

Autumn 1: Judaism

Big Question: 'How can conflicts strengthen faiths?'		
The Big Picture	<p>Having previously looked at the Jewish origins, founders, places of worship, holy scriptures, identity and religious symbols, students will explore Jewish teachings on life after death, equality and Jewish practices in the first half of the Autumn term. Students will use their prior knowledge of Judaism to explore how Jewish beliefs are put into practice and will be able to relate these views to their own.</p> <p>Within the initial series of these lessons, students will explore Rites of Passage within Judaism including birth, marriage and death. Birth, Bar Mitzvah and Bat Mitzvah allow students to look at important moments in the life of a Jew and how these are carried out. They will look at how Jews welcome a new child and explore what it means to be a Son or Daughter of the Commandments. Students will discover what happens during a Jewish Wedding with references to the seven blessings that the Rabbi and guests repeat. Funerals and mourning will allow students to explore Jewish teachings on life after death; they will be able to draw links to Abrahamic religions and discover the similarities and differences between the faiths. They will explore the nature of the body and soul and will explore what Judaism teaches about resurrection and the period of Shiva. Ceremonies and festivals will form the last part of this section, where students will explore practices of worship within the home and look at the importance of Shabbat. Students will understand why the festival of the Passover is important and why it is celebrated by Jews; they will explain the significance of this night over all others. The term will conclude with students exploring prejudice and discrimination within Judaism and will learn about the persecution of the Jews. They will look at the modern problems that Jews face within the 21st century and will be able to draw on their own thoughts and opinions on how to tackle issues surrounding prejudice.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key practices and ideologies within Judaism. They will be able to discuss and debate the importance of religious beliefs in the multi-cultural society in which we live in.</p> <p>Writing: Students will use terminology within written pieces of work to show case the expansive knowledge that they have gained. They will structure longer based answers (point-evidence-explain). They will utilise the correct punctuation in their answers (. , ? ! : ;)</p> <p>Evidence: Students will use scriptural references to support their understanding of religious beliefs on God.</p>	<p>Key Terminology Abraham, Anti- Semitism, Atheist, Bar Mitzvah, Bat Mitzvah, Beliefs, Birth, Crusades, Christianity, Congregation, Ethics, Eulogy, Faith, Free Will, Gehinnom, God, Hester Panim, Holocaust, Humanists, Huppah, Islam, Jesus, Judaism, Kippah, Marriage, Mohel, Moses, Monotheism, Multi-Cultural, Origins, Pogrom, Rabbi, Religion, Rite of Passage, Scripture, Secular, Seven Blessings, Shabbat, Shiva, Shoah, Society, Spirituality, State of Israel, Synagogue, Theist, Torah, Universe, Worship.</p>

