

# Mapping Oak Academy resources to RE Today Syllabus A

Suitable for schools in South Gloucestershire and Swindon

It is recommended that schools in the South Glos and Swindon areas use the RE Today Syllabus (A), found here:

<https://beta.southglos.gov.uk/sacre/>

This syllabus can be taught using any resources the school chooses, but our SACREs are now recommending that schools could make use of the (free) Oak Academy resources to support their teaching where appropriate.

This document sets out the links to show where there are materials that can support specific units.

## KS1

<i>Believing</i>	Oak Links
<p><b>1.1 Who is a Christian and what do they believe?</b></p> <ul style="list-style-type: none"><li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li><li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li><li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li><li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li></ul>	<p><b>Stories: how do different people find deeper meanings?</b> This unit has lessons which look at the Lost Son: <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/stories-how-do-different-people-find-deeper-meanings/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/stories-how-do-different-people-find-deeper-meanings/lessons</a></p> <p><b>Prayer: Is it possible to speak to God?</b> Lessons introducing prayer and focussing on the Lord's prayer and other Christian prayers. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/prayer-is-it-possible-to-speak-to-god/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/prayer-is-it-possible-to-speak-to-god/lessons</a></p> <p><b>Choices: do we need rules to live by?</b> This unit has 2 lessons on the Ten Commandments and Jesus teaching on leading a good life.</p>

	<a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/choices-do-we-need-rules-to-live-by/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/choices-do-we-need-rules-to-live-by/lessons</a>
<p><b>1.2 Who is a Muslim and what do they believe?</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>• Recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr</li> </ul>	<p><b>Caring: how do stories inspire actions?</b> 2 lessons that examine the Muslim story of the Hungry stranger. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/caring-how-do-stories-inspire-actions/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/caring-how-do-stories-inspire-actions/lessons</a></p> <p><b>Prayer: Is it possible to speak to God?</b> A lesson introducing prayer in Islam. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/prayer-is-it-possible-to-speak-to-god/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/prayer-is-it-possible-to-speak-to-god/lessons</a></p>
<p><b>1.3 Who is Jewish and what do they believe?</b></p> <ul style="list-style-type: none"> <li>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).</li> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li> <li>• Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<p>There are lessons in the unit on belonging which look at the mezuzah and other items of Jewish identity.</p> <p>This unit has a lesson on Shabbat: <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/communities-what-does-it-mean-to-belong/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/communities-what-does-it-mean-to-belong/lessons</a></p> <p><b>Festivals: How do they celebrate the natural world?</b> Two lessons on sukkot and the Jewish festival of trees. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/festivals-how-do-they-celebrate-the-natural-world/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/festivals-how-do-they-celebrate-the-natural-world/lessons</a></p>
<p><b>1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people</b></p>	<p><b>Stories: how do different people find deeper meanings?</b> 6 lessons which look at the Lost Son and two Muslim stories and draw</p>

<ul style="list-style-type: none"> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C)</li> </ul>	<p>out ideas of sacred books:  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/stories-how-do-different-people-find-deeper-meanings/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/stories-how-do-different-people-find-deeper-meanings/lessons</a></p> <p><b>The Bible: what does it say about God’s promises?</b>          6 lessons looking at the Bible focusing on Noah, Abraham and Joseph  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/the-bible-what-does-it-say-about-gods-covenant/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/the-bible-what-does-it-say-about-gods-covenant/lessons</a></p>
<p><i>Expressing</i></p>	
<p><b>1.5 What makes some places sacred and special?</b></p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul>	<p><b>Places of worship: what makes them sacred?</b>          6 lessons on churches, mosques and synagogues with case studies.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/places-of-worship-what-makes-them-sacred/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/places-of-worship-what-makes-them-sacred/lessons</a></p>
<p><b>1.6 How and why do we celebrate special and sacred times?</b></p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways</li> </ul>	<p><b>Festivals: How do they celebrate the natural world?</b>          Two lessons on harvest festival in UK or around world. Two lessons on sukkot and the Jewish festival of trees.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/festivals-how-do-they-celebrate-the-">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/festivals-how-do-they-celebrate-the-</a></p>

