

Agenda Item 6

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	21st February 2017
SUBJECT:	New agreed syllabus: Draft copy of proposed structure/content
REPORT BY:	Religious Education Adviser
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IS THE REPORT EXEMPT?	No
IS THE REPORT CONFIDENTIAL?	No

SUMMARY: There is a statutory requirement to review the agreed syllabus for religious education every 5 years. This section sets out proposed requirements for key stages 1-3.

DISCUSSION: To agree on the proposed requirements.

RECOMMENDATION: That the report be noted and any comments made as necessary.

APPENDICES – None

BACKGROUND PAPERS: The following background papers, as defined in the Local Government Act 1972, were relied upon in writing this report.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY
OFSTED Inspection Reports		Various	School Improvement Service County Offices

Lincolnshire Agreed Syllabus 2017 – 2022

The proposed AS includes compulsory and optional elements. Christianity is compulsory at each key stage. This plan shows that Islam and Hinduism are also compulsory, but we have yet to make a decision about the detail – e.g. in addition to Christianity, key stage 1 pupils might just study Islam but at key 2 they might study Islam AND Hinduism. Reference could be made to other religions as and when appropriate, as it is the case now. Schools would be able to cover other faiths as additional units and we will be recommending that one topic might be based on the local area. Support will be provided for schools through training, additional materials, etc.

Please note: it is recommended that those schools following the Understanding Christianity course would not have to follow the Christianity sections in the syllabus.

Key sections

- 1. God:** What do people believe about God?
- 2. Being human: Human expression of religion and belief.** What is humanity?
- 3. Community, worship and celebration.** How do people express their religion and beliefs?
- 4. Life journey: rites of passage.** How do people mark important events in life?

This section sets out what is to be taught about each religion. The headings by each key stage are only suggestions at present.

Compulsory elements: Christianity

1.God: *Key question: What do people believe about God?*

Key stage 1: Story	Key stage 2: Symbol	Key stage 3: Nature of belief
<ul style="list-style-type: none"> • How is God described? Father, Son, Holy Spirit, creator. • God’s encounters with people – OT stories, e.g. Moses, Abraham, Noah. • What are the different ways in which Christians think about God? • How belief and faith is linked to the Bible as a sacred text. • What do Christians believe about Jesus? Stories, death and resurrection, miracles, parables, disciples. 	<ul style="list-style-type: none"> • The nature of God – the Fall; the Incarnation, the Resurrection, the Trinity–symbols, e.g. baptism of Jesus, Jesus in art as a reflection of belief. • The church – artefacts and symbolism. • Jesus – Easter week, symbolism of Last Supper, symbolism in Christmas story, incarnation, Messiah. • The Bible as a source of information-the gospels, diverse ways in which it is used, types of writing, immanence, transcendence of God, concept of evil. • Symbols in Christian art, language and worship – how these express beliefs about God. 	<ul style="list-style-type: none"> • Nature of belief in God – ideas about gender (e.g. in different denominations), authority, tradition. • GCSE links – existence of God. • Creeds. • Christianity as a diverse world religion with diverse ways of expressing God’s nature. • Concepts of covenant, redemption, salvation. • Interpretation of texts. • Miracles today.

