**Pan Berkshire Agreed Syllabus 2018 – 23: CORE Support materials**

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| **KS3: Christianity** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations and suggestions** |
| **Key Stage 3 - Key Questions**  Qu.1 Is there more than one way to be spiritual?  (Believing/Behaving/Belonging)  Qu.2 How far does a person’s understanding of God influence their sense of purpose?  (Believing/Belonging/Behaving)  Qu.3 How might beliefs shape concepts of truth, right and wrong?  (Believing/Behaving)  Qu.4 In what ways do science, belief and religion interact and what difference might this make?  (Believing/Behaving)  Qu.5 To what extent should people from different belief systems manage their differences and co-operate for the common good?  (Believing/Behaving/Belonging)  Qu.6 To what extent do religious or non-religious beliefs affect personal relationships?  (Believing/Behaving)  Qu.7 Why might it matter that sacred texts are often open to interpretation?  (Believing/Behaving)  Qu.8 How might belief affect people’s responses towards social and global issues?  (Believing/Behaving) | How is spirituality expressed in different denominations? – liturgical and non-liturgical forms of worship  Context of denominations and how they practice in today’s world  Places of worship and how they reflect spirituality  Pilgrimage – meanings and spiritual links  Stewardship – protecting the earth because God made it - implications  Put on earth for a reason – God’s plan  Place of missionary work in Christianity  Impact of faith on daily life – challenges in a secular world – applying sacred texts to a modern context  What do Christians understand by/ believe about salvation?  Use of 10 commandments for the basis of law  ‘love thy neighbour’  Applying teachings to ethical examples including modern issues like crime and punishment, human rights and medical ethics  How do Christians use Christian writings to help them decide what is true, right and wrong?  What is the role of Christian leaders in helping people to understand what is true, right and wrong?  Creation comparison: big bang and 7-day creation – conflict between different Christian groups concerning evolution  New scientific discoveries (e.g. cloning, gene therapy)  End of life care and responses to Euthanasia  Use of animals  In what ways have modern advances in medicine and other sciences challenged Christians?  Examples of denominations working together – Christian aid week.  Different groups working for peace - interfaith  Church buildings that hold multiple denominations  Modern attempts to right historical wrongs e.g. responses to slavery and abuse etc – should statues of people with a tainted past be removed?  Marriage in Christianity – ancient and modern views  Effect of beliefs on personal morality including sex, behaviour, peer pressure, family relationships and duties, response to right and wrong (taking action)  Examine texts concerning the treatment of others – look at ways these could be/have been interpreted in personal relationships  Translations – different wording  Literal/liberal interpretations  Consider modern attempts to make the Bible more accessible to a modern world e.g. Word on the Street, Cockney Bible or Diary of a Disciple  Examine the role of stories in the Bible – what is the impact if they are taken as truth or used as a vehicle for a moral?  Explore the Lord’s prayer – why was it written and what does it ask Christians to do?  Explore the Creeds and make links to Biblical teaching.  Protecting the environment – Pope Francis’ sermon on plastics.  Protecting each other – responses to human rights, government policy home and abroad, protest etc  Examine Christian examples of challenging injustices including very recent media reports  Examples of the work of Christian individuals, organisations, charities working in these fields.  What they do and why they do it e.g. Christian Aid, Oxfam, Tear Fund, CAFOD, Leprosy Mission and contemporary examples | **Exp. A** Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.   1. Card sort on denominations and practices. 2. Comparing miracles to dynamo. 3. Analysis of pilgrimage claims 4. Visit local place of worship with a focus on evidence of spirituality     **Exp. B** Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour.   1. Big questions: ‘Would a Christian agree to a divorce’ ‘no one should ever kill’ 2. Are the 10 commandments useful today? 3. Should human life be ended? 4. Is the world dying? Should we save it? If so how?   **Exp. C** Explain and evaluate how beliefs about God determine responses to personal, social and global issues.   1. Christians giving up plastic for lent 2. Social reforms – e.g. gay marriage 3. Christian responses to prejudice and discrimination 4. Exploration of human rights and responsibilities – prioritise?   **Exp. D** Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations.   1. Compare three parables from different translations, how do they change? 2. True tube – the Bible 3. Modern interpretations in relation to modern scientific discoveries or changing views on gender roles and sexuality 4. Evaluate different responses to new Bible versions e.g. the Cockney Bible (2001) or Scripture union ‘Diary of a disciple – Luke’s story’ 5. How and why should Christians follow the Lord’s prayer? |

