

## **The Hertfordshire Scheme of Work for Secondary Religious Education**

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## 1. INTRODUCTION

The Hertfordshire Secondary Scheme of Work for Religious Education (RE) has been developed to accompany the Hertfordshire Agreed Syllabus for Religious Education 2012-2017. It is **not** a legal requirement to plan RE using this document, but if you do so, your school will be meeting the statutory requirements of the Agreed Syllabus. This Scheme of Work provides a model for teaching and learning in Key Stage 3 Religious Education. It is not necessary to follow it in the order it appears on these pages. Some Heads of Departments may wish to adapt the order or substitute suggested activities with successful units from their existing planning. The important factors to consider when making any changes are that:

- **all parts of the Programmes of Study from the Agreed Syllabus must be taught: (Agreed Syllabus pages 23-25,3.1-3.22)**
- **Christianity at each Key Stage;**
- **the six principal religions in greater depth through key stages 3 and 4 and post-16.**

The Learning Objectives have been designed to ensure that students reach appropriate levels at the end of Key Stage 3. Changes to the content will necessitate changes to the Learning Objectives and consequently changes to the tasks set.

The model Funding Agreement for new Academies (2010) follows this stipulation that RE should be taught in all schools, following a local Agreed Syllabus or denominational syllabus. The law for Free Schools is the same as that for new Academies.

In Voluntary Aided Schools with a religious character there is no requirement to teach RE according to the Agreed Syllabus. The required provision for RE is either: according to the trust deed of the school or according to the tenets of the religion or religious denomination (where provision is not specified in the trust deed) or according to the Hertfordshire Agreed Syllabus where parents request it (if a child cannot reasonably attend a school where the Agreed Syllabus is being taught).

## 2. THE EIGHT LEVEL SCALE OF ATTAINMENT

The Eight Level Scale of Attainment in the Agreed Syllabus has been used to frame the Learning Objectives in the Units of Work. Assessment has two main functions: as a guide to planning (i.e. assessment *for* learning); and in order to summarise what a pupil has learned (i.e. assessment *of* learning). The former should be used at all times to inform planning. The latter will be used more regularly when report writing or preparing for consultation meetings with parents.

### 3. AMPLIFICATION OF STATEMENTS OF ATTAINMENT

The following exemplars are taken from the primary scheme of work, levels 4 and 5 also provide guidance for KS3.

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	<b>AT1 Learning about religion</b> knowledge and understanding of			<b>AT2 Learning from religion</b> response, reflection, evaluation and application to questions of		
Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
EYFS	Listen and <b>respond</b> to religious stories.	<b>Communicate through talk or gesture</b> about a range of special objects/places/people/practices.	<b>Use</b> some <b>basic</b> religious vocabulary that reflects the breadth of their experience.	<b>Show</b> awareness of things and people that matter to them and link this to learning in RE.	<b>Show</b> curiosity and interest in the world around them.	<b>Understand</b> what is right, what is wrong and <b>why</b> .
Examples Of RE at EYFS	<i>Using nativity figures, props or costumes, play out the Christmas story.</i>	<i>Looking at a range of precious items, including those that are religious, talk about how to treat them with respect.</i>	<i>Role play a religious ceremony using appropriate religious language.</i>	<i>Draw a picture of a person, animal or object which they love and explain how they make them feel.</i>	<i>As seasons change discuss how this could have happened.</i>	<i>When listening to a faith story give responses to situations of right and wrong.</i>

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L1	<b>Recount</b> elements of religious stories.	<b>Recognise</b> religious objects/places/people/practices.	<b>Recognise some</b> religious symbols and use some religious vocabulary correctly.	<b>Express</b> their own experiences and feelings, <b>recognising</b> what is important in their own lives.	<b>Recognise</b> interesting/puzzling aspects of life.	In relation to matters of right and wrong, <b>express</b> what is of value and concern to themselves and others.
Examples Of RE at Level 1	<i>Re-enact the story of Noah and the Ark and talk about the importance of the message of the rainbow for some believers.</i>	<i>Handle religious artefacts; role-play how they are used and how they are special for some people.</i>	<i>Find and match religious symbols and their meanings to each faith.</i>	<i>Using examples of club uniforms and religious clothes, talk about why these matter to them.</i>	<i>Look at pictures of our changing planet; respond by talking about/drawing how they think the world might have been made.</i>	<i>Listen to the story of The Good Samaritan and role play the right and wrong way to treat each other.</i>
L2	<b>Describe some</b> religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.	<b>Describe some</b> religious objects/places/people and practices. Begin to be aware of similarities in religions.	Begin to <b>suggest meanings</b> for <b>some</b> religious actions and symbols. <b>Describe</b> how religious belief is expressed in different ways.	<b>Describe</b> and <b>respond</b> sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.	<b>Ask questions</b> about puzzling aspects of life and experience and <b>suggest answers</b> , including religious ones.	<b>Recognise and describe</b> some religious values in relation to matters of right and wrong. <b>Make links</b> between these and their own values.
Examples Of RE at Level 2	<i>Using stories from the Gospels retell and act out Jesus healing the paralysed man, explaining why it is such an important lesson for Christians.</i>	<i>View/visit two places of worship highlighting the similarities of place and its use for prayer.</i>	<i>Identifying and using the practise of Holy Communion, pupils choose foods/objects/symbols to express something about their beliefs and what it represents.</i>	<i>Using dramatised stories such as: David and Goliath/Bilal the first Muezzin, pupils identify how the events outlined could apply to their own lives.</i>	<i>Discuss why people die and how faith/belief/friends can help us to understand difficult questions that we can't always answer.</i>	<i>Look at one of the five pillars of Islam, the practise of giving to Charity and link to the Christian story of the Widow's Mite. Pupils make connections with their own values.</i>

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L3	<b>Develop</b> religious and moral vocabulary to <b>describe</b> key features <b>and know</b> beliefs, ideas and teachings for some religions.	<b>Know</b> the function of objects/places/people within religious practices and lifestyles. <b>Begin to recognise</b> key similarities and differences.	Begin to <b>identify</b> the <b>impact</b> of religious teachings, including the effect sacred texts have on believers' lives. <b>Identify</b> religious symbols and symbolic actions.	<b>Recognise</b> what influences them in their lives. <b>Identify</b> the influence religion has on lives, cultures and communities including their own.	<b>Identify ultimate questions</b> and <b>recognise</b> that there are no universally agreed answers to these.	<b>Recognise</b> and begin to <b>ask</b> important questions about how religious and moral values, commitments and beliefs can influence behaviour.
Examples Of RE at Level 3	<i>Know some of the beliefs and teachings of the Sikh Ten Gurus and why the Guru Granth Sahib is considered a living text.</i>	<i>Know how some features of a church, mosque or synagogue are used in worship, festivals and everyday life.</i>	<i>Using faith stories and religious works of art identify the symbolism behind the crucifix and the resurrection of Jesus and how it is expressed during Easter.</i>	<i>Talk about people they admire and how experiences of belonging to a friendship/religious group affect how they and others behave.</i>	<i>Sort a range of ultimate and non-ultimate questions. Using art and poetry compare their own and others' responses to ideas on who and where is God.</i>	<i>Reflect upon how agreed codes of conduct, for example, classroom rules, affects behaviour and how this relates to the way some religious people live.</i>

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L4	Using appropriate religious and moral vocabulary, <b>identify</b> and <b>describe</b> key features of religions, including beliefs, teachings and their <b>meaning</b> .	<b>Identify</b> and <b>describe similarities and differences in</b> religious practices and lifestyles both within and between religions.	<b>Describe</b> the meaning of religious symbols and symbolic actions. <b>Show understanding</b> that symbols may be interpreted in different ways both within and between religions.	<b>Ask</b> questions of identity and belonging and <b>suggest own answers</b> about the significant experiences of others, including religious believers.	<b>Raise questions</b> and <b>suggest</b> religious, philosophical and moral <b>answers</b> to a range of ultimate questions.	<b>Ask questions</b> about matters of right and wrong and <b>suggest answers</b> which show <b>understanding</b> of a range of moral and religious teachings.
Examples Of RE at Level 4	<i>Examine how the Buddha's journey to enlightenment shapes the lives of practising Buddhists.</i>	<i>Explore the observation and practise of the Sabbath in Jewish, Muslim and Christian homes.</i>	<i>Using the important symbol of light, explore Diwali, Chanukah and the significance of Jesus' 'light of the world' statement, making connections across the religions.</i>	<i>Generate enquiry through investigating the 5 K's, pupils consider how these objects might reinforce a Sikh's sense of identity and belonging. Pupils suggest symbols which might represent their own identity and suggest where they belong, or which might summarise prior learning of another faith.</i>	<i>Looking at creation theories, explore, a faith response a scientific view and their own ideas.</i>	<i>Share own opinions about respect for animals and show an understanding of why some religious people hold differing views about eating meat.</i>



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L5	Begin to <b>use some philosophical language</b> and an <b>increasingly wide</b> religious and moral vocabulary to <b>explore</b> and <b>suggest some reasons</b> for the similarities and differences in beliefs and teachings, both within and between religions.	<b>Explain</b> how religious beliefs and ideas influence practices and lifestyles. <b>Explore</b> how these beliefs and ideas lead to diverse practice, both within and between religions.	<b>Explain</b> the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.	<b>Explore</b> and <b>suggest reasons</b> for their own and other people's views, including religious ideas about human identity and experience.	<b>Explain</b> their own philosophical, moral and/or religious responses to a range of ultimate questions. <b>Explore</b> the views of others including different religious perspectives.	<b>Explain</b> , with reasons, religious views about moral and ethical issues. <b>Explore</b> their own views and those of others in relation to these issues.
Examples Of RE at Level 5	<i>Examine the experience of suffering in and between faiths and how it significantly affects believers in their everyday actions. Where Buddhists believe that personal desire causes suffering, Hindus embrace Karma' other faiths look to different explanations including illness and natural disasters.</i>	<i>Explore and explain the significance/ importance of repentance in faith groups and how it is observed through diverse practices in religious festivals, e.g., Lent, Yom Kippur and Ramadan.</i>	<i>Using the biblical events of the Last Supper and decoding the symbolism of Leonardo DaVinci's painting, explore and compare the significant impact on the lives of Christians today.</i>	<i>Investigate the religious practice of pilgrimage and Holy site visits for believers and how it can reinforce their spirituality and religious identity. Discuss whether non-believers need a tangible focus to reinforce their identity.</i>	<i>Explore questions about the human soul and in the context of the Holocaust and subsequent genocides, discuss why people respond differently.</i>	<i>Examine and respond to the moral and ethical views on preparing food focussing on Halal or Kosher and the Buddhist concept of mindfulness.</i>



Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L6	Using religious, moral and philosophical vocabulary <b>analyse</b> the reasons for differences in beliefs, teachings and practices both within and between religions.		<b>Analyse</b> and <b>interpret</b> the significance of different forms of religious expression, including sacred texts.	<b>Analyse</b> the <b>impact</b> of the teachings and experiences of inspirational people of faith on their own and other's lives. <b>Reflect</b> on how this influences feelings of identity and experience.	<b>Analyse</b> the reasons why different people might hold different beliefs about a range of ultimate questions, moral and ethical issues, within religious and non-religious communities and give their own opinion.	
L7	Using a wide range of religious, moral and philosophical vocabulary, <b>evaluate</b> religious beliefs, ideas and practices including the significance of religion in the world today.		<b>Demonstrate</b> a historical and cultural understanding of how interpretations of sacred texts and symbolism have developed.	<b>Compare, contrast and evaluate</b> religious and non-religious views, including their own, about human identity and experience using appropriate evidence and examples.	<b>Compare, contrast and evaluate</b> religious and non-religious perspectives, including their own views on a range of ultimate questions, moral and ethical issues using appropriate evidence and examples.	
L8	Using comprehensive religious, moral and philosophical vocabulary, reach <b>well-argued conclusions</b> about the links between religious beliefs, practices and ideas.		<b>Critically evaluate</b> interpretations of religion with reference to historical, cultural, social and philosophical contexts.	<b>Coherently analyse</b> and fully justify their own and others' views on human identity and experience, evaluating examples from a range of different religions and non-religious world views.	<b>Synthesise</b> a range of evidence, arguments, reflections and examples, fully <b>justifying</b> their own views and ideas. <b>Critically evaluate</b> religious and non religious perspectives in relation to a range of ultimate questions, moral and ethical issues.	

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
EP	Using a complex religious, moral and philosophical vocabulary, demonstrate an <b>understanding</b> of the nature of faith and belief. <b>Critically evaluate</b> the importance of religious diversity in a pluralistic society. <b>Analyse</b> the extent to which the impact of religion and beliefs on different communities and societies have changed over time. <b>Evaluate</b> how religious, spiritual and moral sources are interpreted in different ways and provide insights into the principal methods by which religion and spirituality are studied. <b>Synthesise</b> the varied forms of religious, spiritual and moral expression.			<b>Analyse</b> and <b>synthesise</b> a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments and make <b>reasoned judgements</b> about their significance. Give <b>independent</b> , well-informed and highly reasoned <b>insights</b> into their own and others' perspectives on religious, ethical, moral and spiritual issues, providing substantiated and balanced conclusions.		

#### 4. TRANSFER FROM PRIMARY TO SECONDARY

This scheme builds in the knowledge, skills and understanding developed throughout the primary years and encouraged in the Hertfordshire Primary Scheme of Work for RE 2012-2017. The cycle of religions covered in KS3 builds on the cycle at KS2 and the expectation is that most pupils starting KS3 are working at Level 4. The first unit in Year 7 encourages teachers to undertake a transitional assessment task to ascertain students' existing knowledge and understanding. Thereafter, the unit gives students the opportunity to look at the scheme as individuals and reflect on the "religious" environment around them. In addition, Year 7 units further develop concepts of God/gods and Jesus in art which builds on the Year 6 programme.

#### 5. RESOURCES

Throughout the Scheme of Work useful resources have been identified. Please note that resources are constantly changing, with faith communities and others regularly publishing good materials. Whilst we have attempted to keep the resources and links to websites as current as possible, by making this scheme of work available online, we cannot guarantee the availability of the resources recommended in this scheme of work but they will, be available for reference through the Wot-ever Scrap Store.

The Wot-ever scrap store, Unit 6 Bridgegate Centre, Martinfield, Welwyn Garden City, AL7 1JG

Opening Hours: Monday 11am to 3pm, Thursday 12pm to 5pm and Saturday 10am to 12pm. For further details please telephone on 01707 371719 or email [connectclub.scrapstore@virgin.net](mailto:connectclub.scrapstore@virgin.net)

In addition to the RE resources based at the Wot-ever Scrap Store, artefact boxes, big books, videos and many other resources can also be borrowed from:

The Diocesan Resource Centre, Holywell Lodge, 41 Holywell Hill, St Albans, AL1 1HE.

The Resource Centre is open Monday to Friday 8.30am - 4.30pm - for further details please telephone on 01727 818158 or visit [www.stalbanseducation.org.uk/Resources/Resource\\_Centre.htm](http://www.stalbanseducation.org.uk/Resources/Resource_Centre.htm)

The attachments provided in the scheme are all available to copy for classroom use. Some specialist stockists of RE resources are listed below. They are useful for books, posters, DVD's, artefacts etc.

- Artefacts to Order - 01945 428724 / [www.artefactstoorder.co.uk](http://www.artefactstoorder.co.uk)
- Articles of Faith - 0161 763 6232 / [www.articlesoffaith.co.uk](http://www.articlesoffaith.co.uk)
- County Supplies - <https://www.hertsdirect.org/supplies/home.aspx>
- The Festival Shop - 0121 486 3569 / [www.festivalshop.co.uk](http://www.festivalshop.co.uk)
- Religion in Evidence - 0800 318686 / [www.tts-group.co.uk](http://www.tts-group.co.uk)

The Hertfordshire Faith Communities Contact Directory can be downloaded in schools from the RE pages of the Hertfordshire Grid for Learning:- [www.thegrid.org.uk/learning/re](http://www.thegrid.org.uk/learning/re) This contains names of people from the principal faiths who will visit schools or welcome visits from the students.

The RE Department can also be contacted by email:- [nomusa.marowa@hertsforlearning.co.uk](mailto:nomusa.marowa@hertsforlearning.co.uk)

## 6. OVERVIEW OF LONG TERM PLANNING FOR THIS SCHEME OF WORK

RE must be taught in every year group in KS3. The minimum time requirement in the Agreed Syllabus is 36 hours per year. The units in this Scheme of Work are generally 6 hours in length; you may find that some are slightly shorter – this is to give you some flexibility in timings so teachers can pursue topics of interest at greater length if needed and/or adjust their programme to accommodate teaching during the year.

<b>Term</b>	<b>Year 7</b> <b>Christianity Islam Sikhism</b> <b>No updates since previous syllabus</b>	<b>Year 8</b> <b>Christianity Judaism Hinduism</b> <b><i>New Units 8a and 8b updated in line with Hertfordshire Agreed Syllabus of Religious Education 2012-2017</i></b>	<b>Year 9</b> <b>Christianity Buddhism</b> <b><i>New unit 9c Holocaust updated in line with Hertfordshire Agreed Syllabus of Religious Education 2012-2017</i></b>
<b>Autumn</b> (12 hours per term)	<b>7a WHO AM I?</b>  3:5 3:18	<b>NEW</b> <b>8a HOW DO JEWS SHOW COMMITMENT TO THEIR IDENTITY</b> 3.1 – 3.14 (except 3.8, 3.10)	<b>9a A LIFE FOR A LIFE?</b>  3:17 3:18 3:6
	<b>7b GOD FOR ALL FAITHS OR NONE?</b>  3:9 3:17 3:18	<b>NEW</b> <b>8b WHERE DOES THE UNIVERSE COME FROM?</b>  3:17	<b>9b DOES SUFFERING HAVE A POINT?</b>  3:21
<b>Spring</b> (12 hours per term)	<b>7c WHAT IS THE NATURE OF GOD IN ISLAM AND SIKHISM?</b>  3:1 3:2 3:17	<b>8c JESUS – WAS HE A TROUBLEMAKER?</b>  3:3 3:4 3:9 3:20	<b>NEW</b> <b>9c WHY WAS THE HOLOCAUST ALLOWED TO HAPPEN?</b>  3:3 3.18 3.21 3.22

Term	Year 7 Christianity Islam Sikhism No updates since previous syllabus	Year 8 Christianity Judaism Hinduism <i>New Units 8a and 8b updated in line with Hertfordshire Agreed Syllabus of Religious Education 2012-2017</i>	Year 9 Christianity Buddhism <i>New unit 9c Holocaust updated in line with Hertfordshire Agreed Syllabus of Religious Education 2012-2017</i>
	<b>7d JESUS – MAN OR GOD?</b>  3:2 3:3 3:9	<b>8d MOVING ON UP OR GOING ROUND IN CIRCLES?</b>  3:5 3:15 3:17	<b>9d IS IT EVER RIGHT TO FIGHT?</b>  3:20
<b>Summer</b> (12 hours per term)	<b>7e CHRISTIAN JUSTICE : FOR WIMPS OR THE BRAVE HEARTED?</b>  3:3 3:5 3:20	<b>8e IS THERE POWER IN PEACE? GHANDHI, MARTIN LUTHER KING, DESMOND TUTU</b>  3:3 3:13	<b>9e WHAT’S THE SECRET OF A HAPPY LIFE?</b>  3:1 3:3 3:5
	<b>7f HOW DO WE KNOW WHAT’S RIGHT OR WRONG?</b>  3:5 3:10 3:18	<b>8f WHAT MAKES A JOURNEY SPECIAL?</b>  3:7 3:8 3:10	<b>9f DO ANIMALS HAVE RIGHTS?</b>  3:18 3:19