2. Being human: human experience of religion and belief: <i>Key question: What is humanity?</i>		
Key stage 1: Faith and values	Key stage 2: Faith in action	Key stage 3: National and global impact
<ul style="list-style-type: none"> • Christian beliefs, values and experiences, caring for others, belonging, identity. • Humans created equal and special. The Golden Rule, concept of 'neighbour.' • Stories of inspirational people. <i>Provide examples.</i> • The Bible and beliefs – key Christian values, what the Bible says about human nature, stories which illustrate this. <i>Provide examples.</i> 	<ul style="list-style-type: none"> • How Jesus' teaching/actions show that people should treat each other as special and equal, e.g. 'Love your neighbour as yourself.' • Use of Bible in personal devotion and in public worship. • Personal and corporate action – agencies, charities, e.g. Christian Aid, Tear Fund, CAFOD – link to Jesus' teachings. 	<ul style="list-style-type: none"> • Religion and social justice – Christian origin of the Welfare State, role in education. • Contemporary/social issues, including political influences – values, State/Church • Mission/evangelism.
3. Community, worship and celebration: <i>Key question: How do religious people express their beliefs and show what is special and of value?</i>		
Key stage 1: Personal expression	Key stage 2: Community expression	Key stage 3: Identity and expression
<ul style="list-style-type: none"> • What do Christians do? The church – building and community, worship, people-different types of churches. • Celebration – how Christians celebrate key festivals – Easter, Christmas – what happens and why? 	<ul style="list-style-type: none"> • The church as a global community. • Worship in different denominations and globally, e.g. use of silence, music, actions. • Key religious festivals and reflection of belief. 	<ul style="list-style-type: none"> • Young peoples' experience of faith and engagement with others, nationally and globally, e.g. Taize, Greenbelt, Spring Harvest. • Belonging and identity. • Concepts of conversion – conversion v

	<ul style="list-style-type: none"> • Buildings, artefacts, symbols and their links to worship, rituals and ceremonies. • Significance of places of worship for believers – similarities and differences. 	<ul style="list-style-type: none"> • ‘born into’ - in different denominations. • Religious communities. • Individualism (Christianity), family centred (Islam, Hinduism). • Multi-cultural nature of Christianity. Growth and decline of different denominations, Orthodox, Roman Catholic, Protestant, new churches, e.g. New Life, Vineyard. •
4. Life journey, rites of passage: <i>Key question: How do people mark important events in life?</i>		
Key stage 1: Beginning and belonging	Key stage 2: Expressions of belonging	Key stage 3: Cycle of life
<ul style="list-style-type: none"> • Birth (christening, dedication), the idea of belonging, meaning of actions and symbols. 	<ul style="list-style-type: none"> • Outward signs of belonging: Confirmation, Dedication, Believers’ baptism. • Promises/vows. 	<ul style="list-style-type: none"> • Marriage. • Death – cycle of life – beliefs about after life.

Compulsory elements: Islam

1.God: *Key question: What do people believe about God?*

Key stage 1: Story	Key stage 2: Symbol	Key stage 3: Nature of belief
<ul style="list-style-type: none"> • Tawhid Oneness of Allah), Creator, provider of all good things. • 99 names of Allah. • The Qur'an and why it is special- the revealed book for Muslims, stories about Muhammed and other Prophets, e.g. Ibrahim. • Stories which help Muslims understand the power of God, e.g. the Night of Power, creation story. Examples of stories and teaching, e.g. Abdullah, the Servant of God. 	<ul style="list-style-type: none"> • Four main concepts: Tawhid (Oneness of Allah), Iman (faith), Ibadah (worship/belief in action, includes 5 pillars), akhlaq (behaviour, morality). • Shahadah – statement of faith. • Allah's attributes in the Qur'an, signs of Allah's creation through nature, human beings as best of Allah's creation, Allah's guidance through messengers and books. • Importance of Jesus. • Symbolism in Islamic art. • Qur'an ('recitation') – sacred, final revelation, ultimate guidance, sacred texts and other stories. • Importance of other holy texts to Muslims. 	<ul style="list-style-type: none"> • Imam (Faith)- 6 articles of faith (unity of God, angels, books of God, prophets, day of judgement, supremacy of God's will), Messengers of Strong Will, Archangel Jibril. • Ihsan- excellence, perfection - to worship Allah as though looking at him. • Sources of Islam – Qur'an, Sunnah (the totality of the Way of Life of Muhammed), Hadith, the Holy Books. • Sunni, Shi'a, Sufi. • Shahadah – links to tawhid. • Significance of Islamic art for Muslims, in the context of tawhid.