<p>a festival is celebrated in another religion (A1).</p> <ul style="list-style-type: none"> <li>• Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul>	<p><a href="#">natural-world/lessons</a></p> <p><b>Jesus: why is he so important to Christians?</b> This unit has 6 lessons that focus on the Christmas story and how it is celebrated in the UK and around the world. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/jesus-why-is-he-so-important-to-christians/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/jesus-why-is-he-so-important-to-christians/lessons</a></p>
<p><i>Living</i></p>	
<p><b>1.7 What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2).</li> </ul>	<p><b>Communities: what does it mean to belong?</b> There are six lessons on belonging as a Christian, Jew or humanist <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/communities-what-does-it-mean-to-belong/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/communities-what-does-it-mean-to-belong/lessons</a></p> <p><b>New Life: how is a new child welcomed?</b> Lessons on baptism and dedication that might also be helpful. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/new-life-how-is-a-new-child-welcomed/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/new-life-how-is-a-new-child-welcomed/lessons</a></p>
<p><b>1.8 How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith</li> </ul>	<p><b>Caring: how do stories inspire actions?</b> 6 lessons that examine the Christian story of the Good Samaritan and the Muslim story of the Hungry stranger and how they inspire Christians and Muslims to care.</p>

<p>about caring for others and the world (A2).</p> <ul style="list-style-type: none"> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1)</li> </ul>	<p><a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/caring-how-do-stories-inspire-actions/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/caring-how-do-stories-inspire-actions/lessons</a></p> <p><b>The world: how do different people explain how it started?</b> This unit has lessons on the creation story in Genesis and why people think they should care for the world. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/the-world-how-do-different-people-explain-how-it-started/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/the-world-how-do-different-people-explain-how-it-started/lessons</a></p> <p>The lesson on the Jewish festival of the tress linked in 1.6 could also be taught here.</p>
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## LKS2

<p><i>Believing</i></p>	<p>Oak Links</p>
<p><b>L2.1 What do different people believe about God? Christians, Hindus and/or Muslims (Y3)</b></p> <ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>• Suggest why having a faith or belief in something can be hard (B2).</li> <li>• Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> </ul>	<p><b>Hindus: what do Hindu stories teach about life and the world?</b> The unit would work well in Y3. Three Hindu stories that look at big ideas of the divine. I think the Trimurti works better in UKS2. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/hindu-what-do-hindu-stories-teach-about-life-and-the-world/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/hindu-what-do-hindu-stories-teach-about-life-and-the-world/lessons</a></p> <p><b>Prophet Muhammad: How does he inspire Muslims today?</b> There are lessons here which tell the story of the Prophet and the revelation of the Qur'an to show ideas of Allah. <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/prophet-muhammad-how-does-he-inspire-muslims-today/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/prophet-muhammad-how-does-he-inspire-muslims-today/lessons</a></p>

	<p>To introduce non-religious ideas; the Oak units in KS1 'The world' and 'Belonging' both have lessons on humanists and how they do not believe in God.</p>
<p><b>L2.2 Why is the Bible so important for Christians today? (Y3)</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</li> <li>• Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>• Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1).</li> </ul>	<p>There is not a direct link to this unit in the Oak resources.</p>
<p><b>L2.3 Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>• Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>• Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> <li>• Identify the most important parts of Easter for Christians and say why they are important (B1).</li> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li> </ul>	<p>This unit from Oak is made up of six lessons that use case studies to look at Holy Week and Easter Sunday and discuss how different Christians interpret it.</p> <p><b>Holy Week: what do the stories say and what is their meaning?</b>  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/holy-week-what-do-the-stories-say-and-what-is-their-meaning/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/holy-week-what-do-the-stories-say-and-what-is-their-meaning/lessons</a></p>
<p><i>Expressing</i></p>	
<p><b>L2.4 Why do some people pray? Christians, Hindus and/or</b></p>	<p><b>Prayer: Is it possible to speak to God?</b></p>

