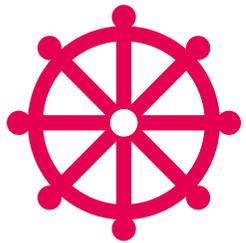


# Exploring the World of Faith and Belief in Lambeth



## Key Stage 3

The Lambeth Agreed Syllabus  
for Religious Education

# Key Stage 3

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# Introduction and Programmes of Study

## Throughout Key Stage 3, pupils should be extending their understanding of Christianity and the other principal religions in a local, national and global context.

As they deepen their understanding of important beliefs, concepts and issues of truth and authority in religion, they apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

## Knowledge, Skills and Understanding

### Attainment Target 1: Learning about religion

Pupils should be taught to:

- Investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies;
- Analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions;
- Investigate and explain why people belong to faith communities and explain the reasons for diversity in religion;
- Analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy;
- Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues;
- Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs;
- Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;
- Interpret a variety of forms of religious and spiritual expression.

### Attainment Target 2: Learning from religion

Pupils should be taught to:

- Reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments;
- Evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas;
- Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;
- Reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas;
- Express their own beliefs and ideas, using a variety of forms of expression.

# Introduction and Programmes of Study

The following table explains what should be taught:

## Statutory Units

Faiths and Beliefs	Equivalent in half terms
<b>Buddhism</b>	2 units
<b>Christianity</b>	7 units
<b>Hinduism</b>	2 units
<b>Humanism</b>	1 unit
<b>Islam</b>	2 units
<b>Judaism</b>	2 units
<b>Sikhism</b>	2 units

During this key stage, pupils should be taught the knowledge, skills and understanding through the areas of study described above. They will also be considering the following:

## Themes

- **Beliefs and concepts:** the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death;
- **Authority:** different sources of authority and how they inform believers' lives;
- **Religion and science:** issues of truth, explanation, meaning and purpose;

- **Expressions of spirituality:** how and why human self-understanding and experiences are expressed in a variety of forms;
- **Ethics and relationships:** questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil;
- **Rights and responsibilities:** what religions and beliefs say about human rights and responsibilities, social justice and citizenship;
- **Global issues:** what religions and beliefs say about health, wealth, war, animal rights and the environment;
- **Interfaith dialogue:** a study of relationships, conflicts and collaboration within and between religions and beliefs.

The delivery of RE in this key stage should enable the following Experiences and Opportunities:

- Encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues;
- Visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues;

- Reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in Religious Education, using reasoned, balanced arguments;
- Using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully;
- Exploring the connections between Religious Education and other subject areas such as the arts, humanities, literature and science.

## Key Questions:

- How does the belief in Punarbhava (rebirth / rebecoming) affect the way Buddhists choose to live?
- How might Buddhists demonstrate putting the idea of 'ahimsa- or non-violence into practice?
- What is the purpose of meditation for Buddhists?
- Which aspects of the Noble Eight Fold Path might a Buddhist refer to in support of peaceful protest?

## AT1 Learning about religion

<b>Beliefs, teaching and sources – <i>What do people believe in and where do these beliefs come from?</i></b>	<b>Practices and ways of life – <i>how do I live my life?</i></b>	<b>Forms of expressing meaning – <i>How do people show their beliefs?</i></b>
<p>The Three Jewels – Buddha, Dharma, Sangha (monastic and lay)</p> <p>Four Noble Truths including key ideas of:</p> <ul style="list-style-type: none"> <li>• Dukkha;</li> <li>• Anicca;</li> <li>• Anatta;</li> <li>• Dependent arising (Samsara and Nirvana);</li> <li>• Karma.</li> </ul> <p>Special texts: Dhammapada</p>	<p>Five Moral Precepts</p> <p>Qualities (paramitas) leading to enlightenment:</p> <ul style="list-style-type: none"> <li>• Generosity;</li> <li>• Morality;</li> <li>• Patience;</li> <li>• Energy;</li> <li>• Meditation;</li> <li>• Wisdom.</li> </ul>	<p>Individual, family and community devotion:</p> <ul style="list-style-type: none"> <li>• Public worship (puja);</li> <li>• Buddha Rupa(s);</li> <li>• Thankas;</li> <li>• Buddhist Shrine;</li> <li>• meditation.</li> </ul>

