

Teaching Optional Religions and Secular World Views such as Humanism

Key Stage 1

Teaching Buddhism, Hinduism, Sikhism and/or a secular world view such as humanism

We suggest that the following content for Buddhism is appropriate for Key Stage 1 pupils:

Festivals and Celebrations:

Wesak
Traditions associated with Wesak
Food for Wesak
The naming ceremony

Lifestyles:

Where Buddhists live
The five precepts and living according to their content
Vegetarianism and care of the environment

Stories:

The life of the Buddha, with an emphasis on his birth, enlightenment and death
Siddharta Gautama and the Four Sights

We suggest that the following content for Hinduism is appropriate for Key Stage 1 pupils:

Festivals and Celebrations:

The Festival of Diwali

Lifestyles:

Aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive

Stories:

The importance of Hindu scripture, especially the Ramayana





(Select from the appropriate Hinduism units of work above the possible teaching activities most likely to provide pupils with worthwhile and challenging learning opportunities.)

We suggest that the following content for Sikhism is appropriate for Key Stage 1 pupils:

Festivals and Celebrations/Anniversaries and Commemorations:

Baisakhi

Traditions associated with Baisakhi

Food for Baisakhi

The naming ceremony

Lifestyles:

Where Sikhs live

Sikh lifestyle in the Punjab and the UK

Vegetarianism

Contributing to the wider community

Stories:

The life of Guru Nanak and the life of Guru Gobind Singh

Guru Nanak and his ascent to Heaven/encounter with God

Guru Gobind Singh and the Khalsa

We suggest that the following content for a secular world view such as Humanism is appropriate for Key Stage 1 pupils:

A brief description of the main beliefs associated with the secular world view

An introduction to one/two people who, or events which, have helped shape the secular world view

A brief look at people who subscribe to the secular world view today

A brief look at how the secular world view shapes how people act/behave/interact with one another. It might be possible to examine how followers of the secular world view mark important events in people's lives such as birth or marriage.



Key Stage 2
Teaching Buddhism, Islam, Sikhism, the Bahai Faith
and/or a secular world view such as Humanism

We suggest that the following content for Buddhism is appropriate for Key Stage 2 pupils:

Festivals and Celebrations:

If Wesak has already been studied, other popular festivals such as Songkran in Thailand or the Festival of the Buddha's Tooth in Kandy, Sri Lanka

Joining the Sangha

Significant artefacts

Pupils to compare and contrast festivals and celebrations they engage in with festivals and celebrations Buddhists engage in

Pupils to compare and contrast their artefacts and/or significant possessions with Buddhist artefacts

Lifestyles:

Worship and meditation

A day in the life of a monk or nun

The ten precepts that monks and nuns have to subscribe to

Pupils to compare and contrast rules they live by with the precepts subscribed to by Buddhists

Stories:

Siddharta Gautama and living in luxury and living in poverty

Stories about how suffering can be eased, e.g. The Buddha and Nalagiri the Elephant

Stories which emphasise the importance of compassion, generosity, truthfulness and patience

Re-telling or re-enacting stories from the life of the Buddha, perhaps in storyboard form

God and Other Beliefs:

Buddhism, the religion that does not require belief in God or gods

The importance of the Three Jewels or Three Refuges, the Buddha, the Dharma and the Sangha

The Four Noble Truths

The Noble Eight-fold Path

Samsara

Karma

Anatta

Nirvana

**Founders/Leaders:**

The life of the Buddha, with an emphasis on his birth, enlightenment, role as a teacher and death
The Buddha's Dharma and how the Dharma developed
The role of monks and nuns in different Buddhist communities
The lifestyle of monks and nuns
The Dalai Lama and other modern/contemporary Buddhist leaders

Worship and Community:

The appearance and layout of temples and monasteries
Worship in temples, monasteries and the home
Significant artefacts
A day in the life of a monk or nun
The five precepts and what they mean for the lifestyle of lay Buddhists
The ten precepts and what they mean for the lifestyle of the monks and nuns
Festivals and celebrations that unify the community
Rites of passage such as the naming ceremony, entering the Sangha, marriage and death
Buddhist lifestyle in Tibet, Thailand or Northumberland (c.f. Harnham and Throssel Hole monasteries)
Pupils to compare and contrast rules that they live by with the precepts subscribed to by Buddhists
Pupils to compare and contrast their artefacts and/or significant possessions with Buddhist artefacts