## **7. ACKNOWLEDGEMENTS**

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# Year 7

**Christianity**

**Islam**

**Sikhism**

**Unit 7a      Who Am I?**

**Unit 7b      God for all faiths or none?**

**Unit 7c      What is the nature of God in Islam and Sikhism?**

**Unit 7d      Jesus – Man or God?**

**Unit 7e      Christian justice: for wimps or the brave hearted?**

**Unit 7f      How do we know what's right or wrong?**



YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning: (see Hertfordshire Agreed Syllabus pages 23-25)
<p><b>YEAR &amp; AUTUMN TERM</b> Unit number: 7a Who am I?</p> <p>This unit is about why I am special and unique and how I belong to the community.</p> <p style="text-align: right;"><i>(6 hours)</i></p>	<p><b>AT 1 (Level 4-5)</b></p> <ul style="list-style-type: none"> <li>Explain how beliefs are reflected in the practices and lifestyles of a Christian, Muslim or Sikh. Explain how this helps religious believers to belong to a community</li> </ul> <p><b>AT 2 (Level 5)</b></p> <ul style="list-style-type: none"> <li>Express their own views on the rules by which they live their life. Respond to the views of religious believers on what rules they follow and explain how these affect the way they live</li> </ul>	<p>PoS Reference No.</p> <p><b>3:5</b> about and reflect on the way in which belonging to a religion affects a believer's lifestyle;</p> <p><b>3:18</b> to explore and acknowledge the basis of their own beliefs and values;</p> <p><b>3:6</b> about the beliefs associated with the main features of places of worship;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>VARIOUS STARTING POINTS FOR STUDENTS TO THINK ABOUT 'WHO AM I?'</b> (1 hour)</p> <ul style="list-style-type: none"> <li>What's in a name? Teacher writes their name in centre of board, explains origin and meaning/what they like or dislike about their name/common misspellings and nicknames - students add names around outside and repeat the exercise, each introducing themselves.</li> <li>Sit students in a circle, challenge students to move and sit according to alphabetical order of names, birth-date or height, in silence, if possible.</li> <li>Talk to person next to you about a selected topic, e.g. the people they live with/the place where they live/hobbies/likes/dislikes/character traits/a memory / beliefs/skills/fears/ambitions and remember things about them to share with the group.</li> </ul> <p><b>WHY AM I UNIQUE AND SPECIAL? (1 hour)</b></p> <ul style="list-style-type: none"> <li>What are the four most important things about you: x makes me happy, x makes me annoyed, I like doing x by myself and I think about x most when I am alone. Begin with the statement 'I am special and unique because ...'. Read several statements at random and allow students to guess the author.</li> </ul>		<p>It is advisable to include a transitional assessment task to find out students' existing knowledge - this could be a quiz.</p> <p>Note: Restrict this part of the work. It is not the main purpose of RE.</p> <p>P34-36, 'Active Resources in Christianity,' Phil Grice (Heinemann 1999, ISBN 0-435-30372-4).</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>WHO IS MY NEIGHBOUR? (1 hour)</b></p> <ul style="list-style-type: none"> <li>How do we fit into our community? Relationship/local community. Me - family/extended family/friends/local community/world. Who do you see regularly?</li> <li>Map of local area. This could be a class or group activity. Colour the location of your house. Where are the following: shops, religious buildings, sports centres?</li> </ul> <p><b>HOW DO LOCAL SERVICES REFLECT THE NEEDS AND WANTS OF LOCAL RELIGIOUS COMMUNITIES? (2 hours)</b></p> <ul style="list-style-type: none"> <li>Draw on previous knowledge of how we can recognise a Christian, Muslim or Sikh.</li> <li>Focus beyond appearance to practices and lifestyles. Show, from a range of images, that it is possible to belong to a religious group, e.g. Sikhism without being a 'Khalsa' Sikh and showing all of the outward signs.</li> <li>Local survey of supermarkets - kosher/halal shops (link to numeracy).</li> <li>Religious buildings as a place of worship. Church - Do Christians always go to church to pray? Explain how the Gurdwara/Mosque is more than a place of worship. Explain how religious buildings are used by a community.</li> </ul> <p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <p>AT1 Explain what is involved in belonging to a faith community in terms of lifestyle and practice.</p> <p>AT2 By what rules do you live your life? How would being part of a religious community effect your lifestyle?</p>	<p><i>See relationship web</i> in 'Christianity in Today's World' - Claire Clinton <i>et al.</i> John Murray. ISBN 0-7195-7193-6</p> <p>Map of all areas can be found on the Hertfordshire grid Intranet.</p> <p>Cartoon in 'Weaving the Web' of a typical high street showing different religious communities.</p> <p>Video: Sikhism - Community &amp; Diversity - BBC Belief File.</p> <p>Virtual tours of local places of worship: Hertfordshire Grid for Learning RE site in the student resources of the RE Section.</p> <p><a href="http://www.thegrid.org.uk">www.thegrid.org.uk</a>  <a href="http://www.theresite.org.uk">www.theresite.org.uk</a>  CD ROM 'Aspects of Religion'  CD ROM 'Encarta 2000 Delux Edition'</p> <p>What makes a Gurdwara special to Sikhs?  'Religion for Today,' Chris Wright p90.</p> <p>Invite visitors from local faith community. See Hertfordshire Faith Communities Directory in RE Curriculum on the Hertfordshire Grid.</p>


YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning: (see Hertfordshire Agreed Syllabus pages 23-25)
<p><b>YEAR 7 AUTUMN TERM</b> Unit number: 7b God for all faiths or none?</p> <p>This unit is about how God is understood and revealed and whether God's existence can be proven.</p> <p style="text-align: right;"><i>(8 hours)</i></p>	<p><b>AT 1 (Level 4-5)</b></p> <ul style="list-style-type: none"> <li>Explain some of the differing ways people argue for and against the existence of God</li> <li>Explain how religious beliefs and ideas can be expressed in a variety of forms using correct terminology</li> </ul> <p><b>AT 2 (Level 4-5)</b></p> <ul style="list-style-type: none"> <li>Explain their own ideas and beliefs in relation to a range of ultimate questions</li> <li>Explain why there are differences between their own and other people's ideas about ultimate questions</li> </ul>	<p>PoS Reference No.</p> <p>3:9 about different ways of expressing meaning; 3:17 to develop their thinking about ultimate; questions and human responses to them realising that there are no easy answers; 3:18 to explore and acknowledge the basis of their own beliefs and values;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>IS MY GOD YOUR GOD? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Question students prior to starting this unit. <i>'A big religious question is about what God is like. What are your own thoughts and beliefs about God?'</i></li> <li>Truth or dare-How do students decide what is true?</li> <li>True or false quiz. Provide a list of questions which students can answer true or false. Include a few that are historical fact, a matter of opinion, faith. Discuss and agree what is fact, fiction and faith.</li> <li>Take the statements made by students in the Secondary Schools PCfRE questionnaire (Faith in the Future) or their responses made to the question above, ask students to colour code them- red 'I disagree', orange 'not sure', green 'I agree'.</li> <li>Compare traffic light system in small groups. Discuss responses focusing their thoughts on religious truth. Students explain their views on the statements with which you most and least agree.</li> </ul>		<p>This unit has been adapted from QCA Unit 7a. This is an excellent scheme, which provides tried and trusted tasks.</p> <p><a href="http://www.standards.dfes.gov.uk/schemes2/secondary_RE/rel7a">www.standards.dfes.gov.uk/schemes2/secondary_RE/rel7a</a></p> <p>"Faith in the Future" - RE Today. An anthology of writing from the Nation RE Festival Questionnaire PCfRE 1998 ISBN 1085100-136-00.</p> <p><i>Stress to students that they should keep an open mind and can discuss the idea of God even if they are not religious.</i></p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>DOES SCIENCE DISPROVE THE EXISTENCE OF GOD? (3 hours)</b></p> <ul style="list-style-type: none"> <li>Investigate cause and effect (e.g. snooker balls/dominoes).</li> <li>Use stories from Creation/Evolution to outline arguments for the origin of the earth.</li> <li>Discuss students' own ideas about how they think the earth came to be here. How far is it necessary to prove things beyond a reasonable doubt? Outline the cosmological argument for the existence of God.</li> <li>God as a designer, explain the Teleological - Design Argument.</li> <li>Ask students to reflect on moments when they have experienced a feeling of awe in nature, bring images that support their ideas.</li> <li>What characteristics can the group assign to a God of these creations?</li> <li>Examine Psalm 19, 1-4. Discuss whether or not the psalmist believes in a designing God - give reasons. Discuss what students think about the design argument pros and cons.</li> </ul> <p><b>DOES EVIL DISPROVE THE EXISTENCE OF GOD? (1 hours)</b></p> <ul style="list-style-type: none"> <li>Are all things bright and beautiful? Ask students to collect current newspaper articles, which may show design faults in nature - e.g. pain, suffering, earthquakes, volcanoes, etc.</li> <li>Use a writing framework based on the hymn 'All Things Bright and Beautiful' to record ideas.</li> <li>Discuss these events, in the light of the argument from design, in groups. Two ideas that will weaken it and two which support it.</li> <li>Can the natural world reveal God? Record answer as a written summary.</li> </ul> <p><b>HOW DO I SEE GOD? (2 hours)</b></p> <ul style="list-style-type: none"> <li>Write a poem/ paint/ draw/ collage /compose a piece of music or monologue to explain their understanding of the characteristics of God, e.g. omnipotent, omniscient, timeless, omnipresent.</li> <li>Complete the statements, if God was (for example) a flower; colour; plant; tree; mineral; food; building; light; animal; drink; item of clothing, character from a film. God would be ..... because .....</li> <li>Students develop a belief line. Mark on a line, at the start, a childish idea of God which they held, a memory of their beliefs when they were younger, an idea of God learnt in Primary school, their newest thought about God. Beyond the line write 2 or 3 ideas which they have considered but rejected.</li> <li>Complete a personal probability line based on their concepts of God.</li> </ul>	<p>'Listening to young people in Secondary Religious Education'.</p> <p>'RE Today' - What do they say about God? Agnostics, Atheists and Muslims - pages 5-6 (PCfRE).</p> <p><i>Generally: Buddhists don't believe in God. Hindus worship many deities. Christians, Muslims, Jews and Sikhs have one God. Muslims are offended by images of God.</i></p> <p>'Looking for God' (and others in this series), Robert Kirkwood, ISBN 0-582-20255-8 (Longman). Interesting tasks and discussion questions.</p> <p>'New Methods in RE, an experimental approach' (page 112).</p> <p>'Puzzle of God' by Peter Vardy (1990), Fount, ISBN 0-00-627965-1.</p> <p>Jostein Gandeer 'Hello? Is there anybody there?' 1997, Orion. ISBN 1-85881-623-8.</p> <p>Chapter 8 'Does God exist?' in 'The Philosophy Files' Stephen Law.</p> <p>Units 2-4 from 'Some Hard Questions' by Chris Wright. These would be very useful for this unit.</p> <p>Framework provided in 'Listening to young people in Secondary Religious Education', 'RE Today,' What do they say about God? Agnostics, Atheists and Muslims', pg. 8, (PcfRE).</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <p>AT1 Using examples you have studied, explain different religious responses to the nature of God. What are your own thoughts and beliefs about God? Why do you think that your ideas differ from the ideas that other people express?</p> <p>AT2 Identify the strengths and weaknesses of the arguments for the existence of God through discussion and in writing.</p>	

How does a Muslim belief in life after death affect their attitude and behaviour?

Complete the following chart

	The possible effect of believing in life after death and the Day of Judgement on your attitudes to ...	On a Muslim teenager's actions ...
<b>Bereavement</b>	When someone dies ...	At my Grandfather's funeral, a Muslim teenager would ...
<b>Honesty</b>	It stops you from ...  because ...	When they find a mobile phone at school, they would ...
<b>Possessions</b>	When I want to buy new things I ...	When they think about what they want for their birthday ...
<b>Suffering</b>	Muslims believe that life is a ....  Their attitude to suffering is ....	When they have a problem ...
<b>Personal responsibility</b>	It makes you think about ... and your responsibility towards ...	When deciding what to do after school and at weekends, they would ...

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<p><b>YEAR &amp; SPRING TERM</b> Unit number: 7c What is the nature of God in Islam and Sikhism?</p> <p>Muslim and Sikh beliefs about God and the role of God in society today.</p> <p style="text-align: right;">(8 hours)</p>	<p><b>AT 1 (Level 4-5)</b></p> <ul style="list-style-type: none"> <li>Students will gain an understanding of the ways in which people express their beliefs, experience and understanding of God in a variety of ways</li> <li>Understand some of the key concepts about God in Islam and Sikhism</li> <li>Compare different concepts of God and consider the impact of belief and show how it makes a difference to the lives of individuals</li> </ul> <p><b>AT 2 (Level 5)</b></p> <ul style="list-style-type: none"> <li>Students will evaluate whether they think people are all equal</li> </ul>	<p>PoS Reference No.</p> <p>3:1 key beliefs of major religious systems; 3:2 believers' understanding of the nature of God/gods; 3:17 to develop their thinking about ultimate questions and human responses to them, realising that there are no easy answers;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHAT DO YOU BELIEVE? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Give the students 6 statements such as: Why am I alive? What will happen when I die? Is there no God, one God or many gods? Is one religion right? Are the others wrong? What does it mean to lead a good life? Is God male, female or neither? Ask students to organise the statements into a pyramid or a diamond, with the most important question at the top. Ask students to suggest their own answers to the questions? Students could then select three of their answers and suggest how a person might behave.</li> <li><i>Extension:</i> Ask students to suggest answers to the questions if they were a Muslim, a Sikh, an agnostic or an atheist.</li> <li>In groups of 4-6, give students 40 'I believe ...' statements and a game board with strongly disagree and strongly agree at opposite ends (See notes section for resources). Students then turn over a card each and decide whether they disagree or agree with it and place it on the board. They must explain the reason for their view.</li> <li><i>Extension:</i> You could ask students to select 5 with which you think a Sikh would agree and 5 with which a Muslim would agree.</li> </ul>		<p><b>UNDERSTANDING HOW MUSLIMS &amp; SIKHS VIEW GOD</b></p> <p>The statements could come from the 'Faith in the Future' booklet or from Lat Blaylock's Game 'Beyond Belief.'</p> <p><i>Alternatively students could interpret pieces of music to understand the artist's beliefs about God and the role of God in society today. Students listen to a piece of music and in groups discuss and feedback to the class: What does the artist believe about God? What message is the artist giving about God? Does the artist tell us how God wishes us to behave? Does this view reflect today's society? Do you agree with this portrayal of God?</i></p>



SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>HOW DO MUSLIM BELIEFS BUILD A COMMUNITY? (2 hours)</b></p> <ul style="list-style-type: none"> <li>• Starter activity. Ask students to think of 3 activities they do in a group. Why is it important to do certain things in groups rather than alone? What feelings does belonging to a group create? How does school create a sense of community, e.g. school uniform, sports day, rewards?</li> <li>• How do The Five Pillars help to build a sense of community? Provide students with source material about The Five Pillars (N.B. This builds on the Year 3 Primary SOW). Make sure they understand what charity, fasting and pilgrimage mean. Design a table with The Five Pillars in one column and how they provide a sense of community on the other. Get students to fill in the columns. Explain the Muslim concept of Ummah. Discuss how The Five Pillars could make a better society. How would school be different if everyone followed The Five Pillars? Design an event to increase community spirit in school.</li> </ul> <p><b>WHAT DOES WAHEGURU MEANS FOR SIKHS? (½ hour)</b></p> <ul style="list-style-type: none"> <li>• Analyse the statements of the Mool Mantar (Appendices). This could be done using any of the methods described for the Al-Fatihah.</li> </ul> <p><b>HOW DO SIKH LIFE AFTER DEATH BELIEFS AFFECT HOW THEY LIVE? (½ hour)</b></p> <ul style="list-style-type: none"> <li>• Give each student a transmigration picture from text book and in pairs get them to brainstorm what it tells us about how Sikhs understand the life/death process. Students then feedback their responses and these are written on the board. The aim is to tease out the key concepts of transmigration/re-birth/soul. Students could demonstrate their knowledge by writing an answer to the question, 'What do Sikhs believe happens to people when they die?'</li> </ul>	<p>Key words:</p> <p>Islam: Allah, eternal, transcendent, monotheism, revelation, creator, soul, niyyah, ummah,</p> <p><i>Suggested pieces of music: U2, 'Pride', Robbie Williams, 'Angels', Christians, 'Harvest for the World', Lauryn Hill, Black Grape, 'Father, Son and Holy Ghost', Yes, 'Holy Lamb', Belinda Carlisle, 'Heaven is a Place on Earth', Handel, 'Messiah', Nanci Griffith, 'From a Distance', Joan Osbourne, 'One of Us', Godspell.</i></p> <p>Be wary of teaching Christianity through Islam. Define 'imminent' and 'transcendent'.</p> <p><i>Alternatively, give students a copy of the Al -Fatihah and ask them to highlight the key beliefs. Then ask them to suggest meanings for each of these beliefs. Finally students could be given 6-7 cards which have quotations from Muslims about what the Al-Fatihah means for them. They then have to match the cards with the different statements. (See 'Islam in Today's World' pp2-3 Student book and p19 Teacher resource book.)</i></p> <p>Key words:</p> <p>Sikhism: Waheguru, transmigration reincarnation, sewa, Vand Chhakna, Kirat Varni.</p> <p>Waheguru - is the Sikh expression for 'Wonderful Lord.'</p> <p>QCR 8D: What does God mean to Sikhs?</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>HOW DO SIKH BELIEFS HELP THE COMMUNITY TO TREAT PEOPLE EQUALLY?</b> (1 hour)</p> <ul style="list-style-type: none"> <li>Sikhs believe that all people are equal. Guru Nanak taught that people should be involved in making the world a better place by doing 4 things: sewa; Vand Chhakna; protecting people against injustice and Kirat Karni. If everyone were to follow these Sikh guidelines would it create an ideal society? List 5 problems in the world and explain how you think a Sikh would try to solve them. Then either get the students to imagine a snakes and ladders game or have one on the OHP. With a counter and a large die borrowed from the Maths dept (if possible) get the students to suggest what actions would send a Sikh down a snake, what actions would send a Sikh up a ladder. Design their own snakes and ladders board and write in 5 things which would send a Sikh down and 3 which would move them up.</li> </ul> <p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <p>AT1 Students complete a chart to compare Islam and Sikhism beliefs and their affect on attitudes and behaviour. Sections to compare would include: belief about God, life after death belief. This could then be used as a writing frame for an essay, poster or brochure.</p> <p>AT2 Have a class debate on, 'The world would be a better place if everyone was treated equally.' Students could take on different roles: Muslim, Christian, Sikh, agnostic, atheist, themselves. Students should use teachings to help them argue their case. You may want to give them cards with prompts to help them.</p>	<p>Sikh Experience,' Hodder &amp; Stoughton, P16 and P17. For details on these four teachings see 'Religions in the World' pp85- 87.</p>

