

Journey of Knowledge Year 7 Unit 3: What is 'good' and what is challenging about being a teenage Buddhist in Britain?

Context and introduction to the unit: Students may have studied elements of the Buddhist faith and understand it as one of the major religions. Students will look at the life of Siddhartha Gautama (the Buddha) and explore key Buddhist beliefs such as the Three Marks of Being, the Four Noble Truths, the Eightfold Path, the Five Precepts, Karma and the Cycle of Life. Students will also look at festivals in Buddhism.

Prior knowledge (KS2 and 3): Students have studied the previous topic of how we study RE at Hillside and have the fundamental principles of the disciplinary lenses which will allow them to investigate the Buddhist belief using these lenses. At KS2 students may have touched on some key concepts of Buddhist belief such as the belief in Karma or they may be aware of who the Buddha was.

The bigger picture:

Citizenship – law, respect, covenants, tolerance, discrimination.

Careers links – theologian, author, philosopher, journalist, historian, hospitality, medicine, retail.

CORE KNOWLEDGE

- Buddhism is one of the six major world religions and was founded 2500 years ago in India.
- Siddhartha Gautama, later known as the Buddha, was born in India around 560 BCE. He was a prince, living a life of luxury in his father's palace. After seeing suffering outside the palace (sickness, old age, and death), he left his royal life to find a solution to human suffering. Siddhartha spent years meditating and learning from different teachers, but found no answers until he meditated under a tree (now called the Bodhi tree) for 49 days. After achieving enlightenment, Siddhartha became known as the Buddha, which means "the awakened one," and he spent the rest of his life teaching others how to end suffering.
- The Three Marks of Being are: Anicca (Impermanence): Everything in life is constantly changing; nothing stays the same forever. Dukkha (Suffering): Life is full of suffering, whether it's pain, loss, or dissatisfaction. Anatta (Non-Self): There is no permanent, unchanging self; our identities are made up of changing parts, and we do not have an eternal soul.
- The Four Noble truths sum up why there is suffering and how it can be solved. Suffering exists in life (e.g., pain, illness, and death). The cause of suffering is craving or desire (wanting things to be different or more than they are). It is possible to end suffering by overcoming desire. The way to end suffering is by following the Eightfold Path.
- The Eightfold Path is a guide for ethical living and includes: Right Understanding, Thought, Speech, Action, Livelihood, Effort, Mindfulness, Concentration.
- The Five Precepts are ethical guidelines for Buddhists. They are: do not kill, steal, lie, misuse sexuality, consume intoxicants.
- Karma is the belief that every action has consequences, either good or bad. Good actions lead to positive outcomes; bad actions lead to negative outcomes. Samsara is the cycle of birth, death, and rebirth. Buddhists believe that we continue to be reborn until we reach enlightenment and escape samsara. Nirvana is Buddhist's way of describing a mind which is happy and at peace, you get here by following the eightfold path.
- Buddhist Festivals include: Vesak: Celebrates the birth, enlightenment, and death of the Buddha. It is the most important Buddhist festival, often marked by ceremonies, meditation, and giving. Magha Puja: Commemorates the Buddha's teachings to a large gathering of his followers. Asalha Puja: Marks the Buddha's first sermon and the beginning of the Buddhist teaching. Uposatha Days: Regular days of spiritual observance, often including meditation and reflection.
- Challenges of being a Buddhist in the UK today include misunderstanding and stereotypes balancing beliefs with modern life, cultural differences with practicing in a predominantly non-Buddhist society, access to Buddhist communities and pressure to conform.

Word Rich

- The Buddha
- Meditate
- Anicca
- Impermanence
- Dukkha
- Suffering
- Anatta
- Precept
- Karma
- Nirvana
- Samsara
- Monks
- Enlightenment
- Vesak
- Parinirvana day

Journey of Knowledge Year 7 Unit 2: ‘What can Jewish scripture teach us about belief?’

Context and introduction to the unit: Students may have studied elements of the Jewish faith at KS2 however some schools may not have covered some of the core concepts of the religion. Therefore, we re-teach and build on prior knowledge initially focusing on the Jewish view of the origins of the universe and some of the key prophets (Abraham and Moses). Students then investigate how these Jewish beliefs impact their practices by looking at Pesach (retrieving knowledge of Moses), the Mitzvot (retrieving knowledge from Abraham) then finally investigating the split between Judaism and Christianity.

