

# 8.1 Ethics and Morality

**Key Construct: P2. Moral and ethical issues are influenced by religious and non-religious beliefs.**

## Enquiry Questions:

3.3 Why are people **good and bad**?

3.2 Should Christians be **greener** than everyone else?

### Section C: Core Content

Section A: Key Vocabulary	
1.	<b>Morality</b> —a persons unique understanding of what is right and wrong.
2.	<b>Stewardship</b> —the belief that humans are caretakers of the earth and it's resources.
3.	<b>Dominion</b> —the belief that humans are rulers of the earth and it's resources.
4.	<b>Sanctity of Life</b> —the belief that life is sacred and should be protected.
5.	<b>Animal Rights</b> — laws and policies designed to stop animal mistreatments and abuse.

A) Morality

How do we make moral decisions?

Moral Compass: Conscience

Past experiences: Religious leaders e.g. Jesus/Muhammad

Reason/logic: Community leaders e.g. priests, politicians, celebs

The Law

Inspiration from moral exemplars, e.g. MLK/ Malala/ Gandhi

Holy Texts e.g. The Bible/ Qur'an

B)

And God said, Let there be light: and there was light.

And God saw the light, that it was good: and God divided the light from the darkness.

Genesis 1:3-4

C)

SANCTITY OF LIFE

D)

WE CAN'T CALL IT ANIMAL ABUSE

BE THEIR VOICE ANIMAL ABUSE

ANIMALS MUST

CRUELTY

⇒ Morality and moral behaviour is **unique** to each individual. It is influenced by multiple things; some things have a greater **influence on our behaviour** than others. Sometimes we might be influenced by something we don't even know about.

⇒ **Buddhists** aim to follow the **five precepts** to develop good moral character. The five precepts are: Do not take a life, do not take what is not given, do not overindulge the senses, do not speak wrongfully, do not misuse substances to cloud the mind.

⇒ Most **humanists/atheists** believe in '**the greatest good for the greatest number**' so try to live a life which allows others to **flourish** and support **Human Rights** for all.

⇒ For some people morality is **set and doesn't change**, this is called **absolute morality**. For others morality can and should **depend on the situation**, this is called **relative morality**.

⇒ The book of **Genesis, chapter 1** describes how **God created the universe out of nothing** (ex nihilo) in **six days**.

⇒ **Genesis, chapter 2** describes how he **appointed Adam** (the first man) and Eve (the first woman) **stewards** and rulers of "**all the creatures that creep upon the earth**".

⇒ **Genesis, chapter 3** describes how Adam and Eve **disobeyed God's commandment** not to take from the forbidden tree and are **banished** from the Garden of Eden; this is known as **The Fall**.

⇒ The words '**light**' and '**good**' are used in the account to show that what God created was pure and only full of goodness. Many believe that when Adam and Eve were banished this is when **sin (evil/ wrongdoing)** entered the world.

⇒ Jews, Christians and Muslims all believe in the **sanctity of Life**, which means that life is sacred because it is **created by God** and he wants us to be good, like we were at the start. However human actions have taken what was good and slowly **destroyed it** by not taking our **responsibilities** as 'stewards' seriously.

⇒ **All religions teach that the life is sacred** for various reasons; usually because they believe it is created or sustained by God.

⇒ **Christians** believe that not only are we created by God but also our souls connect us to God and **our bodies are temples for our souls**, therefore our bodies need to be taken care of.

⇒ **Hindus** believe all life is sacred because we all have a part of God (Brahman) within us. Therefore **if we harm a life we harm God**. This would create **negative karma** and go against our **sacred duty (dharma)**.

⇒ Despite these beliefs being similar, many religious people disagree about how human life should be treated and what should be allowed or banned. Some **ethical issues** which challenge religious believers are: **experimentation** (testing products out before we know they are safe), **cloning** (creating human replicas in a lab) and **blood transfusion** (taking another persons blood).

⇒ **Vivisection** is the use of animals for experiments; these can be for cosmetic or medical purposes. **Zoos and safaris** use animals for entertainment and profit; often the enclosures and treatment of the animals are not considered appropriate. Some people believe zoos and safaris should be banned.

