

# **Toynbee Curriculum**

## **KS3 Knowledge Maps**

# **RELIGIOUS STUDIES**

*Personal Best*

# **Toynbee School**



# KNOWLEDGE MAP: CHRISTIANITY YEAR 7

## SUMMARY

**This unit introduces the beliefs of Christianity, ranging from beliefs about Creation to beliefs about the events of the life of Jesus.**

## CREATION—BIBLE

**The Story of Creation in the Bible can be found right at the start; in Genesis.**

It says that God created the world in 6 d days and rested on the 7th. It is used as an example of God's omnipotence (all-powerful).

Many Christians don't believe it happened literally (exactly) as the Bible says, but instead it is a story to help people understand what God is like, and what our place and role is in the world. These people may believe that God created the world by starting the Big Bang, and evolution.

After the creation God gives commands to the first two people, Adam and Eve. In the Bible it says " God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

For many Christians this means that they believe that they need to protect and look after the earth for God.

This is important to Christians because ... it teaches them that God rules over and is responsible for all of creation.

## DIFFERENT VIEWS ON CREATION

**Creationist Christians: The Bible story is literally true, God created the universe and all life on Earth in 6 days.**

**Liberal Christians: The Bible story is symbolically true, God did create the Universe and all life but did so using the Big Bang and Evolution**

**Humanist/Atheist: Universe/life created by Big Bang/Evolution. God does not exist.**

## CREATION: BIG BANG AND EVOLUTION

**The Big Bang Theory** is the scientific explanation for the origins of the universe.

**Evidence:** Some of the evidence for the Big Bang Theory includes the Cosmic Background Radiation discovered by Penzias and Wilson in the 1960s.

**Evolution:** The scientific explanation for the development of life on earth. The process by which species of organisms arise from earlier life forms and undergo change over time through natural selection . Developed by Charles Darwin in the mid 1800s.

**Evidence:** Some of the evidence used for evolution is the Fossil Record

## KEY TERMS

**CREATION:** the creating of the universe, especially when regarded as an act of God

**BIG BANG:** How scientists explain the way the universe began. It is the idea that the universe began as just a single point, then expanded and stretched to grow as large as it is right now—and it is still stretching!

**EVOLUTION** The scientific explanation for the development of life on earth.

# KNOWLEDGE MAP: CHRISTIANITY YEAR 7

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## TRINITY

The Bible presents God as a Holy Trinity; one God but having three parts: the Father, Son and the Holy Spirit.

Christians feel that belief in the Trinity helps them to understand the different ways that God has shown his presence in the world:

One God appears in three forms: Father, Son and Holy Spirit

## KEY EVENTS LIFE OF JESUS

Birth

Miracles; acts that break laws of science

Parables: Stories with moral/faith meaning

Arrest and Trial by Jewish/Roman authorities

Crucifixion: Executed

Resurrection: Rises from tomb on third day

Ascension: Rises to Heaven 40 days later

## CRUCIFIXION IMPORTANT BECAUSE:

His death is a sacrifice for human sin, the atonement. Death shows human element of Jesus.

## RESURRECTION IMPORTANT BECAUSE

Resurrection shows Jesus power over death and Christians believe they can also be resurrected in the afterlife because of the resurrection.

## JESUS AN ORDINARY MAN? YES /NO

**YES:** Jesus does ordinary human actions like eating, talking, walking, crying, dying .

**NO:** Jesus performs miracles (acts that break laws of science that only God can do)

## MIRACLES

**Calming the storm:** Divine power over nature

**Healings:** Divine power over illness/disability

**Feeding the 5000**

**Resurrections of Lazarus/Jesus:** Divine power over death.

## PARABLES

**Good Samaritan:** Samaritan is enemy of the Jews, yet it is a Samaritan who is the one who helps the Jewish Man in the story. The meaning: Christians must show love to all people (love thy neighbour) just like the Good Samaritan.

**Sheep and Goats:** People who help those in need/sick/prison will go to Heaven, people who do not help will go to Hell.

# KNOWLEDGE MAP: ISLAM YEAR 7

## SUMMARY

**This unit introduces the beliefs of Islam, ranging from beliefs about God to beliefs about the events of the life of Prophet Muhammad and practices such as the 5 Pillars**

## ISLAM: The Basics

There are an estimated 1.6 billion Muslims in the world today

(23 per cent of the world's population), making Islam the world's second largest religion after Christianity. It is also the fastest growing religion in the world.

Muslims believe in one God (Allah) and they worship him because he is the divine creator. Islam teaches that, through the centuries, God revealed his truth to many special people or prophets. Islam is believed by some to be the perfected version of the religion that was revealed to Jews and Christians earlier but some of the messages they received were corrupted by humans. This is why there are some figures who appear in Islam that also appear in other religions such as Adam, Noah, Moses and Jesus. All of these figures are seen as prophets in Islam.

However, most importantly, God spoke to the last and greatest Prophet, Muhammad, in special messages that were collected together in the form of the Qur'an.