Autumn 2: Christianity

Big Question: 'What impact do Rites of Passage have on Christianity?'		
The Big Picture	<p>The second half of the Autumn term will build upon students prior understanding of Christianity, where students will be able to explain how key beliefs are put into practice through belief in an afterlife and religious ceremonies. Students will be able to explain how Christianity was established and the factors behind its growth across the world; they will be able to explain Christian rites of passage and the festivals of Easter and Christmas.</p> <p>Students will look at what a rite of passage is and will identify important stages in their own life; they will explore numerous Christian rites of passage and will have some understanding of what they are about and what happens. Rites of passage will include Baptism, Confirmation and marriage; here students will look at what a baptism is and how it may be essential for forming a Christian identity. They will be able to describe the differences between adult and infant baptism and will understand the significance of the ceremony. Students will link the idea of taking responsibility in their own lives and will draw on how these link to confirmation; students will explore the importance of confirmation for a Christian. The Seven Sacraments in Christianity will be explored with students focusing on marriage; here they will understand why people get married and why Christians in particular get married. Students will leave these lessons knowing how to describe what occurs during a Christian wedding ceremony and will explain what these tell us about Christian beliefs on love and marriage. The term will conclude with students sharing their views and opinions on what happens after death, and will explore Christian beliefs on the afterlife with references to heaven, hell, purgatory, judgement day and resurrection. They will look at what occurs during a Christian funeral service and will be able to draw on the Christian teachings that are linked to this. Students will explore the significance of the funeral service and will be able to formulate opinions on conflicting views. They will be able to ask and answer deep philosophical questions about life after death, including a depth analysis of their views and the views of others.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key practices and ideologies within Christianity. They will be able to discuss and debate the importance of religious beliefs in the multi-cultural society in which we live in.</p> <p>Writing: Students will use terminology within written pieces of work to show case the expansive knowledge that they have gained. They will structure longer based answers (point-evidence-explain). They will utilise the correct punctuation in their answers (. , ? ! : ;)</p> <p>Evidence: Students will use scriptural references to support their understanding of religious beliefs on God.</p>	<p>Key Terminology Abraham, Atheist, Apostles, Ascension, Atonement, Baptism, Baptistry, Beliefs, Christianity, Church, Clergy, Confirmation, Confession, Creed, Crematorium, Cross, Crucifix, Disciples, Divine, Easter Day, Eucharist, Faith, Forgiveness, God, Good Friday, Gospel, Heaven, Hell, Humanists, Holy Spirit, Holy Water, Infant Baptism, Jesus, Judgement Day Last Supper, Marriage, New Testament, Old Testament, Purgatory, Reconciliation, Redemption, Religion, Resurrection, Rites of Passage, Sacrament, Saviour, Sins, Scripture, Trinity, The Holy Spirit, The Father, The Son, Vows, Worship.</p>

Spring 1: Islam

Big Question: 'What is the significance of the Five Pillars within Islam?'		
The Big Picture	<p>Students will build upon their prior learning on the beliefs within Islam and will explore how these are put into practice through worship and ceremonies. Students will begin the Spring term by exploring what the five practices of Islam are; the Five Pillars of Islam are five acts of worship that all Muslims are expected to do in their lives. Students will explore what each Pillar represents and the impact that they have on Muslims. The Five Pillars including: Shahadah, Salah, Zakah, Sawm and Hajj. Emphasis will be made on Hajj and Sawm where students will first explore the pilgrimages that Muslims made to take part in Hajj. They will look at why this pilgrimage is one that every Muslim tries to undertake in their lifetime and what the physical and spiritual journey involves. They will draw on their understanding of the Prophets and see what role the Prophet plays in a Muslim undertaking pilgrimage. This will aid students when exploring how it is that Muslims worship and practice their beliefs in God with the Mosque. Students will explain why Muslims choose to fast; they will evaluate the effect that Sawm has on the Muslim community and the significance of fasting during Ramadan. The fasting that takes place during Ramadan and Eid will be explored whereby students will leave the lessons having a clear understanding of: What the meaning of Ramadan is? What is Eid? What may Muslims do during Ramadan and how is this significant? To draw comparisons between Judaism and Christianity, students will explore how marriages are conducted within Islam. Here students will be able to describe what occurs in a Muslim wedding and the significance marriage has for Muslims today. Islamic teachings on life after death will show students the parallels that run across all three Abrahamic faiths with themes of Judgement Day, Heaven and Hell. The term will conclude with students describing the different stereotypes placed on women today; students will look at why Muslim women wear certain clothes and will compare the Muslim view of women to a secular view. They will be able to discuss and debate as to why the issue of what Muslim women wear causes controversy amongst both Muslims and Non-Muslims.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key practices and ideologies within Islam. They will be able to discuss and debate the importance of religious beliefs in the multi-cultural society in which we live in.</p> <p>Writing: Students will use terminology within written pieces of work to show case the expansive knowledge that they have gained. They will structure longer based answers (point-evidence-explain). They will utilise the correct punctuation in their answers (. , ? ! : ;)</p> <p>Evidence: Students will use scriptural references to support their understanding of religious beliefs on God.</p>	<p>Key Terminology Abraham, Adhan, Atheist, Allah, Burqa, Day of Judgement, Divine, Hajj, Halal, Haram, Hijab, Ihram, Islamophobia, Jahannam, Jannah, Jesus, Judaism, Mecca, Mosque, Niqab, patriarchal, pilgrimage, Prophets, Qur'an, Ramadan, Salah, Sawm, Scripture, Secular, Shahadah, Shi'a, Shirk, Sunni, Spirituality, Tawhid, Theist, Worship, Wudu, Zakah.</p>

