Key Stage 3 Optional Units

- Baha'i
- Buddhism
- Christianity
- Creation and Origins
- Hinduism
- Humanism
- Islam
- Judaism
- Non-religious World Views
- Other World Faiths
- Philosophy and Ethics
- Sikhism
- Expanded unit example
  - Creation and Origins

Key Stage 3 Baha'i Optional Unit

What do Bahá'ís believe?	Where do Bahá'ís learn about their Faith?	How do Bahá'ís express/demonstrate their faith, beliefs and spirituality?
Progressive Revelation: all religion comes from one God. Different manifestations (Abraham, Krishna, Zoroaster, Moses, Buddha, Jesus Christ, Muhammad, the Báb and Bahá'u'lláh) came to bring a relevant message for humanity, according to humanity's capacity. Bahá'u'lláh is the manifestation of God for today. **Unity of religion – unity of humanity**: Civilization's advancement requires humanity to become united. **Twin Manifestations:** The Báb was the forerunner, who proclaimed that Bahá'u'lláh would arise in Persia. **Abolishing extremes of wealth and poverty, equality of men and women, education as a universal right, integration of worship and service, spiritual development, centrality of justice to all endeavours.**	**Independent investigation of truth**: Bahá'ís must investigate religious truth for themselves. They are encouraged to investigate all religions. To learn about the Bahá'í Faith, they can refer to Writings from the Báb, Bahá'u'lláh*, Abdu'l-Bahá and Shoghi Effendi.* *There are **no clergy** in the* Bahá'í Faith. No individual is considered to have more or lesser knowledge of the Faith. ***Kitáb-i-Aqdas** = Book of Laws* ***Universal House of Justice, National Spiritual Assemblies, Local Spiritual Assemblies** - Institutions and Administrative bodies allow for systematic guidance across the* Bahá'í world. If Bahá'ís have doubts, they can turn to institutions for guidance. Administration/**Covenant** ensures no sects arise.	In most communities, friends come together every 19 days, to mark the **19 Day Feast.** There are a number of **Holy Days** throughout the year, and Bahá'ís follow the ***Badí*** **Calendar.** Bahá'ís aged 15 years old and above **fast** for a period of 19 days, prior to the New Year/Naw Ruz. Bahá'ís are encouraged to let their deeds reflect their beliefs. They strive to be active protagonists of change in their communities and engage in acts of **service**. Bahá'ís, where possible, go to Haifa, Israel to the Bahá'í World Centre for **Pilgrimage**. **Bahá'í Temples / Houses of Worship**
Ethics and relationships in the Bahá'í faith	**Bahá'í attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Bahá'í beliefs about science and religion**

Key Stage 3 Baha'i Optional Unit

Bahá'ís are encouraged not to engage with **partisan politics**; Bahá'ís are permitted to vote but are warned against affiliating with any political party. Bahá'ís strive to resolve conflicts using a method called **consultation.** There are approximately 1,000 Bahá'ís in London, and there are Bahá'í communities in every borough in London.	Bahá'ís are involved in **core activities** all over the world (**children's classes, junior youth groups, study circles** and **devotionals**) Bahá'ís are also involved in discourses in many levels of society. They are involved in **interfaith** activities throughout the world. They strive to raise awareness of the **persecution of Bahá'ís** in certain parts of the world. The **Bahá'í International Community** have a consultative role within the **United Nations**. The **Bahá'í World Centre** located in Haifa, Israel, includes departments dedicated to research about Bahá'í involvement in global discourse, interfaith dialogue and social and economic development.	Harmony between science and religion is one of the central principles of the Bahá'í Faith. Bahá'ís believe that religion, without science, can degenerate to fanaticism and superstition. Bahá'ís believe that science, without religion, becomes the instrument of crude materialism. Bahá'í s believe that when harmonious, science and religion provide the impetus by which individuals, communities and institutions function and evolve.
Key Questions • What do Bahá'ís mean when they refer to the Twin Manifestations? • What are some of the key features of the Revelation of Bahá'u'lláh? • Explain what Bahá'ís believe about the relationship between science and religion. • How does the Bahá'í Administrative Order maintain the principle of unity?		

For further information, please see the following resources:

http://www.bahai.org/ - Website of the world wide Bahá'í community

http://www.bahai.org.uk/ - Website of the Bahá'í community in the United Kingdom

Key Stage 3 Baha'i Optional Unit

https://www.bahai-library.com/nakhjavani_ninth_cycle – Information on the *Badí* Calendar

http://www.bahai.org/action/devotional-life/mashriqul-adhkar - Information about Bahá'í Houses of Worship

Key Stage 3 – Buddhism Optional Unit

What do Buddhists believe?	Where do Buddhists learn about their faith?	How do Buddhists express/demonstrate their faith, beliefs and spirituality?
The Three Marks of Existence • Duhkha (suffering, unsatisfactoriness, anxiety, incompleteness) • Anitya (impermanence – everything changes) • Anatman (non-self and emptiness) Arhat and Bodhisattva paths	**Teachings of the Buddha (Buddha Dharma**) Tripitaka (three baskets) Mahayana Sutras (Tibetan Kangyur) e.g. Heart Sutra (Discourse on Transcendent Wisdom)	Bodhisattva vow Meditation: Shamatha (calm abiding) and Vipasyana (insight) used to understand the deeper meaning of Buddha Dharma Pilgrimage Images of the Buddha & significance of the mudras (gestures)
Ethics and relationships in Buddhism	**Buddhists attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Buddhist beliefs about religion and science**
The Four Boundless States: • Loving kindness; • Compassion; • Joy; • Balance of mind	Peaceful protest and non-violence (e.g. Tibet) Dalai Lama as a living example of a Bodhisattva Buddhist rejection of caste.	Contemplative Buddhist psychology - mindfulness used for health and wellbeing Interaction between Buddhism and physics (e.g materiality as a dynamic space).
Key Questions 1) What is the difference between the path of the Arhat and the way of the Bodhisattva? 2) Why has Buddhism experienced less conflict with science than many other religions?		