## KEY TERMS

**Tawhid:** The belief in One God

**Prophet:** A messenger of God

**Allah:** The one God in Islam.

**Jihad:** The literal meaning of Jihad in Arabic is struggle or effort

### Teachings:

'Say: He is Allah, the One and Only' (Qur'an)

'Pilgrimage to the house is a duty owed by people who are able to undertake it' (Qur'an)

## The Story of Muhammad

Muhammad is considered by Muslims to be a messenger and prophet of God.

Muslims believe he was the last of the Islamic prophets, which included Noah, Abraham, Moses and Jesus.

Born in 570 in the Arabian city of Mecca, according to Islamic beliefs it was here, at age 40, in the month of Ramadan, that he received his first message from God delivered by the Angel Jibril/Gabriel. Muhammad immediately knew that these words came from God. He listened carefully and was able to remember everything the angel said. Muhammad knew that the people needed to hear this message, so he started preaching what God had told him, that Allah is the one true God, and giving yourself to him is the only way to worship him. He said that he himself was only a prophet and messenger of God.

Muhammad continued to receive messages from God for the rest of his life, and these messages became the Qur'an, which is the Holy Book of Islam. To Muslims, Muhammad and the other prophets are so holy, that the phrase 'Peace Be Upon Him' is always said when their names are mentioned.

# KNOWLEDGE MAP: ISLAM YEAR 7

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## Angels

In Islam, it is believed that angels have been created out of light, before the creation of humans from clay/earth. They are naturally obedient creatures, worshipping Allah and carrying out His commands. Angels have no free choice, so it is simply not in their nature to disobey.

Several angels are mentioned by name in the Quran, with a description of their responsibilities:

Jibril (Gabriel) - in charge of communicating Allah's words to His prophets

Israfeel (Raphael) - in charge of blowing the trumpet to mark the Day of Judgment

Mika'il (Michael) - in charge of weather, natural forces and provision for human needs

Munkar and Nakir - The angels responsible for questioning the soul of a person who has died.

## Jihad

The literal meaning of Jihad in Arabic is struggle or effort

Muslims use the word Jihad to two different kinds of struggle:

A believer's internal struggle to live out the Muslim faith as well as possible/ the struggle to build a good Muslim society (GREATER JIHAD)

Holy war: the struggle to defend Islam, with force if necessary (LESSER JI-

## The Qur'an

The Qur'an is the holy book for Muslims just like the Bible is for Christians.

It is written in Arabic.

Muslims believe that no part of the Qur'an can be changed or re-written because it is the word of God and so it is perfect.

## The 5 Pillars of Islam

The most important Islamic practices are the Five Pillars of Islam. The five pillars of Islam are Shahada, Salah, Zakat, Sawm, and Hajj.

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### Shahada (Faith)

The declaration of faith in one God (Allah) and His messenger (peace be upon him).

### Salah (Prayer)

The ritual prayer required of every Muslim five times a day throughout their lifetime.

### Zakat (Almsgiving)

The act of giving a portion of a Muslim's wealth to those in need throughout their lifetime.

### Sawm (Fasting)

The act of fasting during the holy month of Ramadan.

### Hajj (Pilgrimage)

The sacred pilgrimage to Mecca required of every Muslim at least once in their lifetime if it is within their means.

# KNOWLEDGE MAP: INSPIRATIONAL PEOPLE OF HISTORY

## SUMMARY

This unit looks at the ways that religious beliefs have influenced major historical figures of the 20th Century which led to dramatic changes in society, the effects of which are still with us today. The primary focus is how religious beliefs can increase social justice but there is also an element that evaluates non-violent protest methods used to pursue the objective of social justice.

## KEY INDIVIDUALS

**Martin Luther King Jnr** (1929-1968)

Civil Rights campaigner in the US during segregation. **Christian**. Assassinated 1968.

**Malcolm X** (1925-1965)

Civil Rights campaigner in the US during segregation. **Muslim**. Assassinated 1965.

**Muhammad Ali** (1942-2016)

Heavy weight boxer. **Muslim**, Refused to be drafted to Vietnam war for religious and political reasons.

**Mahatma Gandhi** (1869-1948)

Campaigned for India's independence from British Empire. **Hindu**. Assassinated 1948.

**Oscar Romero** (1917-1980)

**Christian** Archbishop. El Salvador. Campaigned against government death squads. Assassinated 1980.



## KEY TERMS

**Segregation** = Separating people by the colour of their skin. Eg Schools for white children, schools for black children.

**Civil rights** = The rights of citizens to political and social freedom and equality.

**Boycott**: withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.

## ARGUMENTS FOR AND AGAINST NON-VIOLENT PROTEST

**FOR**: It is a 'weapon' available to all (it costs no money, so poor people can do it)

It breaks the cycle of violence and counter-violence.

It ensures that the media focus on the issue at hand rather than acts of violence.