2. Being human: human experience of religion and belief: <i>Key question: What is humanity?</i>		
Key stage 1: Faith and values	Key stage 2: Faith in action	Key stage 3: National and global impact
<ul style="list-style-type: none"> • Imam (Faith), Sha'adah. • Akhlaq (character, moral conduct) • Home life for children, respect for each other. • Serving others, supporting the poor, e.g. Zakah, almsgiving. 	<ul style="list-style-type: none"> • Five pillars of Islam – to keep things as Allah wants them – how these bind the Muslim community, the Straight Path. • Akhlaq – family life, role within the family, role and responsibilities. • Features of living in a Muslim family, e.g. prayer life, facilities for wudu, salah and dietary arrangements. • Agencies, charities, e.g. Islamic Aid. • Hadith-how to treat people – living Islamically. 	<ul style="list-style-type: none"> • Sharia law, fatwas. • Greater/lesser Jihads. • Modern expressions of Islam
3. Community, worship and celebration: <i>Key question: How do people express their beliefs and show what is special and of value?</i>		
Key stage 1: Personal expression	Key stage 2: Community expression	Key stage 3: Identity and expression
<ul style="list-style-type: none"> • Ibadah (worship and belief in action)-significant objects, e.g. prayer beads, prayer mats, compass. • Salah, wudu, worship in the home. • Respect for teachers and elders. • Festivals: Eid-ul-Fitr (end of Ramadam), Eid-ul-Adha (Ibrahim's 	<ul style="list-style-type: none"> • Role of the mosque and community – social, religious, educational, welfare centre. • Ummah – the community. • Respect for teachers, elders, etc. • Exploring Sawm (Ramadan)- significance of fasting – reasons/benefits. • Hajj – why do Muslims make this 	<ul style="list-style-type: none"> • Muslims in Britain, community cohesion. • Hajj, including practical implications – environment. • Belief in practice, different expressions of Islam - Sunni, Shi'a, British context.

test of faith)- how families prepare for and celebrate the festival.	significant journey?	
4. Life journey, rites of passage: <i>Key question: How do people mark important events in life?</i>		
Key stage 1: Beginning and belonging	Key stage 2: Expressions of belonging	Key stage 3: Cycle of life
<ul style="list-style-type: none"> • Birth of a baby as a blessing – why belonging is special. 	<ul style="list-style-type: none"> • Birth- Aqiqah ceremony. • Death and after life-beliefs, rituals. 	<ul style="list-style-type: none"> • Diversity - within ceremonies, within rites of passage – how different strands of Islam differ/relate to each other in a global context. • Marriage- symbolism in ceremony. • Sexuality and belief. • Death and akhirah – belief in an afterlife.

Compulsory elements: Hinduism

1.God: *Key question: What do people believe about God?*

Key stage 1: Story	Key stage 2: Symbol	Key stage 3: Nature of belief
<ul style="list-style-type: none"> • One God (Brahman), Trimurti, Ultimate Reality, represented through different images and names, e.g. Rama and Sita, Krishna, Shiva, Ganesha. • Creation stories+ stories about deities and key figures. • Significance of Aum symbol- how it is used at home and in the mandir. • Basic concept of avatar and associated stories. 	<ul style="list-style-type: none"> • Sanatan Dharma (Eternal Way)- to find one's path to the Divine. • God symbolised in diverse forms/formless, male and female deities, concept of God as Ultimate Reality. • Concept of Trimurti- Brahma, Vishnu, Shiva. Other deities, e.g. Ganesh, Lakshmi, Pavati. • Develop concept of avatar – Vishnu, 10 avatars. • Vedas, Bhagavad Gita, Ramayana, Mahabharata. 	<ul style="list-style-type: none"> • Universe, religion and science. • Reincarnation – life/death. • Diversity of belief within Hinduism. • Authority of the Vedas. • Non violence (ahimsa), harmlessness and vegetarianism, protecting the environment, western values. • Sacred texts linked to Dharma, Brahman, Atman, Karma, Ahimsa, Samsara and Moksha - sacred texts dealing with these. • Idea of dharma and varna in modern Indian and British Hindu communities.