Key Stage 3 – Christianity Optional Unit

with links to the other units

What do Christians believe?	Where do Christians learn about their faith?	How do Christians express/ demonstrate their faith, beliefs and spirituality?
Core Christian beliefs from the Bible's meta-narrative. Life everlasting. **Differences in what Christians across the world believe.** *(Links to core unit - The Bible)* • Western Belief and the Churches of the Eastern communion	**The role of the 'church leader' in worship?** *(Links to core unit - Christian Worship)* • Priests, pastors, worship leaders, etc. • The role of the laity.	**Why some Christians go on pilgrimages/retreats.** *(Links to core unit - Rituals of Life.)* • Lourdes, Israel, Holy Land, Canterbury, Taizé, Iona, St. Alban's, Camino de Santiago / Santiago de Compostela, Rome, Mount Athos, Georgia etc. • Why are these places special to the Christian community?
Ethics and relationships in Christianity	**Christian attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Christian beliefs about religion and science**
Christian unity. Christian responses to other faiths. Local interdenominational and interfaith activities, e.g. responses to crises.	**How do some Christians live out their faith when shopping?** *(Links to core unit - Ethics)* • Fair Trade • Recycling and upcycling • Charitable gifts, e.g. sponsoring a child's education in a Third World country. **Should Christians avoid single use plastic items?** *(Links to core unit - Ethics.)* • Stewardship of the Earth and its resources	**Compatibility – religion and science.** *(Links to core unit - Ethics)* Can scientists be Christians? - How?
KEY QUESTIONS – *see relevant statutory units.*		

Key Stage 3 – Creation and Origins Optional Unit

Learning from and about the relationship between religion and science, especially Christianity, Hinduism, Islam and Humanism

What do people believe about creation and origins?	Where do Christians, Hindus, Muslims and Humanists learn about their faith?	How do Christians, Hindus, Muslims and Humanists express/demonstrate their faith, beliefs and spirituality?
How have different people answered the questions humans have had over time bout origins, meaning, purpose of the universe and human existence Can we know the truth and if we can, how? The world is very complex. Does this mean that it must have a creator God? Intelligent design	How do people account for their views about the origin of the universe? Sources of revelation / teachings / sacred texts, Creation stories Development of scientific theories and practice Philosophical arguments for the existence/ non-existence of God Diversity of belief within faith and belief traditions	How do beliefs about creation/ origins impact on how individuals of different faiths/ beliefs live their lives?
Ethics and relationships	**Attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Beliefs about religion and science**
How do different views about the creation and origins of the universe impact our ethics, attitudes towards diversity and relationships with others?	Do humans have free will? Living alongside others understanding that knowledge is bounded in mystery and people have diverse truth claims.	Scientific theories about creation have changed over time. Creationists and evolutionists, advocates of intelligent design and philosophers of religion e.g. Anselm, Thomas Aquinas, Blaise Pascal and Francis Bacon There are a great many different creation stories and beliefs about the origins of the universe.
Key Questions: How do images of space inform or challenge beliefs? What is the relationship between Science and religion for believers? What do we mean by 'belief', 'knowledge', 'truth'?		Will humans ever know for sure how the universe came about? See also: https://understandinghumanism.org.uk/

Key Stage 3 – Hinduism Optional Unit

What do Hindus believe?	Where do Hindus learn about their faith?	How do Hindus express/demonstrate their faith, beliefs and spirituality?
Concept of God: • Nature (Air, Fire, Water, Earth, Space) • Solar system – Sun, Moon and Planets ○ Navagraham – nine planets **Between Life & rebirth Ashramas & Moksha** & fulfilling Dharma • Brahmacharya (student life). • Grihastha (married life). • Vanaprastha (retired life). • Sannyasa (renounced life.) • Moksha (Relief from the cycle of birth and death)	• 63 Nayanmars • Authors of scriptures Valmiki Thiruvalluvar / Tirruruval	• Sainthood • Devotion towards the gods and towards family.
Ethics and relationships in Hinduism	**Hindu attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Hindu beliefs about religion and science**
The importance of honesty and truthfulness.	Preservation of nature and animals	Astrology and Horoscopes Surya Namasakaram (Worship of the early morning sun)
Key Questions 1) What is detached attachment and when does a Hindu start following it? 2) Why do Astrology and Horoscopes play a vital role in Hinduism? 3) Hindu couples take an oath before the Fire during their wedding, what is the purpose of this aspect of the ceremony? 4) Why is Ganesh a very important god for Hindus?		

