heavens.</p> <p>The Trimurti represents aspects of Brahman:<br/>Brahma: Creator - Vishnu: Preserver Shiva: Destroyer<br/>BG 7:7-9<br/>Everything rests on me as pearls are strung on a thread. I am the original fragrance of the earth. I am the taste in the water. I am the heat in the fire and the sound in space. I am the light of the sun and the moon and the life of all that lives.</p> | <p>Puja in the home and mandir</p> <p>Meditation<br/>Yoga</p> <p>Ceremonies, e.g. puja, arti</p> | <p>Respect for Brahman in the mandir</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p> |

### Worldview: Sikhi - KS3 - Is there a God?

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Expression Thread                                                                                                                                                                    | Action Thread                                                                                                                                                                                                             |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| God<br><br>Creation               | <p>Belief:<br/>There is one creator God who is in everything.</p> <p><b>Source:</b><br/>Guru Granth Sahib. 1, 376, 1239.<br/>GGS1.<br/>There is one God, Eternal Truth is his name, creator of all things and the all-pervading spirit... The universe comes into being by God's will.<br/>GGS 376.<br/>In all creation is the lord pervasive GGS 1239<br/>He who sends beings into the world, and it is he who calls them back.</p> <p><b>Teaching:</b><br/>God deserves to be honoured and worshipped and his creation and creations respected and looked after.</p> | <p>Worship</p> <p>Festivals and ceremonies at the Gurdwara</p> <p>Rites of Passage, e.g. Amrit, marriage</p> <p>Sewa</p> <p>Langar</p> <p>Clothes</p> <p>5 Ks<br/>Food<br/>Music</p> | <p>Treatment of the Guru Granth Sahib in the Gurdwara?</p> <p>Langar at the Harmandir Sahib</p> <p>Enter into dialogue with Sikh visitors to understand their beliefs and how these make a difference to their lives.</p> |

## Worldview: Buddhism - KS3 - Why is there suffering?

| Concept/s<br>Beliefs/<br>Theology                   | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                     | Expression Thread                                                                                                                                                                | Action Thread                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dukkha<br><br><br><br><br><br><br><br><br><br>Karma | Suffering (Dukkha) exists, is caused by non-acceptance, attachment and karma, and can be alleviated using the 8-fold path and by understanding it and viewing it in a different way.<br><br>3 Marks of Existence (Universal truths)<br><br>The 3 Poisons<br><br><b>Source:</b><br>Dharmapada and teachings...<br>80,000 sutras<br>Buddhist Masters (teachers) can add to the teachings<br><br>The 4 Noble Truths. | Meditation<br><br>8-Fold Path<br><br><br>5 Precepts/ 5 Golden rules (no killing, no stealing, no lying, refrain from intoxicants, no sexual misconduct)<br><br><br>6 Perfections | Becoming a bhikku (monk) or bhikkuni (nun)<br><br>Different types of Buddhism: Hinayana/Mahayana (Vajrayana is also in Mahayana)<br><br>Lives of inspiring Buddhists who have dedicated their lives to alleviating the suffering of others.<br><br><br><br>Enter into dialogue with Buddhist visitors to understand what they believe causes suffering and Buddhism's answer to alleviating it. |

## Worldview: Christianity - KS3 - Why is there suffering?

| Concept/s Beliefs/ Theology                                                              | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Expression Thread                                                                                                                                                                                                                                                                                           | Action Thread                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Fall</p> <p>Covenant</p> <p>Salvation</p> <p>New Covenant (relationship with God)</p> | <p>Everyone sins because they have free-will (Genesis story) and make decisions based on what they want, as opposed to what God may want from them, but through Jesus' sacrifice they can gain forgiveness. This forgiveness could have an impact on their view of life after death.</p> <p><b>Source:</b><br/>           Old Testament. Genesis 1,2.<br/>           Adam/Eve and original sin. New Testament. Matthew 26:36-42. Jesus in Gethsemane. Matthew 5:3-10.<br/>           Beatitudes, Blessed are those who are persecuted.<br/>           Examples of Jesus taking away suffering by healing/turning water into wine/feeding 5000 people.</p> <p><b>Teaching:</b><br/>           The Lord's Prayer. Following the Two Great Commandments would alleviate suffering.<br/>           Not following God's will causes suffering.</p> | <p>Worship and prayer, private and communal in a church.</p> <p>Putting faith into action by alleviating the suffering of others and by not causing suffering to self or others, e.g. charity work, career choices in caring professions, looking after family and friends, caring for the environment.</p> | <p>Lives of inspiring Christians who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> |

