

## Key Stage 3 Scheme of Work

KS3

Key Theme: **Beliefs and Concepts**

Year 7

Autumn Term

### ABOUT THIS UNIT:

This unit focuses on key theme **A: 'Beliefs and Concepts'**.

The unit acts as an introduction to ultimate questions about God, humanity, good and evil and suffering. It builds directly on the summer Year 6 unit 'The journey of life and death'.

Estimated time for this unit: **One term (14 lessons)**

Focused Religions:

**Christianity.**

**Buddhism**

### Where this unit fits in:

This is the key introductory unit in Year 7 and links back to the Year 6 summer unit 'The journey of life and death'. The national baseline assessment for RE ([www.reonline.org.uk](http://www.reonline.org.uk)) activities can be used as part of the unit (especially Activity 3)

### KEY LEARNING OUTCOMES

#### AT1

- analyze 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

#### AT2

- *reflect on the relationships between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments*
- *express their own beliefs and ideas using a variety of forms of expression*

### KEY STRANDS ADDRESSED BY THIS UNIT

AT1 Beliefs, Teachings and Sources

AT2 *Meaning, Purpose and Truth*

- Questions of Meaning, Purpose and Truth

### LINKS TO THE EVERY CHILD MATTERS AGENDA

#### Being Healthy (Healthy Spirit)

- reflect on the complexity of the human spirit and its capacity for good and evil
- consider how religions and beliefs respond to powerful questions of meaning
- promote their self-esteem and recognise the importance of the spiritual dimension of life

#### Enjoyment and Achievement

- providing opportunities for students to explore and reflect on key questions and values
- providing lively, challenging learning activities including story, music, drama, ICT, group and class discussion

## Key Stage 3 Scheme of Work

### Making a positive contribution

- developing the key attitude of open-mindedness and the ability to sustain their own views, disagree respectfully and listen well to others

### Achieving Economic Well-being

- considering spiritual issues such as the worth of humans.

## CONTRIBUTION TO SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

### SPIRITUAL

- discussing and reflecting on key questions of meaning and truth such as good and evil and the existence of God
- considering how religions and other world views perceive the value of human beings
- developing their own views on religious and spiritual issues

**KEY SKILLS**    Reflection on key beliefs and ideas

Communication of their own ideas and those found in religious traditions

Evaluation of their own and others ideas

### ATTITUDES FOCUS

Respect

Open-mindedness

## Key Stage 3 Scheme of Work

| Prior learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary                                                                                                                                                                                                   | Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>It is helpful if pupils have:</b></p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> <li>an understanding of beliefs about God</li> <li>considered what religions believe about the worth and value of human beings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p>Vocabulary/concepts</p> <p>God<br/>Truth<br/>Humanity<br/>Judgement<br/>Heaven<br/>Hell<br/>Paradise</p> | <p><b>Books</b></p> <ul style="list-style-type: none"> <li>Looking for God</li> <li>Looking for Proof of God (Robert Kirkwood - Pub. Longman)</li> </ul> <p><b>DVD</b></p> <ul style="list-style-type: none"> <li>Framework RE Book 1 (Pub. Hodder &amp; Murray)</li> <li>The Simpsons - episodes               <ol style="list-style-type: none"> <li>Heaven and Hell</li> <li>Bart Sells His Soul</li> </ol> </li> </ul> <p><b>Art</b></p> <p>Ideas from the Where is God? Section <a href="http://www.natre.org.uk/spiritdarts">www.natre.org.uk/spiritdarts</a></p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Selections from Where is God in spirited Poetry - ed. Lat Blaylock - Pub RMEP</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Living Years by Mike and the Mechanics</li> <li>I still haven't found what I'm looking for by U2</li> <li>If God were one of us by Joan Osborne</li> <li>Human by Human League</li> </ul> |
| <p><b>EXPECTATIONS at the end of this unit:</b></p> <p><b>Nearly all can</b> (at level 3)</p> <ul style="list-style-type: none"> <li>begin to identify the impact religion has on believers lives (AT1)</li> <li><i>ask important questions about religions and beliefs, making links between their own and others responses (AT2)</i></li> </ul> <p><b>Pupil friendly version: I can .....</b> (at level 3)</p> <ul style="list-style-type: none"> <li>describe some of the things that are the same and different for religious people (AT1)</li> <li><i>ask important questions about life and compare my ideas with those of others (AT2)</i></li> </ul> <p><b>Many can</b> (at level 4)</p> <ul style="list-style-type: none"> <li>describe similarities and differences within and between religions and describe the impact of religion on peoples' lives. (AT1)</li> <li><i>raise and suggest answers to questions of identity, belonging, meaning, purpose and truth (AT2)</i></li> </ul> <p><b>Pupil friendly version: I can .....</b> (at level 4)</p> <ul style="list-style-type: none"> <li>make links between the beliefs and teaching of different religious groups and show how they are connected to believers' lives (AT1)</li> <li><i>ask questions about the meaning and purpose of life and suggest a range of answers (AT2)</i></li> </ul> |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Some pupils will have progressed further and can:** (at level 5)

- understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest reasons for this (AT1)
- *ask and suggest answers to questions of identity, belonging, meaning, purpose and truth, relating them to their own and others' lives (AT2)*

**Pupil friendly version: I can ....** (at level 5)

- suggest reasons for the variety of beliefs which people hold and explain how religious sources are used to provide answers to important questions. (AT1)
- *ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in my own and others' lives. (AT2)*

## Key Stage 3 Scheme of Work

| Key questions                               | LEARNING OBJECTIVES<br>Pupils should learn:                                                                                                                                                                                         | Teaching and Learning Activities                                                                                                                                                        | Assessment Opportunities                                                                                   | Links / points to note                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What do I know so far?</b>               | <ul style="list-style-type: none"> <li>to identify their own current beliefs about God and humanity (AT2)</li> <li>to recall their previous learning in RE in relation to key beliefs in Christianity and Buddhism (AT1)</li> </ul> | <ul style="list-style-type: none"> <li>Use of formative grid, individually and then in small groups</li> <li>Possible display of class responses</li> </ul>                             | <ul style="list-style-type: none"> <li>Formative grid should highlight students' prior learning</li> </ul> | <ul style="list-style-type: none"> <li>Inevitably prior learning will be varied although most students should be able to link their learning to Year 6, especially the unit on the 'Journey of life and death'.</li> </ul>                                                                                                                                                           |
| <b>What do we mean by a belief?</b>         | <ul style="list-style-type: none"> <li>to distinguish between facts, opinions and beliefs (AT2)</li> <li>to identify key questions of meaning religions seek to answer (AT2)</li> </ul>                                             | <ul style="list-style-type: none"> <li>Use the card game Appendix 1</li> <li>Follow-up discussions on distinguishing between beliefs, fact and opinions</li> </ul>                      |                                                                                                            | <p>Homework activity:</p> <p>Design a T-shirt to show what you believe in and value (old T-shirts with felt pens pictures etc. can be used)</p> <p>Activity for kinaesthetic learners.</p> <p>Links with English in developing collaborative skills. Thoughtful RE (Pub REToday) has an excellent game Beyond Belief to use as a key activity in establishing student's beliefs.</p> |
| <b>What big questions do I want to ask?</b> | <ul style="list-style-type: none"> <li>how religion and belief systems respond to questions of meaning (AT2)</li> <li>to develop and share their own ideas and beliefs (AT2)</li> </ul>                                             | <ul style="list-style-type: none"> <li>Use activity 3 expressing ideas in the national baseline scheme for RE - <a href="http://www.reonline.org.uk">www.reonline.org.uk</a></li> </ul> | Activity indicates students abilities to identify and develop key questions of meaning                     | N.B. the activity can be completed on-line                                                                                                                                                                                                                                                                                                                                           |

## Key Stage 3 Scheme of Work

| Key questions                            | LEARNING OBJECTIVES<br>Pupils should learn:                                                                                                                                                                                                                                                        | Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessment Opportunities | Links / points to note                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What do people believe about God?</b> | <ul style="list-style-type: none"> <li>to consider different viewpoints about the existence of God (AT1)</li> <li><i>to show an understanding of the arguments for and against belief in God (AT2)</i></li> <li><i>how to analyse survey findings and highlight key arguments (AT2)</i></li> </ul> | <ul style="list-style-type: none"> <li>Use extracts from the film 'Bruce Almighty' and discuss the ideas about God conveyed in the film</li> <li>Develop a class questionnaire on God: the big question?</li> <li>Use questionnaire to establish class views and consider the reasons people have given</li> <li>Children to compose their own poem 'Where is God?'</li> <li>The statement 'There is no God' is read out and students stand in a line according to their beliefs. One of the line represents total agreement with the statement, the other total disagreement and all points in between.</li> <li>Students are then asked to justify why they have stood where they have.</li> <li>Students can move within the line if they change their views during the discussion</li> </ul> |                          | <p>DVD clips from the film 'Bruce Almighty' especially when Bruce encounters 'God' are a good stimulus</p> <ul style="list-style-type: none"> <li>Students could share the questionnaire with other friends/relatives and summarize the key findings.</li> </ul>                                                                                                                                                                                                                                        |
|                                          |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          | <p>Poetry: the following poems from Spirited Poetry (RMEP) in the section Where is God? can act as helpful stimuli for discussion about the existence of God.</p> <p>God is everywhere (Chloe Beard)<br/>           God isn't anywhere (Edana Powell)<br/>           I am God (Jaynee perks)<br/>           Prayer of a dying atheist (Daisy Johnson)<br/>           Where is God? (Bonnie Gifford)</p> <p>Appendix 2<br/>           Highlights some arguments for and against the existence of God</p> |