We suggest that the following content for Islam is appropriate for Key Stage 2 pupils:

Festivals and Celebrations:

The Festival of Eid-ul-Fitr and the Festival of Eid-ul-Adha

Lifestyles:

Aspects of Muslim lifestyle and what makes Muslim lifestyle distinctive
Some of the ways in which the Qur'an shapes Muslim lifestyle

Stories:

The importance of Muslim scripture, especially the Qur'an
How and why some of the stories in the Qur'an and about Muhammad are important to Muslims

God and Other Beliefs:

Muslims believe that Allah is indivisible, eternal and the creator, and cares for His creation
Muslims subscribe to other important beliefs (e.g. angels, afterlife)

Founders/Leaders:

Important events in the lives of Ibrahim and Muhammad
The role of the imam



Worship and Community:

Muslim worship in the mosque and the home

How Muslims give expression to belonging to the Umma

(Select from the appropriate Islam units of work above the possible teaching activities most likely to provide the pupils with worthwhile and challenging learning opportunities)

We suggest that the following content for Sikhism is appropriate for Key Stage 2 pupils:

Festivals and Celebrations/Anniversaries and Commemorations:

If Baisakhi has already been studied, other popular anniversaries and commemorations such as the birthday of Guru Nanak and the birthday of Guru Gobind Singh

Joining the Khalsa

The appearance and layout of gurdwaras

Significant artefacts, especially the 5Ks

Pupils to compare and contrast festivals and celebrations they engage in with anniversaries and commemorations Sikhs engage in

Pupils to compare and contrast their artefacts and/or significant possessions with Sikh artefacts

Lifestyles:

The importance of a healthy body, a healthy mind, charity and devotion to God

Worship in the gurdwara

A day in the life of a Sikh

Pupils to compare and contrast how they live with the lifestyle of Sikhs

Stories:

Stories about how Sikhs help non-Sikhs (e.g. the provision of food to all those who attend the gurdwara)

Stories which emphasise the importance of compassion, generosity, truthfulness and patience

Re-telling or re-enacting stories from the life of Guru Nanak and the life of Guru Gobind Singh, perhaps in storyboard form

God and Other Beliefs:

Beliefs about God (e.g. God is one)

The Mool Mantra

Samsara

Karma

Mukti

The importance of compassion, generosity, truthfulness and patience

Founders/Leaders:

The life of Guru Nanak and the life of Guru Gobind Singh

The contributions made to Sikhism by the other human Gurus



The Guru Granth Sahib and how it contains teachings, hymns, poems, etc. deriving from the Gurus
The role of the granthi
How the teachings of the Gurus shape Sikh belief and practice

Worship and Community:

The appearance and layout of gurdwaras

Worship in gurdwaras

Significant artefacts

A day in the life of a Sikh

The importance of a healthy body, a healthy mind, charity and devotion to God, and what these mean for the lifestyle of Sikhs

Anniversaries and commemorations that unify the community such as Baisakhi, Bandi Chore (also known as Divali) and the birthdays of the Gurus

Rites of passage such as the naming ceremony, entering the Khalsa, marriage and death

Pupils to compare and contrast their lifestyle with the lifestyle of Sikhs

Pupils to compare and contrast their artefacts and/or significant possessions with Sikh artefacts

We suggest that the following content for the Bahai Faith is appropriate for Key Stage 2 pupils:

Festivals and Celebrations:

The Feast of Naw-Ruz and the Feast of Ridvan.