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<p><b>YEAR &amp; SPRING TERM</b> Unit number: 7d Jesus – Man or God?</p> <p>This unit is about investigating Jesus' humanity and divinity.</p> <p style="text-align: right;">(7 hours)</p>	<p><b>AT 1 (Level 4-5)</b></p> <ul style="list-style-type: none"> <li>Understand how Jesus is believed to be God incarnate</li> <li>Reflect on how looking at Jesus gives Christians their ideas about what God is like</li> <li>Explore how this idea affects the lives of believers</li> <li>Be able to discuss the views of others about Jesus</li> <li><b>AT 2 (Level 4-5)</b></li> <li>Formulate their own answers to the key question using evidence and argument</li> </ul>	<p>PoS Reference No.</p> <p>3:2 believers' understanding of the nature of God/gods;</p> <p>3:3 about the lives of key religious figures and the way in which they are regarded as sources of authority and inspiration by religious communities today;</p> <p>3:9 about different ways of expressing meaning;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHO WAS JESUS? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Review class knowledge about the life of Jesus, e.g. timeline of events/miracles/parables or concept map.</li> <li>Starter task - 'Jesus, this is your life'. Imagine Jesus was going on 'This Is Your Life', who would go and speak about him? Compile information on Jesus' early life; life as a teenager, ministry and death. Example: Mary, Joseph, the Kings, Apostles, healed people, Roman soldiers.</li> <li>This can be either a collection of written work or a role-play/ presentation.</li> <li>Using images of Jesus from a variety of cultures and artists, place all pictures on display in the room. Students pick one to which they feel drawn.</li> <li>In small groups, students discuss the image they have chosen and read about its history.</li> </ul>		<p><i>This unit seeks to show Jesus as a man rooted in history and then explores images of that man and how Christians believe that he was chosen to act on behalf of God. The term 'chosen one' means Christ. Christians believe that Christ speaks to everyone, in the works of art artists reflect their own cultural and spiritual concerns. Clarify the point that Christ can transcend all cultures.</i></p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>WHAT DID JESUS LOOK LIKE? (2 hours)</b></p> <p>Target questions: - Why does your image appeal/ repulse you? What drew you to your choice? Have you seen the picture before? How many chose a picture of Jesus as he might have looked in Palestine in the first century? Suffering Jesus? European Jesus? African/Asian Jesus? Jesus of history/Christ of living faith today? Is this image coherent and consistent with its time? Which student chose a representation of his earthly ministry? In what way does the image chosen connect to your faith journey now?</p> <ul style="list-style-type: none"> <li>Students are given a brief to give a talk/assembly to Year 7 parents about the image of Jesus in art.</li> <li>Using various search engines, e.g. Lycos, Yahoo, etc, students download images and write their presentations. Powerpoint can be used and art galleries' websites accessed.</li> </ul> <p><b>WAS JESUS REALLY GOD? (2 hours)</b></p> <ul style="list-style-type: none"> <li>Students should be taught that Christians believe that God became man and this is what they call the incarnation. Christians believe that Jesus Christ was both fully human and fully divine. This shows that God shared human existence and, therefore, understands from first hand experience humankind problems.</li> <li>Revise skills in finding Gospel references and locating chapter and verse, quiz students in order to find the references given. Suggested texts Matthew 1<sup>20-23</sup>; 3<sup>17:5</sup>; Mark 1<sup>11</sup>; 9; Luke 1<sup>31-35</sup>; 2<sup>26</sup>; 5<sup>20-24</sup>; 8<sup>23-25</sup>; John 1<sup>13</sup>; 17<sup>1-2</sup>.</li> <li>In groups, using the Gospel references given, construct a chart which divides 'evidence for being human' and 'evidence for being divine.' Be a detective looking for clues in the text, select relevant quotations. Feedback to whole class.</li> <li>Examine the images of Jesus through film. Through which techniques does the director/producer highlight Jesus' humanity and divinity? (E.g. set, costume, make-up, lighting, camera view and focus). Select a scenario, e.g. Jesus is baptised by John the Baptist: compare various scenes of the same event from the recommended list of films to an original Gospel account.</li> <li>To what extent are these films accurate portrayals of what Christians believe about Jesus today?</li> <li>Listen to the lyrics from Judas' song 'Jesus Christ Superstar' these can be explored to see a contrasting view about Jesus' divinity.</li> <li>Why is the idea of the incarnation important to Christians? How else could Jesus have come?</li> </ul>	<p>'Lat Blaylock, 'Picturing Jesus' (Worldwide). 'Contemporary Artists,' CEP, ISBN 1851001425. Art pack or other packs containing artist impressions; Art Link; ICT Link. The Image of Christ - National Gallery Company Ltd. ISBN 1085709-292-9 Jesus through Art' - Margaret Cooling RMEP ISBN 185175119X. 'Son of God' BBC (video) show reconstruction of Jesus' face. 'Seeing Salvation' pack <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>. 'Images of Jesus in Art' - Margaret Cooling BBC ISBN 1901710254 (booklet) 1901710246 (video). See attached sheet - 'Asking Questions.'</p> <p>ICT Links</p> <p>Chris Wright, 'Key Christian Beliefs' pages 48/49. Miracles: Lk. Ch1 1-2, Mt. Ch 102, Infancy narratives:- Jairus' daughter raised to life - Mt 9<sup>18-36</sup>; Mk 5<sup>21-43</sup>; Lk 8<sup>40-56</sup> Calming of storm - Mt 8<sup>23-27</sup>; Mk 6<sup>45-41</sup>; Lk 8<sup>22-25</sup> Walks on water - Mt 14<sup>22-33</sup>; Mk 6<sup>45-52</sup>; Jn 6<sup>16-21</sup> Christianity; Strathclyde Religious Studies; Incarnation sheets may be helpful here. 'Exploring Christianity: Jesus and the Birth of the Church' by Gwyneth Windsor and John Hughes, Heinemann 0 435 30270: pgs. 8 and 9, Ch 2. 'Meet the Messiah.' Videos:- For example, Franco Zeffirelli's 'Jesus of Nazareth,' Pier Paolo Pasolini's 'The Gospel According to St Matthew,' 'The Greatest Story Ever Told' (United Artists). Andrew Lloyd Webber and Tim Rice, 'Jesus Christ Superstar' (video and music).</p>

<ul style="list-style-type: none"> <li>Give students source materials on atheist, Muslim and Jewish views about Jesus. Students could debate the key question, 'Was Jesus God or man?' The class could be divided into groups: atheists, Muslims, Jews, Christians. Each group has to formulate a response using material from the lessons.</li> </ul>	<p>'Jesus Christ Movie Star' - CTVC available at Wheathampstead Development Centre.</p> <p>Concluding points- If God can become man this means that human life is special/sacred. God knows what it is to be fully human, which means Christians believe in a God who is personal to them.</p>
<p><b>ASSESSMENT OPPORTUNITY (1hour)</b></p> <p>AT1 Explain how the incarnation of Jesus is a significant belief for Christians.</p> <p>AT2 Explain why some religions would disagree with the idea of God becoming man.</p> <p>(This can draw on their knowledge from unit 7c)</p>	

## ASKING QUESTIONS

- In pairs, look carefully at your painting. Discuss what you think it is about.
- Now answer the following questions. Give reasons for your answer.

1. What do you see?

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2. Who are the people in the painting?

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3. What are the important people doing?

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4. What time of day is it?

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5. Pick out one person. Look at his/her face. What do you think they are thinking?

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6. If there are any bystanders in the painting, what are they there for?

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7. On whose side is the painter?

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8. What does this painting make you feel like?

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9. Give the painting a really interesting title.

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YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning: (see Hertfordshire Agreed Syllabus pages 23-25)
<b>YEAR &amp; SUMMER TERM</b> Unit Number: <i>7e</i> Christian Justice: for wimps or the brave hearted?  This unit is about what does Jesus' example mean for Christians today?  <i>(7 hours)</i>	<b>AT 1 (Level 4-5)</b> <ul style="list-style-type: none"> <li>Understand Christian teachings and beliefs about Justice</li> <li>Identify how Christians could be affected by the example of Jesus</li> </ul> <b>AT 2 (Level 4 -5)</b> <ul style="list-style-type: none"> <li>Reflect in the importance of love and forgiveness in their lives</li> </ul>	PoS Reference No.  3:3 about the lives of key religious figures and the way in which they are regarded as sources of authority and inspiration by religious communities today; 3:5 about and reflect on the way in which belonging to a religion affects a believer's lifestyle; 3:20 about issues relating to fairness, justice and duty, within society and the world;
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<b>WHAT DO CHRISTIANS MEAN BY LOVE? (2 hours)</b> <ul style="list-style-type: none"> <li>In pairs students define the word 'love.' Share ideas with the class. Ask students how people show love: To whom do they show it? To whom would they not show it to? Brainstorm the different uses of the word 'love.'</li> <li>Introduce 4 Greek terms: <i>storge</i>, <i>agape</i>, <i>eros</i> and <i>philos</i>. Categorise their suggestions under each of the headings. Look up 1Cor 13:4-7. This passage defines <i>agape</i> love. Students could highlight the different definitions. Then either write a poem to sum up the Christian understanding of <i>agape</i> or write down personal examples when they have shown <i>agape</i> love. They could also think of times when they have done the opposite and suggest what they could have done instead.</li> </ul> <b>HOW DO CHRISTIANS SHOW JESUS' LOVE TODAY? (3 hours)</b> <ul style="list-style-type: none"> <li>Read the story of the Good Samaritan (Lk10:25-37). Students need to understand the historical conflict between the Jews and the Samaritans. What was unjust about the situation before the Samaritan came along? What does this story teach about love?</li> </ul>		QCA Unit 7b. This is an excellent scheme which provides tried and tested tasks. <a href="http://www.standards.dfee.gov.uk/schemes2/secondary_RE/rel7b">www.standards.dfee.gov.uk/schemes2/secondary_RE/rel7b</a> The text book 'Jesus for Today' has a nice cartoon strip. 'Jesus for Today,' Chris Wright. Or p48-49, 'This is RE,' Cath Large. To help students appreciate the tension between Jews and Samaritans, you may wish to compare the story with Tottenham and Arsenal supporters. Videos: Tear Fund : Ikengenza. Mother Theresa (Available from Wheathampstead). Chasing the Dragon, Jackie Pullinger.



SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<ul style="list-style-type: none"> <li>Students then summarise the Christian beliefs suggested by the reference. Which of these beliefs are unique to Christianity? Which are shared with any other religions? What examples does Jesus give for putting these teachings into practice?</li> <li>Provide students with a range of sources which relate to these teachings. Ask them to match the teachings with the sources. Discuss the different ways Christians have been affected by these teachings.</li> <li>Watch a video of a modern day example of love in action, e.g. Tear Fund, Jackie Pullinger, Mother Theresa. As the students watch, they are to note down ways in which the organisation/person shows love in action.</li> <li>Students could write up their research under the title, 'How Jesus showed love in his life and what I think these stories teach Christians today.' Or they conduct extra research as homework and produce a large poster as a group: 'Christian love in action.'</li> </ul> <p><b>HOW DO CHRISTIANS PUT JESUS' TEACHING ON FORGIVENESS INTO PRACTICE? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Ask the students if there is anything they could not forgive. Why do they think it is important to forgive? What are possible reasons for not forgiving?</li> <li>Watch video, 'Taking Issue: Forgiveness.' There are three parts. Show the first and second parts, each time pausing to ask the following question: What were the reasons for whether they forgave or not? What do you think of their reasons? Do you agree with one person? Do you disagree with any of them?</li> </ul> <p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <p>AT1 Poster explaining 'Love in Action.'</p> <p>AT2 Written task: 'Is it always possible to forgive?' Students draw round their hands. On the fingers of the left hand students fill in 5 arguments why it is possible to forgive. On the right hand students fill in 5 arguments why is not always possible to forgive. Then they add a paragraph about what they think.</p>	<p>See Ch. 'A Man with a mission Jesus for Today,' Chris Wright.</p> <p>Video, 'Jesus of Nazareth,' Zeffirelli -immediately after Jesus' baptism where Jesus reads the Isaiah passage.</p> <p>A cartoon account of Oscar Romero in 'Christianity in Today's World' by Claire Clinton <i>et al.</i></p> <p>John Murray RMEP produce a number of booklets in the 'Faith in Action' series.</p> <p>BBC Video: 'Taking Issue : Forgiveness.' There is a work-book which accompanies this video. A copy is at Wheathampstead Development Centre.</p> <p>Ch 4 'What does Justice mean for Christians?' ('This is RE' by Cath Large.)</p> <p>Unit 2 'Christianity in the world' in 'Religions in the World' by Chris Wright.</p> <p>An example of the hands is available on the Herts RE Gifted and Talented website.</p>

# Agape Love

Biblical references	Headline		The Christian beliefs in this reference
Lk6:27 ➡			
Lk6 32 ➡			
Lk6 35 ➡			
Lk 7:5 ➡			
Lk7:42 ➡			
Lk 10:27 ➡			
Mtt5:43-46 ➡			
John 3:16 ➡			
John 13:34 ➡			
John 15:13 ➡			

**Love your enemies**

**Don't just love your friends**

*A new command  
Love all*

**Be prepared to die for it**

**Your neighbour  
could be anyone**

**God led by example**

**God helps those who put  
agape into practice**

**Don't expect anything in return**

Luke 6:27

'**Love** your enemies, do good to those who hate you.'

Luke 6:32

If you **love** those who **love** you, what credit is that to you? Even sinners **love** those who **love** them.

Luke 6:35

**Love** your enemies, do good to them, and lend to them without expecting to get anything back.

Luke 7:5

This man deserves to have you do this because he **loves** our nation and has built our synagogue.

Luke 7: 41-43

<sup>41</sup>Two men owed money to a certain money-lender. One owed him five hundred denarii, and the other fifty. <sup>42</sup>Neither of them had the money to pay him back, so he cancelled the debts of both. Now which of them will **love** him more?'

<sup>43</sup>Simon replied, 'I suppose the one who had the bigger debt cancelled.'

'You have judged correctly.' Jesus said.

Luke 10:27

'**Love** the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbour as yourself.'

Matthew 5:43-46

<sup>43</sup>You have heard that it was said, '**Love** your neighbour and hate your enemy.' <sup>44</sup>But I tell you: **love** your enemies and pray for those who persecute you ... <sup>45</sup>He causes his sun to rise on the righteous and the unrighteous. <sup>46</sup>If you **love** those who **love** you, what reward will you get?

John 3:16

'For God so **loved** the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.'

John 13:34

'A new command I give you: **love** one another. As I have **loved** you, do you must **love** one another.'

John 15:13

Greater **love** has no one than this, that he lay down his life for his friends.

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<p><b>YEAR 7 SUMMER TERM</b> Unit Number: 7f How do we know what's right or wrong?</p> <p>What influences people about what is right or wrong? Christian and Muslim perspectives.</p> <p style="text-align: right;">(7 hours)</p>	<p><b>AT 1 Level 4-5</b></p> <ul style="list-style-type: none"> <li>Compare and contrast the similarities and differences between Muslim, Christian and their own decision making</li> </ul> <p><b>AT 2 LEVEL 4-5</b></p> <ul style="list-style-type: none"> <li>Ask questions about matters of right and wrong and suggest answers which show understanding of moral and religious teachings</li> </ul>	<p>PoS Reference No.</p> <p><b>3:5</b> about and reflect on the way in which belonging to a religion affects a believer's lifestyle;</p> <p><b>3:10</b> the various ways people express their religious beliefs, both cultural and personal;</p> <p><b>3:18</b> to explore and acknowledge the basis of their own beliefs and values;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>HOW DO WE KNOW WHAT IS RIGHT OR WRONG? (possible starting activities)</b> (2 hours)</p> <ul style="list-style-type: none"> <li>Show a video clip where a person has the choice to do the right or wrong thing, e.g. the scene where 3 boys are tempted to steal food from a bakery ('Taking Issue,' Wealth and Poverty). Pause the video when the boys are standing outside the shop deciding what to do. Ask the students what they think is the right thing to do and why? What do they think happens next. Play until they are caught by the police. Pause and ask what punishment would they give? Should they have broken into the shop on this occasion? Has anybody changed their mind? Why?</li> <li>What influences us in our decision making? Use a copy of 'Moral Ocean' from 'Christianity in Today's World.' Ask students to decide which islands are important influences on them? Repeat the exercise for Muslims and Christians.</li> </ul> <p><b>WHAT DIFFERENCE DOES IT MAKE TO A COMMUNITY TO OBSERVE THE SHARI'AH?</b> (2 hours)</p> <ul style="list-style-type: none"> <li>Explain to students that Muslims follow a code of behaviour called The Shari'ah. They believe that this law has been given by Allah. It affects how a Muslim thinks and how they live. In Islamic countries, the law of the state is based on The Shari'ah.</li> <li>Give students a copy of The Shari'ah and ask them to think of examples of the differences such laws would make to everyday life.</li> </ul>		<p>BBC, 'Taking Issue Wealth and Poverty.'</p> <p>'Christianity in Today's World' by Claire Clinton <i>et al.</i>, John Murray. Also in, 'Judaism in Today's World' and 'Islam in Today's World.'</p> <p>For a copy of The Shari'ah see p 52-53 'Religions in the World' by Chris Wright, OUP. p40 Teachers resource book: 'Religions in the World' by Chris Wright, OUP.</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<ul style="list-style-type: none"> <li>Research a Muslim country and find out what rules they have and how they are based on the Shari'ah. Students could also do a news search and find out modern case studies of people who have broken these rules and what has happened to them. They could write up their findings in a brochure guide for a tourist visiting that country showing how to behave when they are there.</li> <li>Discuss how would The Shari'ah affect how the following people work: a Muslim teacher, doctor, Government minister, shopkeeper. In what way is Islam a complete way of life? On the one hand ... On the other hand ...</li> </ul>	<p>See attached</p>
<p><b>WHAT IS SIMILAR AND DIFFERENT BETWEEN MUSLIM AND CHRISTIAN CODES OF CONDUCT? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Provide students with a copy of The Ten Commandments and The Shari'ah. First ask them to identify any words that they do not understand. Secondly ask them to highlight in one colour what is similar. In another colour highlight what is different. Which of these guidelines would they find most difficult to follow and why? Choose either The Shari'ah or The Ten Commandments and give examples of times when you have followed or broken each of the guidelines. If you had broken them, explain what the possible outcomes could have been if you had followed them instead. Would the results have been different? How? Would it have been difficult to follow the code? In what ways?</li> </ul>	
<p><b>HOW DOES FOLLOWING A CODE OF CONDUCT AFFECT YOUR LIFE? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Divide the class into groups and number them 1-3. Explain to the students that they are in The Big Brother House for 7 weeks. There are three Big Brother (BB) houses. The rules in each house are different. The group in House 3 will have to create their own rules. Those in BB House 1 have to follow Islamic rules, those in BB House 2 have to follow Christian rules. These are the tasks for each: 1. Write a code of 10 laws or rules that would apply to your house. 2. Create a slogan or logo to advertise your house. 3. Discuss how the people in your house would deal with the following situations: See resource sheet. Come back together as a class and feedback. Finish with a class discussion: You have been chosen to take part in BB. Which house would you want to be in and why?</li> </ul>	<p>See page 44 Teachers resource book, 'Religions in the World' by Chris Wright OUP.</p>

See page 44 Teachers resource book, 'Religions in the World' by Chris Wright OUP.

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <p>AT1 (L5-7) Explain how The Shari'ah affects how a community behaves. This can be in the form of a booklet or a poster.</p> <p>AT1/2 (L4-7) In what ways is Islam a complete way of life? There are opportunities for students to achieve a level 7 if they evaluate the effects of applying The Shari'ah to individuals and communities.</p> <p>AT2 (L4-5) In what ways are The Shari'ah and The Ten Commandments similar and in what ways are they different? What guidelines do you think are important to follow today? Produce a short written summary.</p>	

# How should I act?

Work in pairs to study the codes of conduct below. Then answer the following questions.

## a) The Shari'ah

Do	Do not
Be truthful, reliable and honest. Keep promises and commitments.	Lie, cheat, fail to keep promises, take part in any type of dishonest dealings
Respect the property of others	Steal. Punishments are strong - e.g. the cutting off of hands. However, punishment does not apply if a person has stolen because of hunger.
Be modest and pure	Mix with members of the opposite sex; have sex outside of marriage; commit adultery; take part in prostitution or homosexual acts.
Be honest and fair in business dealings	Gain wealth by interest, use bribery, gamble, hoard money, spend money in a wasteful way.
Enjoy food and drink	Over eat, drink alcohol, take drugs.