<p><b>Muslims (Y3)</b></p> <ul style="list-style-type: none"> <li>• Describe the practice of prayer in the religions studied (A2).</li> <li>• Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>• Describe ways in which prayer can comfort and challenge believers (B2).</li> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> </ul>	<p>This is written for Y2, but could easily be adapted for Y3 as it is quite challenging already.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/prayer-is-it-possible-to-speak-to-god/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/prayer-is-it-possible-to-speak-to-god/lessons</a></p> <p>In addition, this unit has lessons on music and hymns which are forms of prayer.  <b>How do music and silence express beliefs?</b>  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/spirituality-how-do-music-and-dance-express-beliefs/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/spirituality-how-do-music-and-dance-express-beliefs/lessons</a></p>
<p><b>L2.5 Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people (Y3 &amp; Y4)</b>  <b>L2.5a* How do people from religious and non-religious communities celebrate key festivals? Christians, Jewish people and non-religious (Y3 &amp; Y4)</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2)</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul>	<p><b>Festivals: how do ancient stories influence modern celebrations?</b></p> <p>This unit looks in detail at the festivals of Christmas and Diwali. It examines the stories and then how the festivals are marked using case studies.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/festivals-how-do-ancient-stories-influence-modern-celebrations/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/festivals-how-do-ancient-stories-influence-modern-celebrations/lessons</a></p> <p>This unit would also help for L2.5a as the lessons on Christmas use social science data to look at how a range of Christians and other people with religious and non-religious worldviews mark Christmas. It also looks at the winter solstice.</p>
<p><b>L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians,</b></p>	<p><b>Rites of passage: how do communities mark growing up?</b>  This unit re-examines baptism from KS1, but considers</p>

**Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)**

- Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).
- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).
- Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).
- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).

confirmation and believers baptism as well. It also examines Bar and Bat Mitzvah and Hindu birth ceremonies.

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/rites-of-passage-how-do-communities-mark-growing-up/lessons>

The Year 5 unit on humanists at Oak has a lesson on humanist wedding and funeral ceremonies. See link at U2.7

*Living*

**L2.7 What does it mean to be a Christian in Britain today? (Y3)**

- Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).
- Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).
- Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including

**Jesus: how does his treatment of outcasts speak to Christians today?**

This unit looks at 3 stories about Jesus; the calling of Zacchaeus, the twelve lepers and the woman at the well. Each story connects to case studies of how Christians today take action on behalf of others.

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/jesus-how-does-his-treatment-of-outcasts-speak-to-christians-today/lessons>

This unit has lessons on hymns and modern worship songs:

**How do music and silence express beliefs?**

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/spirituality-how-do-music-and-dance-express-beliefs/lessons>

<p><b>L2.8 What does it mean to be a Hindu in Britain today? (Y4)</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</li> <li>• Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2)</li> </ul>	<p><b>What does dharma teach about attitudes to the planet?</b>  This unit looks at the ideas of the earth as mother and dharma to show how Hindus see the world as interconnected and dharma as compassion for all. It uses case studies of Hindu charities in the UK.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/natural-world-what-does-dharma-teach-about-attitudes-to-the-planet/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/natural-world-what-does-dharma-teach-about-attitudes-to-the-planet/lessons</a></p> <p><b>How do Hindus see Brahman?</b>  This unit is aimed at Upper KS2, but many of the lessons could be easily adapted. There are lessons on puja and expressing dharma that connect well to the learning outcomes.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/hindus-how-do-hindus-see-brahman/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/hindus-how-do-hindus-see-brahman/lessons</a></p>
<p><b>L2.9 What can we learn from religions and worldviews about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)</b></p> <ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>• Discuss their own and others' ideas about how people decide about right and wrong (C3).</li> </ul>	<p><b>Ethics: what values might people live by?</b>  This unit was written for Upper KS2 but could easily be adapted. It looks at rules for living for Christians, Muslims and humanists as well as looking at Aristotle as another example of non-religious values.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/ethics-what-values-might-people-live-by/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/ethics-what-values-might-people-live-by/lessons</a></p> <p>This unit was written for Y2, but again could be adapted up esp in a mixed age Y3/4 class. It looks at a humanist story and the Ten Commandments:  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/choices-do-we-need-rules-to-live-by/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units/choices-do-we-need-rules-to-live-by/lessons</a></p>