### Worldview: Humanism - KS3 - Why is there suffering?

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                                                                                                                                                 | Expression Thread                                                                                                                                                                                                                                                                                                                                                                                           | Action Thread                                                                                                                                                                                                                                                          |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suffering is part of life         | <p>Suffering is a fact of existence and has no higher purpose.</p> <p><b>Source:</b><br/>The Good Book, A Secular Bible, 2011, A.C.Grayling<br/>Human reason, no sacred books.<br/>Scientific evidence</p> <p><b>Teaching:</b><br/>Do your best to ensure you are not the cause of suffering in others, and look for solutions to human-caused suffering.</p> | <p>Enter into dialogue with Humanist visitors to understand what they believe causes suffering and Humanism's answer to alleviating it.</p> <p>Humanists look to medical science and education to prevent and relieve suffering.</p> <p>They encourage compassion for fellow human beings, believing this to be a natural instinct in human nature.</p> <p>Some Humanists use meditation and reflection</p> | <p>Belief into action in the world</p> <p>Lives of inspiring people who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Humanists to understand their beliefs and how these affect their lifestyle choices now.</p> |

## Worldview: Islam - KS3 - Why is there suffering?

| Concept/s Beliefs/ Theology  | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Expression Thread                                                                                                                                                                                                                                                                             | Action Thread                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| God, Judgement and Salvation | <p>Muslims are guided in all they do by the teachings of Allah. Life and its suffering are a test. Allah rewards with heaven.</p> <p><b>Source:</b><br/>The Qur'an. Surah 2:155-6.<br/>Be sure we shall test you with something of fear and hunger, some loss in goods or lives or the fruits of your toil, but give glad tidings to those who patiently persevere...<br/>Surah 30:41.<br/>Evil has come to the land because of man's deeds.</p> <p><b>Teaching:</b><br/>Follow Allah's will and lead a 'good' life. Suffering is a test.</p> | <p>Life is a test</p> <p>Zakat (and sadaqah)</p> <p>Sawm - understand how the poor suffer</p> <p>Prayer and Worship</p> <p>Lifestyle choices - sadaqah (optional giving)</p> <p>Variable righteousness and variable non-righteousness</p> <p>Resurrection and Day of Judgment and Justice</p> | <p>Prayer - private and public</p> <p>Lives of inspiring Muslims who have dedicated their lives to alleviating the suffering of others.</p> <p>Islamic aid organisations - support charities looking to alleviate suffering</p> <p>Enter into dialogue with Muslim visitors to understand what they believe causes suffering and Islam's answer to alleviating it.</p> |

## Worldview: Judaism - KS3 - Why is there suffering?

| Concept/s Beliefs/ Theology | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Expression Thread                                                                                                     | Action Thread                                                                                                                                                                                                                                                                    |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>God</p> <p>Covenant</p>  | <p>God has invited Jewish people into a special Covenant with him and given them guidance on how to live. Suffering is seen as a punishment, as a test to bring people back to God and as a means of discipline.</p> <p><b>Source:</b><br/>Deuteronomy 8:5.<br/>Remember that the Lord your God corrects and punishes you just as a father disciplines his children.<br/>Deuteronomy 28:15<br/>If you do not obey the Lord your God and do not carefully follow all his commands and decrees...all these curses will come upon you and overtake you.<br/>Genesis 22:1-2<br/>Sometime later, God tested Abraham. He said to him, "Abraham, take your son, your only son Isaac. Sacrifice him as a burnt offering".<br/>Talmud<br/>No person bruises his finger here on earth unless it was decreed against him in heaven.</p> <p><b>Teaching:</b><br/>Obey God's will, stay in the Covenant with him and you will be rewarded</p> | <p>Worship and prayer</p> <p>Rites of Passage</p> <p>Lifestyle choices</p> <p>Commemorating History and tradition</p> | <p>Lives of inspiring Jews who have dedicated their lives to alleviating the suffering of others.</p> <p>Shoah (Jewish perspective)</p> <p>Enter into dialogue with Jewish visitors to understand what they believe causes suffering and Judaism's answer to alleviating it.</p> |