## Key Stage 3 Scheme of Work

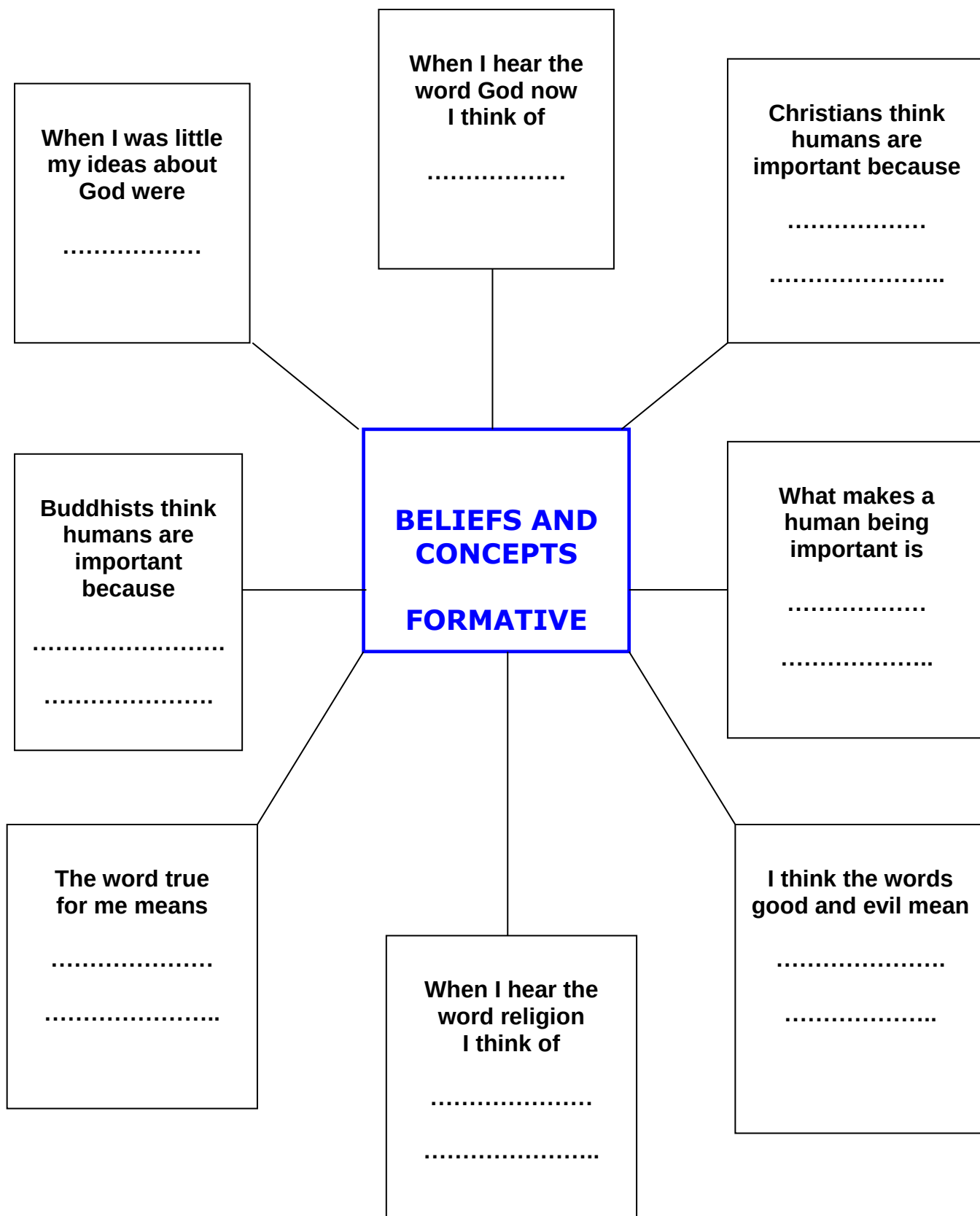
| Key questions                                  | LEARNING OBJECTIVES<br>Pupils should learn:                                                         | Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment Opportunities                                                                                                                                                                                                                                                                                                                      | Links / points to note                                                                              |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>What do Christians believe God is like?</b> | <ul style="list-style-type: none"> <li>to identify key Christian beliefs about God (AT1)</li> </ul> | <ul style="list-style-type: none"> <li>Use a range of artistic images (posters, slides etc.) to consider Christian images of God</li> <li>Invite students to consider key ideas in Christianity related to God e.g. Father, Omnipotent, Shepherd, Rock, Trinity, Creator, Redeemer and why Christians might use these words and images.</li> <li>Invite speakers from Christianity and Humanism to share their beliefs</li> <li>Follow-up work: from the visitors input what do students learn about similarities and differences in peoples' beliefs?</li> </ul> <p>How much do they agree / disagree with the visitors ideas?</p> | <p>Assessment task students are invited to prepare a speech for a class debate on the following topic 'In our modern world believing in God is outdated, unhelpful and positively dangerous!'</p> <p>Evaluation of responses should focus on students breadth of responses and the ability to show awareness of other peoples' viewpoints</p> | <p>Framework RE book Unit 5</p> <p>What attitudes do religious people have to God ? is helpful.</p> |