<p><b>L2.10 How do family life and festivals show what matters to Jewish people? (Y3 or Y4)</b></p> <ul style="list-style-type: none"> <li>• Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).</li> <li>• Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).</li> </ul>	<p><b>Pesach: How do Jews remember God's covenant?</b>  This unit focusses on the Exodus story and then examined how Jews celebrate Pesach at home and in synagogue.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/pesach-how-do-jews-remember-gods-covenant/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/pesach-how-do-jews-remember-gods-covenant/lessons</a></p> <p>How does remembering maintain Jewish identity?  This unit written for Upper KS2 contains lessons on Rosh Hashanah, Yom Kippur and Chanukah so could be adapted.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/jews-how-does-remembering-maintain-jewish-identity/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/jews-how-does-remembering-maintain-jewish-identity/lessons</a></p>
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**UKS2**

<p><i>Believing</i></p>	<p>Oak Links</p>
<p><b>U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5)</b></p> <ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> <li>• Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</li> </ul>	<p>There is not an obvious link to this unit in terms of Christian beliefs.</p> <p><b>Humanists: how can you lead a happy and meaningful life?</b>  This unit has lessons on humanist beliefs in a natural origin for the world and arguments based on science and evidence.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/humanists-how-can-you-lead-a-happy-and-meaningful-life/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/humanists-how-can-you-lead-a-happy-and-meaningful-life/lessons</a></p>

**U2.2 What would Jesus do? (Can people live by the values of Jesus in the twenty-first century?) (Y5)**

- Outline Jesus' teaching on how his followers should live (A2).
- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).
- Explain the impact Jesus' example and teachings might have on Christians today (B1).
- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).
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**Jesus: how did he speak truth to power?**

This Oak unit connects really well. It offers 3 parables and stories including the Good Samaritan which builds on previous learning.

Each story then looks at case studies of how Christians today try to apply the teaching and values of Jesus.

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/jesus-how-did-he-speak-truth-to-power/lessons>

The Oak unit on forgiveness has two lessons on South Africa and the fight against apartheid using Desmond Tutu.

**U2.3 What do religions/worldviews say when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) (Y6)**

- Express ideas about how and why religion can help believers when times are hard, giving examples (B2).
- Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).
- Explain some similarities and differences between beliefs about life after death (B2).
- Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3)

**Hindu ideas:**

This unit has two lessons which look at the aims of life for Hindus and also ideas of samsara and moksha:

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/hindus-how-do-hindus-see-brahman/lessons>

**Humanist ideas:**

This unit has lessons on the one life and a lesson which looks at humanist funerals:

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/humanists-how-can-you-lead-a-happy-and-meaningful-life/lessons>

*Expressing*

**U2.4 If God is everywhere, why go to a place of worship? Christian, Hindu and/or Jewish people (Y5)**

- Make connections between how believers feel about places of worship in different traditions (A3).
- Select and describe the most important functions of a place of worship for the community (B3).
- Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).
- Present ideas about the importance of people in a place of worship, rather than the place itself (C1).

**The Church: has there always been diversity?**

This unit has lessons on denominations that would help broaden pupils understanding of worship e.g. Orthodox, Salvation Army and Quaker.

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/the-church-has-there-always-been-diversity/lessons>

**Why are people still drawn to ancient places?**

This unit has two lessons on Hindu pilgrimage as well as looking at Iona and Glastonbury.