## b)

<p>1. I am the Lord your God who brought you out of slavery in Egypt. You should have no other gods but Me.</p> <p>2. Do not make for yourself images of anything in heaven or on earth.</p> <p>3. Do not use my name in untrue ways.</p> <p>4. Observe the Sabbath and keep it holy. On the Sabbath you must not do any work.</p>	<p>5. Respect your father and your mother.</p> <p>6. Do not commit murder.</p> <p>7. Do not commit adultery.</p> <p>8. Do not steal.</p> <p>9. Do not testify against someone falsely.</p> <p>10. Do not covet.</p>
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1. Read through the two sources and underline any words you do not understand. Discuss in your pairs what you think they might mean. Ask your teacher or use classroom resources such as glossary lists, dictionaries, RE textbooks, to find out what these words or phrases mean.

2. What are the similarities between the Muslim and Christian codes? Are they saying the same thing about how to behave? Highlight where you think the two codes are saying the same thing.

3. Are the two codes saying different things about how to behave? Use a different colour to highlight the major differences.

4. Which of these guidelines would you find most difficult to follow and why? Choose one of the codes and give personal examples of times when you have followed or broken the code.

5. If you had broken them, explain what the possible outcomes could have been if you had followed them instead.

*Would the results have been different? How?*

*Would it have been difficult to follow the code? In what ways?*

6. In what ways are The Shari'ah and The Ten Commandments similar and in what ways are they different?

What guidelines do you think are important to follow today?





# 👁 The Big Brother Experience 👁

You have been invited to join the Big Brother House for a new series. You may be in the house for up to seven weeks. There will be three houses. The rules in each house will be different. The group going to Big Brother House 3 will have to create their own rules.



House 1  
Islamic Rules



House 2  
Christian Rules



House 3  
Your own rules

In your group, thinking about your house answer the following questions:

1. Write a code of ten laws or rules that would apply to your house.
2. Create a slogan or logo to advertise your house.
3. Discuss how the people in your house would deal with each of the following situations:
  - a) There is only enough food for seven days. One member has been caught hiding some of the food under their bed. What do you do?
  - b) One person has been caught juggling with the fruit which is now bruised. What do you do?
  - c) One boy has started to become 'very close' with one of the girls in the house. His girlfriend is in one of the other houses. What do you do?
  - d) At the end of the first week, some of the group want to spend half of next week's budget on alcohol. What do you do?
  - e) Someone has been spreading rumours about another member of the group. When confronted, they deny it. What do you do?
4. Create 2 more problems and pass them to the other houses to solve.

## Class discussion

Each house is to present its answers to the rest of the houses.  
Compare the different answers to the questions.

As a class, discuss which house or houses you think are:

	House 1	House 2	House 3
a) the safest			
b) the least divided			
c) the most friendly			
d) the easiest to live in			
e) the most difficult to live in			
f) the most united			

Now, individually answer the question below.

**If you were asked to  
choose one house to join,  
which house would you  
prefer to enter and why?**

# Year 8

Christianity

Judaism

Hinduism

<i>Unit 8a</i>	<i>How do Jews show commitment to their identity?</i>
<i>Unit 8b</i>	<i>Where does the universe come from?</i>
<i>Unit 8c</i>	<i>Jesus - was he a troublemaker?</i>
<i>Unit 8d</i>	<i>Moving on up or going round in circles?</i>
<i>Unit 8e</i>	<i>Is there power in peace? Gandhi, Martin Luther King, Desmond Tutu</i>
<i>Unit 8f</i>	<i>What makes a journey special?</i>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION</p> <p><b>NEW UNIT</b></p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (see Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY</p> <p>Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning: (see Hertfordshire Agreed Syllabus pages 23-25)</p>
<p>YEAR 8 AUTUMN TERM</p> <p>Unit Number: 8a</p> <p>How do Jews show commitment to their identity?</p> <p>This unit is about Jewish identity and commitment</p> <p>(6 hours)</p>	<p>AT1 Level 5/6/7</p> <ul style="list-style-type: none"> <li>Religious practices and lifestyles</li> </ul> <p>Explain how religious beliefs and ideas influence practices and lifestyles. Explore how these beliefs and ideas lead to diverse practice, both within and between religions.</p> <p>Using religious, moral and philosophical vocabulary analyse the reasons for differences in beliefs, teachings and practices both within and between religions.</p> <p>Using a wide range of religious, moral and philosophical vocabulary, evaluate religious beliefs, ideas and practices including the significance of religion in the world today.</p>	<p>PoS Reference No.</p> <p>3.1 about the variety of beliefs and teachings from the six principle religions;</p> <p>3.2 to use a wide range of key religious and moral vocabulary;</p> <p>3.3 about believers' understanding of the nature of God/gods;</p> <p>3.4 about the significance of and beliefs behind the main acts of worship.</p> <p>3.5 about the similarities and differences both within and between religions in relation to practices and lifestyles;</p> <p>3.6 about the beliefs and teachings of key religious figures (both founders and modern) and the impact they have as sources of authority and how they inspire religious communities today;</p> <p>3.7 about the way in which belonging to a religion affects a believer's lifestyle;</p> <p>3.9 about the deeper symbolic meaning contained within sources, including sacred texts, places of worship, artefacts and art;</p> <p>3.11 about the nature of sacred texts, their interpretation and their impact on the lives of believers;</p> <p>3.12 about different forms of expressing beliefs and teachings (including worship and/or meditation) within and between religions.</p> <p>3.13 interpret a variety of forms of religious and spiritual</p>

	<p><b>AT 2 Level 5/6/7</b></p> <ul style="list-style-type: none"> <li><b>Human Identity, personality and experience</b></li> </ul> <p>Explore and suggests reasons for their own and other people's views, including religious ideas about human identity and experience.</p> <p>Analyse the impact of the teachings and experiences of inspirational people of faith on their own and other's lives. Reflect on how this influences feelings of identity and experience.</p> <p>Compare, contrast and evaluate religious and non religious views, including their own about human identity and experience using appropriate evidence and examples.</p>	<p>expression;</p> <p>3.14 about different kinds and uses of authority and inspiration and the sources of these within their own lives;</p> <p>3.15 about different forms of commitment within families and religious groups, the notion of vocation and the teachings and moral principles upon which these are based.</p> <p>3.16 to recognise their own thoughts and feelings on the cycle of life and religious responses to this;</p> <p>3.19 to explore and acknowledge the basis of their own beliefs and values;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<ul style="list-style-type: none"> <li>Use image of film in synagogue to hook enquiry, who? what? why? where? when?</li> <li>Ask questions of the image. Add post its or bricks on 'Wonder Wall' to follow the image.</li> <li>Using a range of artefacts of images of artefacts to explore. One per group - make connections between artefacts and text including sacred texts.</li> <li>How do Jews implement their commitment in their daily lives i.e. Ten Commandments.</li> <li>What responsibilities might a young adult take on in the Jewish community e.g. reading the Torah.</li> <li>When are you old enough to take on adult responsibilities? What qualities are required?</li> <li>Define covenant, what contracts to you have?</li> <li>Explore Genesis 12:1-6. Highlight historical context - polytheistic society.</li> <li>Consider why God chose Abraham (belief in one God) -Monotheism.</li> <li>Why did Abraham have to move? (standing up for beliefs, commitment to/ freedom to express beliefs).</li> <li>Using the Covenant - highlight two contrasting promises - What does God promise Abraham? (bless, curse, land, children) What does Abraham promise God? (leave and obey)</li> <li>Read Genesis 17. Consider what is added to the Covenant here?</li> <li>Write two paragraphs to summarise: What contract does God have with Abraham? What contact does Abraham have with God?</li> </ul>		<ul style="list-style-type: none"> <li>Ensure diversity of practice is highlighted</li> <li>Use the language of 'some', 'most', 'many' Jews</li> <li>Use artefacts e.g. Tefillin, Tallit, Kippah, Torah Scroll and Yad,</li> <li>'Shema, Deuteronomy 6.4'</li> <li>'Ten Commandments'</li> <li>"Questions Jewish People ed Stephen Pett. RE Today ISBN 978-1-90</li> <li>(BBC Bitesize clips 3667)</li> <li>Bar mitzvah traditionally is for boy at 13</li> <li>Bat mitzvah traditionally for girl at 12.</li> <li>Most Jews choose to observe/mark this rite of passage in some form. There are variations in practice and traditions across Jewish denominations.</li> <li>Link to other adult initiation ceremonies.</li> <li>Link rules to moral and religious implications in other religions, including non religious worldviews.</li> <li>Link to the foundation of the three monotheistic faiths.</li> <li>Folens, 'Judaism.'</li> <li>'Religions in the World,' OUP Chris Wright Unit 5.</li> </ul>

<ul style="list-style-type: none"> <li>• Use suggested writing frame.</li> <li>• How do Jews fulfil that contract/covenant? Link to personal commitment (e.g. Bar/ Bat Mitzvah)</li> </ul>	<ul style="list-style-type: none"> <li>• 'Religions in the World,' Teacher Resource book has a writing frame on the Covenant and promises for both sides (page 49).</li> <li>• <a href="http://www.theus.org.uk/jog">http://www.theus.org.uk/jog</a> (United Synagogue 'How to videos')</li> <li>• <a href="http://www.jewfaq.org/index.htm">http://www.jewfaq.org/index.htm</a></li> </ul>
<p><b>HOW DO JEWISH TEENAGERS SHOW THEIR COMMITMENT TO THE JEWISH COMMUNITY? (1 hour)</b></p> <ul style="list-style-type: none"> <li>• Use some recommended film material. Give students some focus questions, e.g. <i>what ensures the Bar/Bat Mitzvah will not go wrong? What is the hardest part of the Bar/Bat Mitzvah? Why might the parents be nervous too? For some Jews is it just an excuse for a party?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Bar (boy)/Bat (girl) Mitzvah, is the automatic transition at age 13/12 into Jewish adulthood. This is the time when Jews are expected to commit to observing the Commandments and rules for living, as laid down in the Torah.</li> </ul>
<p><b>HOW DO JEWS SHOW THAT THEY ARE BEING GOD'S PEOPLE? (1 hour)</b></p> <ul style="list-style-type: none"> <li>• Create a concept map showing how different Jewish beliefs and customs affect a Jewish person's sense of who they are; their sense of identity.</li> <li>• Groups can work on different themes studied ( i.e. Covenant, Bar/Bat Mitzvah claiming the Jewish identity for themselves). Brainstorm how each theme in previous lessons has contributed to their understanding of who Jewish people are, how each aspect of their religious life influences them and how they see themselves and the world around them.</li> </ul>	
<p><b>ASSESSMENT OPPORTUNITY (1 hour)</b>  <b>Key Skills:</b> Link tradition to teaching to religious observance.  <b>(L4 Describe)</b>  <b>L5 Explain, explore</b>  <b>L6 Analyse, interpret</b>  <b>L7 Compare, contrast, evaluate</b></p>	

<p>YEAR GROUP, UNIT TITLE&lt; TERM, TIME ALLOCATION</p> <p><b>NEW UNIT</b></p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (see Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY</p> <p>Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning: (see Hertfordshire Agreed Syllabus pages 23-25)</p>
<p>YEAR 8 AUTUMN TERM</p> <p>Unit Number: 8b</p> <p><b>Where does the universe come from?</b></p> <p><i>This unit is about the interaction between science and religion and our responsibility to the earth.</i></p> <p><b>(6 hours)</b></p>	<p><b>AT 1 Level 5/6/7</b></p> <ul style="list-style-type: none"> <li><b>Expressing meaning</b></li> </ul> <p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</p> <p>Analyse and interpret the significance of different forms of religious expression, including sacred texts.</p> <p>Demonstrate a historical and cultural understanding of how interpretations of sacred texts and symbolism have developed.</p> <hr/> <p><b>AT 2 Level 5/6/7</b></p> <ul style="list-style-type: none"> <li><b>Questions of meaning and purpose</b></li> </ul> <p>Explain their own philosophical, moral and/or religious responses to a range of ultimate questions. Explore the views of others including different religious perspectives.</p> <p>Analyse the reasons why different people might hold different beliefs about a range of ultimate questions, moral and ethical issues, within religious and non-religious communities and give their own opinion.</p> <p>Compare, contrast and evaluate religious and non-religious perspectives, including their own</p>	<p>PoS Reference No.</p> <p>3.17 how philosophical questions about the origins of the universe are answered by religion and science; to evaluate and debate the relationship between the two;</p>

	views on a range of ultimate questions, moral and ethical issues using appropriate evidence and examples.	
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<b>WHERE DID THE UNIVERSE COME FROM? (1 hour)</b> <ul style="list-style-type: none"> <li>Each student could think of something from the natural world that they find amazing. These could be discussed as a class. The teacher can give their own example, such as the fact that we all have our own individual fingerprints. Images from wildlife documentaries/the Discovery Channel would be useful here. The world is an awe inspiring place. What can be drawn from this? Read and discuss the poem. 'Things that make me stop and think.' Draw out the key ideas: evolution theory and big bang theory, Concept teleological God. What do <i>you</i> think? Why? Are scientific ideas more convincing than religious ones? Can the two go together?</li> <li>Compare with non-religious viewpoints, reflections on similar topics, they may feel the same awe and wonder at seeing amazing, natural sights, e.g. a sunset, but will not conclude it is evidence for a teleological God.</li> <li>Create a growing display present venn diagram of religious and scientific ideas. Place a dot at the point which they feel is closest to the truth.</li> </ul>		<p>Opportunities to expand to Level 8 (AT1), Expressing Meaning. 'Modern World Religions - Christianity,' Teachers Resource Book, p. 90.</p> <p>Songs such as Louis Armstrong's, "What a Wonderful world" and poems such as Olaf Skarsholt's, "If the earth were small," could also be used to stimulate discussion and ideas.</p> <p>'Spirituality in Focus,' edited by W Owen Cole (1997), Heinemann, ISBN 0435302450.</p> <p>Introduce vocabulary e.g. numinous.</p>
<b>MORE THAN <i>JUST</i> A STORY?</b> <ul style="list-style-type: none"> <li>Students could explore a creation story from a range of other cultures. The Rainbow Serpent, an Australian Aboriginal account. Does this have any value for example those of us who do not think it's literally true?</li> <li>Dominion verses stewardship. Students could produce their own creation from text to story, story board or role-play, designed not to be strictly factual, but to illustrate how they see the place of humans in the world and how they think we should behave, especially with regard to the natural world.</li> </ul> <b>ADAM &amp; EVE &amp; DARWIN?</b> <ul style="list-style-type: none"> <li>Students should explore both the Genesis creation stories and Darwin's Theory of Evolution. Are the two in any way compatible? Could God be the creator of evolution?</li> <li>What is a day for God? How might this affect people's ideas of God? Would this spoil the unique status of human beings or enhance it?</li> <li>Class could watch "Creation &amp; the Flood" from the 'Testament' series (BBC).</li> </ul> <b>DO WE HAVE A RESPONSIBILITY TO LOOK AFTER THE WORLD? (2 hours)</b> <ul style="list-style-type: none"> <li>Students could investigate the work of various environmental groups (such as WWF,</li> </ul>		<p>You Tube: David Attenborough Tree of Life.</p> <p>True Tube <a href="http://www.truetube.co.uk/film/evolution-god-science">www.truetube.co.uk/film/evolution-god-science</a></p> <p>Bear Grylls and Stephen Fry talk about their beliefs  <a href="http://www.youtube.com/watch?v=C_3TdQoIVRA">http://www.youtube.com/watch?v=C_3TdQoIVRA</a></p> <p>Noah - film available from Damaris Media  <a href="http://www.damaris.org.uk/noah">http://www.damaris.org.uk/noah</a></p>



<p>Friends of the Earth, Greenpeace) and consider why a religious and non-religious people might support their work. Findings could be presented to the class, using Powerpoint if time and resources permit. Alternatively, students could produce flyers on behalf of environmental groups, encouraging students from all religions and none to support them.</p> <ul style="list-style-type: none"> <li>• A council meeting could be staged debating a topical issue such as a proposed airport expansion or new bypass. Religious groups, environmental groups, the local Humanist Society, local residents, business people, etc. should be present. Each group should prepare their statement and questions for the other participants. At the end, pupils could debate out of their allotted characters.</li> <li>• Could be invited in and perhaps a debate held. For example <i>'The environment would receive far better protection if people abandoned outdated ideas of God as creator and protector.'</i></li> <li>• Speakers with a range of views.</li> </ul>	
<p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <p>a) Explain how believing that God created the world might affect the life of a believer and the community to which they belong. Hint: Think about the things they might be encouraged to do and why.</p> <p>b) <i>"The environment would receive far better protection if people abandoned outdated ideas of God as creator and protector!"</i> Why might someone make such a claim? Do you agree? Give detailed reasons.</p>	

YEAR GROUP, UNIT TITLE< TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see current Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning:
<p>YEAR 8 SPRING TERM Unit Number: 8c Jesus - was he a troublemaker?</p> <p>This unit is about the accusations made about Jesus and the significance of his death for Christians today.</p> <p style="text-align: right;">(6 hours)</p>	<p>AT 1 Level 5/6/7 Beliefs and teachings AT 2 Level 5/6/7 Values and commitments</p> <ul style="list-style-type: none"> <li>Express their own and respond to other people's values and commitments in the light of their learning</li> <li>Respond to the views of others on a range of contemporary moral issues giving well-argued reasons for supporting one view rather than another</li> </ul>	<p>PoS Reference No.</p> <p>3:3 about the lives of key religious figures and the way in which they are regarded as sources of authority and inspiration by religious communities today; 3:9 about different ways of expressing meaning; 3:20 about issues relating to fairness, justice and duty, within society and the world; 3.4 about the nature of sacred texts, their role in worship and in the lives of believers;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHY WAS JESUS CRUCIFIED?</b></p> <ul style="list-style-type: none"> <li>Recall what Jesus did during his ministry. This builds on unit 7d. The following four aspects are important to set the scene for the accusations:- disregarding the Sabbath (Lk 4:31-f, Mk 2:23-28); mixed with wrong people (Lk7: 36-50); offers a new set of ideas</li> <li>Students could be divided into groups and given a pack of cards with the above passages on them. First they are to sort them into 4 groups. Then they are to give a title to each of the groups to summarise what the passages in that group are about. They could then write a summary paragraph about Jesus' ministry. Alternatively, students could construct a concept map.</li> </ul>		<p><i>The significance of Jesus' death from a historical focus. Highlight those who were present and the roles that they played.</i></p> <p>Bible / (Mt 7:1, Mt 18,21,35, 5:39, Lk 23:2); he does incredible acts (Mk 4:37-41, Mk 1:40-42, Mk 2 1-12, Mk 8 22-26, Lk 7: 11-15). Laminated cards of suggested text: colour coded. Create grid to match statements to analyse. Roman/Jewish perspective (see attachments).</p> <p>Roman authorities accused Jesus of sedition (treason) - he claimed to be "King of the Jews".</p> <p>Jewish authorities accused Jesus of blasphemy and breaking the Jewish traditions - he claimed to be the Messiah/Son of God.</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<ul style="list-style-type: none"> <li>• They need to select what the good and bad things are to come out of each event.</li> <li>• As a class, draw a chart with two columns: Actions of Jesus and Possible Problems (see attachment). In the Actions of Jesus column, students should write in the four categories from above. Then in the second column suggest possible problems that might arise.</li> <li>• Examine the accusations made at Jesus' trials to establish the claims made about him. Analyse the accusations from a Roman and Jewish perspective, i.e. was he a secular or religious rebel? What are the accusations? What is the evidence? What judgement is passed?</li> <li>• Students could re-enact the trial of Jesus using defence lawyers, eyewitness accounts, prosecution, jury, etc.</li> </ul> <p><b>WHY WAS JESUS CRUCIFIED?</b></p> <p><b>WHAT IS THE MEANING OF THE DEATH OF CHRIST FOR CHRISTIANS TODAY?</b></p>	<p><i>Students will be expected to explain some of the above accusations directed at Jesus, either in discussion or in written form.</i></p> <p><i>(Mtt 26:57-68; Mk 14:53-65; Lk 22:66-71; Lk 23: 1-25; Mtt 27:11-26; Mk 15:1-15)?</i>  <i>LK 22:36</i></p> <p><i>The significance of Jesus' death from a Theological perspective.</i></p> <p>Franco Zeffirelli's Polygram DVD 'Jesus of Nazareth' Pt. 4.  Mel Gibson's DVD 'Passion of the Christ'  'Son of God,' BBC (video).  ICT Link; 'Stations of the Cross.' Virtual tour of the cathedral  Use poetry, art, drama and modelling as possible methods of assessment.  Passion of Christ</p> <p><i>Key vocabulary: sacrifice, atonement, redemption, eternal life.</i></p> <p>Chris Wright, 'Key Christian Beliefs' - The Easter Events pg. 50-65.</p>

