

Royal Greenwich
**Agreed Syllabus for Religious
Education 2019-24**

Key Stage 3
Statutory Content



KEY STAGE 3 – STATUTORY CONTENT

- Key Stage 3 is divided into 6 terms, over 2 years covering a key question each term and aspects of faiths relating to this question.
- By teaching the faiths in an integrated manner pupils will see the similarities and differences across religions.
- Schools follow a 2 year KS3 programme and the questions are covered over 6 terms.
- The questions become progressively more complex.
- The units are designed to be taught in order for this reason i.e. the first unit contextualises faith and religious belief in the Royal Borough of Greenwich and London – the final unit looks at a more global perspective on religion.
- Ensuring progression in Key Stage 3 builds on previous stages and teachers are aware of Key Stages 1 and 2 content.

Year 7 Autumn	What does Faith in the Royal Borough of Greenwich look like today?
Year 7 Spring	What do people believe?
Year 7 Summer	How do I live my life? [encompassing practices, values and commitment]
Year 8 Autumn	How does my faith help me understand life's journey?
Year 8 Spring	How do I show my belief?
Year 8 Summer	What does it mean to be a member of my faith locally, nationally and global [differences within denominations]?

KEY STAGE 3 – STATUTORY CONTENT

Unit 1- Year 7 Autumn Term

**What does Faith in the Royal Borough of Greenwich look like today?
(Bridging unit/ religious mapping of the Royal Borough of Greenwich)**

What religions exist and where? The Greenwich Census	Key people – authority and those who lead religion in the Royal Borough of Greenwich.
Places of worship in Greenwich (extra lesson on diversity within Christianity).	Who is God or the Universal Life Force or Ultimate Reality in each world religion?

KEY STAGE 3 – STATUTORY CONTENT**Unit 2 Year 7 Spring Term****What do people believe?**

<p>Buddhism Enlightenment or Awakening Sutras or Texts : Dhammapada, Lotus, etc The Three Jewels : Buddha: the Ground of Being Dharma: the Teachings and the way things really are Sangha : Ordained and Lay Buddhist community</p>	<p>Christianity The Holy Trinity Jesus the Messiah Easter - Pentecost The Gospels stories and events from life of Jesus Miracles Beatitudes St. Paul and early Christianity Jesus' death and resurrection restores the broken relationship between people and God.</p>	<p>Hinduism Sacred texts: Vedas, Upanishads, Gita Concept of God Beliefs about the universe</p>
<p>Islam The significance of the life of the Prophet Muhammed (pbuh) The significance of: Qur'an Hadith</p>	<p>Judaism Jewish beliefs about God and understanding God's ways The Torah The Talmud The Covenant</p>	<p>Sikhism Sikh belief about God Waheguru (wonderful Lord) Satnam (Eternal Reality) The Mool Mantar as an expression of God's nature The teachings of the 10 Gurus and their message The Guru Granth Sahib</p>

KEY STAGE 3 – STATUTORY CONTENT

Unit 3 Year 7 Summer Term

How do I live my life? [Encompassing practices, values and commitment]

<p>Buddhism Symbolism of the Lotus 5 Precepts (more for the Monks) Noble Eightfold Path, The Middle Way 6 or 10 Paramitas (Virtues) Wisdom and Compassion (Prajna & Metta)</p>	<p>Christianity Jesus’ teachings about how to live The Christian idea of Love Jesus’ teachings and how to live e.g. good Samaritan [parables, greatest commandment] Christians idea of love – agape The value of life Care of the planet and people - stewardship</p>	<p>Hinduism Ashramas (stages of life) Pilgrimage Ahimsa (non-violence)</p>
<p>Islam Five Pillars of Islam Halal and Haram The Mosque</p>	<p>Judaism Kashrut Brit Milah Bar Mitzvah & Bat Mitzvah Rosh Hashanah and Yom Kippur</p>	<p>Sikhism Melas The Amrit Gurpurbs Martyrdom of Guru Arjan and Guru Tegh Bahadur. Birthdays of Guru Ram Das and Guru Gobind Singh</p>

KEY STAGE 3 – STATUTORY CONTENT

Unit 4 Year 8 Autumn Term
How does my faith help me understand life’s journey?

<p>Buddhism The Four Noble Truths Karma and Rebirth, from moment to moment, from life to life The Twelve Links of Dependent Origination, the Wheel of Change/Life The life of Buddha Ceremonies Funeral Rites</p>	<p>Christianity Beliefs about life and death including denominational differences Ceremonies Funeral Rites</p>	<p>Hinduism Values as depicted through the life of Gandhi Beliefs about life, death and rebirth Ceremonies Funeral Rites</p>
<p>Islam Beliefs about life, death and hereafter Ceremonies Funeral Rites</p>	<p>Judaism Life and death Ceremonies Funeral Rites</p>	<p>Sikhism Beliefs about life and death Ceremonies Funeral Rites</p>

KEY STAGE 3 – STATUTORY CONTENT

Unit 5 Year 8 Spring Term

How do I show my belief?

<p>Buddhism Family devotion and public worship Buddha Rupa Buddha Shrine (candles, incense, flowers, offerings) Sitting Meditation and cultivation of awareness in daily life Chanting Going for Refuge, Repentance, Taking of Precepts Supporting the Ordained Sangha</p>	<p>Christianity Joining and belonging to the Christian faith Family devotion. public worship Lord’s prayer</p>	<p>Hinduism Family devotion and public worship Role of divine images in worship Mediation/Puja – Sanjay Super-team resource https://www.imdb.com/title/tt4661600/</p>
<p>Islam Family devotion and public worship at mosque The concept of modesty [diversity within worship to be covered in identity, diversity and belonging unit] e.g. Sufi, Sunni, Shia ?</p>	<p>Judaism Family devotion and public worship Shabbat – at home and synagogue Forgiveness and reparation</p>	<p>Sikhism Family devotion and public worship The langar – sewa, equality and free food for all The five Ks are: Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha - also spelt, Kachh, Kachera (cotton underwear) Kirpan (steel sword)</p>

KEY STAGE 3 – STATUTORY CONTENT

Unit 6 Year 8 Summer Term

What does it mean to be a member of my faith locally, nationally and global [differences within denominations]?

<p>Buddhism</p> <p>The Buddhist Community : Mahayana, Theravada, Vajrayana, New Movements: (e.g. Soka Gakkai, Ambedkarites/Dahlits, etc.) Secular Buddhism and Buddhist community laity</p> <p>Cultural Influences (both Ethnic, and other systems of thought/ beliefs/ disciplines : e.g. Bon, Tao, Shinto, Psychotherapy, Science of the Mind, etc</p>	<p>Christianity</p> <p>Diversity and unity in the Christian community The Lord’s Prayer Christian Aid and CAFOD</p>	<p>Hinduism</p> <p>Origins of Hinduism Caste system as kinship and support group – dharma Values as depicted through Gandhi Recognition of truth and mutual respect for all</p>
<p>Islam</p> <p>Living in a multi-faith pluralist society Diversity within the Muslim faith</p>	<p>Judaism</p> <p>Jewish identity – cultural diversity Orthodox and reform Judaism The Holocaust as part of Jewish identity Justice and compassion</p>	<p>Sikhism</p> <p>Belonging to the Community – beliefs and values in practice Pilgrimages Khalsa Aid</p>