## Worldview: Sanatana Dharma - KS3 - Why is there suffering?

| Concept/s Beliefs/ Theology                                                                  | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Expression Thread                                                                                                                                                                                                                                       | Action Thread                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Karma</p> <p>Duty</p> <p>Caste (as a result of past actions and a cause of suffering)</p> | <p>The Law of Cause and Effect (Karma) means every action has its consequence and karma is built over many incarnations, thus some suffering is the consequence of actions.</p> <p><b>Source:</b><br/>Chandogya Upanishad 8:12.1 The body is mortal... but within it dwells the immortal self. This self... is subject to pleasure and pain... freedom from pleasure and pain can no man find.<br/>Brihadaranyaka Upanishad<br/>As a man acts, as he behaves, so does he become. Whosoever does good, becomes good, whosoever does evil, becomes evil.</p> <p><b>Teaching:</b><br/>Take responsibility for your own actions and thoughts, cause no harm and alleviate the suffering of others to bring positive karma to yourself.</p> | <p>Ahimsa. Choosing a non- violent lifestyle and causing no harm to living things.</p> <p>Worship and rituals asking for Brahman's guidance</p> <p>Lifestyle choices</p> <p>Yoga</p> <p>Meditation</p> <p>Following duty - link to cycle of Samsara</p> | <p>Lives of inspiring Santhanis who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p> |

### Worldview: Sikhi - KS3 - Why is there suffering?

| Concept/s<br>Beliefs/<br>Theology                        | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Expression Thread                                                                                                                        | Action Thread                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>God</p> <p>Re-incarnation</p> <p>Respect for life</p> | <p>God creates good and bad and wants people to lead good lives and be rewarded.</p> <p><b>Source:</b><br/>Guru Granth Sahib. 1172<br/>The creator created both poison and nectar.<br/>Guru Granth Sahib. 757<br/>Lord, when I am happy I will worship you only; when I suffer I will not forget you.</p> <p><b>Teaching:</b><br/>Develop trust and faith in God, lead a good life, gaining positive karma and you will break free from the cycle of reincarnation</p> | <p>Sewa (charity)<br/>Langar</p> <p>Sikhs often choose vegetarianism</p> <p>Prayer and worship</p> <p>Amrit Ceremony</p> <p>The 5 Ks</p> | <p>Family and Community</p> <p>Lives of inspiring Sikhs, the gurus and others, who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Sikh visitors to understand what they believe causes suffering and Sikhism's answer to alleviating it.</p> |

### Worldview: Buddhism - KS3 - What happens when humans die?

| Concept/s<br>Beliefs/<br>Theology                                                      | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Expression Thread                                                                                                                   | Action Thread                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Samsara</p> <p>Re-birth</p> <p>Moksha</p> <p>Nirvana</p> <p>Karma</p> <p>Dhamma</p> | <p>If some person or animal is presently annoying you, a way to stop ill will towards them is to reflect that in a past life they may have been a close relative or friend.</p> <p><b>Source:</b><br/>The Tibetan Book of the Dead. Buddha Nikaya. 11:186.</p> <p>The Buddha.<br/>It is unsure if tomorrow or the next life will come</p> <p><b>Teaching:</b><br/>The present moment is the most important focus. Enlightenment can be achieved now without waiting until another re-birth or life after this one. Doing good and gaining positive karma enable the release from re-births to gain nirvana.</p> | <p>Wheel: 3 turnings</p> <p>Lotus flower</p> <p>Meditation</p> <p>Buddha Mantra</p> <p>The 8-Fold Path</p> <p>The 6 Perfections</p> | <p>Funeral customs</p> <p>Lifestyle choices</p> <p>3 refuges</p> <p>Enter into dialogue with Buddhist visitors to understand their beliefs and how these affect their lifestyle choices now.</p> |

### Worldview: Christianity - KS3 - What happens when humans die?

| Concept/s<br>Beliefs/<br>Theology          | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Expression Thread                                                                                                                                                           | Action Thread                                                                                                                                                                                 |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Incarnation<br><br>Gospel<br><br>Salvation | <p>For many Christians, Jesus' resurrection proves there is life after death for everyone who puts their faith in Jesus for forgiveness. Commitment to following Jesus' teaching and example usually follows this redemption.</p> <p><b>Source:</b><br/>Matthew 25:31-46 Sheep and Goats Luke 23:42-3<br/>Criminal on cross<br/>Luke 14:15-24<br/>A banquet in heaven</p> <p>1 Corinthians 15:42-44<br/>When the body is buried it is mortal; when raised it is immortal.</p> | <p>The Eucharist/Mass/Holy Communion</p> <p>Funeral Service</p> <p>Live by the Two Great Commandments</p> <p>Easter story and Symbols:<br/>Cross, crucifix, Easter eggs</p> | <p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> <p>Prayer<br/>Art</p> <p>Music</p> <p>Easter hymns</p> |