⇒ The use of animals for **sport** e.g. horse/dog racing, fishing and hunting is often challenged due to the **exploitation** of animals.

⇒ In the UK, **farming and agriculture** has strict rules about the conditions animals can be raised in.

Section B: Component Knowledge	
1.	Morality can be absolute (never changing) or relative (depending on the circumstances).
2.	The book of Genesis, in the Bible, describes how and why God intentionally created every thing.
3.	Stewardship is the belief that humans are the caretakers of the earth.
4.	Sanctity of Life is the belief that all life is sacred (because it is God-given).
5.	Many people believe that animals should have the rights to live free from human

### Learning Milestone Tasks

Can you create a series of images to show what happens in Genesis 1, 2 & 3?

Can you explain why some people believe they are stewards and others believe they are rulers?

Can you create a poster to teach people about the sanctity of life?

Can you explain what ethical issues religious people disagree on and why?

Can you create a campaign to raise awareness of animal rights issues?

# 8.2 Who or what is God?

Key Construct: R4. The term 'God' refers to a divine being which provides meaning to people's.

**Enquiry Questions:**  
3.1 What does it mean for Christians to believe in God as *Trinity*?

Section A: Key Vocabulary
1. <b>Holy Trinity</b> — the Christian belief in God the Father, God the Son and God the Holy Spirit.
2. <b>Monotheist</b> — to believe in only one God.
3. <b>Incarinate</b> — to be born in human (flesh) form.
4. <b>Worship</b> — to show deep adoration or praise for something.
5. <b>Pentecost</b> — the Christian festival celebrating the descent of the Holy Spirit.

Section B: Component Knowledge
1. Theists can believe in one God (monotheist) or many gods (polytheist).
2. Most atheists reject the idea of God because of a lack of scientific proof and because suffering exists.
3. Christians believe in God the Father as the creator and judge of all life.
4. Christians believe God the Son is Jesus who came to earth in human form to teach and inspire followers of God.
5. Christians believe God the Holy Spirit is a guide and comfort on a daily basis and is

Section C: Core Content	
<p>A) How many?</p> 	<ul style="list-style-type: none"> <li>⇒ Monotheist religions believe there is <b>one God only</b>; these religions include <b>Judaism, Christianity, Islam and Sikhi</b>.</li> <li>⇒ Polytheist religions believe there are <b>multiple Gods</b> (and Goddesses); these religions include <b>Hinduism, Paganism, Maori and ancient religions like in Greek and Roman traditions</b>.</li> <li>⇒ Theists use <b>language</b> (holy texts/words), <b>imagery</b> (paintings/symbols) and also <b>artefacts</b> (statues/icons) to try to convey what they believe God is like.</li> <li>⇒ Words most commonly used to describe God/gods are: <b>omnipotent</b> (all-powerful), <b>omnibenevolent</b> (all-loving) <b>omniscient</b> (all-knowing) and <b>omnipresent</b> (all present).</li> </ul>
<p>B) Looking for God...</p> 	<ul style="list-style-type: none"> <li>⇒ The <b>Cosmological Argument</b> states that God must exist because <b>everything has a cause</b> and God is the only being powerful enough to cause the universe. Therefore God must exist.</li> <li>⇒ The <b>Teleological Argument</b> states that God must exist because the world appears to be designed because <b>things are too complex to have occurred randomly</b>, therefore there must have been a creator/God.</li> <li>⇒ <b>Science and technology</b> argue that God does not exist because they haven't found any definite <b>trace or proof of it</b>.</li> <li>⇒ <b>Atheists and agnostics</b> argue that God cannot exist because if he did there were wouldn't be any <b>suffering or natural disasters</b> as God would surely fix the <b>worlds problems</b>.</li> </ul>
<p>C) The Holy Trinity</p> 	<ul style="list-style-type: none"> <li>⇒ Many Christians believe that God can be understood as three separate persons; <b>the Father, Son and Holy Spirit</b>. These are <b>three different but they are all God</b>. This is called a <b>holy mystery</b> as they are completely different, but totally the same.</li> <li>⇒ <b>God the Father</b> is the <b>creator</b> and <b>judge</b> of all things. The six days of creation is a demonstration of the <b>omnipotence</b> (all powerful) of God the Father.</li> <li>⇒ <b>God the Son</b> is also known as <b>Jesus</b> and is significant for most Christians as it is when <b>God became human (incarnate)</b>. This gives God a <b>unique understanding</b> of what it is like to be human.</li> <li>⇒ <b>God the Holy Spirit</b> was sent by Jesus after he died and returned to heaven to help his disciples. The Holy Spirit is <b>used in worship</b> and is celebrated most during a time called <b>Pentecost</b>.</li> </ul>
<p>D) Worshipping God</p> 	<ul style="list-style-type: none"> <li>⇒ Muslims remember Allah and all his attributes by reciting the <b>99 names of Allah</b>; they use <b>prayer beads</b> to help them keep track. They do this alongside praying 3-5 times a day.</li> <li>⇒ In Christianity, the <b>Pentecostal and Quaker churches</b> place a lot of emphasis on the Holy Spirit to help them hear from and focus on God. They believe that the <b>Holy spirit is very active in their worship</b> - maybe speaking in <b>tongues</b> (an unknown language) or giving <b>prophecies</b> (messages).</li> <li>⇒ Many <b>churches</b> are named Holy Trinity as a sign of the importance of this belief. Many universities and schools in Britain are named after the Trinity too.</li> <li>⇒ Important events in a Christian's life (<b>rites of passage</b>) often refer to the Holy Trinity for example <b>Baptism/Christening</b>.</li> </ul>