## Key Stage 3 Scheme of Work

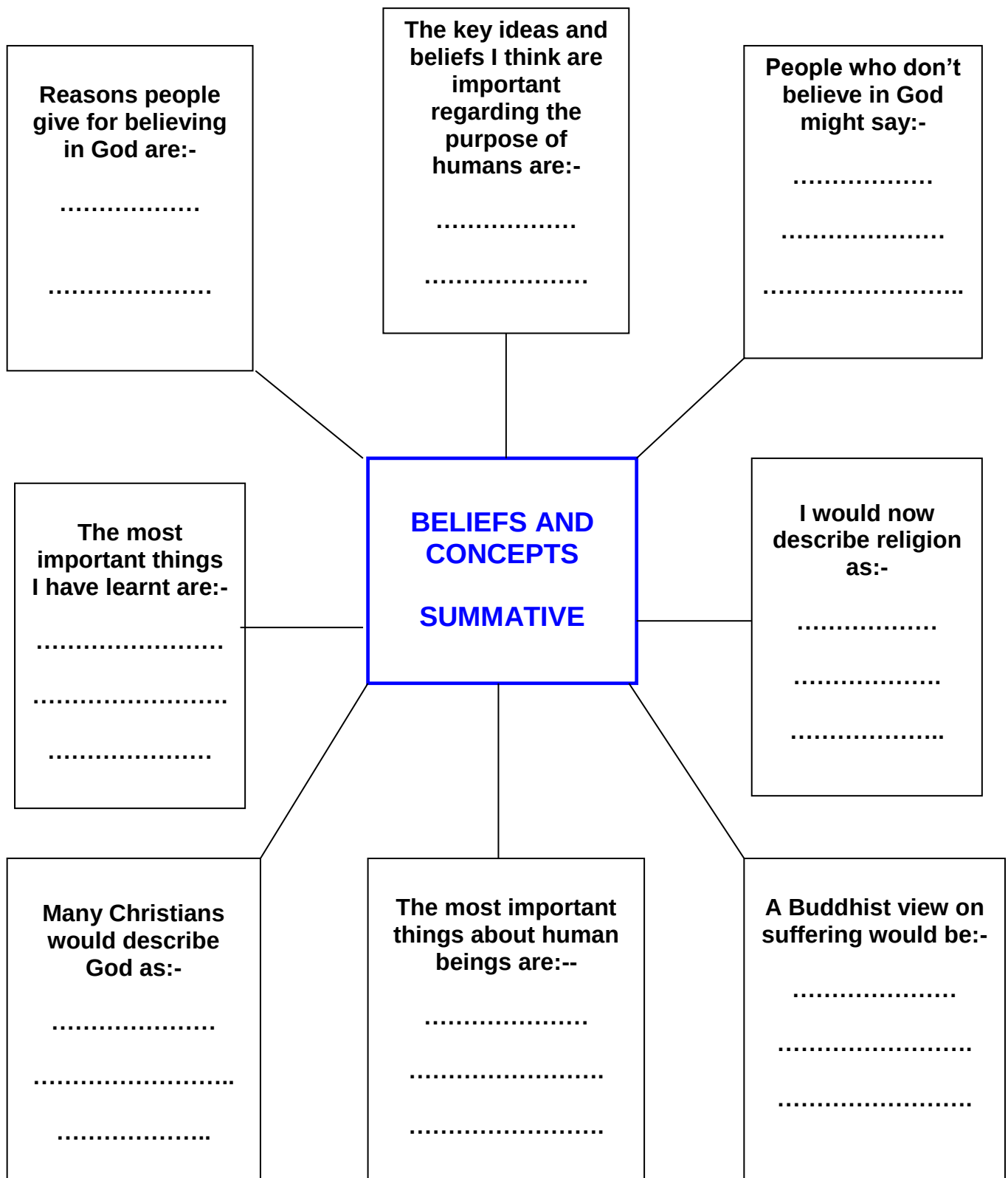
| Key questions                                                   | LEARNING OBJECTIVES<br>Pupils should learn:                                                                                                                                                                       | Teaching and Learning Activities                                                                                                                                                                                                                                  | Assessment Opportunities           | Links / points to note |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------|
| <b>What does it mean to be a human being?</b>                   | <ul style="list-style-type: none"> <li>to reflect upon and analyze the purpose and nature of human beings (AT2)</li> <li>to consider Christian and Buddhist views on human beings (AT1)</li> </ul>                | <ul style="list-style-type: none"> <li>Group on what makes a human being (blood, water, bones etc.)</li> <li>Reflections on the qualities human beings have (Appendix 3)</li> </ul>                                                                               |                                    |                        |
| <b>How do Christians regard the importance of human beings?</b> | <ul style="list-style-type: none"> <li>to consider Christian perspectives on the value of human beings. (AT1)</li> <li>to reflect on which Christian qualities they regard as the most important (AT2)</li> </ul> | <ul style="list-style-type: none"> <li>Using Appendix 3 as a stimulus students consider key qualities Christians seek to demonstrate in their lives.</li> <li>In small groups students rank order these qualities and justify their top three choices.</li> </ul> |                                    |                        |
| <b>How do Buddhists regard the importance of human beings?</b>  | <ul style="list-style-type: none"> <li>to consider the four noble truths in Buddhism (AT1)</li> <li>to reflect upon the causes of suffering in the world today (AT2)</li> </ul>                                   | <ul style="list-style-type: none"> <li>in pairs students share their own ideas about suffering</li> <li>class discussion on the four noble truths in Buddhism.</li> </ul>                                                                                         | Students recall four noble truths. |                        |



