

Big Question: 'How are the key beliefs of Judaism reflected in worship?'

<p>The Big Picture</p>	<p>Students will be introduced to Religious studies at GNSA, where here they will spend the first lesson exploring what Religious Studies is, and will explore their own unique identity. They will be encouraged to think about not just their physical identity but also a spiritual one. Students will use their knowledge of their own beliefs to consider how and why religions are formulated, and the importance these religions have on society.</p> <p>The focus of first half of Autumn term students will focus on Judaism, where they will study the origins, founders, places of worship, holy scriptures, identity and religious symbols. Students will leave the lessons with an awareness of the basic beliefs of Judaism; it is essential that students can make comparisons to their own traditions and understand the unity of faith in God, have an awareness of other important religious traditions in Britain today and explore a variety of beautiful cultural and religious difference. Within the initial series of these lessons, students will study the origins of Judaism, and recall who father Abraham was; they will need to understand why Abraham was chosen by God, and what impact this has on the faith. Students will explore the role of Abraham and the importance of Moses within Judaism. Students will reflect on Moses' example of obedience and the subsequent freedom of the Israelites. The laws given to Moses will form the foundation of the Jewish faith and how Jewish people should be living in a world of God's creation. Pupils will discover the practices of the faith whilst looking at the formation of the Torah, and the significance the Torah has today for Judaism. The role of laws within the 10 Commandments will feed into discussions on the importance of religious morals and how these shape the way in which religion is perceived. Students will learn about how Jews carry out their beliefs within their homes through different forms of worship and will describe how religious beliefs are expressed through rituals. They will leave these lessons having an understanding of how Jews worship God and looking closely at why beliefs, rituals and spaces are important to believers. The half term will conclude with students looking into the persecution of the Jews and how suffering made Jews today aware of their 'Jewishness'; students will be able to reflect on their own identity and consider what makes them unique as individuals.</p>	
<p>Religious Concepts / Skills</p>	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key beliefs and ideologies within religion. 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, Agnostic, Ark, Atheist, Beliefs, Buddhism, Christianity, Creation, Congregation, Discovery, Dualism, Era, Ethics, Faith, Founders, Fundamental, God, Hinduism, Humanists, Identity, Ideologies, Individualistic, Islam, Jesus, Judaism, Kippah, Messiah, Moses, Monotheistic, Multi-Cultural, Origins, Philosophy, Physical, Polytheistic, Rabbi, Religion, Scripture, Secular, Sikhism, Shabbat, Society, Spirituality, Synagogue, Theist, Torah, Universe, Worship.</p>

Autumn 1: Judaism

Autumn 2: Christianity

Big Question: 'How is the significance of Jesus shown within Christianity?'

The Big Picture

The second half of the Autumn term will introduce Christianity, where students will study the origins, founders, places of worship, holy scriptures and religious symbols. Students will draw links from Judaism and explore the influence of Abraham and Moses within Christian beliefs. They will understand how Christians believe they should live their lives and will be able to relate these beliefs to their own lives. They will be able to understand how Christianity was established and the reasons and factors behind its growth across the world. Within the first few lessons, students will understand the key points about how Christianity began and grew with references to Judaism. They will explore the nature of God as shown in the Trinity and discover the role Jesus played in forming the Christian faith that we see today. The implications of the death and resurrection of Jesus will aid students in understanding the importance of Jesus and will identify the implications of Pentecost, Saul, Peter and Constantine for the growth of Christianity. Pupils will discover the practices of the faith whilst looking at the formation of the Bible; they will explore how the Bible is used within worship as well as the significance the Bible has for Christians today. Students will learn about symbolism within the Christian faith, where the Cross and crucifix, Bread and Wine, Water and Oil will all be explored in their role within Christian worship. The last part of the Autumn term will focus on rites of passage; students will understand what a rite of passage is and will identify importance stages in their own life. They will be able to discover numerous Christian rites, including Baptism and will have an understanding of what they are about and what occurs. They will leave these lessons having an understanding of how Christians worship God and looking closely at why beliefs, rituals and spaces are important to believers.

<p>Religious Concepts / Skills</p>	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key beliefs 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</p> <p>Abraham, Atheist, Apostles, Ascension, Atonement, Baptism, Beliefs, Christianity, Church, Creation, Confirmation, Creed, Disciples, Divine, Easter Day, Eucharist, Era, Ethics, Faith, Forgiveness, Founders, Fundamental, God, Gospels, Humanists, Holy Spirit, Holy Water, Identity, Ideologies, Incarnation, Individualistic, Jesus, Judaism, Last Supper, Marriage, Moses, New Testament, Old Testament, Origins, Physicalism, Polytheistic, Priest, Prophets, Religion, Resurrection, Rites of Passage, Sacrament, Saviour, Sins, Scripture, Secular, Society, Spirituality, Theist, Trinity, The Holy Spirit, The Father, The Son, Universe, Worship.</p>
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Spring 1: Islam

Big Question: 'How does Islam conclude the narrative of the Abrahamic Faiths?'