2. Being human: human experience of religion and belief: <i>Key question: What is humanity?</i>		
Key stage 1: Faith and values	Key stage 2: Faith in action	Key stage 3: National and global impact
<ul style="list-style-type: none"> • Values – devotion to God, respect for mother and mother earth, respect for father and ancestors, respect and care for all living things, truthfulness and honesty • Love and loyalty between all members of extended family. 	<ul style="list-style-type: none"> • Respect for God, other people, the cow and all forms of life. • Values and rituals in the home. • The idea of the sacred and special. 	<ul style="list-style-type: none"> • Wider global community. • Key beliefs and how they are expressed worldwide.
3. Community, worship and celebration: <i>Key question: How do religious people express their beliefs and show what is special and of value?</i>		
Key stage 1: Personal expression	Key stage 2: Community expression	Key stage 3: Identity and expression
<ul style="list-style-type: none"> • Importance of family and community- Raksha Bandan (Rakhi ceremony). • Puja in the home – shrine, arti ceremony, prahshad, murtis. • Festivals – Diwali (light/dark), Holi – festival food, symbols. 	<ul style="list-style-type: none"> • Key symbols – aum, lotus flower, swastika, saffron • Puja in the mandir as a community - artefacts used in worship - experience that brings families together. • Importance of the family. • Festivals – Diwali, Holi – significance of light and dark – stories, practices, food, worship associated with festivals - diversity/hierarchy/shared experiences. • Pilgrimage, sacred place, e.g. River Ganges, Varanasi, Ayodhya + 	<ul style="list-style-type: none"> • Hindus in Britain, community cohesion. • Diwali – outward/inward significance. • Comparison with Abrahamic faiths. • Animal rights, diet (links to GCSE). • Modern leaders, monasteries.

	associated stories. Development of holy places in Great Britain, sacred spaces (optional unit?).	
4. Life journey, rites of passage: <i>Key question: How do people mark important events in life?</i>		
Key stage 1: Beginning and belonging	Key stage 2: Expressions of belonging	Key stage 3: Cycle of life
<ul style="list-style-type: none"> • Birth – Namkaran - naming ceremony. 	<ul style="list-style-type: none"> • Samskaras - those associated with birth, initiation, e.g. sacred thread ceremony. • Meaning of promises and vows. • Karma and soul, reincarnation. 	<ul style="list-style-type: none"> • Four different stages of life (ashramas) and their duties for those in the top varnas, castes, jatis. • Marriage, death, rituals.

This section shows how the religions might be developed at each key stage. We are still working on the detail about how this will be presented.

Compulsory elements key stage 1-3

Key stage 1: Christianity			
God: <i>What do people believe about God?</i>	Being human: <i>What is humanity?</i>	Community, worship and celebration: <i>How do people express their beliefs?</i>	Life journey, rites of passage: <i>How do people mark important events in life?</i>
<ul style="list-style-type: none"> • How is God described? Father, Son, Holy Spirit, creator. • God’s encounters with people – OT stories, e.g. Moses, Abraham, Noah. • What are the different ways in which Christians think about God? • How belief and faith is linked to the Bible as a sacred text. • What do Christians believe about Jesus? Stories, death and resurrection, miracles, parables, disciples. 	<ul style="list-style-type: none"> • Christian beliefs, values and experiences, caring for others, belonging, identity. • Humans created equal and special. The Golden Rule, concept of ‘neighbour.’ • Stories of inspirational people. <i>Provide examples.</i> • The Bible and beliefs – key Christian values, what the Bible says about human nature, stories which illustrate this. <i>Provide examples</i> 	<ul style="list-style-type: none"> • What do Christians do? The church – building and community, worship, people, different types of churches. • Celebration – how Christians celebrate key festivals – Easter, Christmas – what happens and why? 	<ul style="list-style-type: none"> • Birth (christening, dedication), the idea of belonging, meaning of actions and symbols.