<p><b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b></p> <p><b>HOW HAS JESUS' CRUCIFIXION AFFECTED PEOPLE TODAY? (1½ hours)</b></p> <p>Provide students with a range of sources which illustrate the different ways the crucifixion has affected people. These could include: conversion experiences: bad people being given a second chance; people fighting to get rid of poverty, slavery, abuse and injustice and people campaigning to bring people together.</p>	<p><b>POINTS TO NOTE AND RESOURCES</b></p> <p><i>(Find contemporary high profile religious people from sport and entertainment).</i></p>
<p><b>ASSESSMENT OPPORTUNITY (1hour)</b></p> <p>AT1 L5 What are the most important images expressed in the crucifixion? Give reasons for your view. Explain the different ways Christians have been influenced by the crucifixion.</p> <p>AT2 L5 Do you think that Jesus' crucifixion was right (justifiable)? How would Christians answer this question? Give reasons to support your view.</p>	

YEAR GROUP, UNIT TITLE< TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see current Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning:
<p><b>YEAR 8 SPRING TERM</b> Unit Number: 8d Moving on up or going round in circles</p> <p>This unit is about: What are Christian and Hindu beliefs about life after death.</p> <p style="text-align: right;"><i>(7 hours)</i></p>	<p><b>AT 1</b> <b>LEVEL 4-7</b></p> <ul style="list-style-type: none"> <li>• Understand key beliefs about life after death for Christians and Hindus</li> <li>• Understand traditional Hindu stages of life and how these relate to Dharma and the attainment of Moksha</li> <li>• Explore what kind of life in the present might be implied by different views of death</li> </ul>	<p>PoS Reference No.</p> <p>3:5      about and reflect on the way in which belonging to a religion affects a believer's lifestyle;</p> <p>3.15      to recognise their own thoughts and feelings on the cycle of life and religious responses to this;</p> <p>3.17      to develop their thinking about ultimate questions and human responses to them, realising that there are no easy answers;</p>
	<p><b>AT 2 Meaning and purpose</b> <b>LEVEL 4 -5</b></p> <ul style="list-style-type: none"> <li>• Reflect on their own changing duties and responsibilities in life</li> <li>• Reflect on their own understanding of what happens after death</li> </ul>	

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>LIFE AFTER DEATH? (Possible starting activities) (1 hour)</b></p> <ul style="list-style-type: none"> <li>• In groups of four or five provide students with a range of quotations about life after death. Ask students to work out 'Who said what?' Feedback to the class. Students could sort the cards and place them on a continuum line: strongly agree with, not sure, strongly disagree with.</li> <li>• Select a quotation which is closest to your opinion and explain why. Ask students to select four quotations they disagree with most and write a response to each of the people explaining why they disagree with them. How would the following respond to the statement: 'Death is a comma, not a full stop': an atheist, a Hindu, Christian, agnostic, postmodernist? Select a statement which one of these people would disagree with and explain why.</li> </ul>	<p><i>Examples of cards can be photocopied from p20f, 'Listening to young people in Secondary Religious Education,' RE Today Publishing.</i></p> <p><i>Alternatively select your own from 'Faith in the Future.'</i>  <i>Also see p85, 'Some Hard Questions' by Chris Wright, OUP.</i></p>

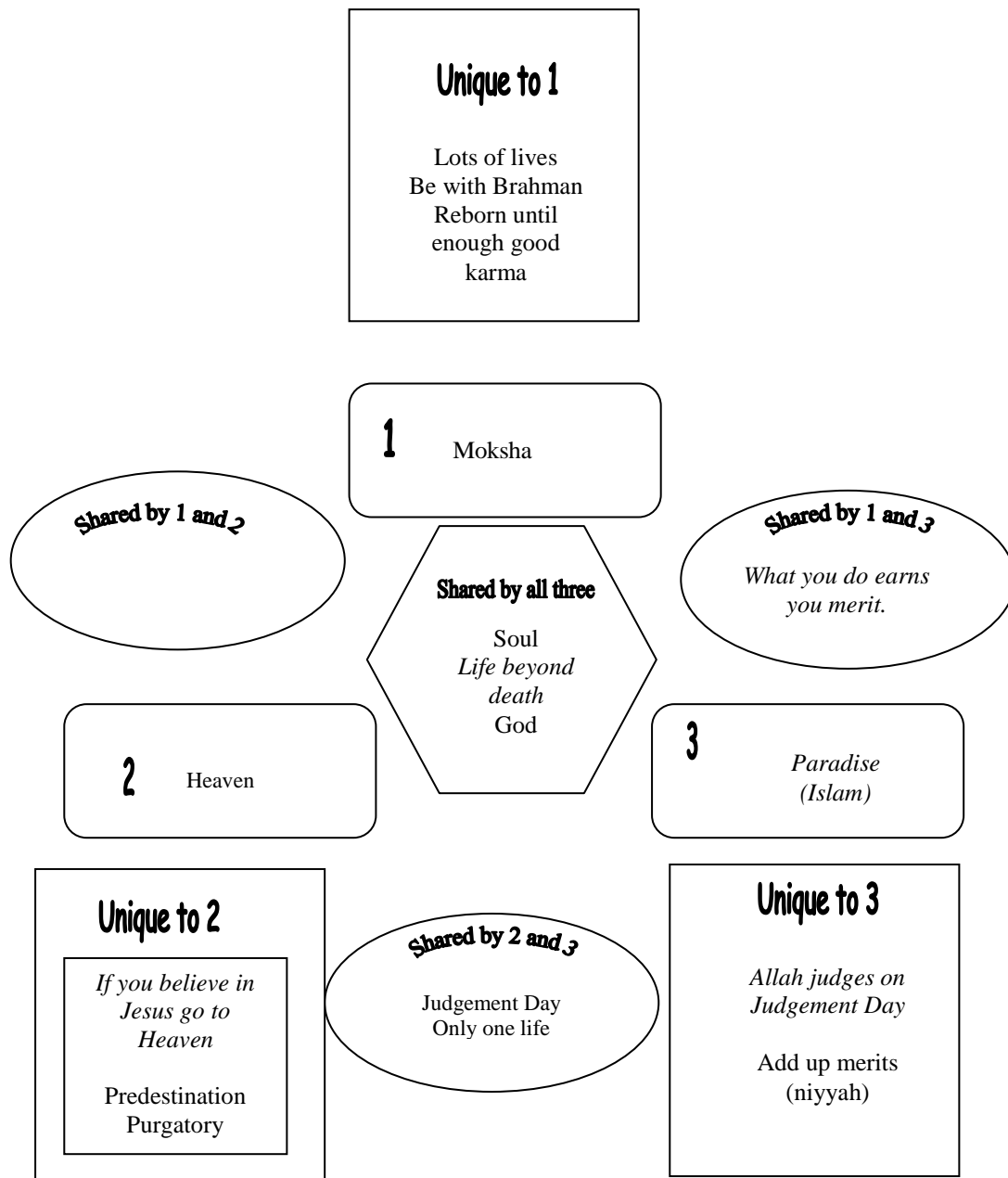
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<ul style="list-style-type: none"> <li>Students could ask 5 people of different age groups for their opinion of life after death. They could also try to categorise them: eg, Christian aged 52, atheist, agnostic, Muslim. These could be typed up and used as part of the introduction next year. Students could feedback the results to the class and see whether any patterns emerge, e.g. older people believe in Heaven because they believe in God. Ask students for explanations for their findings. This could be written up for homework. 'Our class survey reported that ...'</li> <li>In pairs students could spend 5 minutes recording what they know about Christian and Hindu life after death beliefs. Then join with another pair and consolidate answers into one list, adding any more. Then join with another pair. Students then spend 20 minutes researching either Christian or Hindu beliefs about life after death. This can then be turned into a concept map or written up into paragraphs.</li> </ul> <p><b>HOW DO HINDUS BELIEVE YOU CAN STOP GOING ROUND? (3 hours)</b></p> <ul style="list-style-type: none"> <li>Divide the class into groups of 4-5 and provide them with a piece of plain paper and pencil. Have a copy of a transmigration picture at the front of the classroom (see resources for an example). In silence ask the groups to send a member to the front to study the picture. They then return to their group and draw one bit. Then repeat the activity 5 times. When each of the groups have a completed picture, ask them to discuss what they think the picture means? Feedback to the rest of the class. Introduce to the class Hindu life after death beliefs and key vocabulary. Students could write a brief summary in their books.</li> <li>Is life a journey? Brainstorm with students about their journey so far. What are the highlights? Where do they think they are going? What do they think are the significant times in the rest of their lives? What duties and responsibilities do they have now? Where do they hope to be in 5, 10, 15 years time? Draw together common aspirations, e.g. wealth, career, family. Introduce the following Hindu quotation, 'Two paths lie in front of a man. Pondering on them, the wise person chooses the path of joy; the fool takes the path of pleasure,' Katha Upanishad 2. How do students' ideas about the direction and purpose of life match or differ from this? What do they think is the difference between pleasure and joy? Revisit their hopes and aspirations; which would be categorised as pleasures and which as joy?</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Ashramas:- Brahmachari, Grihastha, Vanaprastha. Sannyasin; Dharma; Karma; Samsara; Moksha; Atman; reincarnation; yogas.</p> <p>Salvation by faith, Salvation by works, predestination, Judgement Day.</p> <p>Transmigration picture available from ISKCON. Can be viewed on <a href="http://www.iskcon.org.uk/ies/posters.html">www.iskcon.org.uk/ies/posters.html</a>. Cycle of birth and death; Samsara.</p> <p>See p20ff, 'RE in Practice: Living with Change' for details on the four Ashramas.</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<ul style="list-style-type: none"> <li>What duties and responsibilities do they expect the following people to have: a young person, a couple with a home and family, an older couple once their children have left home and an elderly person? Explain to the class, the Hindu belief that there are four stages in that journey (Brahmachari, Grihastha, Vanaprastha, Sannyasin). Compare and contrast their ideas and the Hindu ideas. What matters most for the Hindu? Ask students to consider the dharmas for a doctor, a teacher, a father, a prime minister, a headteacher. How does the community rely on people fulfilling their dharma? What happens when they don't? Encourage the students to think of examples.</li> <li>How can people be one with God? <i>See attached story 'Salt in Water.'</i></li> <li>Introduce the Hindu idea of karma. This could be done by playing 'The Karma Game' from 'Understanding God.' At the end students explain what they have learnt about karma, caste system, moksha and reincarnation. As a summary to the Hindu section of this unit, students could create a 3D game to illustrate the Hindu beliefs.</li> </ul> <p>(Here is an opportunity for students to explore the differences between the different Christian denominations.)</p> <ul style="list-style-type: none"> <li>Students could research Christian views about life after death and either feedback to the class or record as a mindmap. Give students a variety of sources about Christian beliefs, ask them to categorise them under the following headings: Judgement Day, salvation by faith, salvation by works, apocalypse, predestination, heaven and hell.</li> </ul> <p><b>DOES IT MATTER HOW I ACT? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Students could role play how the following people might act depending on their beliefs Christian, Hindu, atheist, agnostic, postmodernist. Students could look at different points in their life: <ul style="list-style-type: none"> <li>How should they act at school?</li> <li>How should they act in a job?</li> <li>How should they act as parents?</li> <li>How should they act when they are old?</li> </ul> Or they could take on these roles and debate: You only have one life you should enjoy it.</li> </ul>	<p>Salt in Water.</p> <p><b>SALT IN WATER "You are that - Brahman is You."</b></p> <p>Many years ago in India a father asked his son, who had been studying away from home, what he had learned. He was not very impressed with what his son told him, and said he would now teach him something really important. He told his son to fetch a cup of water, which he did, and then put some water in it. He told him to leave it over night. In the morning, he told him to look at it again.</p> <p>"Where is the salt?" the father asked. "In the water," replied the son.</p> <p>"Please take it out," said the father. "I can't," said the son.</p> <p>"Please sip the water." said the father. "What can you taste?"</p> <p>"Salt," said the son.</p> <p>"So you know its there even though you can't see it?"</p> <p>"Yes."</p> <p>"You are like that water, and the salt is the Self, the Self in every living thing."</p> <ol style="list-style-type: none"> <li>Which of the following things do you think the father wanted his son to learn? <ul style="list-style-type: none"> <li>*Salt makes food tasty.</li> <li>*Our true Self is part of God.</li> <li>*There is badness in everyone.</li> <li>*God is in every human being like salt dissolved in water.</li> </ul> </li> </ol>



SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <p>AT1 L 4-6 Practices and Lifestyles</p> <p>How might the life of a Hindu be different to a Christian/atheist/agnostic/postmodernist in today's world? Or an extended piece of writing on, 'Where do we go when we die?' Include I think. Christians think... Hindus think... Triads: What is similar and different between the following: moksha, heaven, paradise; reincarnation, soul, judgement; Catholic, Potestant and Atheist beliefs about life after death?</p> <p>AT2 L 4-6 Values and Commitments</p> <p>Produce a chart illustrating the 4 Ashramas for themselves. They should record dharmas essential for each stage and include responsibilities.</p>	<p>*Salty water makes you sick. *We cannot see God but we can find out that God is in us. *God does not exist because you cannot see God. *God is completely separate from human beings. *Only a few people have God in them.</p> <p>2. Think about:</p> <ul style="list-style-type: none"> <li>• How <u>could</u> salt be separated from water?</li> <li>• When do you think Hindus believe the Self (or soul) separates from the body?</li> <li>• How do you think Hindus believe we can get to know our true Self?</li> </ul> <p><i>How would it make someone feel to know they are part of God?</i> <i>Triads are a Thinking Skills activity. See attachment for an example of a completed one, comparing Moksha, Heaven and Paradise.</i></p>

## Example of a Triad



YEAR GROUP, UNIT TITLE< TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see current Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning:
<p><b>YEAR 8 SUMMER TERM</b> Unit Number: 8e Is there power in peace? Gandhi, Martin Luther King, Desmond Tutu</p> <p>This unit is about the impact of an influential person's non-violent beliefs.</p> <p style="text-align: right;">(7 hours)</p>	<p><b>AT 1 (Level 5)</b></p> <ul style="list-style-type: none"> <li>Explain how some beliefs and teachings are shared by different religions and how they affect the lives of individuals and communities</li> </ul> <p><b>AT 2 (Level 6)</b></p> <ul style="list-style-type: none"> <li>Identify and evaluate the teachings and experience of inspirational people by relating these to their own and others' lives</li> </ul>	<p>PoS Reference No.</p> <p><b>3:3</b> about the lives of key religious figures and the way in which they are regarded as sources of authority and inspiration by religious communities today;</p> <p><b>3:13</b> different kinds and uses of authority and inspiration and the sources of these within their own lives;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHY DO WE VIEW THINGS DIFFERENTLY?</b> <b>WHAT ARE VISIONS? (Possible starting activities) (1 hour)</b></p> <ul style="list-style-type: none"> <li>Give students a number of optical illusions to start off a discussion about how we may see things differently. These could be from the 3D magic eye books, or candlestick/2 faces, old lady/young lady, etc. Or show a clip from 'Angel' when Cordelia is having a vision. Or read the story of the blind men and the elephant, or Plato's cave, a simplified version can be found in the 'Philosophy Files.' What does it mean to see things differently? What is a vision?</li> <li>Provide students with 6 different beliefs. Put a washing line across the classroom and label one side strongly agree and the other side strongly disagree. Ask them to put their names on a piece of paper, read out the first belief. Ask students to put their name on the washing line to represent their point of view. Why do some people have different points of view?</li> </ul> <p><b>WHAT KIND OF VISIONS DO OTHERS HAVE &amp; HOW DO THEY GO ABOUT ACHIEVING THEM? (2 hours)</b></p> <ul style="list-style-type: none"> <li>Students research an inspirational person who has tried to achieve their vision without using violence, such as Martin Luther King, Oscar Romero, Gandhi, Desmond Tutu, Thich Quang Doc.</li> </ul>		<p>'Looking Inwards Looking Outwards,' RE Today Publishing.</p> <p>'Philosophy Files,' Stephen Law.</p> <p>'Angel,' TV series.</p> <p>'Philosophy files'.</p> <p>'Sophie's World,' Jostein Gaarder 1995, Phonex ISBN 1-85799-291-1 pg 76-77</p> <p> </p> <p>'Faith in Action' books RMEP Expressway - Developing Oral and Literacy Skills in Religious Education.)</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<ul style="list-style-type: none"> <li>Students should find out: the context of the person, their main teachings/message/principles; their beliefs about people/the future/how the world can become a better place. How has their work influenced others?</li> <li>This could be group work, research, presentations, extended writing, one-to-one.</li> </ul> <p><b>WHY DO SOME PEOPLE REFUSE TO USE VIOLENCE?</b></p> <ul style="list-style-type: none"> <li>Jesus: Turn the other cheek (Sermon on the Mount).</li> <li>Ghandi: 'Eye for an eye, tooth for a tooth, very soon the whole world will be blind and toothless.'</li> </ul> <p>Provide students with a variety of statements.</p> <ul style="list-style-type: none"> <li>In groups, sort out some statements and respond using: 'If the world followed this, things would be different because .....</li> </ul> <p><b>WHAT VISION OF LIFE DO WE HAVE?</b></p> <ul style="list-style-type: none"> <li>Imagine you are Darth Vader, Lord Voldemort, Freddie Kreuger or another fictional character who is famous for being violent and evil. Write your replies to Ghandi's 6 principles for non-violence in a code called 'Six Principles for Violence.'</li> <li>Discuss with a partner which code will make for a better world. Which would you like to follow? Which produces good citizens and good societies? Give 4 or more reasons for your choice.</li> <li>Construct a graffiti wall and ask students to each design a slogan which represents their dreams of an ideal world.</li> <li>Introduce the idea of the Mezuzah and explain how The Shema used to remind Jews of their visions (Deut 6:4-9). Students design their own vision box, capsule, memorial day. What message would they have for future generations?</li> </ul> <p><b>ASSESSMENT OPPORTUNITY</b></p> <p>AT1 L5 Discuss as a whole class what can be learned from Ghandi or another inspirational person and then write 80 words to answer this question: What can the world learn from inspirational people?</p> <p>AT2 L6 Design a memorial day/ vision capsule to the great man for his home in Probander in India, which shows his spiritual and political impact on India and the wider world.</p>	<p>Luke Bazeley, ISBN 1-85175-259-5. Pages 39-42.</p> <p>Richard Attenborough's 'Ghandi' video clips:</p> <ul style="list-style-type: none"> <li>Pushed off train;</li> <li>Burning of passes;</li> <li>Lying down in front of horses;</li> <li>Pushed off pavement;</li> <li>Fasting;</li> <li>Salt march;</li> <li>Peach Pledge Union</li> </ul> <p>'I have a dream' tape by M. L. King, published - 416 Brecknock Road, London N7 OBT.</p> <p>Martin L. King - <a href="http://www.seattletimes.com/mlk/index.html">www.seattletimes.com/mlk/index.html</a></p> <p><a href="http://www.cnn.com/world/9709/mother.teresa/index/html">www.cnn.com/world/9709/mother.teresa/index/html</a></p> <p>Poster of M.L. King.</p> <p>Search websites, Encyclopaedia Britannica (Lives of Individuals).</p> <p>'RE Today - Secondary RE,' by Ed. Lat Blaylock.</p> <p>Links - Citizenship</p> <p>Gandhi's six Principals for Non-Violence:-</p> <ol style="list-style-type: none"> <li>1. Don't be an animal,</li> <li>2. Trust in God,</li> <li>3. Respect yourself,</li> <li>4. Be willing to pay the price,</li> <li>5. Include everyone,</li> <li>6. Love always works best.</li> </ol>