The Big Picture	<p>The final of the Abrahamic religions will be the focus in the first half of the Spring Term; students will explore the origins, founders, places of worship, holy scriptures and religious symbols within Islam. Students will explain what Muslims understand by the term Allah and how belief in Allah affects their daily lives; they will describe how the Qur'an inspires and guides Muslims. The term Allah will be explored and how Muslims put their beliefs into practice. Students will identify Islamic teachings that have contemporary relevance and will express their opinions on contemporary issues in relation to their own informed views. In the first series of lessons, students will be introduced to Islam and will look closely at the role of Prophet Muhammad and will draw links from the Abrahamic religions (Judaism and Christianity); they will consider how God revealed himself to earlier Prophets mentioned in the Bible such as Abraham, Moses and Jesus. This will lead students to explore the concept of God within Islam and the influence Muhammad had on Islam; students will be able to explain how Muhammad changed the lives of those around him and will compare their our lives and beliefs to those of Muhammad. Students will look at the creation of the Qur'an and how the Qur'an is used in worship. The last part of this topic will look at what it is like to be a Muslim in Britain; students will explore the challenges faced everyday by Muslims in Britain. They will draw from their own experiences of living in a multi-cultural society and the challenges that they may have faced. Students will empathise with Muslims and explain how it feels to live in Britain. They will leave these lessons having an understanding of how Muslims worship God and looking closely at why beliefs, rituals and spaces are important to believers.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key beliefs 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 99 names of God, Abraham, Atheist, Allah, Beliefs, Day of Judgement, Divine, God, Hijrah, Humanists, Identity, Ideologies, Jahannam, Jannah, Jesus, Judaism, Mecca, Mosque, Moses, New Testament, Origins, Polytheistic, Priest, Prophets, Qur'an, Ramadan, Religion, Revelation, Scripture, Secular, Shi'a, Shirk, Sunni, Society, Spirituality, Tawhid, Theist, Worship.</p>

Spring 2: Hinduism

Big Question: 'How has the world's oldest religion shaped faith and belief through the ages?'

The Big Picture

In the unit students will develop an awareness of the basic beliefs of Hinduism as part of learning about other important religious traditions in Britain today and exploring a variety of beautiful cultural and religious difference. They will to explore origins, truth and beliefs about the nature of God, through the diverse tradition of Hinduism. Students will learn about Hindu religious practices and make comparisons to their own traditions. Students should begin to appreciate that various aspects of the religion of Hinduism can be traced back to India over 3000 years ago, this makes it the oldest of the six major faiths that we study at GNSA. Unlike many other religions, students will learn that that there is not one person who founded Hinduism, nor was there one specific moment when it began. There is no single powerful leader or group of leaders in Hinduism. Hindu's have many different beliefs and they do not all worship the same God's and Goddesses (polytheism). Our students will learn about different forms of deities in Hinduism and the importance of religious stories within the faith. Some people have even described Hinduism as a collection of many different religions rather than one religion. Students will study the Hindu creation story and God as the creator in Hinduism. In Hindu writings the earth is often referred to as a Goddess called 'Bhumi Devi' (or Mother Earth) or 'Dharti' meaning she who holds everything so the Hindu concepts of stewardship and environmental preservation become important topics for students to learn.

Students will also study Hinduism in the modern world. Topics such as living the Hindu life, birth customs and the sacred thread ceremony, Karma; actions and deeds and the importance of Hindu prayer. A wider study of significant festivals and celebrations and the importance of beliefs expressed when celebrating religious festivals will also be undertaken. Students will learn about marriage in Hinduism and the sacred vows. Lastly they will learn about life after death and the concept of the soul (Atman) These topics conclude the unit for this half term.

Religious Concepts / Skills

Verbal:
Students will be able to verbally formulate their own views and opinions on key beliefs 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.

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 (. , ? ! : ;)

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

Key Terminology

Aum, Ascetic, Atman, Avatar, Bhagwad Geeta, Bhakti, Bhumi Devi, Brahma, Buddha, Deity, Dharma, Dharti, Kshatriya, Mahabharata, Mandir, Mantras, Moksha, Nirvana, Om, Polytheistic, Puja, Purana, Ramayana, Rishis, Reincarnation, Samsara, Sanskrit, Santana Dharma, Shiva, Shudra, Trimurti, Upanayana, Vahana, Vaishnya, Vedas, Vishnu

Summer 1: Buddhism

Big Question: 'How can a religion not have a God?'