Key stage 1: Islam			
God: <i>What do people believe about God?</i>	Being human: <i>What is humanity?</i>	Community, worship and celebration: <i>How do people express their beliefs?</i>	Life journey, rites of passage: <i>How do people mark important events in life?</i>
<ul style="list-style-type: none"> • Tawhid (Oneness of Allah), Creator, provider of all good things. • 99 names of Allah. • The Qur'an and why it is special- the revealed book for Muslims, stories about Muhammed and other Prophets, e.g. Ibrahim. • Stories which help Muslims understand the power of God, e.g. the Night of Power, creation story. Examples of stories and teaching, e.g. Abdullah, the Servant of God. 	<ul style="list-style-type: none"> • Imam (Faith), Sha'adah. • Akhlaq (character, moral conduct) • Home life for children, respect for each other. • Serving others, supporting the poor, e.g. Zakah, almsgiving. 	<ul style="list-style-type: none"> • Ibadah (worship and belief in action)-significant objects, e.g. prayer beads, prayer mats, compass. • Salah, wudu, worship in the home. • Respect for teachers and elders. • Festivals: Eid-ul-Fitr (end of Ramadam), Eid-ul-Adha (Ibrahim's test of faith)- how families prepare. for and celebrate the festival. 	<ul style="list-style-type: none"> • Birth of a baby as a blessing – why belonging is special.
Key stage 1: Hinduism			
God: <i>What do people believe about God?</i>	Being human: <i>What is humanity?</i>	Community, worship and celebration: <i>How do people express their beliefs?</i>	Life journey, rites of passage: <i>How do people mark important events in life?</i>
<ul style="list-style-type: none"> • One God (Brahman), Trimurti, represented through different images and names, e.g. Rama and Sita, Krishna, Shiva, 	<ul style="list-style-type: none"> • Values – devotion to God, respect for mother and mother earth, respect for father and ancestors, respect 	<ul style="list-style-type: none"> • Importance of family and community- Raksha Bandan (Rakhi ceremony). • Puja in the home – shrine, 	<ul style="list-style-type: none"> • Birth – Namkaran - naming ceremony.

<p>Ganesha.</p> <ul style="list-style-type: none"> • Creation stories+ stories about deities and key figures. • Significance of Aum symbol-how it is used at home and in the mandir. • Basic concept of avatar and associated stories. 	<p>and care for all living things, truthfulness and honesty.</p> <ul style="list-style-type: none"> • Love and loyalty between all members of extended family. 	<p>arti ceremony, prahshad, murtis.</p> <ul style="list-style-type: none"> • Festivals – Diwali (light/dark), Holi – festival food, symbols. 	
Key stage 2: Christianity			
God: <i>What do people believe about God?</i>	Being human: <i>What is humanity?</i>	Community, worship and celebration: <i>How do people express their beliefs?</i>	Life journey, rites of passage: <i>How do people mark important events in life?</i>
<ul style="list-style-type: none"> • The nature of God and revelation through Jesus – the Fall, Incarnation, the Trinity, immanence and transcendence of God, concept of evil. • Symbols, e.g. baptism of Jesus • The church – artefacts and symbolism. • Jesus – Easter week, symbolism of Last Supper, Christmas story, Messiah. 	<ul style="list-style-type: none"> • How Jesus’ teaching/actions show that people should treat each other as special and equal, e.g. ‘love your neighbor as yourself.’ • The Golden Rule, concept of ‘neighbour.’ • Use of Bible in personal devotion and in public worship. • Personal and corporate action – agencies, charities, 	<ul style="list-style-type: none"> • The church as a global community. • Worship in different denominations and globally, e.g. use of silence, music, actions. • Key Christian festivals, how these reflect belief. • Buildings, artefacts, symbols and their links to worship, rituals and ceremonies. • Significance of places of 	<ul style="list-style-type: none"> • Outward signs of belonging: Confirmation, Dedication, Believers’ baptism. • Promises/vows.