## FORMATIVE GRID



## SUMMATIVE GRID



## Key Stage 3 Scheme of Work

### APPENDIX 1

#### CARD SORT ACTIVITY:

In this game, pupils are required to identify different kinds of questions and statements and sort them into categories.

Through this activity, pupils learn to:

- Distinguish between different kinds of questions and statements;
- Consider how belief systems develop;
- Develop skills of collaboration and listening.

#### Instructions:

1. Cut out the 'star' cards and 'flower' cards and shuffle them together.
2. Divide the cards equally among the group.
3. The person with the most 'star' cards begins by placing one card face up on the table.
4. Anyone in the group can place a 'flower' card next to it if they think there is a clear connection between the two statements,  
*e.g. 'Fox Hunting is evil' / 'It cannot be defended'.*

At this stage of the game the links between the cards are not challenged by other players.

5. Going clockwise from the first player, each person takes a turn in placing a 'star' card up which then has a 'flower' card placed by it.
6. When all 'star' and 'flower' cards have been used, or the remaining cards do not make sense, the first part of the game is finished.
7. Working as a group, the players now decide whether to keep the matched cards as they are or arrange them in a better combination. This is done until all cards are paired up.
8. The group then organise the cards into three broad sections:
  - Matters of **fact**;
  - Matters of **opinion**;
  - Matters of **belief**.

## Key Stage 3 Scheme of Work

|                                                       |                                                            |
|-------------------------------------------------------|------------------------------------------------------------|
| <p>☆</p> <p>Somebody is wearing perfume</p>           | <p>☆</p> $2 + 2 = 2 \times 2$                              |
| <p>☆</p> <p>Execution make martyrs</p>                | <p>☆</p> <p>There was trouble at the football match</p>    |
| <p>☆</p> <p>I should not steal the Head's bicycle</p> | <p>☆</p> <p>Racial discrimination is wrong</p>             |
| <p>☆</p> <p>Henry VIII had six wives</p>              | <p>☆</p> <p>I believe I should not kill another person</p> |
| <p>☆</p> <p>There is life on other planets</p>        | <p>☆</p> <p>England won the World Cup in 1966</p>          |
| <p>☆</p> <p>There is no God</p>                       | <p>☆</p> <p>Jesus was born in Palestine</p>                |