The Big Picture	<p>In this unit GNSA students look at the life of Siddhartha Gautama and his journey to enlightenment and becoming the Buddha. They will also investigate how Buddhists pray and their main festivals. Students will be able to explain how the principal beliefs and teachings of the Buddha impact on the lives of Buddhists today. Students will have an opportunity to practise the art of meditation. Buddhism began in India more than 2500 years ago and is now the fourth largest religion in the world. Unlike many other religions, Buddhists do not necessarily believe in a single creator god or gods, and this is important for students to know. Instead Buddhists focus on personal development. Students will therefore learn about concepts such as suffering and dissatisfaction with life (Dukkha), the causes of suffering and what happiness is according to Buddhism. Students will learn about the Buddhist idea of life as an ever changing journey, with the central beliefs of dharma, morality, attachment and the Buddhist guidelines for living. In this context they will learn about the Eightfold Path and the Four Noble truths. Buddhist temples always contain a statue of the Buddha, and Buddhists sometimes bow to this a sign of respect and admiration for his teachings, but students will learn that they do not worship him as a God. Some Buddhists may say that they pray, however this does not mean that they pray to a God or ask for divine help. Buddhist prayer may involve personal reflection, often through chanting and making offerings. Students will learn about the concept of Nirvana and the Six Realms of life. They will study a Buddhist place of worship and its significance and purpose, and make a comparison with other places of worship. The topic of meditation is taught in connection to Buddhist (and Sikh) belief, with ideas such as calming and training the mind, mantras, being aware of life as it really is and seeing clearly, stopping overthinking. Students are taught about festivals in Buddhism such as Wesak, and what it is like for a believer to experience them. Student will conclude this unit with topical issues currently linked to the faith, for example in the news.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key beliefs 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: Students will use scriptural references to support their understanding of religious beliefs on God.</p>	<p>Key Terminology Ascetic, Bhikkhu, Bodh Gaya, Buddha, Caste system, Dhammapada, Dharma, Dukkha, Eightfold Path, Enlightenment, Five Precepts, Four Noble Truths, Four Sights, Karma, Lotus, Mandala, Mantra, Middle Way, Nirvana, Pali Cannon, Samsara, Sanskrit, Stupa, Three Jewels, Three Poisons, Wesak</p>

Summer 2: Sikhism

Big Question: 'How do Sikh's demonstrate a commitment to their beliefs in the modern world?'

The Big Picture	<p>In this unit students will develop their understanding of the key beliefs within Sikhism, and consider how the beliefs and the actions of Sikhs demonstrate their belief in the Guru Granth Sahib. Students will grow their knowledge of the origin of Sikhism, the 5 K's, examples of the teachings and the activities of the 10 Guru's. They will be able to explain the role of the Gurdwara in reference to equality and tolerance, and the importance of Amritsar (the golden temple) in Sikhism. Sikhism began in India nearly 550 years ago and today it has approximately 25 million followers. The roots of Sikhism date back Guru Nanak, who was born in 1469 into a Hindu family and grew up in an area of India called Punjab. Punjab was split between India, which was mostly Sikh and Hindu, and Pakistan, which was mostly Muslim. The village where Nanak was born is now known as Nankana Sahib and lies near Lahore in present-day Pakistan. Although many of our students come from Sikh families, not all are Sikh, so their understanding may begin at different levels, so it is important to check prior knowledge. Students will study the origins of Sikhism and identify Sikh symbols. They will develop their understanding of the importance of Guru Nanak Dev Ji. Further on in the unit they will begin exploring key beliefs of Sikhism; equality and how this is linked to religious practise. GNSA students will learn about the ten Gurus were and the contributions they made to Sikhism. In particular they will study the significance of the 11th Guru; Guru Granth Sahib. They will learn how the central focus of worship is respect shown to the living Guru Granth Sahib and understand symbolism and teachings of Sikhism through the 5Ks. Students will be able to fully explain the role of the Gurdwara in the community, including at religious festivals. They will know the structure and layout of a Gurdwara and understand the importance of the Harmandir Sahib as a place of worship and pilgrimage for Sikhs worldwide. To conclude they will study the challenges faced by Sikhs in Britain in the past, a case study of Blair Peach, and the current issues of ignorance & racism.</p>	
Religious Concepts / Skills	<p>Verbal: Students will be able to verbally formulate their own views and opinions on key beliefs 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: Students will use scriptural references to support their understanding of religious beliefs on God.</p>	<p>Key Terminology Adi Granth, Amrit, Granthi, Gurdwara, Guru, Guru Granth Sahib, Guru Nanak Dev Ji, Harminder Sahib, Haumai, Janam Sahkis, Kanga, Kara, Karah Parshad, Karma, Kartarpur, Kaur, Kesh, Khalsa, Khanda, Kirpan Kachera, Langar, Mool Mantar, Martyr, Mukti, Naam Japna, Reincarnation, The Five K's, Samsara, Singh, Waheguru</p>