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/pilgrimage-why-are-people-still-drawn-to-ancient-places/lessons>

Lessons in this unit on Jerusalem for Jews and Christians

<https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/pilgrimage-why-might-some->

	<a href="https://www.thenational.academy/teachers/programmes/religions-education-primary-ks2/units/spirituality-how-is-art-used-in-religions-and-beliefs/lessons">people-visit-jerusalem-karbala-or-makkah/lessons</a>
<p><b>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (Y6)</b></p> <ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>• Show understanding of the value of sacred buildings and art (B3).</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>• Apply ideas about value</li> </ul>	<p><b>How is art used in religions and beliefs?</b>  This unit is badged as lower KS2 but is easily adaptable to Y6 as it contains interesting and challenging lessons on Islamic and Christian art with case studies of real artwork and artists.  <a href="https://www.thenational.academy/teachers/programmes/religions-education-primary-ks2/units/spirituality-how-is-art-used-in-religions-and-beliefs/lessons">https://www.thenational.academy/teachers/programmes/religions-education-primary-ks2/units/spirituality-how-is-art-used-in-religions-and-beliefs/lessons</a></p> <p><b>Is reconciliation possible?</b>  This unit contains two lessons on Coventry cathedral which would be a great case study to show the interaction between art and forgiveness for the enquiry question.  <a href="https://www.thenational.academy/teachers/programmes/religions-education-primary-ks2/units/forgiveness-is-reconciliation-possible/lessons">https://www.thenational.academy/teachers/programmes/religions-education-primary-ks2/units/forgiveness-is-reconciliation-possible/lessons</a></p>
<p><b>U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious (Y6)</b></p> <ul style="list-style-type: none"> <li>• Describe examples of connections between antiracism and religion (A1).</li> <li>• Understand the challenges racism presents to human communities and consider different religious responses (B2).</li> <li>• Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</li> </ul>	<p><b>Is reconciliation possible?</b>  This unit contains two lessons on South Africa as a case study and the work of Desmond Tutu to challenge apartheid. It also looks at Quaker attitudes to peace.  <a href="https://www.thenational.academy/teachers/programmes/religions-education-primary-ks2/units/forgiveness-is-reconciliation-possible/lessons">https://www.thenational.academy/teachers/programmes/religions-education-primary-ks2/units/forgiveness-is-reconciliation-possible/lessons</a></p>
<p><i>Living</i></p>	

<p><b>U2.6 What does it mean to be a Muslim in Britain today? (Y5)</b></p> <ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> </ul>	<p>Oak splits five pillars into two separate units, plus another on pilgrimage.</p> <p><b>How does prayer and fasting help Muslims find harmony?</b>  Written for lower KS2, but easily adapted; focusses on idea of harmony in relation to fasting and prayer.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/muslims-how-does-prayer-and-fasting-help-muslims-find-harmony/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/muslims-how-does-prayer-and-fasting-help-muslims-find-harmony/lessons</a></p> <p><b>What are the joys and challenges of being Muslim in Britain?</b>  This unit looks at census numbers, the role of Muslims in public life and issues such as dress and modesty.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/muslims-what-are-the-joys-and-challenges-of-being-muslim-in-britain/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/muslims-what-are-the-joys-and-challenges-of-being-muslim-in-britain/lessons</a></p>
<p><b>U2.7 What matters most to Christians and Humanists? (Y6)</b></p> <ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li> <li>• Describe some Christian and Humanist values simply (B3).</li> <li>• Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2)</li> </ul>	<p><b>Humanists: how can you lead a happy and meaningful life?</b>  This unit looks at humanist attitudes to life, values and social action through case studies.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/humanists-how-can-you-lead-a-happy-and-meaningful-life/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/humanists-how-can-you-lead-a-happy-and-meaningful-life/lessons</a></p> <p><b>Ethics: what values might people live by?</b>  This unit looks at the idea of morality and has lessons on Christian and humanists as well as pupils reflecting on own codes for living.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/ethics-what-values-might-people-live-by/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/ethics-what-values-might-people-live-by/lessons</a></p>

