

## What does sacrifice mean?

### Substantive Knowledge to test:

- At least one interpretation of the term 'sacrifice'
- The Fourth Pillar of Islam and the place of self-sacrifice in Islam
- Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.
- Humanist views on altruism and charity, considering the reasoned approach to these.

### Disciplinary Knowledge to test:

- ✓ Describe different philosophical and theological answers to questions about sacrifice
- ✓ Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world
- ✓ Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims
- ✓ Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.

### Substantive Retrieval Questions:

- What does the word sacrifice mean in religion?
- what is the fourth pillar of Islam and how does it link to the concept of sacrifice?
- What did Jesus sacrifice for Christians?
- What is altruism?
- Describe charity from a Humanist viewpoint.

### Disciplinary Retrieval Questions:

- Why do Christians believe Jesus gave the ultimate sacrifice?
- How do Humanists view sacrifice compared to Christians?
- Why do Muslims undertake the act of Ramadan? What does it mean to them?
- How is sacrifice different for Christians, Muslims and Humanists?
- Is it easier to give something up like a Muslim does in Ramadan or give to charity like a Humanist?

### Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against: **Philosophy**

- A. The Nature of knowledge, meaning and existence** Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.
- B. How and whether things make sense** Give reasons for more than one point of view, providing pieces of evidence to support these views.