### Worldview: Humanism - KS3 - What happens when humans die?

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expression Thread                                                  | Action Thread                                                                                                  |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| No evidence of an afterlife       | <p>The survival of the conscious mind after the death of the human brain cannot be reconciled with science. There is not life after the death of the physical body. However, Humanists believe that they live on in the memories of the people they shared their lives with and also in the legacy of their actions during their lifetime.</p> <p><b>Source:</b><br/>Human reason. No sacred texts. Scientific evidence.</p> <p><b>Teaching:</b><br/>Leading a good life.<br/>Live life well now.</p> | Humanist funeral ceremonies are non- religious and celebrate life. | Enter into dialogue with Humanists to understand how their non-religious views affect their lifestyle choices. |

### Worldview: Islam - KS3 - What happens when humans die?

| Concept/s<br>Beliefs/<br>Theology                                                                                | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Expression Thread                                                                                                                                                                         | Action Thread                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>God, Judgement and Salvation</p> <p>Akhirah</p> <p>Divine destiny and freewill i.e. omnipresence of Allah</p> | <p>The nature of life after death depends on the quality of the life led on earth. Allah will be the judge.</p> <p><b>Source:</b><br/>The Qur'an Surah 56<br/>You shall enter gardens watered by running streams in which you shall abide forever... the righteous shall recline on jewelled couches face to face and there shall wait on them immortal youths.<br/>As for those on the left hand they shall dwell amidst scorching winds and seething water; in the shade of pitch black smoke, neither cool nor refreshing. Such shall be their fare on the day of reckoning.</p> <p><b>Teaching:</b><br/>Living according to Allah's will brings reward in the life after death<br/>Grades of Heavens and punishment</p> | <p>Funeral customs</p> <p>Jihad theories</p> <p>Shahadah<br/>Prayer<br/>Zakat<br/>Sawm<br/>Hajj<br/>The 5 pillars - giving thanks to Allah for life and working towards the afterlife</p> | <p>Groups within Islam - different practices</p> <p>Enter into dialogue with Muslims to understand their beliefs and how these affect their lifestyle choices now.</p> |

### Worldview: Judaism - KS3 - What happens when humans die?

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expression Thread                                                                                                                               | Action Thread                                                                                                                                   |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Life After<br>Death               | <p>There is life after death and the nature of it is determined by the quality of the life lived now. Death is a passage between this world and the next.</p> <p><b>Source:</b><br/>Talmud<br/>In the world to come there will be no eating, nor drinking, nor procreation, nor business, nor jealousy, nor hatred, nor competition. But the righteous will sit with crowns on their heads, feasting on the radiance of the divine presence.<br/>Job 1:20<br/>The Lord gave and the Lord taketh away.</p> <p><b>Teaching:</b><br/>Live life pleasing to God, honouring the Covenant</p> <p>Heaven</p> | <p>Jewish burial rites</p> <p>Sitting Shiva (mourning period)</p> <p>Yahrzeit (Memorial candle)</p> <p>Lifestyle choices reflecting beliefs</p> | <p>Groups within Judaism</p> <p>Enter into dialogue with Jews to understand their beliefs and how these affect their lifestyle choices now.</p> |

### Worldview: Sanatana Dharma - KS3 - What happens when humans die?

| Concept/s<br>Beliefs/<br>Theology                                    | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Expression Thread                                                                                                                                                              | Action Thread                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Samsara</p> <p>Moksha</p> <p>Karma</p> <p>Dharma</p> <p>Yogas</p> | <p><b>Source:</b> Bhagavad Gita.2:11-13</p> <p>The wise do not grieve for the dead or the living. Never was there a time when I was not, nor you, nor these others, nor will there ever be a time when we shall cease to be. As the soul passes in this body through childhood, youth and old age, even so it is taking on another body.</p> <p>Brihadaranyaka Upanishad</p> <p>As a man acts, as he behaves, so does he become. Whosoever does good, becomes good, whosoever does evil, becomes evil.</p> <p><b>Teaching:</b></p> <p>Freedom from Samsara is possible by equalising your karma. This is your responsibility.</p> | <p>Temple - Mandir</p> <p>Arti</p> <p>Meditation</p> <p>Symbolism: murtis</p> <p>Lifestyle choices - follow Dharma leads to better life next time</p> <p>Yoga - individual</p> | <p>Funeral customs (Varanasi)</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p> <p>Yogas<br/>(Bhakti, Jnana, Karma, Raja) as different paths to achieve Moksha</p> |