YEAR GROUP, UNIT TITLE< TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see current Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning:
<p><b>YEAR 8 SUMMER TERM</b> Unit Number: 8f What makes a place special?</p> <p>This unit is about the importance of Jerusalem to Christians and Jews.</p> <p style="text-align: right;"><i>(7 hours)</i></p>	<p><b>AT 1 (Level 4-7/8)</b></p> <ul style="list-style-type: none"> <li>Understand the importance of Israel for the three religions and the key conflicting beliefs</li> <li>Be able to explain how some of these key beliefs affect the lives of individuals and communities</li> <li>Identify and be able to explain the importance of a range of places of pilgrimage today</li> <li>Some will be able to relate these beliefs to their cultural and historical context</li> </ul> <p><b>AT 2 (Level 5)</b></p> <ul style="list-style-type: none"> <li>Express their own and respond to other people's values and commitments in the light of their learning</li> </ul>	<p>PoS Reference No.</p> <p>3:7 the significance of pilgrimages and other religious journeys;</p> <p>3:10 the various ways people express their religious beliefs, both cultural and personal;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHY IS JERUSALEM IMPORTANT FOR JEWS AND CHRISTIANS?</b> (2 hours)</p> <ul style="list-style-type: none"> <li>Students could research what places are important for each of the religions. 'What sites do Jews and Christians visit today?' They could look at travel brochures, pilgrimage websites, etc. They need to compile a list of important sites. Then find out what happened at each of these places to make them important.</li> </ul>	<p>Links to 9D QCA</p> <p>Jews do not now take part in pilgrimages, although they visit Hebron and the Western Wall.</p>	

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<ul style="list-style-type: none"> <li>• Ask students to fill in a timeline and map showing who has been in charge of Jerusalem and the temple sites from 70 CE to the present day. Ask them to investigate and then explain in writing some of the reasons for the conflict.</li> <li>• Working in pairs, why is their conflict? What are the issues about conflict and harmony, identity and tradition, justice and truth among Jerusalem's religious communities.</li> </ul> <p><b>WHAT CAN BE LEARNT FROM EXAMPLES OF CONFLICT, COEXISTENCE, DIALOGUE AND HARMONY? (2 hours)</b></p> <ul style="list-style-type: none"> <li>• Using their timeline, students research the historical conflicts between people in Jerusalem. What are the similarities and differences between Jewish Christian and Muslim practice?</li> <li>• Provide students with source material about specific initiatives which have encouraged dialogue, cooperation and harmony in Israel.</li> </ul> <p><b>HOW COULD THESE DIFFERENT RELIGIONS COEXIST IN ONE CITY PEACEFULLY? (2 hours)</b></p> <ul style="list-style-type: none"> <li>• 'What would a shared Holy City look like?' Get students to design their own Holy City that would enable all religions to coexist peacefully. Students are first put into groups, with each group representing the role of a religion. They discuss what would be important for their faith community. These are fed back to the class as a whole. Then the groups are split up so that each new group has 2 members from each faith community. These groups plan their ideal Holy City. They should try to meet the needs of the different faith communities.</li> </ul> <p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <p>AT1 (L5-7) Create a new Holy City to accommodate the variety of religious beliefs. They must show a good understanding of the similarities and differences in beliefs from the different religions. They could even show the variations within a religion here too. (To gain Level 7 students need to explain why they are creating this new place and how it avoids the historical and cultural problems from the past).</p>	<p>Information on Judaism is available from the 'Friends of Israel,' Educational Trust. ICT link: Use <a href="http://www.theresite.org.uk">www.theresite.org.uk</a> and search for Jerusalem.</p> <p><i>Here it will be important to draw students' attention to different points of view expressed and making them aware of bias.</i></p> <p>N.B. When a website has ~ in the address this means it is a personal opinion.</p> <p>P76ff 'Religions in the World,' by Chris Wright OUP has some information on the conflict in Israel.</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p>AT1/2 (L5-6) Why is peace so difficult to achieve in Israel? This could be done as a Powerpoint presentation, a class debate or an extended piece of writing. Students should include a description of the people involved and explain the context of the problem, explain why the land is special to each of the faith communities, explain why there is conflict, explain why peace is so difficult to achieve. What do they think should be done?</p>	

# Year 9

## Christianity

## Buddhism

Unit 9a	A life for a life?
Unit 9b	Does suffering have a point?
Unit 9c	Why was the Holocaust allowed to happen?
Unit 9d	Is it ever right to fight?
Unit 9e	What's the secret of a happy life?
Unit 9f	Do animals have rights?



YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see current Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning:
<b>YEAR ( AUTUMN TERM</b> <b>Unit Number: 9a</b> <b>A life for a life</b> <b>This unit is about capital punishment.</b>  <b>(6 hours)</b>	<b>AT 1 (Level 6)</b> <ul style="list-style-type: none"> <li>How does the Christian and Buddhist idea of punishment and forgiveness affect their opinions on capital punishment</li> </ul> <b>AT 2 (Level 5)</b> <ul style="list-style-type: none"> <li>Recognise and express feelings about their own identity in the light of their learning</li> </ul>	<b>PoS Reference No.</b>  <b>3:17</b> to develop their thinking about ultimate questions and human responses to them realising that there are no easy answers;  <b>3:18</b> to explore and acknowledge the basis of their own beliefs and values;
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHY DO WE PUNISH? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Brainstorm reasons why we punish, in pairs, and feedback to the class (punishments in school can be used as a starter!)</li> <li>In pairs/fours rank these reasons - 1=most justifiable, etc. and then discuss as a class. Draw in examples of God punishing people in the Bible, etc.</li> <li>Which of these reasons are behind capital punishment?</li> <li>Quiz to give students key facts on capital punishment, especially where it is used and for what crimes. Discuss these facts, draw out any surprises. Which crimes do they think are most deserving of such punishment? Do statistics support the idea that capital punishment "works"? News stories could be used here, e.g. terrorist attacks. Use photos (e.g. of anti and pro-death penalty protests in USA) or quotations to stimulate discussion about why people feel so strongly about this issue and draw out the importance of sensitivity and respect for the views of others.</li> </ul> <p><b>ARE SOME KINDS OF KILLING WORSE THAN OTHERS? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Explore the Buddhist arguments against capital punishment and think about why the death penalty is enforced in some Buddhist countries, such as Thailand and Burma/Myanmar.</li> </ul>		<p>Clips from the following videos may be used:            'Taking Issue - Right or Wrong,' BBC ,            'Taking Issue - Forgiveness,' BBC.</p> <p>'Christianity in Today's World,' (1998) by C Clinton et al, John Murray, ISBN 07195 7193 6.</p> <p>'Ethics &amp; Religions,' (1992), J Rankin et al, Longman, ISBN 0582 03307 1.</p>

- Students could either produce posters that could be used by Buddhists in a protest against executions, role-play interviews with Buddhist protestors and members of the government or write letters of protest against the death penalty imagining that they are a Buddhist. News stories, e.g. of westerners caught trafficking drugs could be discussed here.

#### **SHOULD EVERYTHING BE FORGIVEN? (1 hour)**

- Examine Christian views on capital punishment, focusing on why there are different Christian views.
- Speakers could be invited in to put their view across, e.g. local minister, Christian supporter of Amnesty International.
- Students could be split into groups and asked to research different Christian viewpoints (Sermon on the Mount, Matthew 5-7; Parable of the Last Judgement, Matthew 25:31-46; "Let him who is without sin among you be the first to throw a stone at her", John 8:7). Students could then report back and the class could decide which view they think is truest to Christianity. Include ideas such as retribution and reform.
- Art could be used as stimulus material, for example, Schiele's "Crucifixion with darkened Sun" or Bosch's "Christ Carrying the Cross".
- George Bush's (a very public Christian) attitude to capital punishment could be looked at here.
- News stories such as the case of Gordon Wilson who forgave those responsible for killing his daughter in the 1987 bombing at Enniskillen could be discussed.

#### **SHOULD THE FAMILY OF THE VICTIM DECIDE? (optional research 1 hour)**

- What are the advantages and disadvantages of the approach whereby the family of the victim decide
- Consider other types of punishment, e.g. cutting off hands for theft, etc.
- Appropriate news stories could be researched. Why do our newspapers often come out so strongly against this type of punishment? Do we have any right to pass judgement on the laws and practices of another country?

Alternatively a clip from the 'Test of Time' video, BBC Forgiveness.

Artwork on the internet.

There is an interview with Gordon Wilson in, 'Taking Issue - Forgiveness.'

The HGFL 'Pro-Quest News Articles' are a good source of information.

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>IS EXECUTION WORSE THAN MURDER? (1 hour)</b></p> <ul style="list-style-type: none"> <li>▪ This could be the focus of a formal debate or written assessment.</li> <li>▪ The following role-play could take place:  <i>Imagine a group of people who have been stranded on a desert island and are unable to communicate with the rest of the world. They have already set up an organisation with a leader. A young man/woman kills another in the course of an argument over food rations. Some of the group believe that such a crime should be punished by execution otherwise there will be no hope of order being maintained in their community. The leader calls a meeting to take advice from the whole group.</i></li> </ul> <p>The characters should include members of the religions studied in this unit. The teacher could chair the meeting. The focus should not be on whether the accused committed the crime but on <u>how</u> s/he should be punished. Students could be encouraged to adopt views that they do not actually support.</p> <p><b>ASSESSMENT OPPORTUNITY (1 hour)</b></p> <ol style="list-style-type: none"> <li>Explain how the Christian ideas of punishment and forgiveness might affect Christians' opinions on capital punishment.</li> <li>Which of the views studied to you most agree with? Give detailed reasons.</li> </ol>	<p>Amnesty International could be contacted. Their website has a section devoted to their campaign to abolish the death penalty.</p> <ul style="list-style-type: none"> <li>▪ <a href="http://web.amnesty.org">http://web.amnesty.org</a></li> </ul> <p>Search for relevant artwork on the Internet.</p> <p>Higher ability students will recognise and seek to explain the <i>varying</i> opinions within Christianity.</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see current Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning:
<b>YEAR 9 AUTUMN TERM</b> Unit Number: 9b Does suffering have a point? This unit is about what is the purpose of suffering.  (7 hours)	<b>AT1 (Level 6)</b> <ul style="list-style-type: none"> <li>Give a coherent account of what it means to belong to a particular faith community, exploring the principal beliefs and demonstrating an understanding of variations within individual religions</li> </ul> <b>AT2 (Level 6)</b> <ul style="list-style-type: none"> <li>Understand and begin to evaluate religious perspectives in relation to a range of ultimate questions</li> </ul>	<b>PoS Reference No.</b>  3:21 about a variety of types of prejudice and discrimination that affect relationships between individuals and groups, and ways of counteracting these effects;
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<b>WHAT IS SUFFERING? (2 hours)</b> <ul style="list-style-type: none"> <li>Look at a selection of daily newspaper headlines and find examples of suffering. Ask the students to classify them into types (e.g. natural or caused by humans, avoidable/unavoidable, affecting individuals or groups). This activity works very well using the newspapers available via <a href="http://www.re-xs.ucsm.ac.uk">www.re-xs.ucsm.ac.uk</a>. Lower ability students should be guided to simpler sites (e.g. The Mirror), whilst an extension task could be to select examples from foreign papers such as 'The Jerusalem Post'. Higher ability students could also generate more types of suffering.</li> <li>Students should end the lesson by raising questions about suffering which they find difficult to answer or come to terms with, such as "Why do children suffer?" Don't try to answer the questions but students should keep a record of them and return to them later in the unit.</li> </ul>		'The Buddhist Experience', (foundation edition) (2000) by Jan Thompson, Hodder & Stoughton, ISBN 0 340 77583 1; (mainstream edition) (2000) by Mel Thompson, Hodder & Stoughton, ISBN 0 340 74771 4. 'The Christian Experience' (foundation level) (2000) by Jan Thompson, Hodder & Stoughton, ISBN 0 340 77580 5; (mainstream edition) (2000) by Kevin O'Donnell and J F Aylett, Hodder & Stoughton, ISBN 0 340 74768 4. Hertfordshire Grid for Learning (Intranet) has a vast range of searchable newspapers free to Hertfordshire schools - 'Pro Quest News'.

### HOW DO BUDDHISTS RESPOND TO SUFFERING? (2 hours)

- Retell the story of Kisa Gotami. Students could role-play or perhaps re-write the story for a modern audience. This task will introduce the Four Noble Truths. Students could then reflect upon the key message of this story, "All life is suffering" and that the answers to such suffering can be found within. This could be the focus of a group discussion.
- Group-work: students could be given a dilemma and then asked to identify suffering (potential or real) and apply the Eight-fold Path, unpacking what each step on the path would mean in real terms. Finally, the group could evaluate the usefulness of the Eight-fold Path. Present findings to the class. Groups could be given the same dilemma or different ones.
- Task - ask students to choose one dilemma and write up their answer to the question: How do Buddhists believe suffering can be overcome?

### HOW DO CHRISTIANS RESPOND TO SUFFERING? (2 hours)

- Look at copies of paintings/hymns produced by different Christians on this topic, especially the suffering of Jesus. Discuss what each artist/writer is trying to convey. This could be done as a class or small groups could study their resource and report back. Draw out and discuss how responses to suffering may illustrate philosophical or theological ideas about its cause or purpose, e.g. punishment for sin, vicarious suffering. Paintings that could be used include: 'The Good Samaritan' - Rodolfo Arellano; 'Christ on the Cross' - Tidjani Agona; 'The Crucifixion of Christ' - Salvador Dali; 'In the Image of Man' - Robert Henderson Blyth.
- Undertake a reflective listening exercise on suffering. Read an account of suffering. What sound do you associate with it, what colour, what plant, what type of weather? Ask students to produce a response - collage, poem.

### ASSESSMENT OPPORTUNITY (1 hour)

Which explanation of suffering do you find most convincing: Buddhist or Christian? Give detailed reasons.

'Living Buddhism: Buddhism for Key Stage 3,' (1996 The Clear Vision Trust).

Email: clearvision@c.vision.demon.co.uk

Dharma

'Jesus Through Art,' Margaret Cooling (RMEP).

'If I had a friend,' The Practical Assembly Guide by Ann Lovelace, Heinemann 1993, p.58  
ISBN 0-435-30240-X.

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION</p> <p><b>NEW UNIT</b></p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (see Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY</p> <p>Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning: (see Hertfordshire Agreed Syllabus pages 23-25)</p>
<p>YEAR 9 SUMMER TERM</p> <p>Unit Number: 9c</p> <p>Why was the Holocaust allowed to happen?</p> <p>This unit is about religious and secular views of the Holocaust, individuals within it and lessons that can be learnt from it.</p> <p>(7 hours)</p>	<p>AT 2 (Level 6/7)</p> <p>Human identity and experience</p> <ul style="list-style-type: none"> <li>Analyse the impact of the teachings and experiences of inspirational people of faith on their own and other's lives.</li> <li>Compare, contrast and evaluate religious and non-religious views, including their own, about human identity and experience using appropriate evidence and examples.</li> </ul> <p>AT 2 (Level 6/7)</p> <p>Meanings and purpose</p> <p>Values and commitments</p> <ul style="list-style-type: none"> <li>Analyse the reasons why different people might hold different beliefs about a range of ultimate questions, moral and ethical issues within religious and non-religious communities and give their own opinion</li> <li>Compare, contrast and evaluate religious and non-religious perspectives, including their own views on a range of ultimate questions, moral and ethical issues using appropriate evidence and</li> </ul>	<p>PoS Reference No.</p> <p>3.3 about believers' understanding of the nature of God/gods;</p> <p>3.18 to explore responses to ultimate questions including religious and non-religious Beliefs, teachings and ideas.</p> <p>3.21 about issues relating to fairness, justice and duty within society and the world;</p> <p>3.22 about a variety of types of prejudice and discrimination that affect relationships between individuals and groups and ways of counteracting these effects.</p>

	examples.	
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<b>WHAT IS THE HOLOCAUST? (1 hour)</b> <ul style="list-style-type: none"> <li>Play exert from Recollections DVD showing vibrant life and culture of Jewish communities before 1933 or 'Life in Germany' video (from holocausteducation.org). What do students notice? Record responses. Explain that by the end of 1945 most of these people, families and communities with their diverse customs and lifestyles had disappeared and been extinguished.</li> <li>Show the word 'Holocaust' Thought shower students knowledge and responses, when, where, who and how (at this stage not 'why?')</li> <li>Establish an agreed definition of 'The Holocaust' both literal and symbolic (Greek work meaning 'sacrifice by fire', whilst Jews refer to the event of the Holocaust by the Hebrew term 'Shoah' meaning 'catastrophe') and its significance. Which is more appropriate?</li> <li>Show explanatory video: 'What is the Holocaust?' Ask students to make notes on information that was unfamiliar and surprised them. Share responses.</li> <li>Show picture of eclectic mix of people (from list below) and invite responses.</li> <li>Establish that whilst all the 11 million Jews of Europe were targeted for compete extermination, other so called, 'undesirable' groups were also victims of Nazi racist ideology including political opponents, Roma and Sinti (gypsies), Blacks, homosexuals, those with mental or physical disabilities, poles and Soviet prisoners, religious leaders including Catholics and priests, Jehovah Witnesses, trade unionists and people considered 'inferior' or ideologically dangerous'.</li> <li>Reinforce that behind the incomprehensible statistics, the Holocaust is a human story.</li> <li>Discuss the Nazi ideology of 'an Aryan superior race' and invite some religious responses. Why were so many groups targeted?</li> <li>Analyse and evaluate why society needs to learn about the Holocaust and subsequent genocides in a contemporary world.</li> </ul> <b>WAS THE HOLOCAUST INEVITABLE /AVOIDABLE? (1 hour)</b> <ul style="list-style-type: none"> <li>Show the quote, 'All that is necessary for the triumph of evil is that good men do nothing' Ask students for responses and explore the fact that Burke was writing in the 18<sup>th</sup> Century. Briefly examine how relevant was his thesis, then and today and question its philosophical and religious significance - are we ultimately bad or good and what evidence do they have to support their argument. Ask was the Holocaust inevitable? Return to this philosophical question at the end of the Unit.</li> </ul>		<p>Photos of lost communities: HET  <a href="http://www.het.org.uk/media/Pre-War%20Jewish%20Life%20cards.pdf">http://www.het.org.uk/media/Pre-War%20Jewish%20Life%20cards.pdf</a></p> <p>Precise definition of Holocaust  <a href="http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143">http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143</a></p> <p>(Yad Vashem explanatory video: What is the Holocaust?' - 1 min)  <a href="http://www.yadvashem.org/yv/en/education/video/index.asp">http://www.yadvashem.org/yv/en/education/video/index.asp</a></p> <p>Introduction to the Holocaust for students  <a href="http://www.ushmm.org/learn/introduction-to-the-holocaust">http://www.ushmm.org/learn/introduction-to-the-holocaust</a></p> <p>Jewish Life in Germany 1933-35. Free teaching resources, PowerPoint and lesson plans. (in teacher resources)  <a href="http://www.holocausteducation.org.uk/">http://www.holocausteducation.org.uk/</a></p> <p>Propaganda - Poisonous Mushroom resource  <a href="http://www.professorgair.com/poisonous-mushroom-with.pdf">http://www.professorgair.com/poisonous-mushroom-with.pdf</a></p> <p>Anti-Semitic propaganda for German school children</p> <p><b>General educational principles for teaching the Holocaust</b>  <a href="http://www.het.org.uk/media/educational%20princip">http://www.het.org.uk/media/educational%20princip</a></p>

- Mark Germany's social and political climate in a timeline of events that fuelled the rise anti-Semitism (website: Holocaust Explained).