Key Stage 3 – Humanism Optional Unit

What do humanists believe?	Where do humanists learn about their belief?	How do humanists express/demonstrate their belief?
• A non-religious worldview or approach to life • Atheism (not believing in a god) and agnosticism (believing we cannot know whether a god exists or not) • The one life we have; focus on the here and now • Without some external or 'ultimate' meaning to life, we can make our lives meaningful • Celebrating human capabilities: consciousness, reasoning, empathy, creativity, problem solving	• Importance of freedom to choose one's own beliefs • The absence of scripture or authority, instead diverse sources of human wisdom (science, literature): 'The best that's been thought and said' • A work in progress, forward-looking • The existence and diversity of humanist thought throughout human history: ancient China (Mencius), India (Charvaka), and Greece (Epicurus, the Stoics), the Renaissance, the Enlightenment (Hume), 20th century (Russell)	• Making the most of the one life we have • Personal autonomy: authors of our own lives • Human flourishing: 'The good life' – can be found through creativity, connections (with others, with the natural world, with a cause), flow (activities that enable us to get lost in the moment), awe and wonder (at the natural world, at human achievements), sensory pleasures (not to be avoided but enjoyed responsibly) • Celebration of human achievements: intellectual, technological, and creative/artistic • Humanist ceremonies: namings, weddings and funerals.

Key Stage 3 – Humanism Optional Unit

Ethics and relationships in humanism	Humanist attitudes to rights and responsibilities, global issues, and interfaith dialogue	Humanist beliefs about religion and science
• The origins of morality lie inside human beings: evolved naturally and culturally • Shared human values • Our capacity for reason and empathy • Consideration of the consequences • Accepting individual responsibility • The Golden Rule	• Human responsibility for our own destiny • The importance of practical action; judging not what people say but what they do • Secularism: freedom of belief • Human rights and freedom of expression • Dialogue • Care for the natural world	• Science, reason, and evidence • Scepticism, curiosity, and recognising the progressive nature of knowledge (wisdom comes through enquiry not authority) • The rejection of the supernatural and supernatural explanations for events • A scientific understanding of human beings as physical, mortal, and evolved beings

Key Questions:

1) Why do humanists believe in the importance of subjecting all beliefs to questioning?
2) How does the belief this is the one life we have affect the way humanists choose to live?
3) How do humanists believe we can make our lives meaningful?
4) Where do humanists think morality comes from? Can reason, empathy, and shared values help us decide how we should act?
5) How important is freedom of belief?

For teaching **resources** on all the above see understandinghumanism.org.uk and for support with planning see understandinghumanism.org.uk/planning-guidelines

Key Stage 3 – Islam Optional Unit

What do Muslims believe?	Where do Muslims learn about their faith?	How do Muslims express/ demonstrate their faith, beliefs and spirituality?
The key belief of Islam is Tawhid – The Oneness of Allah, who has no partners Surah 112. People try to comprehend Allah through his attributes: • The Omnipotent – Al Jabbar nothing happens except what He wills • The Omniscient – Al Aalim nothing is missing from his knowledge • The Omnipresent – Al Qayyoom who remains and does not end	Allah gave people guidance throughout time this is in the form of messengers and revealed books. (Qur'an surah 5:46 & 3:3-4) The line of prophets is from Adam the first man to the final prophet Muhammad (peace be upon him) (Qur'an surah 2:136) Muslims take their authority form the Qur'an which they believe is continuously relevant from the time of its revelation till the end of time.	Hajj – is an important aspect of Islamic faith and practise. It is obligatory upon all those who have the ability and means to perform it. It commemorates aspects of the lives of prophets Muhammad and Ibrahim. • It is an international journey • The impact of hajj at a personal level
Ethics and relationships in Islam	**Muslim attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Muslim beliefs about religion and science**
Muslims learn about how to conduct business and trade fairly an honestly from the Qur'an and hadith and not charge interest on loans. (Qur'an 2:275) Transactions must obey the rules of equity and justice and be fully understood by those involved. Zakaah – a wealth tax which is obligatory upon Muslims for the benefit of the ummah (worldwide Muslim community)	The remarkable Hajj stories of: • Mansa Musa – Sultan of Mali took thousands of his people to hajj with him 1324 • Zubaidah – wife of Harun Rashid who financed and planned the pilgrimage from Baghdad to Makkah to make the journey easier for pilgrims • Ibn Batuta – the greatest Muslim traveller who visited over 40 countries studied with religious teachers and completed the hajj four times before returning to write a famous book about his travels.	• Muslims follow a Lunar calendar • They must also be aware of the position of the sun for their prayer times • Muslims should know the Qiblah (direction of Makkah) from wherever they are in the world • The study of astronomy became a vital part of Islamic scientific knowledge
Key Questions 1) In what ways does the lifestyle of a Muslim reflect Islamic beliefs? 2) How is the Qur'an important for Muslims? 3) How do Muslims take guidance from the life of the Prophet Muhammad (pbuh)?		