It is an effective way of achieving public sympathy

**AGAINST**: It can take a long time to achieve results.

It can be seen as weak in the face of violence

It is waiting for the aggressor to surrender rather than forcing the aggressor to surrender

## KEY TEACHINGS ON EQUALITY

**Do we not all have one Father? Did not one God create us?** Malachi 2:10

**So God created mankind in his own image, in the image of God he created them; male and female he created them.** Genesis 1:27

**Humanity is but a single brotherhood.** Qur'an 49:10

## KEY TEACHINGS ON THE USE OF VIOLENCE

**Eye for eye, tooth for tooth.** Exodus 21:24

**An eye for an eye.** Qur'an 5:45

**Lesser Jihad** - In defence of Islam

**If someone strikes you on the right cheek, turn to him the other also.** Matthew 5:38-42

**Ahimsa** – Hindu belief in non-violence and love

# KNOWLEDGE MAP: INSPIRATIONAL PEOPLE OF HISTORY

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This unit looks at the ways that religious beliefs have influenced major historical figures of the 20th Century which led to dramatic changes in society, the effects of which are still with us today. The primary focus is how religious beliefs can increase or reduce social justice but there is also an element that debates the relative merits of non-violent protest methods used to pursue the objective of social justice.

## MARTIN LUTHER KING

During the time of Segregation in the USA, white people are treated as superior to black people and this is enshrined in law by the government at the time. This means that black and white people are segregated in areas such as education and public transport. As a Christian, Martin Luther King is influenced by various Bible teachings that emphasise equality between all humans. This is one of the factors that drives him to organise non-violent protests against segregation such as the Montgomery Bus Boycott (1955-1956). After many years of non-violent protests, Luther King and civil rights leaders are successful in ending the system of segregation. Despite this success, racism still remains a powerful force in the modern United States.

## MALCOLM X

Campaigning at the same time as ML King. Different approach as he argued against the non-violent tactics of ML King. Initially a black supremacist member of the Nation of Islam, he converted to Sunni Islam and became a believer in racial equality after his experiences on the Hajj pilgrimage.

## KEY TERMS

**Social justice:** equality in terms of the distribution of wealth, opportunities, and privileges within a society.

**Montgomery Bus Boycott:** a political and social protest campaign against the policy of racial segregation on the public transit system of Montgomery

**Hajj Pilgrimage:** The 5th Pillar of Sunni Islam. Once in lifetime, to make a holy journey to the city of Mecca in Saudi Arabia.

**The Salt March:** Major nonviolent protest action in India led by Gandhi. The march was the first act in an even larger campaign of civil disobedience (satyagraha) Gandhi waged against British rule in India.

## MUHAMMAD ALI

1966: Drafted to fight in the Vietnam War, Ali refused on religious grounds. (Lesser Jihad) The US government stripped him of his world boxing championship title, banned him from boxing, fined him and sentenced him to five years in prison. Ali went on to win the case on appeal three years later, did not have to fight in Vietnam and went on to further world boxing championship titles.

## MAHATMA GANDHI

Campaigning for India to become independent from the control of the British Empire, Gandhi employed non-violent protests such as the Salt March (1930) to eventually gain freedom for India. Influenced by Hindu teachings such as Ahimsa, he could not resort to violence in his protests, despite facing violence from his opponents.

## OSCAR ROMERO

With the brutal and corrupt government of his country (El Salvador) employing terror tactics such as death squads and disappearances to continue oppressing the majority of the population, Romero, influenced by his Christian beliefs in equality and non-violence, protested against the government in defence of the people. He was assassinated by a government death squad in 1980.

# KNOWLEDGE MAP: RELIGION AND CONFLICT

## SUMMARY

This unit looks at the ways that extremist religious beliefs have influenced conflicts in the modern world which led to dramatic changes in society, the effects of which are still with us today. The unit concludes with a study of examples of non-religious extremism to enable pupils to understand that religion is not the only cause of extremist conflict.

## CONFLICTS/EXTREMISM LINKED TO RELIGION

### Israel/Palestine:

The Israeli-Palestinian conflict is one of the world's longest-running and most controversial conflicts. The conflict is partly based on religious beliefs about ownership of the land.

### Munich Massacre

A terrorist attack linked to the Israel/Palestine conflict that took place at the 1972 Olympics in Munich, Germany

### 9/11

Islamist extremist attack on various targets in the USA. Osama bin Laden justified the attack with various reasons, including American support for Israel. 2001.

### 7/7

Islamist extremist attack on London's public transport system. 2005.

### The Troubles in Northern Ireland

Conflict over land and religious beliefs. Christianity (Catholic/Protestant). 1968-1998.

## CONFLICTS/EXTREMISM NOT LINKED TO RELIGION

### Far Right Extremism:

Strident nationalism that is usually racial or exclusivist in some fashion, fascism, racism, anti-Semitism, anti-immigration, chauvinism, nativism and xenophobia. Example: National Action, UK 2020.