### Worldview: Sikhi - KS3 - What happens when humans die?

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Expression Thread                                                                                                         | Action Thread                                                                                                                                            |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| God<br><br>Re-incarnation         | <p>Everyone has an immortal soul which is reincarnated until it breaks free and returns to God.</p> <p><b>Source:</b><br/>Guru Granth Sahib 793<br/>The dawn of a new day is the message of a sunset. Earth is not a permanent home. Life is like a shadow on a wall. GGS 176<br/>For several births I was a worm. For several births an elephant, a fish, a deer... Seek now union with the Lord of the universe, for now is the time. GGS 868<br/>Our soul is the image of the transcendent God... GGS 1239</p> <p><b>Teaching:</b><br/>Leading a good life and equalising your karma has the promise of being reunited with God.</p> | <p>Prayer</p> <p>Worship at the Gurdwara</p> <p>Khalsa</p> <p>Sewa</p> <p>Langar</p> <p>Cremation and funeral customs</p> | <p>Family and Community (impact)</p> <p>Enter into dialogue with Sikhs to understand their beliefs and how these affect their lifestyle choices now.</p> |

### Worldview: Buddhism - KS3 - Is social justice possible?

| Concept/s<br>Beliefs/<br>Theology                                | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Expression Thread                                                                                                    | Action Thread                                                                                                                                                                             |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Buddha-nature<br><br><br><br><br><br><br><br>Karma<br><br>Dhamma | <p>All people have the Buddha-nature within so should be treated with respect and non-judgementally.</p> <p>All beings have the right to live in peace and equality.</p> <p><b>Source:</b><br/>Dharmapada 393-4<br/>All people are equal and have within them the Buddha-nature.</p> <p>Dharmapada 6<br/>Many do not know we are here to live in harmony.</p> <p>Dalai Lama<br/>The life of all beings, human, animal or otherwise, is precious, and all have the same right to happiness.</p> <p><b>Teaching:</b><br/>Respect all living things and cause no harm.</p> | <p>Lifestyle choices e.g. ethically-produced products</p> <p>The 5 precepts - harm no living thing</p> <p>ahimsa</p> | <p>Buddhist aid organisations</p> <p>The Sangha<br/>3 Refuges</p> <p>Enter into dialogue with Buddhists to understand their beliefs and how these affect their lifestyle choices now.</p> |

### Worldview: Christianity - KS3 - Is social justice possible?

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                   | Expression Thread                                     | Action Thread                                                                                                                                                                                                                                                                                         |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creation                          | All people are invited to have a relationship with God.<br>All people are valued equally and have a unique place in the world and a unique contribution to make.                                                                | Lifestyle choices<br>e.g. ethical products            | Christian aid organisations                                                                                                                                                                                                                                                                           |
| Incarnation                       |                                                                                                                                                                                                                                 | Personal faith in action                              |                                                                                                                                                                                                                                                                                                       |
| Gospel                            |                                                                                                                                                                                                                                 | Conscience - leading to actions - impact on afterlife |                                                                                                                                                                                                                                                                                                       |
|                                   | Source:<br>Genesis 1:27<br>Mark 12:31<br>Matthew 7:12<br>Romans 12:18<br>John 13:34<br>Matthew 7:1<br>Luke 10:25-37<br>Matthew 5:43-48<br>Galatians 3:28<br>Teaching:<br>Everyone should be treated as equally valuable to God. |                                                       | Lives of inspiring Christians who have dedicated their lives to alleviating the suffering of others.<br>e.g. Martin Luther King - Desmond Tutu - Elizabeth Fry<br><br>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives. |

### Worldview: Humanism - KS3 - Is social justice possible?

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                                                                                                                      | Expression Thread                                                                               | Action Thread                                                                                                                                                                                               |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human rights                      | <p><b>Belief:</b><br/>Balancing freedom and fairness is important.<br/>Believe in everyone's right to have their human rights upheld.</p> <p><b>Source:</b><br/>The Universal Declaration of Human Rights<br/>No sacred text. Conscience is important.</p> <p><b>Teaching:</b><br/>Take a full part in the democratic society.</p> | <p>Lifestyle choices.</p> <p>Personal Conscience and moral choices</p> <p>Aid organizations</p> | <p>Humanists UK lobbies government on human rights issues</p> <p>The Freedom of Thought Report</p> <p>Enter into dialogue with Humanists to understand how their beliefs affect their lifestyle choices</p> |