#### WHERE WAS GOD IN THE HOLOCAUST?

- Determine that the Holocaust was not inevitable - it was a complex series of interrelated events that cannot be easily or simply explained.
- Briefly refer to other contributing factors, including historical deep rooted anti-Semitism that was widespread across Europe stemming from the accusation of 'Christ's killers' and 'Blood Libel'. The Nazis found rich soil for their propaganda.
- Explain that 'the Holocaust did not begin in the gas chambers - it began with words.'
- Look at a selection of Nazi propaganda posters on the web and newspaper headlines from Der Stürmer (Nazi propaganda newspaper) Analyse their subliminal and overtly racist messages and messianic portrayal of Hitler and a utopian 'racially pure' Fatherland. Task students with collating current day political propaganda campaigns. Chose both positive and negative. Question which is the most persuasive and why? What strategies did the Nazi's use? What might have influenced the German citizens to put Hitler into power?
- Introduce victims who were caught up in the Holocaust including Anne Frank and Eli Weisel. (If their information is limited either ask students to read and select appropriate extracts from Anne Frank or watch BBC Video The Diary of Anne Frank)
- Show an image of a book, voting card, money, radio/telephone, bicycle and yellow star Students to identify images and decode their meaning (what was their purpose?) Explain these were the anti-Jewish laws known as the '1935 Nuremburg Laws' - state sponsored legislation to support and encourage racism and prejudice. They prevented Jews the rights to: education, earning a living, communication, travelling and to practising their religion and citizenship.
- Activity: Using print out sets of the anti-racial laws cards resource (HET weblink with teacher notes), students timeline the laws. Pose questions to evaluate the impact of each law on the Jews, why were there gaps? (e.g., Berlin Olympics 1936), what law surprised them, angered them and what law would be most difficult for the Jews to follow? What was the overall aim of the laws? Establish it was the beginning of a long process of classification, persecution, dehumanization, segregation and extermination of Jews.
- Pose the questions; in what way did dehumanising Jews make the Holocaust become a reality? Why did some groups experience different persecution by the Nazis?

#### les%202013.pdf

The Holocaust Explained - KS3 educational site for teachers and students with clear timeline of events  
<http://www.theholocaustexplained.org/ks3/what-was-the-holocaust/#.U7k8hY1dUQQ>

Free resources for teaching the Holocaust including  
 Recollections DVD (BAFTA winner) Eyewitness  
 Remember the Holocaust  
<http://www.het.org.uk/index.php/education-general/resources>

The Diary of Anne Frank  
 DVD a BBC Darlow Smithson Productions

Key vocabulary  
 Stereotyping, prejudice, discrimination, anti-Semitism, scapegoat, genocide, persecution, blood libel, legislation, culpability, complicity, atrocities,



### RESTORING THE VOICES OF THE VICTIMS

- It is vital that students understand the Holocaust from the personal experiences of individuals, to give it a human perspective and to allow them to engage with empathy. The importance of hearing victim's voices cannot be underestimated. Students should not view the victims as a number (or part of a passive mass arriving on trains to the camps) but rather re-humanize them - ordinary people in extraordinary times, having to make incredibly difficult choices as they faced the most challenging dilemmas.
- Teachers could use the Yad Vashem book, 'I Wanted to Fly Like A Butterfly' and on-line teacher lesson plans and resource to explore the life challenges and experiences of Hannah,
- Encourage students to read about true life experiences (the Boy in the Stripped Pyjamas is fictitious and full of misconceptions)
- Hana's Suitcase the story of the arrival of a battered suitcase from a concentration camp to a children's Holocaust education centre in Tokyo. The mystery of the suitcase and its owner travels back through seventy years to a happy family in a small Czech town.
- Connect students with the past and engage them with the present through survivor testimonies.
- Choose personal survivor testimonies from a number of websites including: iWitness, (media and digital library) HMDT, Yad Vashem,
- Get students to create a virtual reality interview, what questions would they ask?

Hana's suitcase, Karen Levine  
pub. Second Story Press

I Wanted to Fly Like a Butterfly - A Child's  
Recollection of the Holocaust  
pub. Yad Vashem (also available from St.Albans  
Diocesan)

<http://iWitness.usc.edu/SFI/>  
iWitness- Shoah Foundation - Over 13,00 video  
testimonies from survivors, multimedia activities  
and digital resources for teachers and students

Life stories from Holocaust Memorial Day Trust  
(HMDT)  
<http://www.hmd.org.uk/life-stories/78>

### DILEMMAS, CHOICES AND RESPONSES (1 hour)

- Provide each table or group of students the following quote or poem
- "Throughout history, it has been the inaction of those who could have acted; the indifference of those who should have known better; the silence of the voice of justice when it mattered most; that has made it possible for evil to triumph." Halie Selassie
- Or Primo Levi's 'If this is Man' poem (available from the internet).
- Using the silent conversation format, ask students to analyse and reflect on the impact of either resource. What do they say about human identity and experience?
- Share responses.
- Introduce and define the terms 'Perpetrator, Bystander, Victim and Resister/rescuer'. Can students contextually apply the terms?
- Clarify that the Holocaust was not the result of the actions of 'Nazi evil monsters' but instead the perpetrators were human beings - just like anyone else -who were, in part,

Dilemmas, Choices and Responses, teachers notes and  
student card sorting activity:  
[http://www.het.org.uk/index.php/education-  
general/login/resources?view=teachingresources&layo  
ut=item&id=7](http://www.het.org.uk/index.php/education-general/login/resources?view=teachingresources&layout=item&id=7)  
(found in HET - teaching tools)

<p>products of the society in which they lived. All levels of European society were complicit - from governments to high ranking Nazi officials to doctors, lawyers, shop keepers, train drivers, school teachers, labourers, neighbours and in some cases, entire communities. The Holocaust was achieved through co-ordination and co-operation. Many were perpetrators or collaborators of mass atrocities whilst others were bystanders, indifferent and inactive. Were they all culpable in crimes against humanity? Were there levels of complicity and guilt?</p> <ul style="list-style-type: none"> <li>• Allow students to understand that in the context of events, there were moral dilemmas and people could make ethical choices whilst many created their own morality (make direct contrast with the victims who had, 'choice less choices')</li> <li>• Use 'Dilemmas, choices and responses' HET resource cards with accompanying teacher's notes.</li> <li>• Help students understand that the Holocaust and any acts of genocide or persecution cannot, like humanity itself, be simplified into acts of 'good' or 'bad' people.</li> <li>• Examine the question of the possibility of forgiveness. Ask students how bad an act does humankind have to perpetrate before they cannot be forgiven. Who has the right to forgive and what are the limits of forgiveness from both a religious and non-religious perspective?</li> <li>• Critically evaluate: Why did the perpetrators make last minute attempts to destroy the evidence of their crimes?</li> <li>• Further work on this topic can be explored through (section) and Simon Wiesenthal's book, The Sunflower.</li> <li>• Plenary questions: How far do our beliefs influence our choices?</li> <li>• Why can't we fully understand the choices people made during the Holocaust?</li> </ul>	
<p><b>ORDINARY PEOPLE, EXTRAORDINARY TIMES - RIGHTEOUS PEOPLE (1 hour)</b></p> <ul style="list-style-type: none"> <li>• Begin with quote, "Whoever destroys a soul, it is considered as if he destroyed an entire world. And whoever saves a life, it is considered as if he saved an entire world. Mishnah Sanhedrin 4:5</li> <li>• Ask students for a contemporary version.</li> <li>• Explain that the Holocaust revealed the full spectrum of what human beings are capable - from the worst forms of hatred and cruelty to the most inspiring stories of courage and resilience of the human spirit. In a world of total moral collapse, a small but vital number of people, committed to upholding human values, showed outstanding bravery and selfless courage. These individuals (and sometimes entire villages), were recognised as, The Righteous Among the Nations.</li> </ul>	<p>Yad Vashem, The Righteous Among The Nations  <a href="http://www.yadvashem.org/yv/en/righteous/about.asp">http://www.yadvashem.org/yv/en/righteous/about.asp</a></p> <p>Resources to support this unit:  <a href="http://www.het.org.uk/">http://www.het.org.uk/</a> (in teacher resources)</p> <p>Rescue during the Holocaust, guidance notes, rescue cards and lesson worksheets  <a href="http://www.het.org.uk/media/rescuer%20cards.pdf">http://www.het.org.uk/media/rescuer%20cards.pdf</a></p>

<ul style="list-style-type: none"> <li>• Using the HET resource (Rescue), explore individuals, who against all the odds, and at great risk to themselves and their families, were totally altruistic.</li> <li>• Ask students to read through the information sheets and examine what compelled them to undertake these incredible and dangerous acts of bravery. Can students find a pattern, a shared influence, a collective inspiration etc? Write an examination of the evidence. Read Passage to Freedom.</li> <li>• Reflect whether religious forces, self-interest or their response to man's in humanity to man motivated their actions ('I saved them because they were human beings not because they were Jews' Oskar Schindler.)</li> <li>• Other 'Righteous' that students might like to research include, Maximillian Kolbe (Franciscan friar who died in Auschwitz, Raoul Wallenberg (Swedish diplomat who saved the lives of over 50,000 Hungarian Jews), Pastor Andre Troche (responsible for saving the lives of 5,000 Jews in his village), Frank Foley (British spy based in Berlin), Selahattin Ulkumen (Muslim commanding officer in Turkish army) and the actions of many Quaker communities</li> <li>• 'Discuss the quote, 'Despite everything I believe that people are really good at heart.' Anne Frank. Students could sign the Anne Frank Declaration.</li> <li>• Or students could respond to the anthropologist Margaret Mead's quote "Never doubt that a small group of citizens can change the world."</li> <li>• What positive steps to support these responses are being taken today? Students could research pro-active organisations or individuals who are making a difference to the lives or other individuals or communities.</li> </ul>	<p><a href="#">f</a></p> <p>Anne Frank Declaration  <a href="http://www.annefrank.org.uk/what-we-do/declaration">http://www.annefrank.org.uk/what-we-do/declaration</a></p> <p>Righteous Muslims  <a href="http://hmd.org.uk/resources/podcast/role-righteous-muslims">http://hmd.org.uk/resources/podcast/role-righteous-muslims</a></p> <p>Passage to Freedom - The Sugihara Story by Ken Mochizuki. pub. Lee and Low Books.  (Lesson in courage and conscience of Japanese ambassador who helped save up to 10,000 Jews.)</p>
<p><b>WHAT WERE THE JEWISH RESPONSES TO THE HOLOCAUST?</b></p> <ul style="list-style-type: none"> <li>• Discuss the quotes; *'God did not build Auschwitz and its crematoria. Men did. The Holocaust may make faith in God difficult, but it makes faith in man impossible.'</li> <li>• 'We stand before our God...We bow to Him, and we stand erect before man.' Rabbi Leo Baeck.</li> <li>• On liberation, many survivors, having lost everything, turned away from their Jewish faith. Some maintained their religions observance throughout with the view that it was God's will, others were angry for varying periods of time but many, by the time they reached their later years, had forgiven God and returned to their faith. Analysing the above, ask students to investigate both religious and non religious responses to the Holocaust critically evaluating both perspectives. (Look at the writings of Primo Levi and Elie Weisel).</li> <li>• Introduce the fact that one of the most powerful Jewish responses to the</li> </ul>	<p><i>*D Prager and J Telushkin, The Nine Questions People Ask About Judaism, p35</i></p> <p>Jewish responses to the Holocaust - Elie Wiesel  <a href="http://www.stsci.edu/~rdouglas/publications/suff/suff.html">http://www.stsci.edu/~rdouglas/publications/suff/suff.html</a></p> <p>Resource for teachers - Jewish responses to the Holocaust  <a href="http://www.myjewishlearning.com/beliefs/Theology/Suffering_and_Evil/Responses/Modern_Solutions.shtml">http://www.myjewishlearning.com/beliefs/Theology/Suffering_and_Evil/Responses/Modern_Solutions.shtml</a></p>

Holocaust was spiritual resistance in the ghettos (other active responses included ghetto uprisings, partisan groups, assuming hidden identity, going into hiding and conversion to Christianity). What might this inform us about human identity?

- Jews often ask why did the Allies not respond more convincingly to the Holocaust. Students could respond with a court room scenario.
- For discussion; Can we make fair judgements on how Jews responded to the Holocaust?

## WHAT ARE THE LESSONS WE SHOULD LEARN FROM THE HOLOCAUST?

(If students are using the DVD Recollections )

- Ask students to write on a blank piece of paper and then swap with their neighbour the answer to the following question; 'What do you think happened to the survivors of the Holocaust? Read out.
- Teacher to scribe responses on board. What do students notice?
- Teacher to show some of the final testimonies from DVD (message to the future) Ask how has it shaped their outlook and lives? Why does this make the Holocaust important?
- And/or: Students read 'First They Came' Pastor Niemoller poem. Discuss its significance in the light of what they have explored and learnt.
- Challenge students to imitate, re-write and act out the poem with a relevance to their lives
- Analyse the poem, 'If Auschwitz was in Hampshire', Edward Bond (available from the internet). Ask students for responses and challenge them on its profound message.
- Plenary: Ask students to write a response to the following questions;
  - What are the legacies of the Holocaust?
  - Was the Holocaust inevitable/avoidable (re-visited after 2<sup>nd</sup> session question)
  - What message of the Holocaust is most important to you?
  - What relevance do you believe it has today?
  - Why should we remember the Holocaust and continue to learn about it?
  - How can the Holocaust help our exploration of beliefs - both religious and non-religious?
- Challenge students to create a symbol that could represent memorialisation of the Holocaust and subsequent genocides. Could an image of a survivor smiling outside the gates of Auschwitz be appropriate? Why not?

First They Came poem resource

<http://hmd.org.uk/resources/poetry/first-they-came-pastor-martin-niemoller>

Jewish philosophical and theological responses to the Holocaust - article

[http://www.yadvashem.org/odot\\_pdf/Microsoft%20Word%20-%206385.pdf](http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%206385.pdf)

What did people do after the Holocaust?

<http://www.het.org.uk/media/recollections%20rs%20what%20did%20people%20do%20after%20the%20holocaust.pdf>

<http://www.theholocaustexplained.org/ks3/what-was-the-holocaust/#.U7k8hY1dUQQ>

The Holocaust Explained - KS3 educational site for teachers and students

<http://www.het.org.uk/>

Holocaust Education Trust - educational site for teachers and students providing teaching aids and resources. Supports the National Curriculum for History and training for teachers on how to teach the Holocaust. Downloadable free resources.

<http://www.yadvashem.org/>

Yad Vashem World Centre for Holocaust Education - testimonies, primary documents, videos, teaching resources and articles

Institute of Education - excellent classroom materials and resources and free CPD sessions

<http://www.holocausteducation.org.uk/>

## Resources

### USHMM

<http://www.ushmm.org/>

United States Holocaust Memorial Museum - excellent teaching and learning materials and resources

<http://www.hmd.org.uk/>

Holocaust Memorial Day Trust (UK) - provides resources for commemoration of Holocaust Memorial Day and information on subsequent genocides.

<http://www.kigaligenocidememorial.org/old/>  
Kigali Genocide Memorial Centre (Rwanda)

DVD - Recollections. Free from HET resources (Testimonies from the 'Afterwards' and 'Message to the future' sections for final lesson) .

### Site Visit and online information

IWM - Imperial War Museum, London - Holocaust exhibition and workshops

<http://www.iwm.org.uk/history/the-holocaust>

Jewish Museum, Camden, London.

Holocaust workshops

<http://www.jewishmuseum.org.uk/holocaust-gallery>

National Holocaust Centre and Museum, Nottingham

<http://holocaustcentre.net/>

Aegist Trust - organisation working to help prevent crimes against humanity

<http://www.aegistrust.org/>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see current Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning:
<p>YEAR 9 SPRING TERM Unit Number: 9d Is it ever right to fight</p> <p>This unit is about different attitudes to war and peace.</p> <p>(7 hours)</p>	<p>AT1 (Level 6)</p> <ul style="list-style-type: none"> <li>Give a coherent account of what it means to belong to a particular faith community, exploring the principal beliefs and demonstrating an understanding of variations within individual religions</li> </ul> <p>AT2 (Level 6)</p> <ul style="list-style-type: none"> <li>Respond to the views of others on a range of contemporary moral issues giving well-argued reasons for supporting one view rather than another</li> </ul>	<p>PoS Reference No.</p> <p>3:20 about issues relating to fairness, justice and duty, within society and the world;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHAT ARE THE DIFFERENT CHRISTIAN VIEWS ABOUT WAR? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Wordstorm the students' knowledge about different attitudes to war.</li> <li>Use a painting such as the image of Jesus as a liberation fighter (see points to note) to provoke discussion. Discuss reactions. Who might have painted it? Why? What kind of fighting is being justified here? Who might approve/disapprove of such a painting?</li> <li>Build on previous unit's work - 'Why are there wars?' In groups students research one of the key terms and present their findings.</li> </ul> <p><b>WHAT IS HOLY WAR? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Present class with 3 or 4 unidentified texts about holy war and students try to identify the sources. Pope Urban's recruiting speech in 1095 Crusades, 1 Samuel 15:2-3 and Bin Laden's remarks all provoke interesting discussion.</li> <li>Do you think God really backed any of these wars? Focus on how theists describe God eg judge, creator, protector, all loving (omnibenevolent), all knowing (omniscient), and all powerful (omnipotent). How do these ideas sit with the idea of a God who commands wars? Why might some people claim God is backing their war? Discussion/debate.</li> </ul>		<p>'Religion in Focus - Christianity,' Clinton and Team (1998), John Murray, ISBN 0719571936 p. 87.</p> <p>'Christianity in Today's World' by Murray.</p> <p>'GCSE for You'.</p> <p>'One World, Many Issues' (2<sup>nd</sup> edition) by B. William, Nelson Thornes, ISBN 0 7487 6257 4.</p> <p><i>Draw out the key technical terms:</i></p> <p><i>Liberation Theology - the idea that God stands up for the oppressed.</i></p> <p><i>Pacifism - no violence in any circumstance.</i></p> <p><i>Holy War - war commanded by God.</i></p> <p><i>Just War - 'fair' war which must fulfil a number of criteria, e.g. a just cause.</i></p> <p><i>Conscientious Objectors - people who choose not to fight in a particular conflict.</i></p>

**IS THERE SUCH A THING AS A JUST WAR? (1 hour)**

- Explain this key term – a war on the side of justice/fairness.
- Students to brainstorm possible conditions for a just war in pairs and then feedback as a class.
- Apply the just war criteria to the Second World War and the most recent well-known conflict. Tony Blair's speeches justifying war (Kosovo or the "War Against Terror" are great resources as he appeals to the just war criteria).
- How useful are these criteria? Can they be followed? If they can, do they guarantee a just war? Is there such a thing?