<p><b>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims (Y6)</b></p> <ul style="list-style-type: none"> <li>• Make connections between beliefs and behaviour in different religions (A1).</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>• Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3)</li> </ul>	<p><b>Why might some people visit Makkah or Karbala?</b>  This unit has lessons that look at Muslim pilgrimage (Hajj or Karbala) and the idea of the ummah is brought out via case studies.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/pilgrimage-why-might-some-people-visit-jerusalem-karbala-or-makkah/lessons">https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/pilgrimage-why-might-some-people-visit-jerusalem-karbala-or-makkah/lessons</a></p> <p>The <a href="#">joys and challenges of being Muslim in Britain unit</a> have lessons that look at the challenges of being Muslim and diversity within the community.</p>
<p>U2.10** Green religion? How and why should religious communities do more to care for the Earth? Christians, Hindus, Jewish and non-religious people (Y5/6)</p>	<p>The <a href="#">how can you lead a happy and meaningful life</a> unit on humanism has a lesson with a case study of humanists working nationally and internationally for beach and sea conservation.</p> <p>The <a href="#">Dharma and attitudes to the planet</a> unit aimed at Y4 has case studies of Go Dharmic and Hindu climate action that would work really well in this unit.</p>

## KS3

<i>Believing</i>	Oak Links
<p><b>3.1 Do we need to prove God's existence?</b> Christian, Buddhist and/or Muslim, non religious worldviews e.g. Humanist Y9</p> <ul style="list-style-type: none"><li>• Give an account of God's existence using a rational argument (B1).</li><li>• Explain a worldview which does not set out to prove God's existence (A2).</li><li>• Offer reasons as to why we do or do not need to prove God's existence (B2).</li><li>• Evaluate whether God's existence can ever be proven (C1).</li></ul>	<p><b>Knowing God: does religious experience prove God exists?</b> This unit examines at how some thinker, such as Henry James, sought to examine religious experience. It examines Muslim and Hindu experiences of the divine as well as non-religious arguments. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/knowning-god-does-religious-experience-prove-god-exists/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/knowning-god-does-religious-experience-prove-god-exists/lessons</a></p> <p><b>Psychology: is our brain designed to believe?</b> This unit looks at why our brains may have evolved to think about religion and psychological arguments for why religion may benefit or harm people. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/psychology-of-religion-or-religion-and-political-philosophy-4859/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/psychology-of-religion-or-religion-and-political-philosophy-4859/lessons</a></p>
<p><b>3.2 Does living biblically mean obeying the whole Bible?</b></p> <ul style="list-style-type: none"><li>• Interpret different biblical commands and how Christians might put them into practice (A1).</li><li>• Enquire into the meaning of both 'love God' and 'love thy neighbour' in today's world, expressing their own ideas about the impact of this on individuals and communities (C2).</li><li>• Formulate a reasoned answer to the question: does living biblically mean obeying the whole Bible? (B3)</li></ul>	

**3.3 What is so radical about Jesus?**

- Give a supported view as to how radical Jesus' views towards women were (A2).
- Give a supported view as to how radical Jesus' views towards wealth and poverty were (A2).
- Consider the question of who Jesus came to save and evaluate a variety of answers (B3).
- Express insight into the question of how radical Jesus was, in the light of different views (B1).

**Matriarchs: are the women of the Bible victors or victims?**

This unit focusses on how women are presented in the Bible. There are lessons on the New Testament and Jesus.  
<https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/matriarchs-are-the-women-of-the-bible-victors-or-victims/lessons>

**Jesus: how do Abrahamic faiths view Jesus differently?**

This unit has some lessons that look at the teaching of Jesus that might also add further context.  
<https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/jesus-how-do-abrahamic-faiths-view-jesus-differently/lessons>

**3.4 Is death the end? Does it matter?** Christian, Buddhist and/or non-religious worldviews e.g. Humanist

- Explain a range of beliefs regarding the possibility of life after death (A2).
- Account for the roots of these diverse beliefs (B1).
- Judge the importance of this life compared to the hope of an afterlife, offering different views (C1).
- Evaluate the impact of differing views of life after death on how individuals view earthly life (C3).