### Worldview: Islam - KS3 - Is social justice possible?

| Concept/s<br>Beliefs/<br>Theology                                                                                | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                        | Expression Thread                                                                                                                                                                                                                                                                           | Action Thread                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>God, judgement and salvation</p> <p>Akhirah</p> <p>Divine destiny and freewill i.e. omnipresence of Allah</p> | <p>All are equal in the eyes of Allah.</p> <p><b>Source:</b><br/>The Qur'an - Surah 49:13<br/>You people, we have created you from a male and a female and made you into tribes and nations, that you might get to know each other.</p> <p><b>Teaching:</b><br/>Human rights should be upheld for all.</p> <p>He is not a true believer who eats his fill while his neighbour is hungry - Hadith</p> | <p>Follow the Qur'an - submission to the will of Allah</p> <p>Ummah (global community of Muslims)</p> <p>Ibadah - worship acts</p> <p>Sawm - fasting develops empathy - leads to care for the poor and seeking equality</p> <p>Lifestyle choices - righteous path</p> <p>Jihad theories</p> | <p>Islamic aid organisations - support charities looking for social justice - e.g. Islamic Aid</p> <p>Khalifa - stewardship</p> <p>Enter into dialogue with Muslims to understand their beliefs and how these affect their lifestyle choices now.</p> |

### Worldview: Judaism - KS3 - Is social justice possible?

| Concept/s<br>Beliefs/<br>Theology           | Belief Thread                                                                                                                                                                                                                                                                                                                                                 | Expression Thread                                                                | Action Thread                                                                                                                                                                                                                                                 |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Equality<br><br>Haskalah<br>(Enlightenment) | <b>Belief:</b><br>All people are created by God.<br><br><b>Source:</b><br>Psalm 36:6<br>O Lord, you preserve both man and beast.<br>Genesis 12:2-3<br>I will make you into a great nation and I will bless you... I will bless those who bless you and whoever curses you I will curse.<br><br><b>Teaching:</b><br>All people should be treated with respect. | Lifestyle choices e.g. level of integration and action taken on a personal level | Jewish aid organisations<br><br>Groups within Judaism - responding to local and global issues<br><br>Haskalah - Implementing social reform<br><br>Enter into dialogue with jews to understand their beliefs and how these affect their lifestyle choices now. |

## Worldview: Sanatana Dharma - KS3 - Is social justice possible?

| Concept/s<br>Beliefs/<br>Theology                                                   | Belief Thread                                                                                                                                                                                                                                                                                                 | Expression Thread                                                                                                                                                  | Action Thread                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Karma</p> <p>Dharma</p> <p>Stages of Life<br/>(varnash<br/>rama-<br/>dharma)</p> | <p>Belief:<br/>Everyone is equal.</p> <p><b>Source:</b><br/>Bhagavad Gita 9:29<br/>I look upon all creatures equally. Yajur Veda 13:47<br/>No person should kill animals helpful to all. Rather by<br/>serving them, one should attain happiness.</p> <p><b>Teaching:</b><br/>Treat everyone with respect</p> | <p>Lifestyle choices - ahimsa</p> <p>Duty to achieve equality and challenge injustice</p> <p>Duties during the different stages of life -<br/>responsibilities</p> | <p>Hindu aid organisations - support charities looking for<br/>equality</p> <p>Lives of inspiring Santhanis who have dedicated their<br/>lives to alleviating the suffering of others e.g. Gandhi</p> <p>Enter into dialogue with Santhani visitors to<br/>understand their beliefs and how these make a<br/>difference to their lives.</p> |

### Worldview: Sikhi - KS3 - Is social justice possible?

| Concept/s<br>Beliefs/<br>Theology                                           | Belief Thread                                                                                                                                                                                                                                                                                                                  | Expression Thread                                                                                                                                                                          | Action Thread                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Equality</p> <p>Respect for life</p> <p>Gurus who fought for justice</p> | <p>All people are equal.</p> <p><b>Source:</b><br/>Guru Gobind Singh<br/>We need to recognise the oneness of all humanity... though they use different dress according to the influence of regional customs; all men have the same eyes, ears, body and figure.</p> <p><b>Teaching:</b><br/>Treat all people with respect.</p> | <p>Lifestyle choices<br/>Sewa</p> <p>Khalsa - reasons for joining</p> <p>Symbols - Khanda - meaning</p> <p>Langar - equality</p> <p>Commerorating the fallen in the Gurdwara (martyrs)</p> | <p>Family and Community</p> <p>Sikh aid organisations</p> <p>Sikhs fought in wars that did not directly concern them - standing up for others and fighting injustice</p> <p>Enter into dialogue with Sikhs to understand their beliefs and how these affect their lifestyle choices now.</p> |