Lifestyles:

Aspects of Bahai lifestyle and what makes Bahai lifestyle distinctive

Some of the ways in which Bahai literature and teachings shape Bahai lifestyle

Stories:

Stories from the lives of the Bab, Baha'ullah and Abdul I-Baha

How and why stories about the Bab, Baha'ullah and Abdul I-Baha are important to Bahais

God and Other Beliefs:

Bahai beliefs about God

Bahais subscribe to other important beliefs (e.g. the abandonment of all forms of prejudice, full equality of opportunity for females and males)

Origins/Leaders:

Persia/Iran at the time of the Bab and Baha'ullah

Important events in the lives of the Bab, Baha'ullah and Abdul I-Baha

Worship and Community:

The appearance of Bahai houses of worship and how they are used

We suggest that the following content for a secular world view such as Humanism is appropriate for Key Stage 2 pupils:

A brief description of the beliefs associated with the secular world view

An introduction to one/two people who, or events which, have helped shape the secular world view

A brief look at people who subscribe to the secular world view today

A brief look at how the secular world view shapes how people act/behave/interact with one another. It might be possible to examine how followers of the secular world view mark important events in people's lives such as birth or marriage.

(The above content to be addressed if it has not already been addressed at Key Stage 1. Additionally:)

A look at key beliefs relating to humanity, human potential, the nature of self, individuality, equality, free will and the afterlife, where appropriate

A brief look at good and bad actions (morals and ethics)

A brief look at how society should be organised





Key Stage 3 Teaching Buddhism, Judaism, the Bahai Faith, Rastafarianism and/or a secular world view such as Humanism

Key Stage 3 RE teachers know that the Agreed Syllabus has detailed Years 7 and 8 units of work which cover Judaism. There are also detailed Year 9 units of work which cover Buddhism. These units of work will be used to determine the content for Buddhism and Judaism at Key Stage 3.

Themes, issues or topics that might be studied in relation to some or all of the religions or world views identified above, Buddhism and Judaism included, are:

God and Other Beliefs:

- Beliefs, if any, about the divine/God/gods
- Beliefs about creation
- Beliefs, if any, about the atman/soul/immortality
- Beliefs, if any, about liberation/salvation/the afterlife
- Beliefs about scripture or significant texts/writings
- Beliefs, if any, about supernatural beings other than God or gods such as angels and demons
- Beliefs about living the morally good life
- Beliefs about the ideal/utopian/perfect society
- Beliefs in one religion or world view compared and contrasted with the beliefs of the pupils
- Beliefs critically evaluated

Founders/Leaders:

- Key events in the life of the founder/founders/leaders/significant figures
- Teachings of the founder/founders/leaders/significant figures
- Religious and belief group leaders in the past and the present
- The role of religious and belief group leaders

Worship/Celebration and Communities:

- The cycle of festivals, seasons and special occasions in the year
- Festivals, seasons and special occasions and how they are celebrated and/or commemorated
- The appearance and layout of houses of worship and other significant buildings associated with different religions and world views
- How houses of worship, the home and significant buildings are used by different religions and world views
- Signs and symbols
- Fasting



Rites of passage/significant life events
Pilgrimage/significant journeys
Lifestyle including dietary traditions/conventions
Significant artefacts/objects
Significant art, music, literature, etc.

Study of the units of work for Buddhism and Judaism will suggest many additional teaching activities, especially in relation to Learning from Religion and Belief.



Key Stage 4
Teaching Hinduism, Islam, Judaism, New Religious Movements, New Age Spiritualities,
the Bahai Faith, Paganism, Rastafarianism
and/or a secular world view such as Humanism

Unless Key Stage 4 pupils are studying a GCSE full course in RE or RS, or a GCSE short course in RE or RS, they should study Buddhism, Christianity and Sikhism. However, to ensure that flexibility exists it is acceptable to also teach Hinduism, Islam, Judaism, New Religious Movements, New Age Spiritualities, the Bahai Faith, Paganism, Rastafarianism and/or a secular world view such as Humanism. Schools may wish to do the latter if, in the past, such religions or world views have been taught; or suitable resources are easy to access; or if Hindu, Muslim, Jewish, Bahai, etc. pupils attend the school; or if Hindu, Muslim, Jewish, Bahai, etc. groups exist in the wider community (reflecting the diversity of the pupil population or the wider community should, of course, be the trigger for much of our RE in the classroom). If secondary or high schools teach these faiths or world views, we strongly recommend that planning is organised in relation to the titles of the three units of work used for teaching Buddhism and Sikhism, namely: God and Other Beliefs, Founders/Leaders, Worship and Communities.