## AT2 Learning from religion

<b>Identity, diversity and belonging – <i>What does it mean to be a member of a faith locally, nationally and globally?</i></b>	<b>Meaning, purpose and truth – <i>How does faith help people to have an understanding of life's journey?</i></b>	<b>Values and commitment – <i>What is important to me and my faith?</i></b>
<p>Buddhists live in many communities and countries across the UK and the world. This diversity reflects interesting cultural influences. Basic Differences:</p> <p>Theravada:</p> <ul style="list-style-type: none"> <li>• Theravada</li> </ul> <p>Mahayana Groups:</p> <ul style="list-style-type: none"> <li>• Tibetan Buddhism (Vajrayana Buddhism);</li> <li>• Chinese Chan / Japanese Zen;</li> <li>• Western Buddhism (e.g. Triratna);</li> <li>• SGI (Soka Gakkai International).</li> </ul>	<p>The Cycle of life and death (birth, death, rebecoming and rebirth)</p> <p>Symbolism of Bhavachakra (wheel of life)</p>	<p>The goals of living a Buddhist life:</p> <ul style="list-style-type: none"> <li>• The path of the Arhat;</li> <li>• The path of the Bodhisattva;                             <ul style="list-style-type: none"> <li>– Aviloketeswara.</li> </ul> </li> </ul> <p>Buddhism in Action:</p> <ul style="list-style-type: none"> <li>• Buddhist approaches to: ecology, climate change;</li> <li>• Zen Buddhist: Thich Naht Hahn (Peace campaigner).</li> </ul>

## Key Questions:

- What is so radical about Jesus?
- What does living a Christian life involve?
- Does it matter how I live my life?
- How does the Christian faith help Christians when life gets difficult?
- How do Christian beliefs about the journey of life and death influence a Christian's life?
- How do different denominations relate to each other?

## AT1 Learning about religion

<b>Beliefs, teaching and sources – <i>What do people believe in and where do these beliefs come from?</i></b>	<b>Practices and ways of life – <i>how do I live my life?</i></b>	<b>Forms of expressing meaning – <i>How do people show their beliefs?</i></b>
<ul style="list-style-type: none"> <li>• Prophets;</li> <li>• Incarnation – Why Christians believe Jesus is God on Earth;</li> <li>• Jesus the Messiah;</li> <li>• The Beatitudes;</li> <li>• Salvation:                             <ul style="list-style-type: none"> <li>– Easter;</li> <li>– Jesus' death and resurrection restores the broken relationship between people and God.</li> </ul> </li> <li>• Pentecost;</li> <li>• Trinity – God: – What does this mean for Christians?;</li> <li>• St. Paul and the early Church.</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus' radical teachings through the Gospel;</li> <li>• The Christian understanding of Love:                             <ul style="list-style-type: none"> <li>– Including shared beliefs and different interpretations within Christianity of loving relationships.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Private / public worship;</li> <li>• Joining, belonging and commitment to the Christian faith.</li> </ul>

## AT2 Learning from religion

<b>Identity, diversity and belonging – <i>What does it mean to be a member of a faith locally, nationally and globally?</i></b>	<b>Meaning, purpose and truth – <i>How does faith help people to have an understanding of life's journey?</i></b>	<b>Values and commitment – <i>What is important to me and my faith?</i></b>
<ul style="list-style-type: none"> <li>• Unity and diversity within the local, national and worldwide Christian community;</li> <li>• Ecumenism;</li> <li>• Christianity and Women – the role and influence of women on and in the church, in history and today.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Christian wisdom to help when life gets difficult;</li> <li>• Christian beliefs about life and death.</li> </ul>	<ul style="list-style-type: none"> <li>• The value of life – living in a Christian way;</li> <li>• Christian stewardship – Living out the Christian faith through responsibility and care of the environment, planet and people.</li> </ul>

## Key Questions:

- Why, what and how do Hindus worship?
- In what ways do the ideas of Karma and Dharma underpin Hindu values and behaviour?
- Which of my beliefs underpin my values and behaviour?
- How do Hindu beliefs about the journey of life, death and rebirth influence their lives?