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| **KS3: Christianity Assessment Suggestions** | |
| **Recall** | **Evaluate** | |
| 1. Give two reasons why a Christian would go on a pilgrimage 2. Name two aspects of a church 3. Name three prophets 4. Give two reasons why a Christian would want to protect the environment 5. Name two things the Lord’s prayer tells Christians to do. | Big questions to explore and evaluate   1. ‘Every Christian should go on a pilgrimage.’ Do you agree? 2. ‘All Christians should recycle.’ Do you agree? 3. ‘A Christian doesn’t need a church to worship.’ 4. ‘Christians should fight injustice in any way possible.’ 5. ‘If humans were created equally. What aren’t they all treated equally?’ | |

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| **KS3: Islam** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations and suggestions** |
| **Key Stage 3 - Key Questions**  Qu.1 Is there more than one way to be spiritual?  (Believing/Behaving/Belonging)  Qu.2 How far does a person’s understanding of God influence their sense of purpose?  (Believing/Belonging/Behaving)  Qu.3 How might beliefs shape concepts of truth, right and wrong?  (Believing/Behaving)  Qu.4 In what ways do science, belief and religion interact and what difference might this make?  (Believing/Behaving)  Qu.5 To what extent should people from different belief systems manage their differences and co-operate for the common good?  (Believing/Behaving/Belonging)  Qu.6 To what extent do religious or non-religious beliefs affect personal relationships?  (Believing/Behaving)  Qu.7 Why might it matter that sacred texts are often open to interpretation?  (Believing/Behaving)  Qu.8 How might belief affect people’s responses towards social and global issues?  (Believing/Behaving) | How do Muslims feel a connection with Allah? How are these connections an integral part of life? Examine key terms like Tawhid and evidence from texts  Examine how Muslim views of God and the afterlife impact on daily life – e.g. the role of the angels who record actions/thoughts    The Oneness of Allah (Tawhid) as stated in the Shahadah  Shirk - the sin of claiming Allah has any equal or partner - implications  Examine responses to big questions like   * What is the meaning of life for Muslims? What is their place in the world? * How and why is the world important? What is a Khalifah?   Examine Muslim views of truth including the 99 names of Allah, the origin and composition of the Qur’an and the example of the prophet Muhammad  Examine how Muslims consider scientific theories of the big bang and evolution and the perceived conflict with the creation story.  Explore the way Islam has contributed hugely to scientific developments – medicine, astronomy amongst others – have these developments caused challenges for believers?  How are these conflicts approached and resolved in different Muslim groups and in different cultural contexts?  Examine examples of Muslims from different traditions choosing to work together – explore local and national examples of Muslims co-operating for the common good – contact local faith communities  Explore inter-faith groups where Muslims take a lead e.g the Nisa-Nashim a Jewish/Muslim women’s group  How do Muslim beliefs impact on daily life (honesty etc), well as personal morality (sexual relationships, marriage, etc) and family relationships (treatment of the elderly etc)  Examine texts concerning the treatment of others – look at ways these could be/have been interpreted.  Examine teachings on social justice and human rights – how are these interpreted in different contexts?  Look at the work of Muslim relief agencies and charities like Islamic relief  <https://www.islamic-relief.org.uk/>  Examine contemporary examples of different textual interpretations including lesser and greater jihad, martyrdom, violence/non-violence, sanctity of human life etc  Explore some cultural conflicts within Islam and how these manifest as well as efforts made to resolve differences  Islam and its place in the modern world – cultural differences – different traditions within Islam – responses to crime and punishment, the role and treatment of women etc  Muslim responses to climate change and equality | **Key Stage 3 Expected Outcomes –**  **Enquiry and Impact**  **Exp. A** Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.   1. Card sort on Hajj 2. How to be a good Khalifah 3. Islam in under 10 minutes video – Truetube 4. The importance of angels and the history between Abrahamic texts 5. Maps of pilgrimage routes – significance of places visited – what might be the most important place?     **Exp. B** Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour.   1. Evaluate how divorce is lawful but hated. 2. Looking at conflicting views between the Qur’an and Hadiths 3. Diamond nine on sources of authority 4. Islam denomination tree   **Exp. C** Explain and evaluate how beliefs about God determine responses to personal, social and global issues.     1. Evaluate the role of women 2. Looking at the different religious dress 3. Lesson porter on Din 4. Comparisons between greater and lesser Jihad   **Exp. D** Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations.   1. Top trumps of the prophets (no pictures) 2. Storage instructions for the Qur’an 3. Storyboard on how the Qur’an was revealed to Muhammad 4. The roles of different hadiths, from different imams |
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| **KS3: Islam Assessment Suggestions** | |
| **Recall** | **Evaluate** |
| 1. State three Muslim beliefs about Allah. 2. Explain two Muslim teachings about prophets 3. Explain two Muslim teachings about Holy Books. 4. Explain two Muslim teachings about angels 5. Explain two things that Muslims do during Hajj. 6. State three celebrations and commemorations in Islam. 7. Explain two Muslim teachings about marriage. 8. Explain two Muslim teachings that support divorce. 9. Explain two reasons non-Muslims give for believing in life after death | 1. “All prophets are equally important for Muslims.” Do you agree? 2. “No one will go to Jahannam (hell) as Allah is forgiving.” Do you agree? 3. “Salah is the most important of the Five Pillars of Islam.” Do you agree? 4. “Jihad means holy war.” Do you agree? 5. It is important that married couples should have children.” Do you agree? 6. “The Big Bang shows that Allah did not create the universe.” Do you agree? |