Resources for this unit on the next page

Key Stage 3 – Islam Optional Unit

What do Muslims believe?	Where do Muslims learn about their faith?	How do Muslims express/ demonstrate their faith, beliefs and spirituality?
www.99namesofallah.name – recitation of the names with translation	See Quran quotes in the unit	Youtube: • World's largest pilgrimage – Hajj documentary • NFL players go on hajj (NBC news – Rock centre) • Malcolm X explains his pilgrimage to Mecca 1964 • Malcolm X his letter from Mecca
Ethics and relationships in Islam	**Muslim attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Muslim beliefs about religion and science**
The value of trade by Quran – www.123muslim.com What is zakat and why should Muslims pay it? – www.humanappeal.org.uk	Wikipedia. The life of Mansa Musa the richest person in history – www.uk.businessinsider.com Meet Mansa Musa the richest person of all time – www.allthatisinteresting.com Zubaidah – addicted to Ramadaning: Ramadan challenge day 5: Zubaidah bint Jaafar bal Mansur – www.addictedtoramadaningblogspot.co.uk Ibn Batuta – Muslim heritage – www.muslimheritage.com Youtube – Ibn Batuta: the greatest traveller in history	Islamic astronomy – www.explorable.com Muslim astronomers in the Islamic golden age – electrum magazine – www.electrummagazine.com>2012/11 Youtube – science in golden age – Astronomy the science of the stars

Key Stage 3 – Judaism Optional Unit

What do Jews Believe	Where do Jews learn about their faith?	How do Jews express/ demonstrate their faith, beliefs and spirituality?
• The Shema • Interpretations of relationship with God and beliefs across branches of Judaism	The Talmud The Rabbi and rabbinic traditions	The Pilgrim Festivals Pesach (Passover); Shavuot (Feast of Weeks); Sukkot (Tabernacles). Support for the elderly and vulnerable
Ethics and Relationships in Judaism	**Jewish attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Jewish beliefs about religion and science**
Family Responsibilities Honouring parents Making a new family at marriage	The Holocaust and learning the lessons of the past Promised Land/Israel and significance of Jerusalem to Jews. The work of the CCJ	Stewardship Attitudes to medical advances, and transplant surgery
KEY QUESTIONS 1) What does the covenant mean to Jews? 2) What is the importance of the Pilgrim Festivals? 3) How do Jews promote learning the lessons of the Holocaust across the wider interfaith community?		

Key Stage 3 – Non-Religious World Views Optional Unit

What do the non-religious believe?	Where do the non-religious learn about their beliefs?	How do the non-religious express/demonstrate their beliefs?
• Positive beliefs: the non-religious don't see themselves defined by what they don't believe in • Examples of non-religious worldviews: E.g. Humanism, Existentialism, Stoicism • Atheism and agnosticism • Variety of beliefs and answers to big questions • Areas of consensus • The complex picture of religion and belief: diversity within (as well as between) both religions and non-religious worldviews	• Growing up without religion or finding reasons for leaving the religion one has grown up with • Learning from parents, teachers, community • Taking wisdom from a variety of sources: philosophers, scientists, writers – 'the best that's been thought and said' • Freedom to choose and change one's own beliefs	• Variety of expression: charity work, celebration and ceremonies (Humanist ceremonies), campaigning work for freedom of belief and expression, community • Living a fulfilling life: the belief that there is nothing 'missing' from the non-religious life • Different ways of finding meaning and value in life: e.g. relationships with other humans and the natural world; personal, social and global goals; creativity • Non-religious spirituality • Similarities and differences to religious ways of life

Key Stage 3 – Non-Religious World Views Optional Unit

Ethics and relationships in non-religious worldviews	Non-religious attitudes to rights and responsibilities, global issues, and interfaith dialogue	Non-religious beliefs about religion and science
• Morality's independence from religion • Shared human values as a foundation for morality • Variety of philosophical theories: utilitarianism, Kantian ethics (deontology), Virtue ethics	• Non-religious origins of human rights • Secularism: freedom of religion and belief and freedom to be non-religious • Dialogue: between the religious and non-religious • Persecution of the non-religious around the world (see International Humanist and Ethical Union)	• The impact of human scientific understanding on the decision to be non-religious (Charles Darwin) • Beliefs about the supernatural (afterlife, karma, alternative medicine): some reject, some embrace • Different attitudes towards religion

Key Questions

1) What does it mean to be non-religious?
2) What diversity is there amongst the non-religious, and where is there much consensus?
3) What are the main differences between being religious and non-religious?
4) Where can one find similarities in their approaches to life?
5) Does a non-religious life lack anything important or not?
6) Why might people decide to be non-religious?

Key Vocabulary

Atheism, agnosticism, humanism, diversity, freedom, spirituality, shared human values, utilitarianism, deontology, secularism, human rights, dialogue

Key Stage 3 – Other World Faiths Optional Unit

In groups or as individuals students should research the following areas in relation to one or more of the following: Baha'i, Zoroastrianism, Jainism, Paganism, Alevism.

What do they believe?	Where do they learn about their faith?	How do followers express/demonstrate their faith, beliefs and spirituality?
Beliefs about God / the numinous Origins of the belief system historically and geographically Does this faith have links to any others?	What are the 'sources of authority' in this faith system? How are the teachings interpreted for modern life?	How are beliefs demonstrated in personal and corporate worship and daily life? How do symbolic actions (e.g. in regular worship, life events such as marriage and pilgrimage) figure in this belief system?
Ethics and relationships in this faith system	**Members' attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Faith beliefs about religion and science**
How do religious beliefs and teachings in this faith impact on relationships with other believers or members of other belief systems? Attitudes to technology, crime and punishment, war and peace, living in a pluralist society.	Faith attitudes to: Freedom to practice one's faith. Human rights and social responsibility Conversion. Teachings and practices about other faiths and beliefs in terms of respect, worth and value. e.g. connection to Fundamental British Values	Teachings and practices related to creation, the universe and stewardship. Attitudes and teachings about medical ethics.
Key Questions 1) In what ways does the lifestyle of an adherent reflect their beliefs? 2) What does this faith teach about a good life? 3) In what ways do faith teachings underpin values and behaviour?		