Prior knowledge (KS2 and 3): Students have studied the previous topic of how we study RE at Meols Cop and have the fundamental principles of the disciplinary lenses which will allow them to investigate the Jewish belief using these lenses. At KS2 students should have studied elements of Judaism including some of the Jewish festivals and some Jewish scriptures e.g. 10 Commandments (Exodus).

The bigger picture:

Citizenship – law, respect, covenants, tolerance, discrimination.

Careers links – theologian, author, philosopher, journalist, historian, hospitality, medicine, retail.

CORE KNOWLEDGE

- Judaism is a monotheistic religion and believe God is eternal and omnipotent.
- Jewish people use the creation story to learn about the many sides of God.
- Abraham is the founding father of Judaism and was the first person to make a covenant with God.
- In a world of polytheists, Abraham came to believe that there was only one God.
- Moses freed the Hebrews from slavery with the help of God, though the Ten Plagues, and is seen as proof that they were the chosen people and the covenant was still in place.
- God gave Moses the Ten Commandments which were rules the Israelites must follow.
- In Hebrew, God’s laws are called Mitzvot, and there are 613 Mitzvot. There are different opinions of how each of these should be followed.
- The Jewish holy scriptures are known as the Tanakh, which is divided into three sections.
- The most important part of the Tanakh for Jews is the Torah. It explains the laws that Jews must follow.
- Pesach (Passover) is a celebration which remembers the Jews escape from Egyptian slavery, and is time of remembrance and thanksgiving.
- The Seder meal is a special meal which reminds Jews of their history.
- There are food laws (kashrut) for Jews to follow.
- Remembering the Shabbat is the fourth of the Ten Commandments, and takes place every Friday and is marked with the Havdalah service.
- Shabbat is a time when no work is done; time is taken to rest with family and worship God.
- Jews worship in a synagogue and although may appear different have many similarities on the inside to help with their worship.
- Some Jewish people are awaiting a Messiah, and this time will be known as the Messianic Age.
- Jews believe the Messiah will bring peace and harmony.

Word Rich

- Monotheistic
- Creation
- Prophet
- Trust
- Covenant
- Miracle
- Commandment
- Mitzvot
- Torah
- Pesach
- Passover
- Kosher
- Shabbat
- Synagogue
- Messiah

Journey of Knowledge Religious Studies: Year 7 Unit 3: ‘What are World Views?’

Context and introduction to the unit: Students may have studied elements of different faiths in primary school, this unit will build on their previous knowledge and explore different concepts of God. Students will consider their own beliefs about God and where they come from. Students will also explore the beliefs of ancient polytheistic religions. Students will deep dive into God according to Genesis as well as the beliefs of Hindus, Buddhists and Humanists about God as well as considering spiritualism.

Prior knowledge (KS2 and 3): Students have studied the previous topic of how we study RS, which opens their understanding of key concepts such as atheism, polytheism and monotheism. They will also have an understanding of Judaism, which links with their knowledge of monotheism. Students may have studied groups in primary such as the Egyptians, Romans or the Greeks who are polytheists.

The bigger picture:

Citizenship – law, respect, covenants, tolerance, discrimination.

Careers links – theologian, author, philosopher, journalist, historian, hospitality, medicine, retail.

CORE KNOWLEDGE

Everybody has a worldview. This is how we see the world and it impacts our thoughts and actions. Our worldviews can make it hard for us to see the world in ways that others do. Some of the main worldviews in religion are monotheists who believe in one God; polytheists who believe in more than one god; atheists who do not believe in any god and agnostics who neither believe or disbelieve in god or gods.

Many ancient religions were polytheist, such as the Ancient Egyptians and the Greeks. Ancient Egyptians worshipped over 2000 gods and goddesses and the Greeks worshipped 12. Religions such as Christianity, Judaism and Islam are examples of monotheist religions and follow one Abrahamic God. Abrahamic God is believed to be as powerful as all the ancient Gods together as He can do the work of all of the Ancient Gods put together. The Abrahamic God cannot be put into words or pictures. This comparison can be seen in the similarities between the story of Noah’s Ark and the flood of Gilgamesh in which the Abrahamic God floods the world in a similar way to the group of gods in the flood of Gilgamesh.