## Key Stage 3 Scheme of Work

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| <p>☆</p> <p>The dots on a dice<br/>add up to 21</p>                  | <p>☆</p> <p>Queen Elizabeth was<br/>crowned in 1953</p>          |
| <p>☆</p> <p>A square has four sides<br/>of equal length</p>          | <p>☆</p> <p>If you talk to plants<br/>they grow</p>              |
| <p>☆</p> <p>God creates everything</p>                               | <p>☆</p> <p>The top twenty records are<br/>a load of rubbish</p> |
| <p>☆</p> <p>There is a God</p>                                       | <p>☆</p> <p>I love you</p>                                       |
| <p>☆</p> <p>My granddad was<br/>in the war</p>                       | <p>☆</p> <p>There is too much<br/>violence in the world</p>      |
| <p>☆</p> <p>There will be a train<br/>at 4.00 pm</p>                 | <p>☆</p> <p>Capital punishment<br/>should be restored</p>        |
| <p>☆</p> <p>Water has two parts hydrogen<br/>and one part oxygen</p> | <p>☆</p> <p>When we die we<br/>are born again</p>                |

### Key Stage 3 Scheme of Work

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|--------------------------------------------------|---------------------------------------------|
|                                                  |                                             |
| <p>☆ If you cut your hair it will grow again</p> | <p>☆ Fox hunting is evil</p>                |
| <p>☆ School dinners have improved</p>            | <p>☆ School uniform should be abolished</p> |
| <p>☆ I like all of Picasso's paintings</p>       |                                             |

## Key Stage 3 Scheme of Work

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| <br><br><p>I believe this though<br/>it cannot be proved</p> | <br><br><p>It is against the law<br/>of the land</p>               |
| <br><br><p>This can be worked out<br/>mathematically</p>     | <br><br><p>I read it in the papers</p>                             |
| <br><br><p>You can prove it - I saw it on<br/>television</p> | <br><br><p>People who were alive<br/>at the time wrote it down</p> |
| <br><br><p>I read it in a history book</p>                 | <br><br><p>This is one of the Ten<br/>Commandments</p>           |
| <br><br><p>I believe all people are equal</p>              | <br><br><p>I can remember because<br/>I was there</p>            |
| <br><br><p>It says so in the timetable</p>                 | <br><br><p>I believe this to be true</p>                         |