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| **KS3: Buddhism** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations and suggestions** |
| Qu.1 Is there more than one way to be spiritual?  (Believing/Behaving/Belonging)  Qu.2 How far does a person’s understanding of God influence their sense of purpose?  (Believing/Belonging/Behaving)  Qu.3 How might beliefs shape concepts of truth, right and wrong?  (Believing/Behaving)  Qu.4 In what ways do science, belief and religion interact and what difference might this make?  (Believing/Behaving)  Qu.5 To what extent should people from different belief systems manage their differences and co-operate for the common good?  (Believing/Behaving/Belonging)  Qu.6 To what extent do religious or non-religious beliefs affect personal relationships?  (Believing/Behaving)  Qu.7 Why might it matter that sacred texts are often open to interpretation?  (Believing/Behaving)  Qu.8 How might belief affect people’s responses towards social and global issues?  (Believing/Behaving) | Find out about and discuss definitions of spirituality  Find out about Buddhist views on god/gods  Explore the story of Prince Siddhartha Gautama focusing on his own spiritual development and his decision to help others find enlightenment.  Find out about Bodhisattvas like Avalokiteshvara – what might Buddhists learn from this example  Consider the Buddha’s idea that the Buddha nature is in everyone  Explore the symbolism and art of different Buddhist traditions and their significance and meaning e.g. Buddha rupas, Bodhisattvas, shrines, ceremonies, the wheel of life, mandalas, thangkas.  Find out about the core teachings of the Buddha  Explore the three marks of existence: anicca, anatta, dukkha, dependent co-arising, the three poisons (greed, hatred and delusion/ignorance), the Four Noble Truths and the Eightfold Path  Explore the four noble truths, Noble Eightfold Path and Five Precepts  Link these to ideas of right and wrong and explore how these beliefs would impact on daily life including morality and ethics  Explore key concepts such as Kamma, rebirth, enlightenment, Nibbana  Consider how Gotama Buddha’s encouragement to his followers to verify his teachings through their own experiences compares with scientific enquiry – Consider how Buddhist beliefs in Impermanence and compassion relate to scientific issues.    Explore diversity within Buddhism e.g. Theravada, Mahayana, Tibetan, Pure Land and Western forms of Buddhism  Find out about Buddhist leaders who are working for peace – notable the Dalai Lama and his use of social media to spread a message of co-operation and kindness  Focus on the Five Precepts and Noble Eightfold Path  Five Precepts: Explore how these could influence personal relationships concerning truthfulness, sexual conduct and intoxicants as well as other relevant issues  Find out about Buddhist holy scriptures and how they are treated. Consider how different texts are important to different Buddhist groups – look at approaches to modern life including monastic in different parts of the world  How might these interpretations reflect the three marks of existence?  Focus on the Five Precepts, Noble eightfold Path and the qualities of compassion (karuna), loving kindness (metta), sympathetic joy (mudita) and equanimity (upekkha) influence the ways in which Buddhists relate to others and live as citizens within communities and of the world.  Explore how these teachings could influence social and global issues including War, violence, Animal Rights, the Environment, Career choice, poverty, medical ethics, | **Exp. A** Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.   * Explain how Siddatha’s experience of the four sights changed his life and spiritual development * Explain different Buddhist views about god * Examine how modern Buddhists might translate the dhamma to their context   **Exp. B** Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour.   * Examine ways that Buddhists engage in multi faith co-operation and dialogue * Explore different Buddhist responses to right and wrong including direct action   **Exp. C** Explain and evaluate how beliefs about God determine responses to personal, social and global issues.   * Explain how Buddhist views focus on personal development as well as limiting suffering in their life as well as those around them * Explain how some Buddhists take these views and try to apply them to a wider context (nationally or globally)   **Exp. D** Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations.   * Explain the career choices of some Buddhists, linking them to core values, beliefs and texts if possible. * Take a Buddhist text or story and explain how this text inspires Buddhists to behave.   Consider if and/or how the Buddha’s teachings could make the world a better place |