Key Stage 3 – Philosophy and Ethics Optional Unit

Beliefs	Learning about faith	Expressions of faith and belief
Where do beliefs come from? What is the difference between belief and knowledge? e.g. Plato, Socrates What could cause you to change your beliefs?	What is meant by 'a leap of faith'? What is the difference between faith and belief? e.g. Argument for the existence of God – Descartes	How do expressions of faith and belief impact on others? e.g. connection to Fundamental British Values
Ethics and relationships	**Attitudes to rights and responsibilities/ global issues and interfaith dialogue**	**Beliefs about religion and science**
How do religious beliefs impact relationships? Where do your ethics come from? How do your ethics impact your relationships? e.g. connection to PSHE curriculum	How do religious beliefs impact history, politics and society? e.g. J S Mill Utilitarianism Should a political party have a religious affiliation? e.g. Irish politics	What is the difference between religion and science? e.g. creation stories and evolution What is 'truth'? e.g. Schrodinger's cat

Key Stage 3 – Sikhism Optional Unit

What do Sikhs believe?	Where do Sikhs learn about their faith?	How do Sikhs express/ demonstrate their faith, beliefs and spirituality?
Beliefs about life and death: • Birth and death at the command of God • Reincarnation and achievement of nirvana through prayer and good deeds.	The values of Sikhism as expressed through the lives and teachings of the ten Gurus.	Worship in the Gurdwara and the home Pilgrimage to the Golden Temple and other historic Gurdwaras. Melas (especially Baisakhi) Rites of passage
Ethics and relationships in Sikhism	**Sikh attitudes to rights and responsibilities, global issues and interfaith dialogue**	**Sikh beliefs about religion and science**
Family responsibilities	Historical and on-going relationship between Sikhism and Hinduism	Creation Stewardship
Key Questions 1) In what ways does the lifestyle of a Sikh reflect Sikh beliefs? 2) What, where and how, do Sikhs worship? 3) In what ways are the relationships between Sikhism and Hinduism similar to / different from the relationships between Judaism and Christianity?		

Creation and Origins

Learning from religion and science: Christianity, Hinduism, Islam and Humanism

About the unit

This unit focuses on creation and origins of the universe and human life and the relationship between religion and science. It aims to deepen pupils' awareness of ultimate questions through argument, discussion, debate and reflection and enable them to learn from a variety of ideas of religious traditions and other worldviews. It specifically explores Christianity, Hinduism and Islam and also considers the perspective of those who do not believe there is a god (humanists and atheists). It considers beliefs and concepts related to authority, religion and science as well as expressions of spirituality. Pupils have opportunities to discuss, question and evaluate important issues in religion and science. They also have opportunities to reflect on and evaluate their own beliefs and values, and the beliefs and values of others, in relation to questions of truth and purpose.

This unit can be adapted for other religions and beliefs - using responses from other religious traditions to the key questions, including accounts from scientists who are members of that religious tradition and sources of authority such as sacred texts. This unit suggests work on four perspectives – probably more than enough for most pupils - but you might consider introducing the viewpoint of agnosticism (a principled and argued 'don't know' stance), which could also be useful.

The unit should take six to seven hours.

Prior learning

It is helpful if pupils have been encouraged to think about religion and science and the relationship between them, for example as portrayed in the media.

Future learning

Pupils could go on to:

- investigate and role-play particular disputes between religion and science, e.g. Galileo, Darwin and Dawkins, and particular meeting points between science and religion, e.g. Einstein, Teilhard de Chardin;
- explore and write about attitudes to science and religion in Islamic and other cultures;
- study a GCSE unit on an aspect of religion and philosophy.

Where the unit fits in

This unit could build on what pupils might have already learnt about creation stories from sacred texts.

Creation and Origins

Attitudes and Fundamental British Values in the unit

This unit helps pupils develop:

Self-awareness

- Feeling confident about their own beliefs and identity and sharing them with others without fear of embarrassment or ridicule, e.g. articulating and reflecting critically on their own religious, philosophical and moral beliefs about science and religion.

Respect for all

- Being prepared to recognise and acknowledge their own bias, e.g. when discussing religious and other views of the world.

Open-mindedness

- Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith, e.g. in relation to questions about creation and origins.

Appreciation and wonder

- Recognising that knowledge is bounded by mystery, e.g. in relation to the origin of the universe and of human beings.

Vocabulary

In this unit pupils have an opportunity to use words and phrases related to:

- religion in general, e.g. creation, God as creator of the universe, intelligent design, sacred story, purposeful design;
- a religion specifically, e.g. Bible, Rig Veda, Qur'an;
- religious and human experience, e.g. agnostic, atheist, Big Bang, cause, controversy, evidence, evolution, literal interpretation, meaning, myth, origins, partnership, probability, proof, purpose, revelation, truth.

Creation and Origins

Theme1: Can we know the truth? If we can, then how?