For Christians, Genesis 1-3 is where they can find the account of how the world was created by God. Genesis tells Christians that God is omnipotent which means all-powerful and omnibenevolent which means all-loving. In Genesis, God is seen as omnipotent as He created the Earth and life.

Christians may interpret the Bible in one of three ways: Literal Christians believe that the Bible is the actual word of God; Conservative Christians believe that the writers of the Bible were inspired by God’s actions; Liberal Christians explain the Bible metaphorically and accept that there are mistakes in it as it was written by humans.

Christians see God as the Almighty, beyond human form and beyond human understanding. God lives outside of time and space as we know it. God is omnipotent

Many Hindus state that they are monotheistic as they worship one God, Brahman, who is the universe and part of everything and everyone. Hindus have many different deities, but the three main ones make up the Trimurti. The Trimurti is made up of three separate persons: Brahma, Shiva and Vishnu. Brahma is the creator of all, Vishnu is the preserver of all, Shiva is the destroyer of all. All are active from the beginning to the end with different roles which is different to Christianity’s Holy Trinity which are three parts of the same God.

Most Buddhists are atheists as there is no proof of a god. They don’t believe they need to understand the origins of the universe.

Most Humanists also do not believe in a god(s) and they turn to science to find the truth about the world

Influence is the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself. Family, friends, peer groups and school can all influence our opinions on religion. The world’s largest religion according to 2011 data is Christianity. Therefore, most of the world is monotheistic.

Spirituality is about seeking a meaningful connection with something bigger than yourself. This may mean looking for a connection with a God or with spirits of the dead, or an unknown greater being. For some people it means connecting with nature, or love and compassion.

Word Rich

- **Worldview**
- **Monotheistic**
- **Polytheistic**
- **Atheist**
- **Secular**
- **Abrahamic God**
- **Postmodern**
- **Spirituality**
- **Theology**
- **Sociology**
- **Dharma**
- **Genesis**
- **Omnipotent**
- **Omnibenevolent**
- **Omniscient**
- **Trimurti**
- **Trinity**
- **Humanist**

Journey of Knowledge Year 7 Unit 1: What is RS?.

Context and Introduction to Unit Pupils will learn about the different fields that Religious Studies covers including world religions and ethical studies. They will understand the religious studies is studied through three lenses; "Theology, Philosophy, Sociology." Pupils will understand Atheism and Theism.,

Prior knowledge (KS2/KS3) Pupils will be aware of some of the main religions in the world and some religious figures associated with these religions.

The bigger picture:

Personal development opportunities.

Career links- Education, theologian, philosophical studies, social work, community support worker

RSE- Respect and tolerance-

The importance of religion in the community and around the world

CORE KNOWLEDGE

- Religion is a pursuit of interest followed with great devotion, or the belief in and worship of a superhuman controlling power, especially a personal God or gods, or a particular system of faith and worship.
- Christianity began around 2000 years ago and there are approximately 2.2 billion Christians around the world, making it the most followed religion on the planet.
- Secular views are not connected with religious or spiritual matters.
- There is no absolute truth, there is no God or authority that determines what is true.
- Philosophy investigates the nature of knowledge, reality and morality and way in which we reason about them.
- A philosopher studies the general and fundamental questions about existence, knowledge, values and mind.
- Theology explores key ideas or concepts in religions and belief systems throughout human history and in the modern world
- A theologian studies the nature of religious beliefs and the divine.
- Theology is typically studied at university
- Making a judgement is the ability to make considered decisions or come to sensible conclusions.
- Sociology examines the human dimension of religion and beliefs.
- Quantitative data is defined as the value of data in the form of counts or numbers.
- Qualitative data is defined as opinions which can be conducted through the form of interviews, findings from surveys, or subjectivity.
- Atheism is to not believe in god/s or a higher being
- Theism is to believe in god/s or a higher being
- Polytheism is to believe in more than one god
- Monotheism is to believe in one god.

Word Rich

Religion
Christianity
Secular
Postmodern
Worldviews
Philosophy
Philosophers
Theology
Theologians
Judgement
Sociology
Human/ Social Sciences
Quantitative Data
Qualitative Data
Atheism
Agnostic
Theism
Polytheism
Monotheism