## AT1 Learning about religion

<b>Beliefs, teaching and sources – What do people believe in and where do these beliefs come from?</b>	<b>Practices and ways of life – how do I live my life?</b>	<b>Forms of expressing meaning – How do people show their beliefs?</b>
<p><b>Sacred Texts:</b></p> <ul style="list-style-type: none"> <li>• Vedas, Upanishads, Gita;</li> <li>• Concept of God;</li> <li>• Beliefs about the universe.</li> </ul>	<p><b>Ashramas</b></p> <ul style="list-style-type: none"> <li>• Brahmacharya (student life);</li> <li>• Grihastha (married life);</li> <li>• Vanaprastha (retired life);</li> <li>• Sannyasa (renounced life);</li> <li>• Moksha (Relief from the cycle of birth and death).</li> </ul> <p><b>Pilgrimage</b></p>	<ul style="list-style-type: none"> <li>• Family devotion and public worship;</li> <li>• Role of divine images in worship;</li> <li>• Meditation.</li> </ul>

## AT2 Learning from religion

<b>Identity, diversity and belonging – What does it mean to be a member of a faith locally, nationally and globally?</b>	<b>Meaning, purpose and truth – How does faith help people to have an understanding of life's journey?</b>	<b>Values and commitment – What is important to me and my faith?</b>
<ul style="list-style-type: none"> <li>• Origins of Hinduism;</li> <li>• Caste system as kinship and support group;</li> <li>• Dharma.</li> </ul>	<ul style="list-style-type: none"> <li>• Values as depicted through the life of Gandhi;</li> <li>• Beliefs about life, death and rebirth.</li> </ul>	<ul style="list-style-type: none"> <li>• Ahimsa (non-violence) and its implication in life;</li> <li>• Recognition of truth in all religions.</li> </ul>

## Key Questions:

- Why do Humanists believe it's important to question beliefs?
- How does belief in 'the one life we have' affect how Humanists live?
- How do Humanists believe we make our lives meaningful?
- Where do Humanists think morality comes from?
- Can reason, empathy, and shared values help us decide how to act?
- Why might people be non-religious?
- How important is freedom of belief?

What do Humanists believe?	Where do Humanists learn about their belief?	How do Humanists express their beliefs?
<ul style="list-style-type: none"> <li>• A non-religious worldview;</li> <li>• Atheism and / or agnosticism;</li> <li>• The one life we have;</li> <li>• Without some external or 'ultimate' meaning to life, we can make our lives meaningful;</li> <li>• Celebrating human capabilities: consciousness, reasoning, empathy, creativity, problem solving;</li> <li>• Variety of beliefs and answers to big questions;</li> <li>• Areas of consensus;</li> <li>• Diversity within religions and beliefs;</li> <li>• Freedom to choose one's own beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of scripture or authority, diverse sources of human wisdom (science, literature): 'The best that's been thought and said';</li> <li>• A work in progress, forward-looking;</li> <li>• The existence and diversity of Humanist thought throughout history: ancient Mencius, Charvaka, Epicurus, the Renaissance, the Enlightenment, 20th Century philosophy;</li> <li>• Growing up without religion or finding reasons for leaving the religion one has grown up with (persecution of apostates).</li> </ul>	<ul style="list-style-type: none"> <li>• Making the most of the one life we have;</li> <li>• Personal autonomy: authors of our own lives;</li> <li>• Human flourishing: 'The good life' – can be found through creativity, connections, getting lost in the moment, awe at the natural world and human achievements, sensory pleasures;</li> <li>• Humanist namings, weddings and funerals;</li> <li>• Variety of expression: charity work, celebration and ceremonies (Humanist ceremonies), campaigning work for freedom of belief and expression, community.</li> </ul>