Learning objectives	AT 1	AT 2	Teaching and Learning	Learning outcomes	Points to note
Pupils should: • know that people use the terms 'know' and 'true' in different ways; • understand that people have always had questions about the origins, meaning and purpose of the universe and human existence; • reflect on their own and others' questions about truth when viewing images of the universe.		✓	Ask pupils to write any sentence with the phrase 'I know' in it, e.g. 'I know that England will win the World Cup'. Then ask them to swap sentences with their neighbour and replace 'know' with another verb, e.g. 'I hope that England will win the World Cup.' Together as a class make a list of different meanings of 'know': knowledge as certainty, as hope, as belief, as personal encounter, etc, illustrating with examples from the paired activity. Through discussion, analyse how scientists and religious people use the expression 'I know', e.g. 'I know the universe started with a big bang', when often they mean 'I have a theory' or 'I believe'. What did people really mean when they said 'I know'? Explain that, when scientists make a scientific assertion they usually mean, 'the best explanation given the evidence is that "X" is true'. This is one reason why scientific theories change over time. Explain that, for religious people, there is often a source of truth that comes from revelation, or from the teachings of those who claim their insight comes from the attainment of higher states of consciousness, perhaps through a religious experience, prayer or meditation. *Continued on next page.*	**Pupils:** • suggest how people use the terms 'know' and 'true'; • suggest comments and questions raised by the images for the content of a website, exploring questions about meaning, purpose, origins and destiny; • reflect on their own understanding of 'truth'.	Link to Science curriculum: Consider inter- departmental teaching, enabling pupils to benefit from interdisciplinary expertise. ICT: There are many web-based resources about the 'wonders of the universe' and firsthand accounts of different perspectives on religious and science questions. Pupils should use and develop ICT skills, particularly in interpreting information from the web. They should weigh the ways in which people's perspectives can impact on interpretation and on their presentation. Pupils can exchange and share information in ways appropriate to the task, refining and presenting information, ideas and questions through well-chosen media. *Continued on next page.*

Creation and Origins

Theme 1: Can we know the truth? If we can, then how? cont'd

Learning objectives	AT1	AT2	Teaching and Learning	Learning outcomes	Points to note
			Continued from previous page.		*Continued from previous page.*
			How do we identify beliefs typical of different groups of people? Give each pair of pupils some statements that scientists, religious and non-religious people might hold. Ask them to decide which groups of people made each statement and explain their choices to their partners. Do any statements fit in more than one category? What does this tell them? Lead pupils in a class discussion about which statements they believe to be true and why.		Links to key aims and values of the curriculum: this unit is about the pursuit of truth and mutual understanding.
			Looking at the universe: What do we see? Examine images of space from a website; ask pupils to respond to some of the images. Encourage them to describe what they see and how they feel about the images, including those who want to describe the universe as beautiful and those for whom it generates feeling of appreciation and wonder and even surprise. Ask pupils to speculate about what Christians, Hindus, Muslims or humanists might say about the images.		
			Ask pupils to compose a statement about what they 'know' is 'true' about the universe. Then ask them to swap statements and ask if they can 'know' that it is 'true?' Ask pupils to design a series of web pages for a website that aims to explore spiritual questions (about meaning and purpose, origins and destiny). They should choose two or more images and suggest comments and questions raised by each image which would form part of the design.		

Creation and Origins

Theme 2: Does a complexly functioning world imply a creator God?

Learning objectives	AT 1	AT 2	Teaching and Learning	Learning outcomes	Points to note
Pupils should: • know that, for many people, contemplation of the universe raises important questions about its origin and purpose; • reflect on the extent to which the existence of the universe provokes the question of the existence of a creator God.			What questions does the existence of the universe and human beings raise for us? Ask pupils to work in groups, looking at some examples / images of the complexity in the universe, and of the humanity. Ask them to record their group's questions about the origins and purposes of human existence raised by these examples. Then, lead a class discussion about the questions the pupils identify, or ask the pupils to give presentations about them. Display pupils' questions as reference points through the rest of the lesson. To what extent does a world that functions in a very complex way imply a creator God? In pairs or small groups, make some initial responses to this key question. Responses should be imaginative and should begin to argue their case. Ask pupils to share their initial thoughts, asking them to think carefully about the points they contribute. Introduce pupils to the ways in which Christians, Hindus, Muslims and atheists might answer this question, if such views have not already been expressed by the pupils themselves. Ask the pupils to write a response to the following question: The world is very complex. Does this mean that it must have been the work of a creator God? Pupils should show that they have thought about more than just their own, initial response. You might wish to make use of a pre-prepared bank of statements or a writing frame to help the pupils plan their responses.	Pupils: • Investigate what ultimate questions are raised for people when looking at the universe; • suggest what meaning might be drawn from various responses to: To what extent does a world that functions in a very complex way imply a creator God? • reflect on the beliefs and feelings of others in their responses to: Does the world imply God?	The groups' questions about the origins and purposes of human existence will need duplicating for the assessment task in Theme 6. Suggest to the pupils that their responses contain the phrase 'I believe this because…'.

Creation and Origins

Theme 3: How do people account for their views about the origin of the universe?