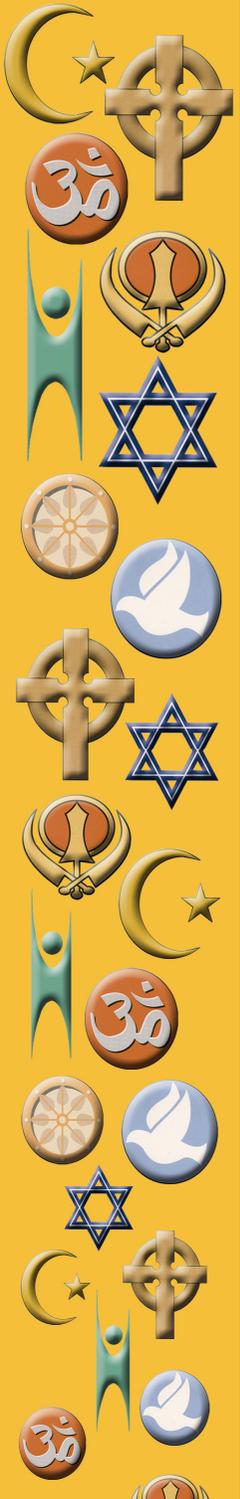
Themes, issues or topics that might be studied in relation to some or all the religions or world views identified above include (but confirm they have not already been addressed at Key Stage 3):

God and Other Beliefs:

- Beliefs, if any, about the divine/God/gods
- Beliefs about creation
- Beliefs, if any, about the atman/soul/immortality
- Beliefs, if any, about liberation/salvation/the afterlife
- Beliefs/knowledge about the founder/founders/leaders/significant figures
- Beliefs about scripture or significant texts/writings
- Beliefs, if any, about supernatural beings other than God or gods such as angels and demons
- Beliefs about living the morally good life
- Beliefs about the ideal/utopian/perfect society
- Beliefs in one religion or world view compared and contrasted with beliefs in other religions or world views
- Beliefs in one religion or world view compared and contrasted with the beliefs of the pupils
- Beliefs critically evaluated

Founders/Leaders:

- Key events in the life of the founder/founders/leaders/significant figures
- Teachings of the founder/founders/leaders/significant figures
- The founder/founders/leaders/significant figures compared and contrasted with other founders/leaders/ significant figures
- Evidence for the founder/founders/leaders/significant figures in scripture and tradition compared and contrasted with evidence for the founder/founders/leaders/significant figures in history
- Religious and belief group leaders in the past and the present



The role of religious and belief group leaders
Becoming a religious and belief group leader
Teachings about topical/controversial issues including war and peace, crime and punishment, birth control including abortion, suicide, euthanasia, theodicy, genetics, bio-technology, care of the environment, relations with followers of other religions and world views

Worship/Celebration and Communities:

The cycle of festivals, seasons and special occasions in the year
Festivals, seasons and special occasions and how they are celebrated and/or commemorated
The appearance and layout of houses of worship and other significant buildings associated with different religions and world views
How houses of worship, the home and significant buildings are used by different religions and world views
Signs and symbols
Fasting
Sacrifice
Rites of passage/significant life events
Pilgrimage/significant journeys
Lifestyle including dietary traditions/conventions
How members of the religious or belief group give expression to a sense of community
Rules/values/principles/ideals that believers are encouraged to live by/subscribe to
Attitudes that believers are encouraged to cultivate
Significant artefacts/objects
Significant art, music, literature, etc.
Aspects of diversity within the religion or world view
Attitudes towards alcohol, drugs, eating disorders, the economy, economic inequality, gender roles, gender equality, prejudice and racism, sexuality, care of the elderly, etc.

Study of the units of work for Buddhism and Sikhism will suggest many additional teaching activities, especially in relation to Learning from Religion and Belief.