

What does it mean to be Human? Is the being happy the greatest purpose in life?

Substantive Knowledge to test:

- ✓ The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.
- ✓ The use of Jakata Tales as a source of moral guidance.
- ✓ The different views about the nature of knowledge, meaning and existence.
- ✓ Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.

Disciplinary Knowledge to test:

- ✓ Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.
- ✓ Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
- ✓ Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.
- ✓ Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Substantive Retrieval Questions:

- Who was Siddhartha Gautama and what truths did he discover about suffering? What do Buddhists believe is the route to all suffering?
- In order to end the cycle of birth, death and rebirth, which includes suffering what do Buddhists aim to achieve?
- Buddhists believe in Karma. What is this? What can Buddhists follow in order to achieve good Karma?
- What do the Jakarta tales tell Buddhists about right and wrong and how this leads to suffering?

Disciplinary Retrieval Questions:

- How do Buddhists views on suffering affect the way they live their lives?
- Can all suffering be explained through the four noble truths?
- Can life be lived without suffering? Are there ways to reduce suffering in life?
- How do Buddhists end suffering in their lives? Can you end suffering with religious beliefs?

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: Theology

Theology

C. How beliefs relate to each other

Explain connections different beliefs being studied and link them to sources of authority using theological terms
Explain the key theological similarities and differences between and within religions and worldviews

D. How beliefs shape the way believers see the world and each other

Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others