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| **KS3: Buddhism** | |
| **Recall** | **Evaluate** |
| 1. Name three of the noble truths 2. Give two reasons why the eightfold path is important 3. Name two things Siddhartha had hidden from him 4. Outline three Buddhist symbols 5. Give two reasons why Kamma is important 6. Give two reasons why the Dalai Lama is so important | 1. ‘Siddhartha is not a god.’ Do you agree? 2. ‘Good kamma is the most important aspect of Buddhism.’ Do you agree? 3. ‘Everyone should focus on achieving enlightenment.’ Do you agree? 4. ‘People shouldn’t get attached to possessions.’ Do you agree? 5. ‘Buddhists should not get married.’ Do you agree? |

**Non-Religious Worldview example**

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| **KS3: Humanism** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| **Key Stage 3 - Key Questions**  Qu.1 Is there more than one way to be spiritual?  (Believing/Behaving/Belonging)  Qu.2 How far does a person’s understanding of God influence their sense of purpose?  (Believing/Belonging/Behaving) | Free Humanism resources available from <https://humanism.org.uk/education/teachers/>  What is belief or non-belief?  What makes us special? Consider what makes a human being special or valuable?  Non-religious ways to be spiritual – rise in secular versions of meditation and yoga.  Collective gatherings – coming together to share thoughts with like-minded people.  What is the meaning of life? What are we here for? Personal reflections- look at modern humanists – clips on humanism uk like  The need for curiosity – to find out answers to questions  The concept of no life after death. Therefore, they concentrate on being the best person they can be in this life. Live well now  Doing duty to be good  Responses to the concept of evil | **Key Stage 3 Expected Outcomes –**  **Enquiry and Impact**  **Exp. A** Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.   1. Card sort – beliefs or not beliefs 2. Diamond 9 – what are the most important aspects of someone’s life? 3. Person outline – what are the inward feelings and outward actions?   **Exp. B** Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour.   1. Table – what is right and wrong? Why? 2. Consider animal testing – research companies and Humanist responses to it. 3. Crime and Punishment – what should happen to criminals and why? |