<ul style="list-style-type: none"> • The Bible as a source of information-the gospels, diverse ways in which it is used, types of writing, what the Bible says about human nature. • Symbols in Christian art, language and worship – how these express beliefs. 	<p>e.g. Christian Aid, Tear Fund, CAFOD – link to Jesus’ teachings.</p>	<p>worship for believers – similarities and differences.</p>	
<p>Key stage 2: Islam</p>			
<p>God: <i>What do people believe about God?</i></p>	<p>Being human: <i>What is humanity?</i></p>	<p>Community, worship and celebration: <i>How do people express their beliefs?</i></p>	<p>Life journey, rites of passage: <i>How do people mark important events in life?</i></p>
<ul style="list-style-type: none"> • Four main concepts: Tawhid (Oneness of Allah), Iman (faith), Ibadah (worship/belief in action, includes 5 pillars), akhlaq (behaviour, morality). • Shahadah – statement of faith. • Allah’s attributes in the Qur’an, signs of Allah’s creation through nature, human beings as best 	<ul style="list-style-type: none"> • Five pillars of Islam – to keep things as Allah wants them – how these bind the Muslim community, the Straight Path. • Akhlaq – family life, role within the family, role and responsibilities. 	<ul style="list-style-type: none"> • Role of the mosque and community – social, religious, educational, welfare centre. • Ummah – the community. • Respect for teachers, elders, etc. • Exploring Sawm (Ramadan) - significance of fasting – 	<ul style="list-style-type: none"> • Birth- Aqiqah ceremony. • Death and after life-beliefs, rituals.

<p>of Allah’s creation, Allah’s guidance through messengers and books.</p> <ul style="list-style-type: none"> • Importance of Jesus. • Symbolism in Islamic art. • Qur’an (‘recitation’) – sacred, final revelation, ultimate guidance, sacred texts and other stories. • Importance of other holy texts to Muslims. 	<ul style="list-style-type: none"> • Features of living in a Muslim family, e.g. prayer life, facilities for wudu, salah and dietary arrangements. • Agencies, charities, e.g. Islamic Aid. • Hadith-how to treat people – living Islamically. 	<p>reasons/benefits.</p> <ul style="list-style-type: none"> • Hajj – why do Muslims make this significant journey? 	
<p>Key stage 2: Hinduism</p>			
<p>God: <i>What do people believe about God?</i></p>	<p>Being human: <i>What is humanity?</i></p>	<p>Community, worship and celebration: <i>How do people express their beliefs</i></p>	<p>Life journey, rites of passage: <i>How do people mark important events in life?</i></p>
<ul style="list-style-type: none"> • Sanatan Dharma (Eternal Way)- to find one’s path to the Divine. • God symbolised in diverse forms/formless, male and female deities, concept of God as Ultimate Reality. • Concept of Trimurti- Brahma, 	<ul style="list-style-type: none"> • Respect for God, other people, the cow and all forms of life. • Values and rituals in the home. • The idea of the sacred and special. 	<ul style="list-style-type: none"> • Key symbols - aum, lotus flower, swastika, saffron. • Puja in the mandir as a community - artefacts used in worship - experience that brings families together. • Importance of the family. 	<ul style="list-style-type: none"> • Samskaras - those associated with birth, initiation, e.g. sacred thread ceremony. • Meaning of promises and vows. • Karma and soul,

<p>Vishnu, Shiva. Other deities, e.g. Ganesh, Lakshmi, Pavati.</p> <ul style="list-style-type: none"> • Develop concept of avatar – Vishnu, 10 avatars. • Vedas, Bhagavad Gita, Ramayana, Mahabharata. 		<ul style="list-style-type: none"> • Festivals – Diwali, Holi – significance of light and dark – stories, practices, food, worship associated with festivals - diversity/hierarchy/shared experiences. • Pilgrimage, sacred place, e.g. River Ganges, Varanasi, Ayodhya + associated stories. • Development of holy places in Great Britain, sacred spaces (<i>additional unit?</i>). 	reincarnation.
Key stage 3: Christianity			
God: <i>What do people believe about God?</i>	Being human: <i>What is humanity?</i>	Community, worship and celebration: <i>How do people express their beliefs?</i>	Life journey, rites of passage: <i>How do people mark important events in life?</i>
<ul style="list-style-type: none"> • Nature of belief in God – ideas about gender (e.g. in different denominations), authority, tradition. • GCSE links – existence of God. • Creeds. • Christianity as a diverse world religion with diverse ways of 	<ul style="list-style-type: none"> • Religion and social justice – Christian origin of the Welfare State. • Contemporary/social issues, including political influences – values, State/Church. • Mission/evangelism. 	<ul style="list-style-type: none"> • Young peoples' experience of faith and engagement with others, nationally and globally, e.g. Taize, Greenbelt, Spring Harvest. • Belonging and identity. • Concepts of conversion – conversion v 'born into' - in different denominations. 	<ul style="list-style-type: none"> • Marriage. • Death – cycle of life – beliefs about after life.