### Far Left Extremism:

Intends to overthrow capitalist or fascist systems and replace them with communist or socialist societies. Red Army Faction (RAF), sometimes known as the Baader-Meinhof Gang. Germany. 1970s.

### Narco-Terrorism:

Terrorism carried out by drug traffickers. Example: Pablo Escobar (1949-1993).





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## KEY TERMS

**Operation Wrath of God:** Israel's secret assassination campaign against those suspected of involvement in the Munich Massacre (1972-1988).

**Mossad:** Israeli Secret Service tasked with carrying out the operation.

**Osama bin Laden:** founder of the Islamic militant terrorist organization al-Qaeda.

**Holy Cross Dispute:** Catholic Primary school in a Protestant area that was the target for protests and attacks by Protestants 2001/2002

**Republicans:** Catholic Irish who demand that Northern Ireland is no longer controlled by British government. Terrorist group example IRA

**Loyalists:** Protestant Irish who demand that Northern Ireland remain part of the UK, controlled by British government. Terrorist group example: UVF.

**Good Friday Agreement:** Peace deal signed in 1998 designed to end The Troubles.

## KEY TEACHINGS

**Whoever sheds the blood of man, by man shall his blood be shed.** Genesis 9:6

**Eye for eye, tooth for tooth.** Exodus 21:24

**An eye for an eye.** Qur'an 5:45

**Lesser Jihad** - In defence of Islam

**Religious claims to the Holy Land (Israel/Palestine):** Both Islam and Judaism claim that the land is rightfully theirs as they both claim to be the descendants of the Prophet Abraham, who was promised the land by God.

**Example of a religious difference between Catholic/Protestant Christians:** Catholics follow the authority of the Pope. Protestants do not.

**Pope:** the Bishop of Rome as head of the Roman Catholic Church. Catholics see in the pope the successor of the Apostle Peter, the first head of their Church, who was appointed by Jesus. ,



# KNOWLEDGE MAP: RELIGION AND EQUALITY

## SUMMARY

This unit looks at the ways that religious beliefs increase or decrease levels of equality in society in terms of gender, race and wealth. By studying examples from history and the present day, pupils gain an understanding of the causes and effects of these types of inequality in their own lives and the lives of others.

## GENDER EQUALITY

**Examples—Gender Inequality in 20th Century:**

Suffragette/Suffragist Movements, campaigning for women's right to vote.

**Examples of UK laws to promote equality:**

Representation of the People Act (1918) allowed women over 30 to vote.

Equal Pay Act 1970

Sex Discrimination Act 1975

**Examples of Gender Inequality in society today:**

Gender Pay Gap: arguments for and against.

Representation of women in media eg male characters have significantly more speaking roles in films than female characters

### TEACHINGS:

**Christianity:**

Eve created as a 'helper' for Adam

Eve created after Adam, from one of his ribs.

Wife listed as husband's property in the Ten Commandments.

Mary, the mother of Jesus, seen as very important in Christianity.

Women are the first witnesses to the resurrection

**Islam:**

"The most perfect in faith amongst believers is he who is best in manners and kindest to his wife". Prophet Muhammad

Men are appointed guardians over women.

Qur'an 4:35

## KEY TERMS

**Equality:** the state of being equal, especially in status, rights, or opportunities.

**Inequality:** when people do not have equality, especially in status, rights, or opportunities.

## GENDER EQUALITY: RELIGION

**Examples of Gender Equality/Inequality within religions**

**Christianity: Equality**

Church of England now allows women to lead worship, eg vicars/bishops.

**Christianity: Inequality**

Catholic Church does not allow women to become priests

**Islam: Inequality**

Malala: Taliban attitude to education for girls

**Islam Equality:**

Malala: Attended school run by Muslim teachers

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## RACIAL EQUALITY

Examples of Christians believing in Racial Equality:

Past: Martin Luther King

Present: Christian Aid

Examples of Christians believing in Racial Inequality:

Past: Christian Slave Owners

Past and Present: The Ku Klux Klan

Example of Muslims believing in Racial Equality

Present: Islamic Relief

Past: Malcolm X after leaving Nation of Islam

Example of Muslims believing in Racial Inequality:

Past: Malcolm X while member of Nation of Islam.

## KEY TEACHINGS

, Racial Equality:

Parable of The Good Samaritan

Love thy Neighbour

Parable of the Sheep and the Goats

God created all people

O mankind, indeed we have created you from male and female and made you peoples and tribes that you may know one another. Qur'an 49:13

Racial Inequality:

Old Testament/Qur'an contain teachings accepting slavery

Noah enslaves his grandson (Curse of Ham)



# KNOWLEDGE MAP: RELIGION AND EQUALITY

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## WEALTH EQUALITY

### Examples of Wealth Inequality

Increase in Wealth Inequality in general, UK.

Increase in property prices compared to increase in salaries.

Inequality in UK Education (private schools and introduction of university tuition fees).

Example of Christians working for Wealth Equality:

Christian Aid

Example of Muslims working for Wealth Equality:

Islamic Relief

Example of Christians causing wealth inequality:

Kenneth Copeland, Creflo Dollar.