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| **KS3: Humanism** | | | |
| **Syllabus Questions** | | **Suggested Content** | **Exemplar Expectations** |
| Qu.3 How might beliefs shape concepts of truth, right and wrong?  (Believing/Behaving)  Qu.4 In what ways do science, belief and religion interact and what difference might this make?  (Believing/Behaving)  Qu.5 To what extent should people from different belief systems manage their differences and co-operate for the common good?  (Believing/Behaving/Belonging) | | Examine the question: Why should I be good? Responsibility to self and others now and also to future generations - legacy  How to treat people – being a self-motivated and inspired moral compass for being good.  What makes something right or wrong? Dealing with moral dilemmas- where does a person’s morality come from?  Explore issues - Animal testing – it can be used for medicines and helping people.  The knowledge from Science being a firm reason for why people follow Humanism.  The lack of a God – relying on themselves and others to make decisions  How do people decide what to believe? Consider different sources of evidence and examine their reliability – instances through history of the way beliefs have changed e.g. relationship of earth to the sun  The role of scientific investigation  Humanist involvement in interfaith initiatives | **Exp. C** Explain and evaluate how beliefs about God determine responses to personal, social and global issues.   1. Is there a response to natural disasters? 2. Euthanasia/abortion/war discussions from a non-religious viewpoint   **Exp. D** Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations   1. Consider texts that would be important 2. Does the lack of a core text make a difference? |
| **KS3: Humanism** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| Qu.6 To what extent do religious or non-religious beliefs affect personal relationships?  (Believing/Behaving)  Qu.7 Why might it matter that sacred texts are often open to interpretation?  (Believing/Behaving)  Qu.8 How might belief affect people’s responses towards social and global issues?  (Believing/Behaving) | Examine the role of motives in behaviour and relationships  Do humanists have rules on morality? How are they decided on?  Views on relationships, sex and contraception  Humanist responses to religious truth claims – historical movements challenging the established beliefs in God – modern philosophical thinkers  What sort of world do humanists wish for? What are humanists working for locally, nationally and globally? Successes and ongoing projects  Perspectives on Human rights, discrimination and prejudice, animal welfare and vegetarianism, abortion, euthanasia, war, peace, crime and punishment and other issues.  Responses to terrorism |  |

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| **KS3: Humanism Assessment Suggestions** | |
| **Recall** | **Evaluate** | |
| 1. Name two important Humanist thinkers 2. Give two reasons why Humanists think there is no God 3. Explain the main symbol for Humanism | Big questions to explore and evaluate   1. ‘Every world view needs a core text.’ Do you agree? 2. ‘It is difficult to make decisions without a God.’ Do you agree? 3. ‘Animal testing is important for creating medicines.’ Do you agree? 4. ‘All criminals should be reformed.’ Do you agree? 5. If this was your only life – what would you like to do with it? | |