Learning objectives	AT 1	AT 2	Teaching and Learning	Learning outcomes	Points to note
Pupils should: • know Christian and Islamic accounts of creation; • know the ways in which Hindus think about the origin of the world; • know the ways in which atheists think about the origin of the world; • understand the significance of accounts of creation for many believers; • reflect on the question: Why are we here?, from what they have learnt.	☐ ☐	☐ ☐	What accounts of origins are found in the sacred texts of Christians and Muslims? What do Hindu sacred texts say about the origins of the universe? Ask the pupils to consult different creation stories and to complete a tick chart that helps them to note similarities and differences between the accounts of the origins of the universe found in the Christian Bible (e.g. Genesis:1-3), Hindu scriptures (e.g. Rig Veda X 129) and the Qur'an (e.g. in Surah 25:59, 7:54-56, 21:30-33). Consider presenting versions of these stories in a variety of media, e.g. CD-ROMs, children's books, original texts or web based versions. Ask the pupils to consider why the stories are so important to people in religious traditions and analyse what they understand to be the significance of these accounts to believers. What accounts of the origins of the universe do atheists hold? Ask the pupils to create a mind-map of what they already know about evolution and the Big Bang Theory as individuals, in pairs or as a whole class. *Continued on next page.*	Pupils: • Investigate different creation accounts; • interpret what these accounts mean for believers; • analyse how believers' understanding about the origins of the world might affect their other attitudes and beliefs; • evaluate answers to the questions: Where do we come from? Why are we here? found within Christian, Hindu, Muslim and atheist thinking.	For the continuum discussion, organise the class so that they are seated in circles of six with empty floor space or two tables between them. Give each group a set of cards containing statements about the origins and possible purposes of life. In the middle of the floor place two cards some distance apart, with one reading 'I totally agree with this statement' and the other 'I totally disagree with this statement'. Explain to the pupils that these cards represent a continuum that ranges from totally agree to totally disagree. The pupils should take it in turns to read out the statement on their card, say how they feel about that statement and then place the card somewhere in the continuum where they feel it belongs. When everyone has placed the card somewhere in the continuum, discussion is opened for others to express their opinions on the placements of various cards. After listening to the views and opinions of the other pupils, explain that they each now have the opportunity to move the card from where they placed it to another place in the continuum, if they so wish. *Continued on next page.*

Creation and Origins

Theme 3: How do people account for their views about the origin of the universe?

Learning objectives	AT 1	AT 2	Teaching and Learning	Learning outcomes	Points to note
			Continued from previous page.		*Continued from previous page.* Literacy: pupils should explain texts imaginatively and thoughtfully and develop their understanding of the contested status of texts in science and religion. Developing the key skills involved in understanding the function of religious texts within religious traditions are important learning outcomes for RE teaching.
			Why is it that not all atheists believe in the 'big bang' and not all theists believe in the Biblical or Qur'anic accounts of God's creation of the world? After the pupils have shared their knowledge, give an overview of both the evolution and big bang theories through a PowerPoint presentation.		Be aware that Christians approach the creation accounts in various ways, all of which see the world as a gift of God's creativity.
			What do people say about questions of origins? Organise a 'continuum discussion' (see 'Points to note'), in which the pupils evaluate some arguments for and against propositions such as: the universe began with an accident, and doesn't have a purpose; humans are more like apes than angels; God is the creator of the world; love is the meaning of creation; if you don't know where you came from, it is hard to know who you are; the meanings of human life can be found through thinking about sacred texts in scriptures; God is the power at work in the design of evolution; disagreement about the origins and purposes of life on earth are common.		Be aware that Islamic teaching about God sees him as a creator without partners. Be aware that Hindus interpret their creation accounts in various ways. Be aware that humanists do not believe in a transcendent meaning or purpose to life and respond to accounts of origins in various ways.

Creation and Origins

Theme 4: What do people believe about the origins of the universe and human existence?

Learning objectives	AT 1	AT 2	Teaching and Learning	Learning outcomes	Points to note
Pupils should: • know how people express a range of beliefs about whether the universe shows signs of having been designed; • understand a range of responses to questions of origin and purpose; • reflect on the strengths and weaknesses of a range of contrasting viewpoints.			Is the universe designed? Who could have designed it? Give the pupils opportunities to explore, through a website, DVD or written text (see Resources), a range of different answers to these questions, including answers given by members of different faiths. These answers should include the views of creationists, evolutionists, advocates of intelligent design and philosophers of religion, such as Anselm, Thomas Aquinas, Blaise Pascal and Francis Bacon. Ask the pupils to analyse these views, considering the question of truth, the strengths and weaknesses of the arguments including the evidence that supports them. Give the pupils time to develop and discuss their own ideas in relation to those they have discovered in the lesson. What is a human being: result of natural selection, child of God or mystery? Ask the pupils to complete a table of responses to: What is a human being? Ask the pupils to work in pairs to discuss their thoughts on the three alternatives presented above, and then work in larger groups, or as a class, to share their thoughts and reflections, taking note of good points made by other pupils that could enhance their own thinking. *Continued on next page.*	Pupils: • explain the concepts of creation, intelligent design and evolution, showing the ability to identify key elements of religious and secular thinking; • compare and contrast different answers to questions about the origin of the universe and the purpose of human existence; • evaluate the strengths and weaknesses of a range of contrasting viewpoints.	Pupils should understand the terms used in discussions of the origin and purpose of the universe and human existence. High-achieving pupils can research debates around creationism and intelligent design themselves. They should make use of published materials that seek to offer support in the teaching of science and religion at Key Stages 3 and 4, especially those that set out many of these views for classroom use. When evaluating contrasting viewpoints, encourage the pupils to recognise that positions held as a matter of faith, or as trust in the veracity of revealed scripture, should not be dismissed simply because they appear not to meet the criteria of rationality. *Continued on next page.*

Creation and Origins

Theme 4: What do people believe about the origins of the universe and human existence?

