**Pan Berkshire Agreed Syllabus 2018 – 23: Support materials (Optional)**

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| **KS3: Judaism** | | |
| **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) | Examine Jewish views about the nature of God and the purpose of human life e.g. responses to suffering  Examine ways of expressing spirituality in Judaism – traditional and modern symbols and significance of these to the individual and community.  How have key events in Jewish history shaped modern views of spirituality? – reactions to Shoah, commemorations  Consider the spirituality of secular Jews    Consider beliefs in life after death and how these beliefs may guide their lives.  Examine relationship with God – Covenant of Abraham – modern interpretations and definitions – impact of this relationship on personal meaning of life  Consider beliefs in life after death and how these beliefs may guide their views of right and wrong  Explore how the principle of ba’al tashchit: Jewish law prohibits waste or destruction of resources – recent contemporary examples  <https://www.chabad.org/library/article_cdo/aid/1892179/jewish/Judaism-and-Environmentalism-Bal-Tashchit.htm>  Examine diversity and responses to diversity in Judaism  Examine Jewish beliefs/responses and contributions to scientific developments e.g. creation/evolution, medical advances, preservation of life etc  Impact of modern science on different Jewish groups – interpretation of texts and writings    Diversity in Judaism – responses to each other  Importance of observing mitzvot (commandments) - Working to improve the life of others – e.g. mitzvah day <https://mitzvahday.org.uk/>  Look at the work of world Jewish relief – actions and reasons behind – look for texts which encourage this  <https://www.worldjewishrelief.org/>  Examine Jewish views on marriage including choice and religion of partners. Impact on family life of traditions, beliefs and practices.  Explore teachings from Jewish writings about ethics and relationships e.g. those found in the Talmud especially ‘Ethics of Fathers’ and Hillel’s golden rule  How do these teachings reflect on their role in the community?  Significance and role of sacred texts  How do Jews use the Torah and other writings to help them decide what is true, right and wrong? How are texts interpreted differently? How do these affect beliefs? How do different groups handle the differences?  Differences between orthodox and reform and other groups  How do these interpretations differ through history and cultural context? What are modern movements in these interpretations?    Examine how issues of prejudice and social justice are illustrated in the celebrations of some festivals e.g. Pesach, Purim.  Explore Jewish responses to issues such as war, poverty, environmental issues etc. Examine teachings and writings to find guidance and how different interpretations may govern responses.  Consider views on suffering and responses to it – link to texts and writings. | **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.   * Explain how belief in God will impact on the meaning of life and how life should be lived * Attendance at synagogue and connection to community * Explore the participation in festivals by those who claim no belief in God.     **Exp. B** Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour.   * Give informed accounts of the impact of Jewish beliefs on equality, prejudice and daily life * Examine how Jews should respond to human treatment of the environment – refer to teachings and writings to justify this   **Exp. C** Explain and evaluate how beliefs about God determine responses to personal, social and global issues.   * Explain how Jewish beliefs inspire people to participate in charitable works or care for the environment. * Engage with the local faith community to see how mitzvah day and other events are performed locally.   **Exp. D** Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations   * Examine historical and modern interpretations of key teachings and writings e.g. the role of Moses and views of his actions – was Moses a lawgiver? Rebel? Freedom fighter? etc   . |

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| **KS3: Judaism** | |
| **Recall** | **Evaluate** |
| 1. Outline three Jewish symbols 2. Explain two ways orthodox and ultra-orthodox Judaism are different. 3. Explain two reasons why marriage is important 4. Outline three foods that are not kosher 5. Name two Jewish festivals 6. Outline three things that happen during Passover | 1. ‘All Jewish people should follow Kosher food laws.’ Do you agree? 2. ‘A good Jew would get married.’ Do you agree? 3. ‘A Bat/Bar Mitzvah is the most important day in a Jew’s life.’ Do you agree? 4. ‘Passover is the most important festival.’ Do you agree? |