Example of Muslims causing wealth inequality:

Saudi Arabia's ruling royal family has a net worth of approx. \$1.4 trillion

## KEY TEACHINGS

### Equality

**Parable of the Good Samaritan/Love thy Neighbour**

**Parable of the Rich Man and Lazarus**

**If you want to be perfect, go, sell everything you have and give to the poor, and you will have treasure in heaven. Jesus in Matthew 19:21**

**It is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of God. Jesus in Matthew 19:24**

**Islam:**

**Pillar of Zakat**

**Fasting during Ramadan**

**Inequality:**

**Beloved, I pray that you may prosper in all things and be in health, just as your soul prospers. 3 John 1:2.**

**Used to justify the 'Prosperity Gospel' beliefs of Televangelists such as Kenneth Copeland and Creflo Dollar.**



# KNOWLEDGE MAP: MORAL ISSUES IN SOCIETY YR 8

## SUMMARY

**This unit covers various important moral issues facing society today, including Human Rights, Capital Punishment, War and Animal Testing.**

## HUMAN RIGHTS

The Universal Declaration of Human Rights is not a law itself. It is a statement of the world's commitment to human rights. Many of its articles have been included in the laws of countries around the world. The first four are:

### 1 We Are All Born Free & Equal.

We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

### 2 Don't Discriminate.

These rights belong to everybody, whatever our differences.

### 3 The Right to Life.

We all have the right to life, and to live in freedom and safety.

### 4 No Slavery.

Nobody has any right to make us a slave. We cannot make anyone our slave.

## KEY TERMS

**Capital Punishment: The Death Penalty.** When criminals are executed for their crimes

**Human Rights:** a right which is believed to belong to every person. The UN Declaration of Human Rights lists 30 Human Rights.

## ANIMAL TESTING

### FOR

Animal testing contributes to life-saving cures and treatments.

Animal testing is crucial to ensure that vaccines are safe.

There is no adequate alternative to testing on a living, whole-body system.

Animals are appropriate research subjects because they are similar to human beings in many ways.

### AGAINST

Animal testing is cruel and inhumane.

Alternative testing methods now exist that can replace the need for animals in many ways.

Animals are very different from human beings and therefore make poor test subjects.

Animal tests do not reliably predict results in human beings.

### BIBLE TEACHINGS ON THE USE OF ANIMALS:

**Stewardship:** God has given humans the responsibility to care for all life on Earth

**Dominion:** God has given humans total power over animals and so humans can use animals for our benefit,

# KNOWLEDGE MAP: MORAL ISSUES IN SOCIETY YR 8

## SUMMARY

**This unit covers various important moral issues facing society today, including Human Rights, Capital Punishment, War and Animal Rights.**

## CAPITAL PUNISHMENT

### ARGUMENTS AGAINST CAPITAL PUNISHMENT

The law should not sink to the level of criminals. 'We cannot teach that killing is wrong by killing'

Mistakes are sometimes made in the law – what if someone who is innocent is actually killed? Witnesses, prosecutors and members of the jury can all make mistakes too.

### ARGUMENTS FOR CAPITAL PUNISHMENT

Giving the criminal a death sentence will stop them doing it again. Having such a harsh punishment in place will deter (stop) others from committing this crime.

The punishment should 'fit the crime' – if you have killed someone, you should be killed too.

### BIBLE TEACHING FOR CAP PUN

Eye for an eye – if you have murdered someone, you should also lose your life as punishment for the crime.

### BIBLE TEACHING AGAINST CAP PUN

'thou shall not kill' – the bible says it is wrong to kill people, this is one of the ten commandments given to people by god, so killing people as punishment is wrong.

## WAR

Some causes of war (which can also sometimes be seen as arguments in favour of war)

Expand territory

Self defence

Acquire resources e.g. oil, wealth.

Arguments against war...

Usually more civilians die than troops

Destruction of property and infrastructure causes poverty, sickness, disease and death for many years even after the war ends

Troops and civilians who survive are often left with long-term physical and mental health problems, including PTSD (post-traumatic stress disorder)

What the Bible says against war/violence

Jesus said "Blessed are the peacemakers, for they will be called the children of God" (Matthew 5:9). This means that God loves and rewards the people who make peace rather than the people who make war.

Jesus said 'Love your neighbour' which means Christians should show love to all people, even their enemies.

Jesus said 'Turn the other cheek' which means people should not respond to violence with more violence in response. This teaching can lead people to become pacifists, we studied this in our lessons on Martin Luther King.

# KNOWLEDGE MAP: HUMAN RIGHTS—PROTESTS

## SUMMARY

The Right to Protest is one of the key Human Rights in the Universal Declaration of Human Rights. Protests have been used throughout history to secure important changes in society, particularly for marginalized groups. This unit covers some of the more famous examples of Human Rights Protests in the last 100 years and builds on previous study of Human Rights protests such as those led by Martin Luther King and Gandhi studied in the 'Inspirational People' unit.