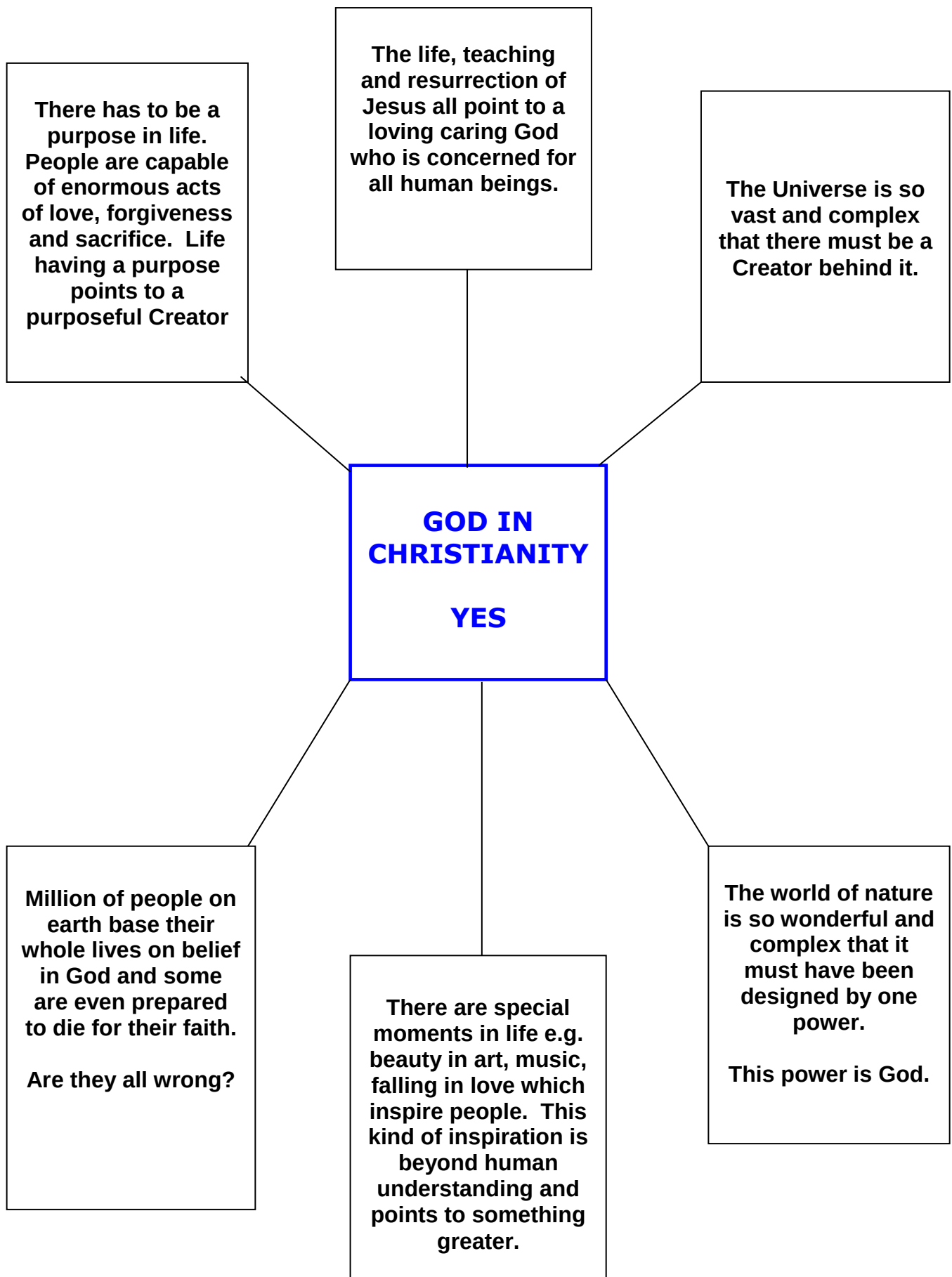
## Key Stage 3 Scheme of Work

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| <br><br><p>You can measure them</p>                    | <br><br><p>They are pleasing to my eye</p>                    |
| <br><br><p>I can smell it</p>                          | <br><br><p>My religion tells me so</p>                        |
| <br><br><p>He told me so</p>                           | <br><br><p>The papers are full of it</p>                      |
| <br><br><p>History proves this is true</p>           | <br><br><p>Most people want this</p>                        |
| <br><br><p>It usually does</p>                       | <br><br><p>That type of music does not<br/>appeal to me</p> |
| <br><br><p>This can be proved<br/>experimentally</p> | <br><br><p>It cannot be defended</p>                        |