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| **KS3: Hinduism** | | |
| **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) | Explore how Hindus express their spirituality in a variety of places – e.g.   * at home (home shrine – choice of deity) * at the mandir (worship) - offerings   and in a variety of ways e.g.   * use of murtis – symbolism * Use of dance, yoga and meditation   What do Hindus believe about the nature of God (Brahman)? How is God represented? How do the representations help explain spirituality and influence personal connections?  How does a Hindu’s understanding of God help them to make sense of the world and their part in it? Examine through individual, family, community and the wider world.  How might key concepts like karma, dharma, samsara and Moksha influence everyday life? Examine the lessons learned from traditional stories – apply these to a modern context  How are Hindu scriptures and other writings used by different Hindus to decide what is true, false, right and wrong?  What is the role of Hindu leaders in helping people to understand what is true, right and wrong?  How do Hindu beliefs and teachings influence Hindu responses to scientific understandings of the world and scientific advances? Examine contemporary and historical examples – How has Hinduism adapted to/ dealt with scientific advances?  e.g. Creation stories, medical ethics etc  Examine the role that Hindus have played in the development of mathematics and science.    Examine whether Hinduism has welcomed interfaith initiatives from a variety of contexts.  Look at how Hinduism has adapted in Britain.  Look at sewa day and how people come together to help others  <https://sewaday.org/>  How do Hindus understand and respond to diversity within Hinduism?  How does a Hindu’s belief impact on their personal relationships – including family pressures, cultural differences. What teachings may guide their choices?  What is it like to be a Hindu in Britain? In Berkshire? Engage with local faith communities.  How might being a Hindu influence a person’s approach to caring for themmselves?  Examine historical and modern interpretations of key parts of the Ramayana and Mahabharata  Analyse what might constitute good karma – look at situation ethics and apply to karma  How are Hindu scriptures and other writings interpreted by different Hindus to decide how to live their lives?  Explore Hindu views on prejudice and discrimination – link to ahimsa (in the context of doing nothing to help)  Analyse how some key teachings affect behaviour  Examine how Gandhi’s Hindu beliefs affected his response to the world around him  Why and how might Hindus get involved with global issues such as social justice and matters of environmental sustainability?  How might Hindu beliefs influence approaches to the rights and responsibilities of being a citizen?  To what extent do Hindus believe it is important to protect the rights of others?  Should Hindus take active roles in their communities? If so, how? Why? | **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.   * Explain Hindu views on God * Explain how murtis use symbols to display meaning * Consider the significance of public and private worship   **Exp. B** Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour.   * Give informed accounts of the impact of Hindu beliefs on equality, prejudice and daily life * Examine how Hindus should respond to human treatment of the environment * Compare and contrast traditional and modern views of the caste system?   **Exp. C** Explain and evaluate how beliefs about God determine responses to personal, social and global issues.   * Explain how belief in God will impact on the meaning of life and how life should be lived * Explore Hindu responses to global issues and views on charity * Examine the teachings and actions of Gandhi on direct action – consider the effectiveness and how it would impact on Hindus today * Look at local sewa day activities and consider what could be done to help   **Exp. D** Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations.   * Take a Hindu text or story and explain how this text inspires Hindus to behave * Explore different Hindu views of the texts and stories – traditional and modern * How do Hindu stories use modern media to depict their stories? |

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| **KS3: Hinduism** | |
| **Recall** | **Evaluate** |
| 1. Give two reasons why puja is important 2. Give two reasons why the mandir is important 3. Outline three parts of the mandir 4. Give two reasons why a Hindu would have a shrine in the home 5. Give two reasons why dharma is important to Hindus 6. Name three Hindu god/goddesses 7. Give two reasons why Diwali is important | 1. ‘Diwali is the most important festival.’ Do you agree? 2. ‘A Hindu should follow their dharma no matter what.’ Do you agree? 3. ‘Attending the mandir is the most important duty in Hinduism.’ Do you agree? 4. ‘Vishnu is the most important God in Hinduism.’ Do you agree? 5. ‘Krishna is the most important avatar of Vishnu.’ Do you agree? 6. ‘Is the caste system still acceptable today?’ Analyse and evaluate |