<p>expressing God's nature.</p> <ul style="list-style-type: none"> • Concepts of covenant, redemption, salvation. • Interpretation of texts. • Miracles today. 		<ul style="list-style-type: none"> • Religious communities. • Individualism (Christianity), family centred (Islam, Hinduism). • Multi-cultural nature of Christianity. • Growth and decline of different denominations- Orthodox, Roman Catholic, 'new' churches, e.g. New Life, Vineyard Church. 	
Key stage 3: Islam			
<p>God: <i>What do people believe about God?</i></p>	<p>Being human: <i>What is humanity?</i></p>	<p>Community, worship and celebration: <i>How do people express their beliefs?</i></p>	<p>Life journey, rites of passage: <i>How do people mark important events in life?</i></p>
<ul style="list-style-type: none"> • Imam (Faith)- 6 articles of faith (unity of God, angels, books of God, prophets, day of judgement, supremacy of God's will), Messengers of Strong Will, Archangel Jibril. • Ihsan- excellence, perfection - to worship Allah as though looking at him. • Sources of Islam – Qur'an, Sunnah (the totality of the Way 	<ul style="list-style-type: none"> • Sharia law, fatwas. • Greater/lesser Jihads. • Modern expressions of Islam 	<ul style="list-style-type: none"> • Muslims in Britain, community cohesion. • Hajj, including practical implications – environment. • Belief in practice-different expressions of Islam - 	<ul style="list-style-type: none"> • Diversity - within ceremonies, within rites of passage – how different strands of Islam differ/relate to each other in a global context. • Marriage- symbolism in ceremony. • Sexuality and belief. • Death and akhira – belief in an afterlife.

<p>of Life of Muhammed), Hadith, the Holy Books.</p> <ul style="list-style-type: none"> • Sunni, Shi'a, Sufi. • Shahadah – links to tawhid. • Significance of Islamic art for Muslims, in the context of tawhid. 			
<p>Key stage 3: Hinduism</p>			
<p>God: <i>What do people believe about God?</i></p>	<p>Being human: <i>What is humanity?</i></p>	<p>Community, worship and celebration: <i>How do people express their beliefs?</i></p>	<p>Life journey, rites of passage: <i>How do people mark important events in life?</i></p>
<ul style="list-style-type: none"> • Universe, religion and science. • Reincarnation – life/death. • Diversity of belief within Hinduism. • Authority of the Vedas. • Non violence (ahimsa), harmlessness and vegetarianism, protecting the environment, western values. 	<ul style="list-style-type: none"> • Wider global community. • Key beliefs and how they are expressed worldwide. 	<ul style="list-style-type: none"> • Hindus in Britain, community cohesion. • Diwali – outward/inward significance. • Comparison with Abrahamic faiths. • Animal rights, diet (links to GCSE). • Modern leaders, 	<ul style="list-style-type: none"> • Four different stages of life (ashramas) and their duties for those in the top varnas, castes, jatis. • Marriage, death, rituals.

<ul style="list-style-type: none"> • Sacred texts linked to Dharma, Brahman, Atman, Karma, Ahimsa, Samsara and Moksha. • Idea of dharma and varna in modern Indian and British Hindu communities. • Idea of dharma and varna in modern Indian and British Hindu communities. 		<p>monasteries.</p>	
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