Ethics and Relationships in Humanism	Humanist attitudes to rights and responsibilities, global issues, and interfaith dialogue	Humanist beliefs about religion and science
<ul style="list-style-type: none"> <li>• The origins of morality lie inside human beings: evolved naturally and culturally;</li> <li>• Shared human values;</li> <li>• Our capacity for reason and empathy;</li> <li>• Consideration of the consequences;</li> <li>• Accepting individual responsibility;</li> <li>• The Golden Rule;</li> <li>• Variety of philosophical theories: utilitarianism, Kantian ethics (deontology), Virtue ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Human responsibility for our own destiny;</li> <li>• Secularism: freedom and equality of belief;</li> <li>• Human rights and freedom of expression: and the non-religious origins of human rights;</li> <li>• Dialogue between religious and non-religious worldviews;</li> <li>• Care for the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Science, reason, and evidence;</li> <li>• The impact of human scientific understanding on non-religiosity;</li> <li>• Scepticism, curiosity, and recognising the progressive nature of knowledge (wisdom comes through enquiry not authority);</li> <li>• The rejection of the supernatural and supernatural explanations for events;</li> <li>• A scientific understanding of human beings as physical, mortal, and evolved beings.</li> </ul>

## Key Questions:

- Why does it matter to a Muslim how they live their lives?
- Does it matter to me how I live my life?
- In what ways does the life of a Muslim reflect Islamic beliefs?
- How and why do Muslims take guidance from the life of Prophet Muhammad?
- From where do I take my guidance for life?

## AT1 Learning about religion

<b>Beliefs, teaching and sources – <i>What do people believe in and where do these beliefs come from?</i></b>	<b>Practices and ways of life – <i>how do I live my life?</i></b>	<b>Forms of expressing meaning – <i>How do people show their beliefs?</i></b>
<p><b>The Kalimah (defined in two parts below)</b></p> <ul style="list-style-type: none"> <li>• Tawhid – the oneness of Allah;</li> <li>• Khatme Nubuwwat – the Finality of Prophethood:                             <ul style="list-style-type: none"> <li>– The significance of the life of the Prophet Muhammed (pbuh);</li> <li>– The significance of the Qur’an and Hadith</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Five Pillars of Islam;</li> <li>• Halal and Haram;</li> <li>• The Mosque.</li> </ul>	<ul style="list-style-type: none"> <li>• Family devotion / public worship;</li> <li>• The concept of modesty;</li> <li>• Sufi worship;</li> <li>• Following the teachings of the Qur’an and the Prophet;</li> <li>• Art, calligraphy and artefacts.</li> </ul>

## AT2 Learning from religion

<b>Identity, diversity and belonging – <i>What does it mean to be a member of a faith locally, nationally and globally?</i></b>	<b>Meaning, purpose and truth – <i>How does faith help people to have an understanding of life’s journey?</i></b>	<b>Values and commitment – <i>What is important to me and my faith?</i></b>
<ul style="list-style-type: none"> <li>• Diversity within the Muslim faith;</li> <li>• Living in a multi-faith pluralist society;</li> <li>• The Ummah;</li> <li>• Civic duty.</li> </ul>	<ul style="list-style-type: none"> <li>• Beliefs about life, death and the hereafter.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for people of other faiths;</li> <li>• Justice and compassion – Muslim Aid.</li> </ul>

## Key Questions:

- What does the Covenant mean to Jews?
- In what ways does the Torah underpin the values and behaviour of Jews?
- What underpins my values and behaviour?
- How was the Holocaust allowed to happen?