Learning objectives	AT 1	AT 2	Teaching and Learning	Learning outcomes	Points to note
			Continued from previous page. To help pupils plan their responses, a table might include columns entitled: • Arguments and evidence for this view • Arguments and evidence against this view • My view of the strength and weaknesses of these arguments Rows titled: • Result of natural selection? • Child of God? • Mystery? **For homework:** the pupils should use their table of notes to create an argument from the three points of view – result of natural selection, child of God and mystery – between different viewpoints, including their own, under the title 'Human being: result of natural selection, child of God or mystery?' In their answer they should remember to show an understanding of the question 'What does it mean to be human?'; show they understand three different views of human origins, explain why each of the views is attractive to some people and express their own reflections and views. Ask the pupils to refer to 'sources of authority' from Christians, Hindus, Muslims and/or atheists.		*Continued from previous page.* Be aware that Francis Bacon said 'A little philosophy inclineth man's mind to atheism, but depth in philosophy bringeth men's minds about to religion. . .'

Creation and Origins

Theme 5: What is the relationship between religion and science for believers?

Learning objectives	AT 1	AT 2	Teaching and Learning	Learning outcomes	Points to note
Pupils should: • know that there is a variety of perspectives on the relationship between religion and science within each of the religious and philosophical traditions they have considered; • understand how their own world view can affect their understanding of information; • reflect on one issue that religion and science tend to approach in different ways.			What do scientists say about religion? Watch a DVD or video extract (see Resources) that allows the pupils to encounter the views of scientists from various fields who are Christian, Hindu, Muslim or atheist. While watching the DVD or video pupils should note the diverse views expressed about questions of origins of the universe and of human existence held within the scientific community. Is it surprising to find people who have a religious belief who are scientists? Lead the pupils in a class discussion, asking the pupils to reflect on what their responses tell others about their own 'world views'. Raise issues of truth and knowledge for the pupils to think through again. Ask them to consider how they view the relationship between religion and science, and why they think that way. What do Christians, Hindus, Muslims and atheists say about topical issues in science? Using a recent newspaper, examine a news article concerning a scientific topic. Display a copy of the news article on an interactive whiteboard and ask the pupils to identify, by highlighting on the board, any religious and/or moral questions or problems raised by the article. Ask pupils to match ideas from religious sources, such as extracts from sacred texts including creation accounts studied in Theme 1, to the scientific, religious and moral questions or problems raised by the article. Ask them to annotate their own copy of the text to identify the matched ideas and to consider the different ways in which science and religion might interact or come into conflict. News articles might be about pictures from space, discoveries about genetics and the relationship between humans and the great apes. Encourage pupils to see that, for many religious people, core beliefs and values about the universe and human existence are derived from their understanding of creation stories.	Pupils: • Analyse accounts from scientists who are Christians, Hindus, Muslims or atheists about the importance of religious belief; • identify how their own world views and assumptions can affect their understanding of religion and questions about origins of the universe and human existence; • interaction between scientific and religious ideas in discussions about one topical issue.	Note that this activity builds on the work in the first part of this unit, in which the pupils discuss the question of truth and how to identify it.

Creation and Origins

Theme 6: Will humans ever know for sure how the universe came about?

There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes.

Learning objectives	AT 1	AT 2	Teaching and Learning	Learning outcomes	Points to note
Pupils should: • know a range of responses to the question 'How can we answer questions about origins?' • understand some of the reasons for similarities and differences between the views of creation and origins considered in this unit; • reflect on the boundaries to human knowledge and on how religion and science might contribute to our awareness of these boundaries.			Design a multimedia presentation with the title: Will humans ever really know for sure how the universe came about?	**Pupils:** • explain a range of responses to the question 'How can we answer questions about origins?' • suggest possible reasons for similarities and differences between the views of creation and origins considered in this unit; • express their own views on the boundaries to human knowledge and how religion and science might contribute to our awareness of these boundaries.	Consider organising this task so that the pupils complete their presentations either individually, in pairs or in small groups. In each case, the pupils will need to undertake peer assessment and make clear who is credited with each aspect of the work!

Resources

A guide to science and belief, by M Poole (1997) – this publication addresses the view that science and belief are in conflict.

Bitesize revision – supported by the BBC, this website includes a 'Religious Education' section, which contains materials on religion, science and the environment. https://www.bbc.com/education/subjects/zh3rkqt

Humanism UK – this association's website offers materials for teaching and learning about Humanism.

God talk, Science talk: Teacher's guide to science and belief, by M Poole et al (1997) – this pack includes ideas for teaching RE in secondary schools.

HubbleSite – this website includes images of space taken from the Hubble telescope. http://hubblesite.org/images/gallery

IslamiCity.com – the 'Science' section of this website provides information and articles about the relationships between science and Islam. http://www.islamicity.org/explore/nature/

'Picturing Creation' – http://www.westhillendowment.org/picturing-creation images by the artist Kate Neal, depicting each of the seven days of creation.

Religion and science, by B Russell – this publication offers a brief study of the debates between science and traditional religion during the last four centuries.

Science and Religion in Schools – this web-based project offers guidance on teaching science and religions, including a guidebook, CD-ROM and other materials for download. http://www.srsp.net

The Christian Bible: Genesis:1 - 3 Includes the text that Christians associate with the creation of the universe.

The Qur'an: Surah 25:59, 7:54-56, 21:30-33 Some of the texts that Muslims associate with the creation of the universe.