## KEY TERMS

**Human Rights:** a right which is believed to belong to every person, eg Right to Equality.

**The Human Rights Act 1998:** The UK law that sets out the fundamental rights and freedoms that everyone in the UK is entitled to.

**Article 11 of the Human Rights Act:** Article 11 protects your right to protest by holding meetings and demonstrations with other people.

**Democracy:** government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.

**Free Speech:** the right to express any opinions without censorship or restraint.

**Censorship:** a person or an institution (like a government) controls what information is shared with the public. Any type of information can be censored, including books, newspaper articles, and radio shows.

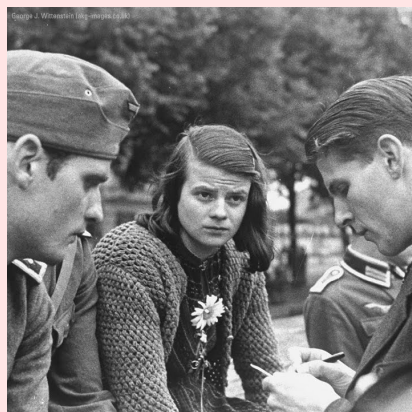
## THE WHITE ROSE

The White Rose group (**die Weiße Rose**) was formed by students at Munich University in 1943.

The members of the White Rose advocated nonviolent resistance as a means of opposing the Nazi regime.

They published anti-Nazi leaflets, distributed posters, wrote anti-Nazi graffiti and marched through the city in protest at Hitler's policies.

Its leaders, brother and sister Hans and Sophie Scholl, were arrested and sentenced to the guillotine.



**THE  
WHITE ROSE**  
YOUNG GERMANS WHO  
TOOK ON THE NAZIS

UNITED STATES  
HOLOCAUST  
MEMORIAL  
MUSEUM

# KNOWLEDGE MAP: HUMAN RIGHTS –PROTESTS

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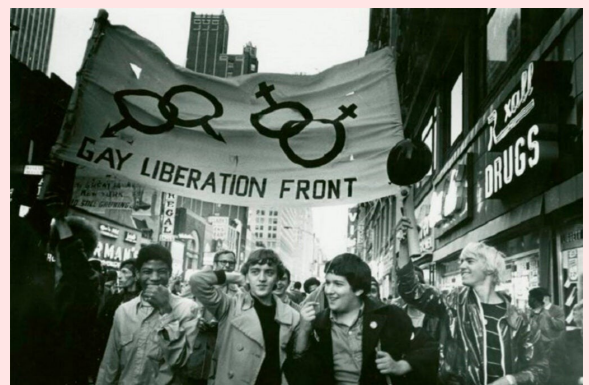
## OCCUPY MOVEMENT

**Occupy Wall Street (OWS)**, was an extended protest against economic inequality and the corruption of corporate law that occurred from September 17 to November 15, 2011, centred in New York City. The demonstration marked the beginning of a new focus on wealth disparity in society. The Occupy Movement spread around the world and led to the **Occupy London** protests of 2011-2012 when thousands of people protested and camped at various sites in London, most famously St Paul's Cathedral.



## STONEWALL RIOTS

**The Stonewall Riots**, also called the Stonewall Uprising, began in the early hours of June 28, 1969 when New York City police raided the Stonewall Inn, a gay club located in Greenwich Village in New York City. The raid sparked a riot among bar patrons and neighbourhood residents as police roughly hauled employees and patrons out of the bar, leading to six days of protests and violent clashes with law enforcement outside the bar on Christopher Street, in neighbouring streets and in nearby Christopher Park. The Stonewall Riots served as a catalyst for the gay rights movement in the United States and around the world.





# KNOWLEDGE MAP: HUMAN RIGHTS - PROTESTS

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**The Right to Protest is one of the key Human Rights in the Universal Declaration of Human Rights. Protests have been used throughout history to secure important changes in society, particularly for marginalized groups. This unit covers some of the more famous examples of Human Rights Protests in the last 100 years and builds on previous study of Human Rights protests such as those led by Martin Luther King and Gandhi studied in the 'Inspirational People' unit.**

## TIANANMEN SQUARE

**The Tiananmen Square protests** were student-led demonstrations in 1989 calling for democracy, free speech and a free press in China. Pro-democracy protesters initially marched through Beijing to Tiananmen Square, the students called for a more open, democratic government nationwide. Eventually thousands of people joined the students in Tiananmen Square, with the protest's numbers increasing to the tens of thousands by mid-May. The protests were halted in a deadly crackdown, known as the Tiananmen Square Massacre, by the Chinese government on June 4 and 5, 1989.

## 2019 CLIMATE STRIKES

**The September 2019 climate strikes**, also known as the Global Week for Future, were a series of international strikes and protests to demand action be taken to address climate change, which took place from 20–27 September 2019. The protests took place across 4,500 locations in 150 countries. The event is a part of the school strike for climate movement, inspired by Swedish climate activist Greta Thunberg.