Spring 2: Hinduism

Big Question: 'How?'		
The Big Picture	<p>The world today is almost unrecognisable from 3000 years ago, when Hinduism was first developing. GNSA students need to be able to understand and explain the practices of modern Hindu life, Hindu beliefs in life after death and the development of equal rights in Hindu society.</p> <p>Students will learn how in modern life, Hindu's express their devotion in worship through puja at home or in the temple and Hindus often recite mantras at home every day. The image of a deity found at a Hindu shrine or mandir is called a murti, and students will learn that this is not a deity itself, but if it is produced and installed in the right way then the murti has a special connection to the deity. They will learn about darshan or 'seeing' as an act of worship. In direct connection with these concepts, students will learn about Hindu pilgrimage, the long and difficult journeys made by Hindus to places like Varanasi, Puri, and to the Kumbh Mela. These modern acts of devotion have their echoes in ancient writings, for example in the Mahabharata epic where Arjuna goes on a pilgrimage to the river Ganges.</p> <p>Life after death in Hinduism requires students to understand three main concepts which are Karma, Samsara and Moksha. A person's next life depends on Karma, so Hindus will seek good karma from doing good deeds. Samsara is a Sanskrit word that Hindus use to describe the continual journey through many reincarnations and Moksha is a permanent escape from this samsara. Finally students will develop an understanding of the issues surrounding equality in Hinduism. Ancient India was a patriarchal society and even today there are very few female priests and temple leaders that are women. Some modern Hindus believe that everyone should be free to choose a role and a place within society. Students will learn how there are now female ascetics who practice yoga and other religious activities full time. Students will consider the question of whether dharma depends on the individual or on their gender.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key practices and ideologies within Hinduism. They will be able to discuss and debate the importance of religious beliefs in the multi-cultural society in which we live in.</p> <p>Writing: Students will use terminology within written pieces of work to showcase the expansive knowledge that they have gained. They will structure longer based answers (point-evidence-explain). They will utilise the correct punctuation in their answers (. , ? ! ; ;)</p> <p>Evidence:</p>	<p>Key Terminology Darshan, Equality, Ganges, Karma, Kumbh Mela, Mahabharata, Mandir, Mantra, Moksha, Murti, Patriarchal, Priests, Puri, Puja, R, Samsara, Tirtha, Varanasi,</p>