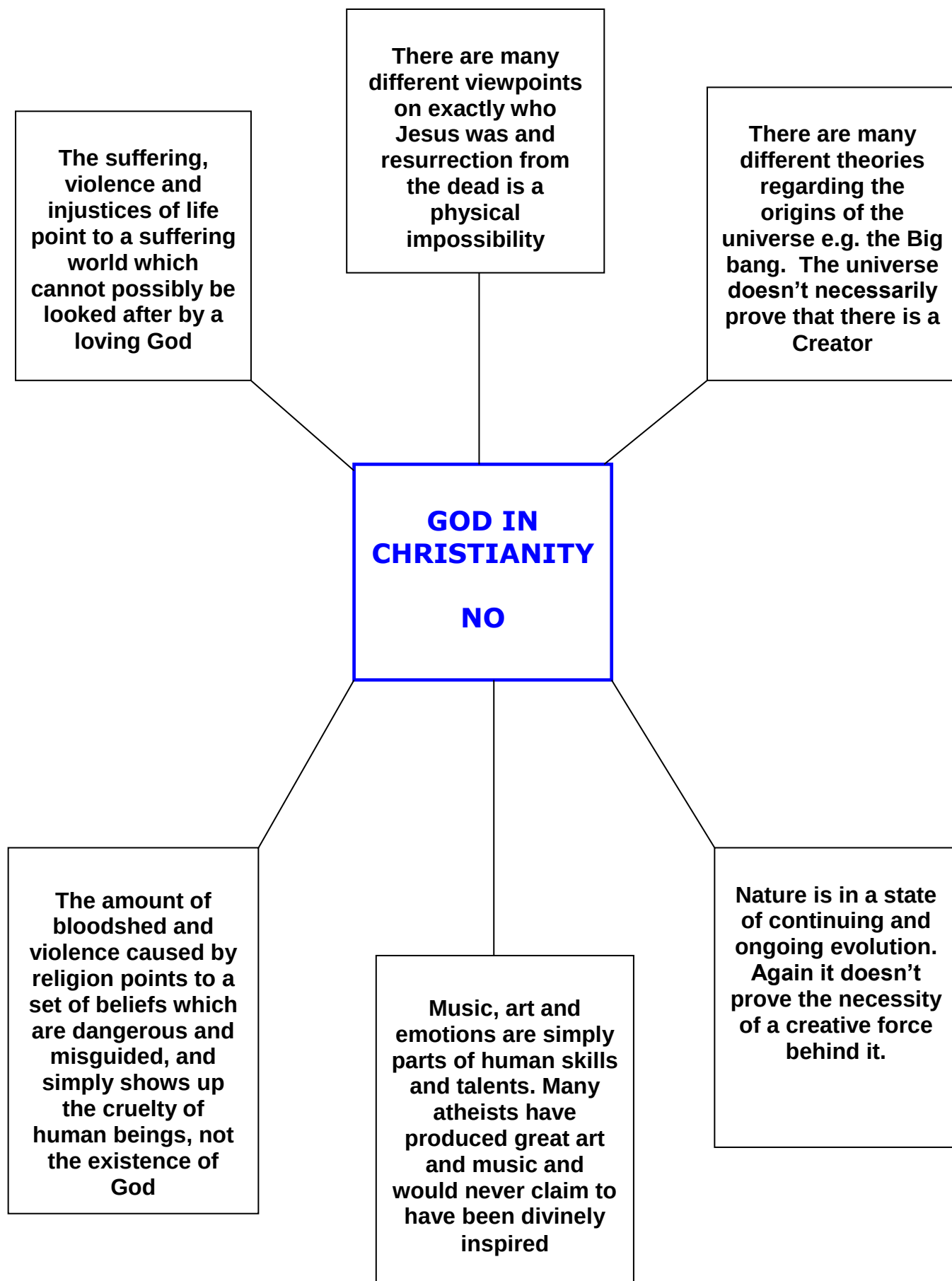


## Key Stage 3 Scheme of Work

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|  <p>No other explanation is satisfactory</p>           |  <p>It's too outdated</p>    |
|  <p>Some experiments suggest that this may be true</p> |  <p>This is my viewpoint</p> |
|  <p>Everybody says so</p>                              |  <p>That is my opinion</p>   |



## APPENDIX 2 (b)



## Key Stage 3 Scheme of Work

## Key Stage 3 Scheme of Work

### APPENDIX 3

The following qualities are all important in Christianity which three would you select as the most important ?

You will need to justify your choices to your class mates.

LOVE

GENTLENESS

JOY

PATIENCE

PEACE

SELF-CONTROL

TRUST

KINDNESS

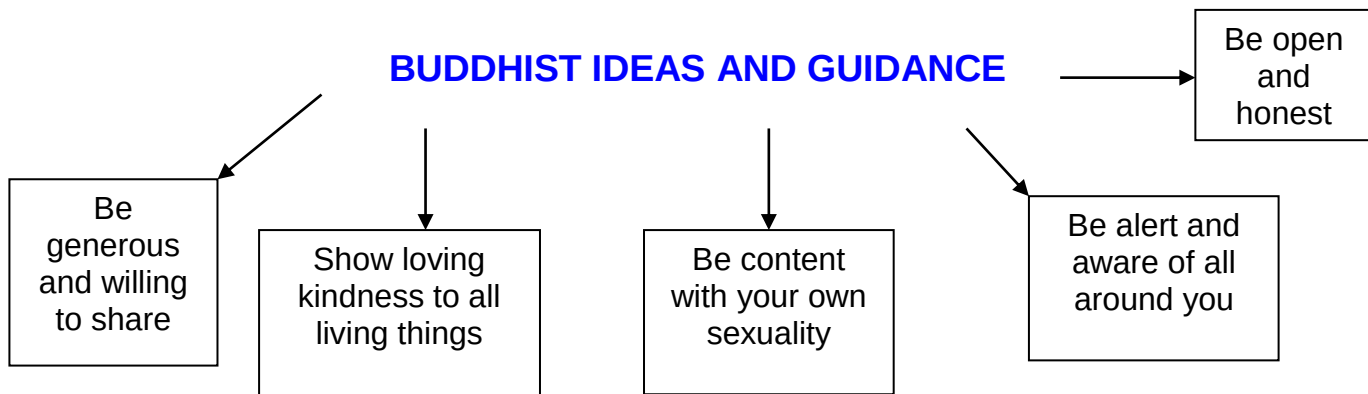
FORGIVENESS

FAITHFULNESS

**APPENDIX 3**

**BELIEFS AND CONCEPTS**

**BUDDHIST IDEAS AND GUIDANCE**



**BEING HUMAN**

**The Buddha**

“Conquer anger with love, evil with good, meanness by giving, lying by the truth”

**Jesus Christ**

“Love God with all your heart .....  
Love your neighbour as yourself .....

I am with you always to the end of time”

Do for others what you would want them to do for you  
Matthew 7 v 12

**LOVE**

**FAITH**

**FORGIVENESS**

**CHRISTIAN IDEAS - QUALITIES**

The “fruit” of the spirit is love, joy, peace, patience, self-control, kindness, gentleness, faithfulness