## BLACK LIVES MATTER

**Black Lives Matter (BLM)**, international protest movement, formed in the United States in 2013, dedicated to fighting racism and anti-Black violence, especially in the form of police brutality. BLM activists have held large and influential protests in cities across the United States as well as internationally.

## EXTINCTION REBELLION

**Extinction Rebellion (XR)** is an environmental movement aimed at forcing businesses and politicians to act on climate change. It was founded in the UK but has since spread across the globe.

The movement's founders believe that causing disruption and having protesters arrested and even jailed is a more effective means of drawing attention to their aims than tactics like writing letters or signing petitions.



# KNOWLEDGE MAP: PHILOSOPHY—MORAL DECISIONS

## SUMMARY

This unit builds on the study of Human Rights and Moral Issues in Society by focusing on some of the different philosophical approaches taken to making ethical/moral decision in the past and present. The unit examines some of the most significant approaches to ethical decision making, ranging from Humanism to Deontology. Studying these different approaches to moral decision making, both from religious and non-religious perspectives prepares pupils for further study of Philosophy and Ethics in KS4.

## KEY TERMS

**Philosophy:** 1. the study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline. 2. a theory or attitude that acts as a guiding principle for behaviour.

**Ethics:** 1. moral principles that govern a person's behaviour or the conducting of an activity. 2. the branch of knowledge that deals with moral principles

**Morality:** 1. principles concerning the distinction between right and wrong or good and bad behaviour. 2. the extent to which an action is right or wrong.

**Atheist:** a person who disbelieves or lacks belief in the existence of God or gods.

**Agnostic:** a person who holds the view that any ultimate reality (such as God) is unknown and probably unknowable. broadly : one who is not committed to believing in either the existence or the nonexistence of God or a god.

**Deontological ethics:** an ethical theory that uses **rules** to distinguish right from wrong.

**Teleological ethics:** Teleological Ethical Theories are concerned with **the consequences of actions** which means the basic standards for our actions being morally right or wrong depends on the good or evil generated.

## HUMANISM

**The word 'humanist; has come to mean someone who:**

trusts to the **scientific method** when it comes to understanding how the universe works and rejects the idea of the supernatural (does not believe in God/gods and is therefore an atheist or agnostic)

makes their **ethical decisions based on reason, empathy,** and a concern for human beings and other sentient animals

believes that, in the absence of an afterlife and any discernible purpose to the universe, human beings can act to give their own lives meaning by **seeking happiness in this life and helping others to do the same.**



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## UTILITARIANISM

Utilitarianism is an ethical theory that determines right from wrong by focusing on outcomes. It is a form of consequentialism.

Utilitarianism holds that **the most ethical choice is the one that will produce the greatest good for the greatest number.**

However, because we cannot predict the future, it's difficult to know with certainty whether the consequences of our actions will be good or bad. This is one of the limitations of utilitarianism.

Utilitarianism also has trouble accounting for values such as justice and individual rights.



## SITUATION ETHICS

Situation ethics is a theory where **the situation is taken into account first, before deciding on the rules of right and wrong.**

There is no set of rules, because what might be considered immoral in one situation could be considered the most moral thing to do in another.

This approach is focused on the purpose and reason for the actions rather than the actions themselves.

As each situation is different, the outcome therefore will be too. This approach allows the individual to focus on all the factors involved and weigh them up. Situation ethics state that there are no moral laws or rules and that the context is important. The general rule of this approach is that the correct action should be the most loving action.



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## VIRTUE ETHICS

**Virtue ethics** is arguably the oldest ethical theory in the world, with origins in Ancient Greece.

**It defines good actions as ones that display embody virtuous character traits, like courage, loyalty, or wisdom.**

A virtue itself is a disposition to act, think and feel in certain ways.

Bad actions display the opposite and are informed by vices, such as cowardice, treachery, and ignorance.

## DEONTOLOGY

Deontological ethics is a type of ethics and ethical theories. **It judges actions based on whether they follow certain rules.** It is sometimes described as "duty" or "obligation" or "rule" -based ethics, because rules "bind you to your duty". The Ancient Greek word deon is commonly translated as obligation or duty.

One of the most well-known philosophers to define deontological principles was **Immanuel Kant**, the 18th-century German founder of critical philosophy.

## NATURAL MORAL LAW

**Natural law is an ethical theory that claims that humans are born with a certain moral compass that guides behaviours.** These inherited rules essentially distinguish the "rights" and "wrongs" in life. Under natural law, everyone is afforded the same rights, such as the right to live and the right to happiness.

Most commonly associated with St Thomas Aquinas (1224 -1274).