## Worldview: Buddhism - KS3 - Does the environment matter?

| Concept/s<br>Beliefs/<br>Theology | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                    | Expression Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Action Thread                                                                                                                                                                                                                                                                                          |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>Life of the Buddha</p> <p>Three marks of existence – suffering exists</p> <p>Four Noble Truths – greed and suffering can be stopped</p> <p>Noble eightfold path – focus on Right Action, Right Living, Right Mindfulness/Awareness</p> <p>Three Jewels – sangha – community</p> <p>Five Precepts – harm no living thing</p> <p>Karma</p> <p>Bodhisattvas – an example of enlightened beings who stay on earth to teach and inspire others</p> | <p>Rejecting material wealth over more important values</p> <p>Awareness of the consequences of actions both personally and environmentally</p> <p>Greed is at the heart of much environmental damage – choosing a job which protects and respects the living world as well as daily life choices concerning sustainability, fair trade and good treatment of animals</p> <p>Community – monastic orders favour self sufficiency<br/>Buddhists in society aim to be an example by their lifestyle – personal enlightenment comes through respecting and protecting life and minimising suffering</p> <p>Harm no living thing – choice to be vegetarian/vegan – career choice – working practices</p> <p>Karma – every action has a consequence – we should act in a way which respects and benefits the natural world.</p> | <p>Not being materialistic – sharing wealth fairly</p> <p>Personal morality – campaign for the environment – charity support – local and international action</p> <p>Sustainable development</p> <p>Recycling and reusing waste products</p> <p>Self-sufficiency</p> <p>Supporting ethical trading</p> |

### Worldview: Christianity - KS3 - Does the environment matter?

| Concept/s<br>Beliefs/<br>Theology                                                  | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expression Thread                                       | Action Thread                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Creation</p> <p>Stewardship</p> <p>New Covenant<br/>(Relationship with God)</p> | <p>God created everything and people are the caretakers/stewards of it.</p> <p><b>Source:</b><br/>Genesis 1,2<br/>God created everything and was pleased with what he saw.<br/>Genesis 2:15<br/>Then God placed the man in the Garden of Eden to cultivate it and guard it.<br/>Luke 12:6<br/>Deuteronomy 20:19<br/>When you are trying to capture a city, do not cut down its fruit trees even though the siege lasts a long time. Eat the fruit but do not destroy the trees; the trees are not your enemies.<br/>Luke 12:6<br/>Aren't 5 sparrows sold for 2 pennies? Yet not one sparrow is forgotten by God.<br/>Assisi Declarations</p> <p><b>Teaching:</b><br/>People are to treat the environment with care and respect and be the stewards of it for God.</p> | <p>Lifestyle choices.<br/>e.g. treatment of animals</p> | <p>Assisi declarations (aspects)</p> <p>Potentially support environmental and animal charities</p> <p>Enter into dialogue with Christians to understand how their beliefs affect their lifestyle choices.</p> |

### Worldview: Humanism - KS3 - Does the environment matter?

| Concept/s<br>Beliefs/<br>Theology          | Belief Thread                                                                                                                                                                                                                                                                                                                                      | Expression Thread                                                         | Action Thread                                                                                                                                                                                                                                  |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stewardship<br>(for future<br>generations) | <p><b>Belief:</b><br/>Human beings are temporary stewards of the planet and should treat the earth with respect.</p> <p><b>Source:</b><br/>Amsterdam Declaration 2022<br/>Reykjavik Declaration on the Climate Change Crisis<br/>Human reason. No sacred text.</p> <p><b>Teaching:</b><br/>Personal responsibility to take care of the planet.</p> | Lifestyle choices based on looking after the world for future generations | <p>Humanists were involved in setting up organisations like Humanist Climate Action</p> <p>Enter into dialogue with Humanists to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p> |

## Worldview: Islam - KS3 - Does the environment matter?

| Concept/s<br>Beliefs/<br>Theology                                                                          | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Expression Thread                                                                                                     | Action Thread                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Creation</p> <p>Stewardship (Khalifa)</p> <p>Divine destiny and freewill i.e. omnipresence of Allah</p> | <p><b>Belief:</b><br/>Allah created the world and it belongs to him, but he has given humans the responsibility of looking after it (Khalifa).</p> <p><b>Source:</b><br/>The Qur'an Surah 43:10-12<br/>It is he who has made the earth a resting place for you and traced out routes upon it that you may find your way. Surah 49:13<br/>You people we have created you from male and female...<br/>Surah 25:48<br/>It is he who sends down water from the sky so that he may give life to dead lands and quench the thirst of man and beast.</p> <p><b>Teaching:</b><br/>Taking care of the environment is part of showing respect for Allah.</p> | <p>Worship acts<br/>Showing respect for Allah's creation</p> <p>Lifestyle choices - e.g. environmental activities</p> | <p>Islamic aid organizations - support charities looking for environmental welfare</p> <p>Khalifa - stewardship - caretaker of earth</p> <p>Issues concerning the Hajj - coping with large numbers and being sensitive to the area</p> <p>Enter into dialogue with Muslims to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p> |