**Memory: what happens to us and our memories when we die?**

This is a core KS4 RE unit that focusses on death and could be adapted for KS3.  
<https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks4-core/units/memory-what-happens-to-us-and-our-memories-when-we-die/lessons>

**Buddhism: how significant are the three jewels to Buddhists?**

This unit has lessons that might be useful to further explore Buddhist worldviews and ideas of enlightenment and impermanence.  
<https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/buddhism-how-significant-are-the-three-jewels-to-buddhists/lessons>

<p><b>3.5 Why is there suffering? Are there any good solutions?</b> Christian and Buddhist</p> <ul style="list-style-type: none"> <li>• Give well-informed insights into two Christian views about why people suffer, supported by evidence from biblical texts (B1).</li> <li>• Contrast two views of why we suffer from two different traditions (A1).</li> <li>• Argue the case that religions do or do not offer good solutions as to why we suffer (C1).</li> <li>• Consider and weigh up how far religious answers to the question of suffering are universally useful (A2)</li> </ul>	<p><b>Suffering: Can Christian theology overcome the problem of evil?</b> This unit explores divergent Christian views on suffering. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/suffering-can-christian-theology-overcome-the-problem-of-evil/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/suffering-can-christian-theology-overcome-the-problem-of-evil/lessons</a></p> <p><b>Buddhism: how significant are the three jewels to Buddhists?</b> This unit has lessons that might be useful to further explore Buddhist worldviews and ideas of suffering. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/buddhism-how-significant-are-the-three-jewels-to-buddhists/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/buddhism-how-significant-are-the-three-jewels-to-buddhists/lessons</a></p>
<p><i>Expressing</i></p>	
<p><b>3.6 Should religious buildings be sold to feed the starving?</b> Christians, Muslims and/or Sikhs</p> <ul style="list-style-type: none"> <li>• Explain how welcoming and charitable actions can be seen as worship (A2).</li> <li>• Explain and interpret a range of understandings of worship (A1).</li> <li>• Consider the key question and evaluate a variety of answers (B3).</li> <li>• Express insight into the purpose of worship, in light of different views (C3).</li> </ul>	<p><b>Changing world: How should the Earth's resources be used?</b> This unit take a big enquiry about how the earths resources are used and how we should treat animals. It looks at Christian, Muslim and non-religious approaches. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/changing-world-how-does-religion-address-modern-issues/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/changing-world-how-does-religion-address-modern-issues/lessons</a></p>
<p><b>3.7 How can people express the spiritual through the arts?</b> Buddhist, Christian, Jewish, Muslim, Sikh</p>	<p>This unit has two lessons on the idea of ijihad in Islam and applies this to Music. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/expressing-the-spiritual-through-the-arts/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/expressing-the-spiritual-through-the-arts/lessons</a></p>

<ul style="list-style-type: none"> <li>• Present a variety of interpretations of ‘spiritual’ and how these are expressed (A3).</li> <li>• Explain the impact of music and art in helping people to express ideas beyond words (A2).</li> <li>• Consider how far music and art help believers understand big ideas in their tradition (A3).</li> <li>• Investigate and explain how and why music and art are important ways of expressing the spiritual (C1).</li> </ul>	<p><a href="https://www.thenational.academy/teachers/programmes/religious-law-what-is-the-social-context-and-relevance-today/lessons">s-education-secondary-ks3/units/religious-law-what-is-the-social-context-and-relevance-today/lessons</a></p>
<p><i>Living</i></p>	
<p><b>3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>• Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involved (A3).</li> <li>• Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views (C3).</li> <li>• Explain how ancient spiritual practices still sustain believers (A2).</li> </ul>	<p><b>Social justice: how might Sikhs promote equality?</b>  This unit focusses on being Sikh today looking at names, kirpan and women in Sikhi.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/social-justice-how-might-sikhs-fight-for-equality/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/social-justice-how-might-sikhs-fight-for-equality/lessons</a></p> <p><b>Census: How has the landscape of belief changed in Britain?</b>  This unit has lessons that look at changing identities in England and Wales in terms of changes in census data. It examines diversity in Christianity and other traditions.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/census-how-has-the-landscape-of-belief-changed-in-britain/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/census-how-has-the-landscape-of-belief-changed-in-britain/lessons</a></p>
<p><b>3.9 Should happiness be the purpose of life?</b> Christian, Buddhist and non-religious e.g. Humanist</p> <ul style="list-style-type: none"> <li>• Formulate an account of how happiness could be derived from God (A2).</li> </ul>	<p><b>Dharma: how is this interpreted and put into action?</b>  This unit looks at the dharmic traditions and how dharma can be seen as compassion.  <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/dharma-how-is-this-">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/dharma-how-is-this-</a></p>