**WHAT DOES A CONSCIENTIOUS OBJECTOR BELIEVE AND HOW MIGHT THEY INFLUENCE US TODAY? (1/2 hours)**

- Research Muhammad Ali's attitude to war using a variety of resources, including the recent film 'Ali'.
- Students either write a speech defending Muhammad Ali or a speech trying to prove he should be punished for refusing to fight.
- Students to research local conscientious objectors, e.g. via local old papers or interviews with grandparents.

**PACIFISM – COWARDLY OR COURAGEOUS? (1 hour)**

- Study photos such as the famous image of the student standing in front of the tank in Tiananmen Square.
- Alternatively, students could role-play situations from school/their lives in which violence might be used. Students could prepare two endings for their role-play, one in which violence is the response and one in which it is not used. This could provoke discussion on the pros and cons of using violence.
- Investigate Biblical contributions to this debate (e.g. Jesus' teachings on *agape*, 'Love your enemies,' a chart, identifying teaching for/teachings against).
- Students can draw around their hands and identify key teaching on each finger. Arguments for on one hand and against fighting on the other hand.
- Students turn the above information into two paragraphs:  
..... on the one hand : ..... on the other hand.?

'Religion in Focus - Christianity' has information on the Crusades. Bin Laden's speeches can be found on the internet.

Note: Holy war is an idea found in many religions/cultures.

Could use current material here about Iraq, e.g. speech by Tony Blair, George Bush.

(Chart and information supplied in Religion in Focus: Christianity, Teachers Resource Pack).

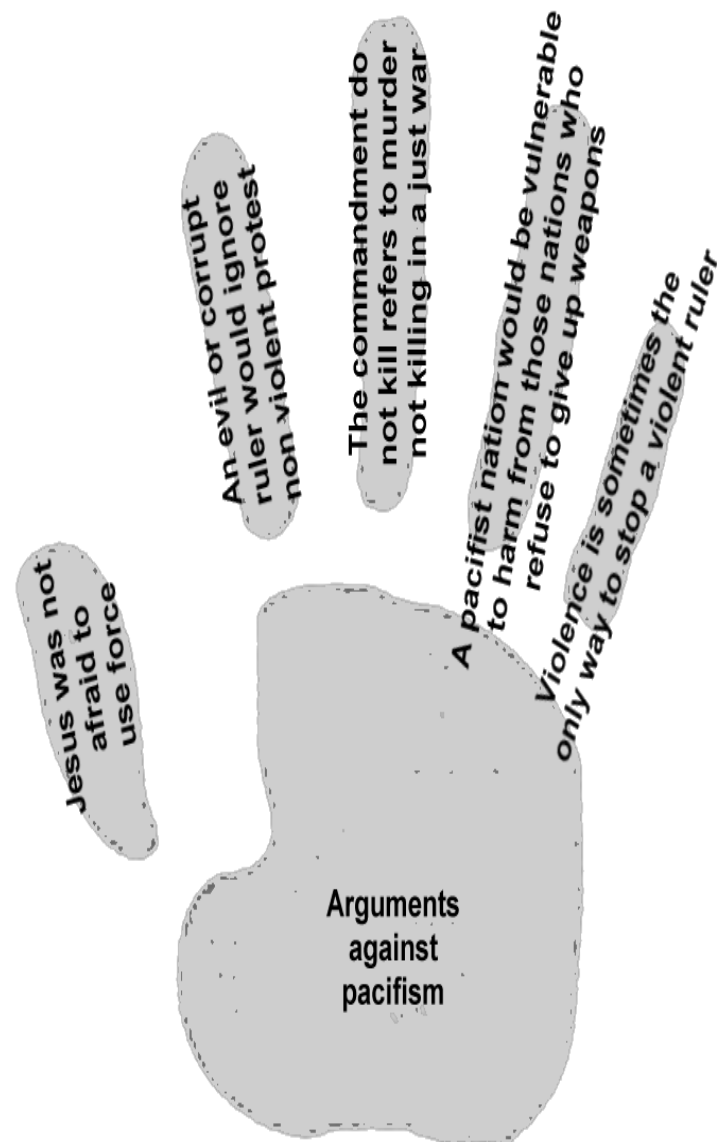
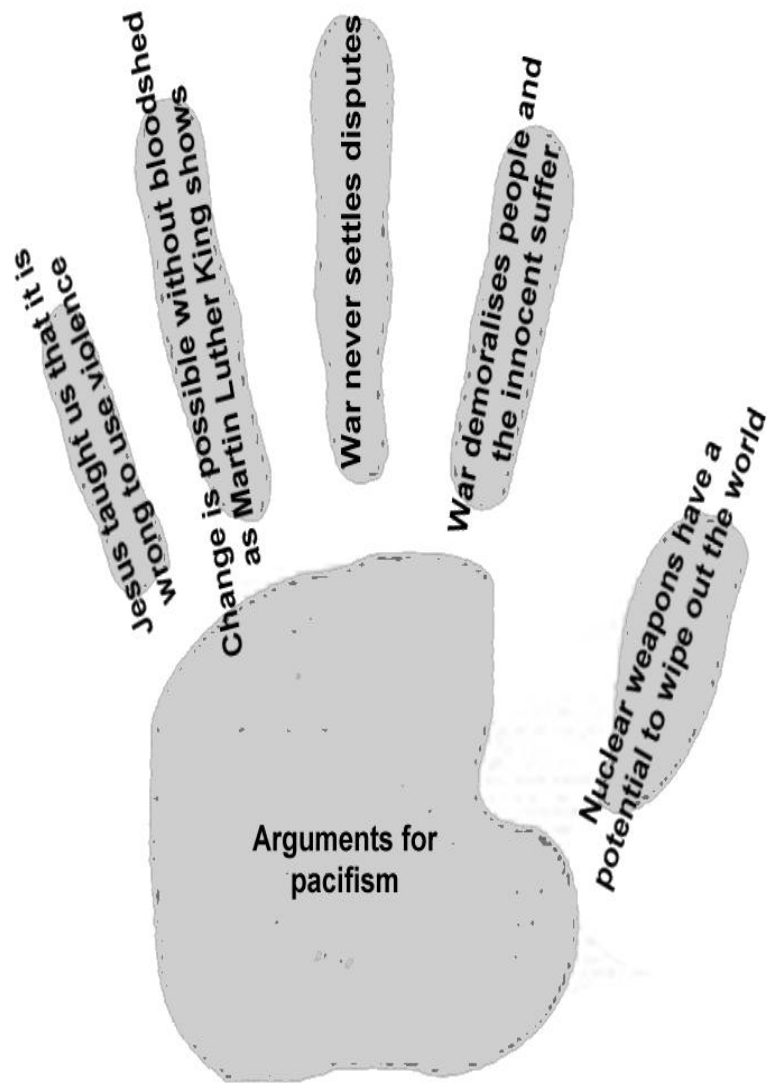
'Ali'

You might find some of the students' grandparents may have information on this.

**ASSESSMENT OPPORTUNITY (1 hour)**

- Think of 5 arguments for and against pacifism.
- Explain why each argument is viable.
- Write a paragraph explaining your own point of view drawing on well-argued reasons for supporting one view or another. Give examples and back up the arguments for level 6.





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<p><b>YEAR 9 SPRING TERM</b> Unit Number: 9e What is the secret of a happy life? This unit is about Buddhism and the Dalai Lama</p> <p style="text-align: right;">(8 hours)</p>	<p><b>AT 1 (Level 7)</b></p> <ul style="list-style-type: none"> <li>Relate religious beliefs, teachings practices and lifestyles to their historical and cultural contexts and to their relevance today</li> </ul> <p><b>AT 2 (Level 7)</b></p> <ul style="list-style-type: none"> <li>Evaluate the effects of applying religious and moral values to the lives of individuals and societies</li> </ul>	<p>PoS Reference No.</p> <p>3:1 key beliefs of major religious systems; 3:3 about the lives of key religious figures and the way in which they are regarded as sources of authority and inspiration by religious communities today; 3:5 about and reflect on the way in which belonging to a religion affects a believer's lifestyle;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHAT MAKES YOU HAPPY? (2 hours)</b></p> <ul style="list-style-type: none"> <li>Discuss what happiness means. Students could complete the phrase 'Happiness is ...' and then compare answers. Discuss how important is worldly wealth. Did the students' suggestions focus mainly on material happiness, e.g. a big house, TV, car? What is more important for our happiness, material possessions or other things, for example, a loving family or self confidence? Examples of celebrities or soap characters could be used as a springboard for discussion.</li> <li>Read and discuss an outline of Siddhartha's life. As a prince he had all the possessions that he wanted but this did not bring him happiness. What did his parents want him to be? Focus on the 4 sights and the effect that these had on his life. Why did he think that leaving the Palace was the only way to achieve happiness? Was this a wise move?</li> <li>Show students the story of Prince Siddhartha on 'Living Buddhism,' stop the video before he leaves his wife. Ask students to create a conscience tunnel. They imagine that they are trying to act as Gotama's conscience to persuade him to stay in the palace or leave his family and find the answer to why people suffer. Send a student through the tunnel as the prince and question how many points they can remember after the activity.</li> </ul>		<p>Refer to QCA Unit 7D. Using Buddha images is a very helpful way in to this topic. Concept of protection. What do your parents protect you from? Have you or has anyone you know ever had a 'wake up call'? What effect did that have? Video: 'The Little Buddha'.</p> <p>Resource: 'RE in Practice'. Why do people suffer? Teaching RE: Buddhism 11-16, CEM. The Tibetan Wheel is a useful resource for understanding change. 'Looking for Happiness,' (1988), Robert Kirkwood, Longman, ISBN 0 582 20311 2.</p>

- Write a letter from Siddhartha to his family explaining his decision to leave. Alternatively students could prepare and perform a role-play of the last conversation between the young prince and his chariot driver.
- Use a stilling exercise (guided journey) to focus on the key question: 'What makes you happy?' and place students in Siddhartha's shoes. 'Living Buddhism,' the teacher's guide, has one that could be adapted.

#### **ACCORDING TO THE BUDDHA, HOW CAN REAL HAPPINESS BE ACHIEVED? (2 hours)**

- Is there something about yourself that you would like to change? Is there something about your life that you are completely happy with? If so, how long will it last? Discuss responses. Do you think it is true that people are not satisfied with life? Use students' ideas and examples from their own life or focus on celebrities eg Michael Jackson's use of plastic surgery. He appears never to be satisfied with life and how he looks no matter how many changes are made.
- Change - The Three Universal Truths. Does everything change and is it inevitable? Buddhists believe that we must learn to accept change, appreciate what we have now but not become too attached to what we have as it will pass away.
- Using the Tibetan Wheel of Life where do you think you/your friends are. How effective is it in describing the journey of life?
- Teach the four Noble Truths, the Eight-fold Path and the five Precepts (guidelines).
- How effective are the Four Noble Truths and the Eight-fold Path as a guide for life? Students could apply the Eight-fold Path to a tricky situation and evaluate its effectiveness at dealing with unhappiness. Alternatively, students could look at the Five Precepts and consider which careers/lifestyles would be suitable/unacceptable for a Buddhist and why. Using job adverts, make adverts for a Buddhist magazine. Would school be better if we had precepts (guidelines) rather than rules? What might those precepts be?

#### **CAN BUDDHISM BRING HAPPINESS TO THE PEOPLE OF TIBET? (2-3 hours)**

- Introduce this key question by focusing on the Dalai Lama and his response to the Chinese invasion of Tibet. Can students identify Tibet and the surrounding countries on a map? Does anyone know why Tibet isn't featured in some atlases? (*It is seen as part of China.*)
- If you became leader of the UK at 15 what changes would you make?

'Living Buddhism for Key Stage 3' (1996), The Clear Vision Trust. The teacher's guide has a stilling exercise that could be adapted.

'The Buddhist Experience', Mel Thompson (2000), Hodder & Stoughton, ISBN 0340747714, which also has a foundation issue, is very useful here.

'Exiled Leader: The Story of the 14<sup>th</sup> Dalai Lama', Ahmed & Gray (1997) RMEP, ISBN 1851751319 and 'The Buddhist Experience' provide good material.

- Students could work in groups, present their ideas in the style of election promises and the class could vote on the winning party.
- Student could watch an extract from the film 'Kundun.' The young Dalai Lama decided to flee the country as his presence there was threatening the safety of his people. He was determined to stick to the principle of non-violence (see the Eight-fold path and the Five Precepts). Consider the question; did the Dalai Lama make the right decisions?
- What is the situation today? Students could research the work of charities such as 'Tibet Relief Fund' and the 'Free Tibet Campaign' using their websites. The contribution of celebrities such as Richard Gere might be a point of interest. Why are these people taking action? What should the UK/UN do?

#### • **ASSESSMENT OPPORTUNITY (1 hour)**

- *"Using force is not a sign of strength but rather a sign of weakness"* - the Dalai Lama. Explain what the Dalai Lama means and his reasons for holding such a view. Be sure to refer to Buddhism. Do you agree? Give detailed reasons.
- Do you think the Dalai Lama's response to events in Tibet has been the correct one? Give detailed reasons. Show that you have considered different points of view. Be sure to refer to Buddhism in your answer.

'Kundun' (the 10-minute section where, shortly after his visit to China, the Dalai Lama is briefed on the atrocities carried out by the Chinese, is very powerful).

ICT Lesson - researching these campaigns.

[www.dalailama.com](http://www.dalailama.com)

[www.tibet-society.org.uk/tibet.html](http://www.tibet-society.org.uk/tibet.html)

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION	OBJECTIVES, VOCABULARY AND ARTEFACTS (see current Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning:
<p><b>YEAR 9 SUMMER TERM</b> Unit Number: 9f Do animals have rights?</p> <p>This unit is about religious and secular views about the place of animals in our world.</p> <p style="text-align: right;">(7 hours)</p>	<p><b>AT 1 (Level 7)</b></p> <ul style="list-style-type: none"> <li>Relate religious beliefs, teachings, practices and lifestyles to their historical and cultural contexts and to their relevance today</li> </ul> <p><b>AT 2 (Level 7)</b></p> <ul style="list-style-type: none"> <li>Evaluate the effects of applying religious and moral values to the lives of individuals and societies</li> </ul>	<p>PoS Reference No.</p> <p>3:17 to develop their thinking about ultimate questions and human responses to them realising that there are no easy human answers;</p> <p>3:18 to explore and acknowledge the basis of their own beliefs and values;</p> <p>3:19 about the ethical issues raised by the ways in which human beings use the earth's resources and explore a range of religious and personal responses to these;</p>
SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING		POINTS TO NOTE AND RESOURCES
<p><b>WHAT IS ACCEPTABLE TREATMENT OF ANIMALS? (1 hour)</b></p> <ul style="list-style-type: none"> <li>Brainstorm ways in which we use animals (food, clothing, cosmetic testing, sport, medical research, zoos, etc.) Then, individually, split these into those which you think are acceptable, unacceptable and those which you are unsure about. These categories could then be ranked. Follow with class discussion on views and reasons behind them. Should some animals get better treatment than others? Focus may be on the treatment of monkeys and dolphins, those perceived to be 'intelligent' animals.</li> <li>Read the poem "If I could be God for just one day."</li> <li>What kind of world do you think this poet would like to see? What would you like to do if you were God for one day? Would animal rights be your priority? Do you think there are more important issues to be concerned about, for example, human suffering in the form of war, disease, famine. etc. Students could express their ideas in the form of a poem, illustration, poster or song.</li> </ul>		<p>Video link - short clips from 'BBC Animal Hospital', 'Pet Rescue', C4, BBC 'Vets in Practice'.</p> <p>Websites - Cat Protection League, RSPCA.</p> <p>Modern World Religions: 'Christianity,' Teacher's Resource pack, p.98.</p> <p>'Compassion in World Farming' has helpful literature.</p>

### HOW SHOULD FARM ANIMALS BE TREATED? (1 hour)

- Explore a range of arguments including those from religious groups and environmental campaigners. Are there any pupils who feel very strongly about these issues? How do their beliefs affect their lives, e.g. do they buy only free-range eggs, are they vegetarian/vegan?
- Students could read and discuss the poem and arguments for and against battery farming in 'This is RE!'
- 'Compassion in World Farming' has speakers available to talk in schools.
- Students could visit Bhaktivedanta Manor to investigate their scheme of vegetarian, non-violent farming of cows and bulls.
- Alternatively, students could read about this scheme in 'This is RE!' pp. 110-113 and prepare a list of questions that they would like answered on this scheme. Students and their teacher could then try to answer these questions.

### FOOD FOR THOUGHT? (1/2 hours)

- Explore the many reasons for vegetarianism, including health, ethical and religious. Find out if there are any vegetarians in the class. Does anyone know any vegetarians? Can they name any famous vegetarians? What reasons do these people give for their diet?
- Students could investigate religious responses to vegetarianism.
- Findings could be presented in the form of interviews for radio/TV or magazine.
- Students' own responses to these ideas could be discussed and personal written conclusions should be documented.

### SHOULD ANIMALS BE USED FOR MEDICAL RESEARCH? (1 hour)

- 'Pig Heart Boy' (a BBC series) could be used to stimulate debate. Should organs from other animals, e.g. specially bred pigs, be used to save human lives?
- Students could work in small groups and present their ideas to the class. Perhaps email could be used between groups, with the whole exchange being printed off at the end. Alternatively, pupils could work in pairs, with one arguing for and one arguing against the issue. Ideas could be presented to the class as though a telephone conversation is taking place, with the two pupils sitting back to back. The class could comment on which pupils present the strongest argument (this may not necessarily be the one with which they agree.)

See Hertfordshire Faith Communities Contact Directory at [www.thegrid.org.uk/learning/re/teaching/index.htm](http://www.thegrid.org.uk/learning/re/teaching/index.htm) and Bhaktivedanta Manor at [www.krishnatemple.com](http://www.krishnatemple.com)  
'This is RE!' (2002) by Cath Large, John Murray, ISBN 0 7195 7439 0, pp. 100-101.  
Alternative belief systems could be used here - e.g. Aboriginal and Native American beliefs.

*For many Hindus and Buddhists their vegetarianism is related to their ideas of Karma (actions), reincarnation (rebirth of the soul in a new body) and ahimsa (non-violence to any living thing)  
For members of other religions the choice to be vegetarian may be a way of showing respect for God's creation.*

'Taking Issue 2' provides thought-provoking video material. 'This is RE! 1', pp. 100-113, 'Religion in Focus: Christianity', p.80-81 and 'The Buddhist Way', pp.38-39 all provide interesting information.

'This is RE!' pp.106-107 provides lots of good material.

**CLASS DEBATE on the key question:**

**'Should animals be used for medical research?' (1 hour)**

- You will need a chair, two speakers for each side and a group of researchers. After hearing the arguments, students could write a balanced essay giving various viewpoints and religious views. Teachers might like to split the class into four groups and try two debates.
- Another key question could be:
- DO RELIGIOUS PEOPLE CARE MORE ABOUT THEIR ANIMALS?

**ASSESSMENT OPPORTUNITY (1 hour)**

AT1 Explain how the teachings of *either* Christianity, Buddhism *or* Hinduism affect believers' attitudes towards animal welfare.

AT2 Explain why religious people hold differing views about eating meat. Give your view on this issue, backed up with detailed reasons.

SmithKline Beecham can provide excellent speakers. 'Beliefs, Values and Traditions' book as a picture of the mouse and ear.

'Contemporary Moral Issues' (4<sup>th</sup> edition) by J Jenkins, Heinemann, ISBN 0 435 303 090.

CEM 'Secondary RE' - Citizenship and RE.

'The Animal Rights Debate,' (2002), Independence Educational Publishers, ISBN 1 86168 201 8.