## Worldview: Judaism - KS3 - Does the environment matter?

| Concept/s<br>Beliefs/<br>Theology                                           | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Expression Thread                                                                                                                                         | Action Thread                                                                                                                                                                              |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>God<br/>Creation<br/>Stewardship</p> <p>Haskalah<br/>(Enlightenment)</p> | <p><b>Belief:</b><br/>The world belongs to God who created it and has given human beings the responsibility of looking after it.</p> <p><b>Source:</b><br/>Genesis 1,2 Deuteronomy 20:19/22<br/>Exodus 22:20-30/ 23:10-11<br/>For 6 years sow your field and gather in what it produces... but in the 7th year let it rest and do not harvest anything that grows on it.<br/>Psalm 24:11<br/>The world and all that is in it belongs to the Lord<br/>Psalm 24 (first day of the week)<br/>Leviticus 11,25:23</p> <p><b>Teaching:</b><br/>Respect God by looking after the environment</p> | <p>Showing respect to God's creation - lifestyle choices</p> <p>Mitzvah Day - local community involvement</p> <p>Tu b'shevat<br/>(New Year for trees)</p> | <p>Global involvement of Mitzvah day</p> <p>Enter into dialogue with Jews to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p> |

### Worldview: Sanatana Dharma - KS3 - Does the environment matter?

| Concept/s<br>Beliefs/<br>Theology       | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Expression Thread                                                                                                    | Action Thread                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Karma<br><br><br><br><br><br><br>Dharma | <p><b>Belief:</b><br/>The world was created by Brahma and all living things are to be respected.</p> <p><b>Source:</b><br/>Bhagavad Gita 9:29<br/>I look upon all creatures equally. Yagur Veda 13:47<br/>No person should kill animals helpful to all. Rather by serving them, one should attain happiness.<br/>Bhagavad Purana 7,14,9<br/>A householder should regard deer, camels, donkeys, mice, snakes, birds and bees as his sons: for what difference is there between his sons and them?</p> <p><b>Teaching:</b><br/>Respect all living things.</p> | <p>Lifestyle choices.- involvement in environmental activities e.g. recycling</p> <p>Vegetarianism</p> <p>ahimsa</p> | <p>Hindu aid organisations - support charities looking for environmental welfare</p> <p>Lives of inspiring Santhanis who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Santhanis to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p> |

### Worldview: Sikhi - KS3 - Does the environment matter?

| Concept/s<br>Beliefs/<br>Theology                       | Belief Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Expression Thread                                                                                                                                                                                                                                                                                                                                                           | Action Thread                                                                                                                                                                                                                           |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creation<br><br><br><br><br><br><br>Respect for<br>life | <p><b>Belief:</b><br/>God created the world and that although humans are in charge; they are caretakers and must respect all living things.</p> <p><b>Source:</b><br/>Guru Granth Sahib 1<br/>The universe comes into being by God's will.<br/>GGS 376<br/>All food is pure for God has provided it for our sustenance. Evening Prayer:<br/>You, Lord, are the river wherein all things dwell; apart from you, nothing can be.</p> <p><b>Teaching:</b><br/>Respect all living things and so respect God.</p> | <p>Lifestyle choices e.g. recycling and vegetarianism</p> <p>Sewa - 3 types</p> <ul style="list-style-type: none"> <li>• Tan: physical service, eg, working in the langar</li> <li>• Man: mental service, eg, studying the Guru Granth Sahib</li> <li>• Dhan: material service to other people, eg, giving time to help people who are in need or local projects</li> </ul> | <p>Family and Community</p> <p>Caretaker efforts in different parts of the world</p> <p>Enter into dialogue with Sikhs to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p> |

## **Acknowledgements**

The development of the first agreed syllabus for Religious Education since the unification of the Councils of Bournemouth, Christchurch and Poole has been a collegiate and consultative process.

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**The agreed syllabus for Religious Education  
for Bournemouth, Christchurch and Poole  
2023-2028**