<ul style="list-style-type: none"> <li>• Analyse non-religious values and offer an account of 'secular happiness' (C1).</li> <li>• Consider and weigh up arguments equating happiness with the end of craving (A3).</li> <li>• Weigh up the value of action in contributing to happiness (B2).</li> </ul>	<p><a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/buddhism-how-significant-are-the-three-jewels-to-buddhists/lessons">interpreted-and-put-into-action/lessons</a></p> <p><b>Buddhism: how significant are the three jewels to Buddhists?</b> This unit has lessons that might be useful to further explore Buddhist worldviews <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/buddhism-how-significant-are-the-three-jewels-to-buddhists/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/buddhism-how-significant-are-the-three-jewels-to-buddhists/lessons</a></p>
<p><b>3.10 Does religion help people to be good?</b> Buddhist, Christian, Muslim, Sikh, non-religious e.g. Humanism (Y5/6)</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which religious and non-religious principles guide people in living good lives (B2).</li> <li>• Analyse examples of religious and nonreligious principles and come to a view of what is 'good' (C1).</li> <li>• Formulate an account of how religious teachings help people to be good (A2). ]</li> <li>• Weigh up the value of religion in benefitting individuals and society (B2)</li> </ul>	<p><b>Ethics: how do we know what is 'good'?</b> This unit focuses on different philosophical approaches to living a good life. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/ethics-how-do-we-know-what-is-good/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/ethics-how-do-we-know-what-is-good/lessons</a></p> <p><b>Rebels: should we embrace or challenge authority?</b> This unit looks at case studies of Martin Luther, Dietrich Bonhoeffer and Vandana Shiva and examines how they challenged both their religious traditions and societies to try to do what they felt was good. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/rebels-should-we-embrace-or-challenge-authority/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/rebels-should-we-embrace-or-challenge-authority/lessons</a></p>
<p><b>3.11 What difference does it make to believe in...?</b> Buddhist, Christian, Jewish, Muslim, Sikh</p> <ul style="list-style-type: none"> <li>• Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self (B2).</li> <li>• Offer a justified view as to what difference these concepts make to someone's actions (B2).</li> </ul>	<p>This unit has two lessons on the idea of ijihad in Islam and applies this to Music. <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/religious-law-what-is-the-social-context-and-relevance-today/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/religious-law-what-is-the-social-context-and-relevance-today/lessons</a></p>

<ul style="list-style-type: none"><li>• Offer critical and personal insights into how far believing in the concept would help someone faced with suffering (C1).</li><li>• Offer critical and personal insights into how far believing in the concept offers hope</li></ul>	<p><b>Teaching about sewa can be found in lessons in this unit:</b> <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/social-justice-how-might-sikhs-fight-for-equality/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/social-justice-how-might-sikhs-fight-for-equality/lessons</a></p>
<p><b>3.12 Is religion a power for peace or a cause of conflict in the world today?</b> Christian, Muslim, non-religious e.g. Humanism</p> <ul style="list-style-type: none"><li>• Present a coherent account of why some see religion as a power for peace, supported by evidence (A2).</li><li>• Present a coherent account of why some see religion as a cause of conflict, supported by evidence (A2).</li><li>• Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning (B3).</li><li>• Examine and evaluate the ways diverse religious communities are affected by views of the impact of their religion on the world (C2).</li></ul>	<p><b>Rebels: should we embrace or challenge authority?</b> Case study of Dietrich Bonhoeffer and Vandana Shiva could look at standing up for peace and against conflict <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/rebels-should-we-embrace-or-challenge-authority/lessons">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units/rebels-should-we-embrace-or-challenge-authority/lessons</a></p>