## AT1 Learning about religion

<b>Beliefs, teaching and sources – <i>What do people believe in and where do these beliefs come from?</i></b>	<b>Practices and ways of life – <i>how do I live my life?</i></b>	<b>Forms of expressing meaning – <i>How do people show their beliefs?</i></b>
<ul style="list-style-type: none"> <li>• Jewish beliefs about God and understanding God's ways;</li> <li>• The Covenant;</li> <li>• The Shema;</li> <li>• The Torah;</li> <li>• The Talmud;</li> <li>• The Midrash.</li> </ul>	<ul style="list-style-type: none"> <li>• Kashrut;</li> <li>• Brit Milah;</li> <li>• Bar Mitzvah &amp; Bat Mitzvah;</li> <li>• family devotion / public worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Shabbat and the Friday night meal;</li> <li>• The 3 Pilgrim Festivals: Pesach (Passover); Shavuot (Feast of Weeks); Sukkot (Tabernacles);</li> <li>• Rosh Hashanah and Yom Kippur.</li> </ul>

## AT2 Learning from religion

<b>Identity, diversity and belonging – <i>What does it mean to be a member of a faith locally, nationally and globally?</i></b>	<b>Meaning, purpose and truth – <i>How does faith help people to have an understanding of life's journey?</i></b>	<b>Values and commitment – <i>What is important to me and my faith?</i></b>
<ul style="list-style-type: none"> <li>• Jewish identity – cultural diversity;</li> <li>• Orthodox and reform Judaism;</li> <li>• The Holocaust.</li> </ul>	<ul style="list-style-type: none"> <li>• Life and death.</li> </ul>	<ul style="list-style-type: none"> <li>• Justice and compassion;</li> <li>• Forgiveness and reparation;</li> <li>• Support for the elderly and vulnerable.</li> </ul>

## Key Questions:

- What does the idea of honest living involve for a Sikh?
- What do I think it means to me?
- In what ways does the idea of equality underpin Sikh values and behaviour?
- Why do Sikhs remember the times celebrated in the Gurburbs?
- Why does remembering the past matter to Sikhs and to me today?

## AT1 Learning about religion

<b>Beliefs, teaching and sources – <i>What do people believe in and where do these beliefs come from?</i></b>	<b>Practices and ways of life – <i>how do I live my life?</i></b>	<b>Forms of expressing meaning – <i>How do people show their beliefs?</i></b>
<ul style="list-style-type: none"> <li>• Sikh beliefs about God;                             <ul style="list-style-type: none"> <li>– Waheguru (wonderful Lord);</li> <li>– Satnam (Eternal Reality);</li> </ul> </li> <li>• The Mool Mantar as an expression of God’s nature;</li> <li>• The teachings of the 10 Gurus and their message;</li> <li>• The Guru Granth Sahib.</li> </ul> <p>Equality of all human beings including equality of women with men.</p>	<ul style="list-style-type: none"> <li>• Melas;</li> <li>• The Amrit;</li> <li>• Gurburbs:                             <ul style="list-style-type: none"> <li>– Martyrdoms of Guru Arjan and Guru Tegh Bahadur;</li> <li>– Birthdays of Guru Nanak and Guru Gobind Singh.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Family devotion / public worship;</li> <li>• The Langar – sewa and equality.</li> </ul>

## AT2 Learning from religion

<b>Identity, diversity and belonging – <i>What does it mean to be a member of a faith locally, nationally and globally?</i></b>	<b>Meaning, purpose and truth – <i>How does faith help people to have an understanding of life’s journey?</i></b>	<b>Values and commitment – <i>What is important to me and my faith?</i></b>
<ul style="list-style-type: none"> <li>• Belonging to the Community – beliefs and values in practice;</li> <li>• Sikhs from around the world visit places that are important to Sikhs in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Sikh beliefs about life and death.</li> </ul>	<ul style="list-style-type: none"> <li>• Honest Living;</li> <li>• Sharing food;</li> <li>• Justice and compassion - Khalsa Aid;</li> <li>• Peace and conflict/social and political justice/spiritual and earthly power.</li> </ul>

# Exploring the World of Faith and Belief in Lambeth



**The Lambeth Agreed Syllabus for Religious Education 2020**