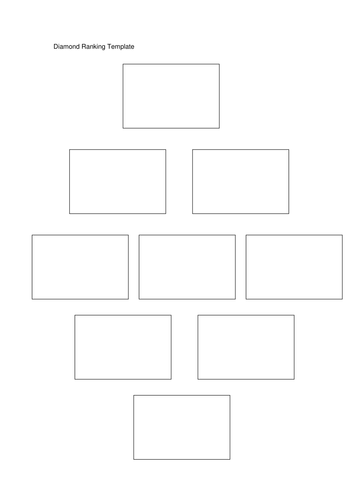
**Assessment recording examples:**

Year 7

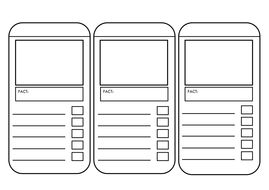
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|  | Step | Skill | Knowledge  *Key terms and topic points* | Application  *Further detail on knowledge* |
| Acquiring | 1 | Recall | I can name a religion. I can name some simple beliefs or practices in a religion. | Islam, Buddhism, Christianity. |
| 2 | Opinion | I can say what I think about the religious belief or practice we are looking at. | Some Christians regularly attend church, I think this is a nice idea. |
| Developing | 3 | Describe | I can describe religious beliefs and practices. | Sunni and Shia both attend the mosques. |
| 4 | Explain | I can give a reason for religious beliefs and practices. | Muslims attend the mosque on a Friday because it is one of the five pillars of Islam. |
| 5 | Evidence | I can provide support for explanations and reasons using quotes from holy books and examples from religious beliefs and practices. | Christians believe in heaven. The Bible supports this belief, where heaven is described as a place where ‘there is no suffering and no tears.’ |
| Secure | 6 | Compare | I can compare religious beliefs and practices to each other and to my own view. | Both Christians and Muslims believe that God created the universe. |
| 7 | Contrast views | I can explain, with reasons, a view that is different to my own. | Some people don’t believe that God created the world because they are an atheist and they believe in the Big Bang theory. |
| Mastering | 8 | Justify | I can defend my own view, using reasons, against reasons given for an alternative view. | Atheists believe there is no God and say there is no evidence, however, I trust that my religious experiences and my sense of God during prayer show that God exists. |
| 9 | Developed argument | I can present alternative views, with clear evidence and reasoning, and defend my own views with clear evidence and reasoning. | Atheists believe there is no God and say there is no evidence, as they do not see anything that cannot have an alternative non-religious explanation. However, I trust that my religious experiences and my sense of God during prayer show that God exists. For example, when I prayed for my Aunt to get better, she did, and I had the strong feeling that God was with me during the prayer. |

**Year 8**

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|  | 1 - 9 |  | Knowledge  *Key terms and topic points* | Application  *Further detail on knowledge* |
| Acquiring | 1 | Opinion | I can say what I think about the religious belief or practice we are looking at (Some Christians regularly attend church, I think this is a nice idea). | I can express my religious beliefs and thoughts (I do not believe in God) |
| 2 | Describe | I can describe religious beliefs and practices (Sunni and Shiah both attend the mosques) | I can say what religious people do and believe (Both Sunni and Shia Muslims attend the mosque to show their dedication to Allah) |
| Developing | 3 | Explain | I can give a simple reason for religious beliefs and practices. | I can give the reason why this is important to the religious believer (Zakat, one of the pillars of Islam, is important to a Muslim because it allows them to care for the community) |
| 4 | Evidence | I can provide support for explanations and reasons using quotes from holy books and examples from religious beliefs and practices. | Christians believe in heaven. The Bible supports this belief, where heaven is described as a place where ‘there is no suffering and no tears.’ |
| 5 | Compare | I can compare religious view to each other and to my own view. | I can explain the comparisons between viewpoints and the effect they have on actions (Both Christians and Muslims would care for the earth because they both believe God created the universe) |
| Secure | 6 | Contrast views | I can explain, with reasons, a view that is different to my own. | Some people don’t believe that God created the world because they are an atheist and they believe in the Big Bang theory. |
| 7 | Develop Evidence | I can explain the meaning and importance of the evidence for a believer and the impact it would have on their lives. | The Ten Commandments say, ‘Do not kill.’ This means a Christians will see life as sacred to God and will try not to kill in their lives. Some Christians may use this teaching to oppose the death penalty. |
| Mastering | 8 | Evaluate | I can give the views both for and against an action or belief and assess which view is stronger and explain why. | Some Christians disagree with the death penalty because…Other Christians would disagree with me because… Of these views, the… is stronger because… The other view is outweighed/mistaken because… |
| 9 | Persuasive Argument | I can convince the reader of my point of view, having shown why the other side is not convincing (I think this because… The other side is mistaken because…) | Clear, accurate and strongly persuasive points throughout my argument. |

**Resource Examples.**

Diamond Nine

Top Trumps Template