**Natural Law is based on five primary precepts (rules), revealed to humans by God.**

They are:

1. Self-preservation/preservation of the innocent
2. Continuation of the species through reproduction
3. Education of children
4. To live in society
5. To worship God

# KNOWLEDGE MAP: BUDDHISM

## SUMMARY

**Buddhism originated in Northeast India and now has followers all around the world. It was founded in the 6th Century BCE. There is no God in Buddhism. Instead, Buddhism is centred on the Dharma, or the ultimate truth about the way things really are. Human beings are deluded about the true nature of reality, for example thinking that impermanent things can make us eternally happy, and enlightenment consists of seeing reality as it really is.**

## KEY TERMS

**Siddhartha Gautama:** The prince that became the Buddha

**Buddha:** Enlightened one

**Enlightenment:** Having complete knowledge that will free a person from the wheel of rebirth

**The Four Sights:** The four people Siddhartha saw on his visit to the city  
**The Four Noble Truths:** The four Buddhist teachings that explain the truth about life

**The Eightfold Path:** The eight rules Buddhists should follow

**The Middle Way:** Avoiding living life to the extreme so never having too much or too little

**Asceticism:** Living a simple life with very few possessions and begging for food

**Karma:** The belief that every action has a reaction ; cause and effect. This will impact how a person is reborn

**Reincarnation:** To be born again in a different form or as a different human

**Nirvana:** "Blissful extinction" reaching enlightenment and no longer being reborn

## SIDDHARTHA GAUTAMA

**In 500BC a King and his wife were given a prophecy about their future son; "He could one day be a great leader, but if he is to see the world as it is he will instead become a holy man". When their son Siddhartha was born he immediately showed himself to be special by walking 7 steps.**

**Siddhartha's father was so fearful of the prophecy that for 29 years he would not let his son leave the palace.**

**However one day Siddhartha persuade his charioteer to take him to the city and he saw an old man, a sick man, a corpse and a holy man.**

**He was so distressed by these sights that he left his wife and family in search of the 'truth'.**



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## THE FOUR NOBLE TRUTHS

**Dukkha** - Everyone suffers in life. Nothing is perfect.

**Samudaya** - The cause of suffering is a craving for things and wanting to control things.

**Nirdha** - To end the suffering, life must be lived one day at a time. You must also let go of cravings.

**Magga** - To end the suffering for good, people must follow the Middle Way and the Eightfold Path.

## THE MIDDLE WAY

The purpose of the middle way is that people should find a middle path between two extremes.

TOO LITTLE— JUST ENOUGH — TOO MUCH

## THE EIGHTFOLD PATH

Right view (understanding)

Right thought

Right Speech

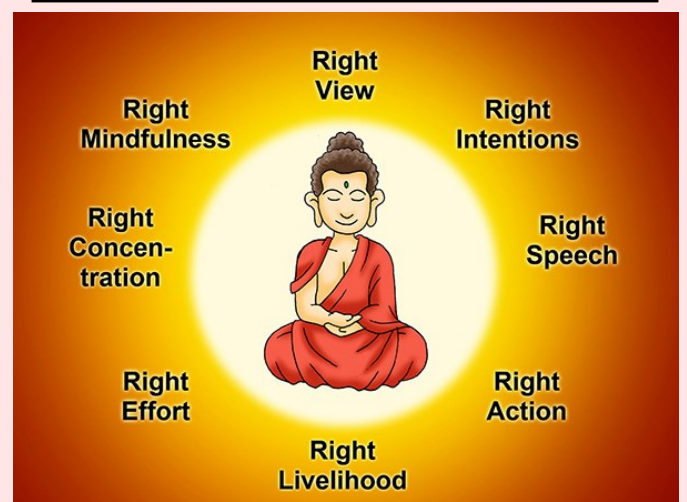
Right action

Right livelihood

Right effort

Right mindfulness

Right contemplation (concentration)



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## THE 5 PRECEPTS

**Buddhists live by 5 precepts (morals):**

**Never take the life of a living creature.**

**Do not steal.**

**Be faithful to your partner.**

**Do not lie.**

**Do not drink alcohol.**

## THE LOTUS FLOWER

**The lotus flower represents the stages of enlightenment:**

A **closed** lotus symbolises a person before they have become aware of the Buddha's teachings.

The **partially opened** lotus means the spirit born into murkiness is gradually purifying and beginning enlightenment.

A **more open** lotus refers to those who are working to rise above the muddy waters by becoming faithful followers of Buddhist teachings.

A **fully opened and bloomed** lotus represents full enlightenment and self-awareness.

## DEATH

**Buddhists believe in reincarnation.**

**Buddhists believe the ultimate goal is Nirvana. It is not a place but instead a state or non-existence.**

**When someone reaches Nirvana their soul is in harmony with the Universe and they would cease to exist.**

**Buddhists believe in Karma. Meaning that actions have results. Past actions affect who or what they are in the next life.**

**Buddhists believe that death is a major transition between the present life and the next, and therefore an opportunity for the dying person to influence their future birth. Because of this and because of the restriction on their participating in parties and the like, funerals are the only major life rite in which Buddhist monks and nuns are actively involved. Ceremonies are held for the benefit of the deceased person but also for the benefit of friends and family left behind.**