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| **KS3: Sikhism** | | |
| **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)  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 the Sikh views on God.  The role of the gurus in passing on messages  The use of the Guru Granth Sahib in worship  Nirankaris/Nam-Dharis/Akhand Kirtani/JathaSikh Dharma – different ways of worship  The use of the five Ks  The sense of duty to home and society  Evaluate the original concept of Sikhism as being a ‘Human Rights’ movement  Gender roles in the religion  Standing up for what is right/wrong  Early teachings of the gurus.  How do Sikhs use Guru Granth Sahib to help them decide what is true, right and wrong?  How do Sikhs use Sikh writings to help them decide what is true, right and wrong?  What is the role of Sikh leaders in helping people to understand what is true, right and wrong?  In what ways have modern advances in medicine and other sciences challenged Sikhs?  Impact of it being a ‘new’ religion  Creation views.  The work of Khalsa Aid  <https://www.khalsaaid.org/>  Different groups including Nirankaris/Nam-Dharis/Akhand Kirtani/JathaSikh Dharma – differing views  Marriage in Sikhism – traditional and modern approaches  Showing kindness to others – Khalsa Aid  The use of the Khalsa as a community.  Khalsa responsibilities and their impact on relationships  Different denominations – following different gurus.  The 5ks – not followed by all Sikhs  Orthodoxy vs Non-orthodox  How do Sikhs understand and respond to diversity within Sikhism?  Khalsa Aid – helping in emergency disasters.  Gender equality within the community  Examine how the three duties (Pray, Work, Give)  May affect response to issues  Why and how might Sikhs get involved with global issues such as social justice and matters of environmental sustainability?  How might Sikhs beliefs influence approaches to the rights and responsibilities of being a citizen?  To what extent do Sikhs believe it is important to protect the rights of others?  Should Sikhs take active roles in their communities? If so, how? Why? | **Exp. A** Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.   1. Top trumps – Gurus 2. Card sort – religious symbols 3. Use of the Gurdwara in worship 4. Visit a gurdwara 5. ‘a day in the life of a Sikh Granthi’ video – truetube 6. ‘Holy Cribs’ video – truetube     **Exp. B** Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour.   1. Practical vs symbolic purposes table of 5Ks 2. ‘blood and milk’ video – truetube 3. ‘I will’ letters – what they believe in 4. Email a believer - http://pof.reonline.org.uk/people-of-faith/sikhism/ 5. Karma snakes and ladders 6. Presentation on the importance of community   **Exp. C** Explain and evaluate how beliefs about God determine responses to personal, social and global issues.   1. Presentation on Khalsa Aid 2. Analyse the role of langar 3. ‘Can God save the planet’ video – truetube 4. Pros and cons of the 5ks 5. Gurdwara outreach work – local examples   **Exp. D** Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations.   1. Evaluate the role of the Guru Granth Sahib – current guru 2. Read a passage from the Guru Granth Sahib 3. Create care instructions on how to handle and store the Guru Granth Sahib 4. Contrast the difference between Gurus’ teachings |

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| **KS3: Sikhism Assessment Suggestions** | |
| **Recall** | **Evaluate** | |
| 1. Name three of the five 5ks 2. Name three of the gurus 3. Name three aspects of the gurdwara. 4. Give two reasons why a Sikh would wear the five Ks 5. Give two reasons why the gurdwara is an important part of the community. 6. Give two examples of how a Sikh supports the Khalsa 7. Give two examples of how Khalsa aid have helped people. | 1. ‘Community is at the heart of Sikhism.’ Do you agree? 2. ‘Sikhs should be allowed to choose if they wear the 5Ks.’ Do you agree? 3. ‘Men and women are treated the same in Sikhism.’ Do you agree? 4. ‘The Gurdwara is the most important part of Sikhism.’ Do you agree? 5. ‘Sikhism started as a human rights movement.’ Do you agree? | |

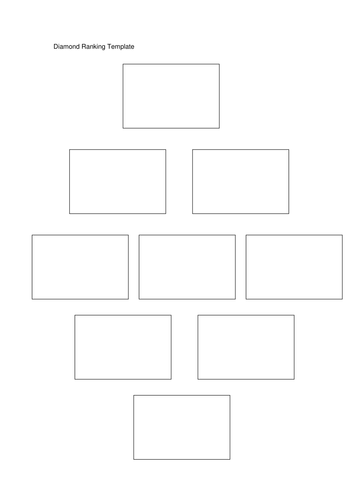
**Assessment recording examples:**

Year 7

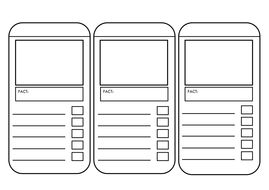
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|  | Step | Skill | Knowledge  *Key terms and topic points* | Application  *Further detail on knowledge* |
| Acquiring | 1 | Recall | I can name a religion. I can name some simple beliefs or practices in a religion. | Islam, Buddhism, Christianity. |
| 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