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Summer 1: Buddhism

Big Question: 'What practices of modern day Buddhists link to their beliefs the cycle of life and death?'		
The Big Picture	<p>Buddhism is now a global religion with many schools, both eastern and western in their thought. GNSA students will learn how Buddhist have suffered persecution, and how some Buddhist leaders have been forced to flee their countries. In this unit students will learn about Buddhist practices express belief through meditation, art, festivals and pilgrimage. They will learn Buddhist beliefs about life after death and consider the concept of equality within Buddhism. GNSA students will learn more about Buddhist practices in the modern world, and how Buddhism has two main schools, which are Theravada and Mahayana. Both schools follow the basic teachings of the Buddha – the Four Noble Truths and the Eightfold Path with the goal of reaching enlightenment, whilst also promoting compassion and loving kindness to all beings. Students will also learn more about Buddhist belief in life after death and how it is intrinsically linked to these basic teachings shared by all Buddhists. Buddhists believe that we are travelling through a continual cycle of birth, death and rebirth. They call this cycle samsara. Buddhists believe that when someone dies he or she is reborn. The person's next life may be better or worse depending on the karma he or she has stored up. Buddhists aim to escape samsara by achieving enlightenment, through meditation, wisdom and living a good life. Buddhists believe that people who escape Samsara enter into a state of complete bliss called Parinirvana. Sky burials and Stupas and other artefacts and rituals connected to life after death will be studied. In the last part of this unit, GNSA students will learn about equality in Buddhism and how Buddhists try not to discriminate against others. This is sometimes difficult, particularly if they live in a culture where a certain amount of prejudice and discrimination is considered acceptable. For example, in some societies, women usually take on a domestic role - this could be seen as sexism. Buddhists believe in equanimity, upekkha. This means an equal attitude towards everyone, so students will be able to explain how Buddhists try to ensure that everyone is treated as such in society.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key practices and ideologies within Buddhism. They will be able to discuss and debate the importance of religious beliefs in the multi-cultural society in which we live in.</p> <p>Writing: Students will use terminology within written pieces of work to show case the expansive knowledge that they have gained. They will structure longer based answers (point-evidence-explain). They will utilise the correct punctuation in their answers (. , ? ! : ;)</p> <p>Evidence:</p>	<p>Key Terminology Discrimination, Bodhisattva, Culture, Domestic, Eightfold Path, equanimity, Four Noble Truths, Karma, Meditation, Parinirvana, Persecution, Prejudice, Pilgrimage, Sky Burial, Stupa, Theravada, Upekkha,</p>

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Summer 2: Sikhism

Big Question: 'How?'		
The Big Picture	<p>The Sikhs have overcome many challenges in the last 500 years, including racism and persecution. GNSA students need to be able to explain the practices of modern their beliefs in life after death and the development of equal rights in Sikh society. Our students will be able to demonstrate an understanding that there are many thousands of Sikhs living in the UK today, and how Sikhs have significant contributions toward British society. Sikh's have practised worship and seva in UK Gurdwaras the first one was built in Putney since 1911. For many Sikhs a pilgrimage to The Harmandir Sabib is a crucial part of religious practise. This temple was designed and b by the fifth Guru Arjan, and the foundation stone was laid by a Muslim to demonstrate Sikh belief in religions freedom and equality. The latter is a topic that students study in this unit, so great connections can be made between belief and practice. Students will also learn about Sikh beliefs connected to life after death, and how, like Hindus and Buddhists, Sikhs believe that everyone is in a cycle of birth, death and rebirth. A person's rebirth is decided by God based on the law of karma. People can o good karma by worshiping God and performing good deeds. Students will learn about Sikh funerals called an Antam Sanskar and how Sikhs believe that death is not end, so people should not grieve too much when a loved one dies.</p> <p>As mentioned the final unit in this chapter is concerning equality. Students will learn about how the value of equality is shown in the lives of the Guru's. They will also able to explain how living a modern Sikh life shows this value through seating in the Gurdwara, langar, and values of sharing and protecting all, especially the weak.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key practices and ideologies within Sikhism. They will be able to discuss and debate the importance of religious beliefs in the multi-cultural society in which we live in.</p> <p>Writing: Students will use terminology within written pieces of work to show case the expansive knowledge that they have gained. They will structure longer based answers (point-evidence-explain). They will utilise the correct punctuation in their answers (. , ? ! : ;)</p> <p>Evidence:</p>	<p>Key Terminology Adi Granth, Antam Sanskar, Bhai, Caste, Chapati, Chauri, Dhan, D Guru, Gurdwara, Hola Mohall, Initiated, Karma, Khanda, Langar, Naam Japna, Panj Pyare, Persecution, Racism, Seva, Singh, Wahe Worship,</p>

	Students will use scriptural references to support their understanding of religious beliefs on God.	
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