Learning Milestone Tasks				
Can you explain the difference between what Christians and Hindus believe about God?	Can you construct an argument for God's existence?	Can you construct an argument against God's existence?	Can you create and label the symbol of the Holy Trinity?	Can you describe different ways of worshipping God?

# 8.3 Life After Death

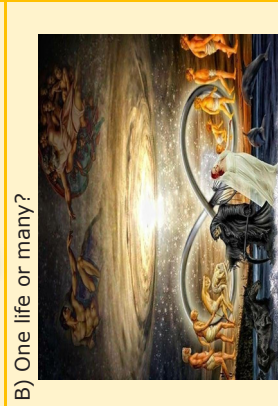
**Key Construct: P3. Religious and non-religious philosophy aims to answer unanswerable questions about the**

## Enquiry Questions:

3.15 How far does it make a difference if you believe in **life after death**?

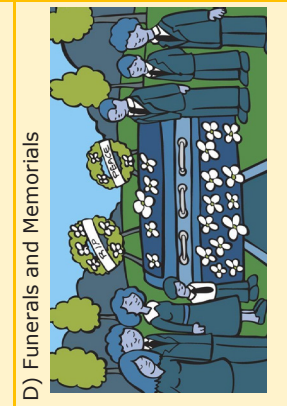
### Section C: Core Content

Section A: Key Vocabulary
1. <b>Soul</b> — the non-physical part of a person which continues after death.
2. <b>Resurrection</b> — coming back to life after your body dies.
3. <b>Remanifestation</b> — to be born again in a new form after your body dies.
4. <b>Eternity</b> — something that lasts forever and does not end.
5. <b>Funeral</b> — a ceremony performed after a person dies.



<p>→ <b>Theists</b> mostly believe that there are <b>two elements</b> to human life; <b>the body</b> (physical) and <b>the soul</b> (non-physical/spiritual). This is called <b>dualism</b>.</p> <p>→ <b>Atheists (and some agnostics)</b> tend to believe that there is only <b>one element</b> to human life; the <b>body</b>. This is called <b>materialism</b>.</p> <p>→ Souls are sometimes referred to as the 'divine spark' and is thought to be connected to, or part of, God. This means they are <b>immortal</b> like God and can <b>take on different forms</b>.</p> <p>→ For theists, souls <b>carry the effects of good and bad deeds</b> and is <b>judged</b> after a person dies. It is the soul which <b>goes on to the next phase/afterlife</b>.</p>
<p>→ <b>Jews, Christians and Muslims</b> believe a soul has <b>one life</b> and it is a single, straight <b>line</b>; from <b>birth to death</b> and then it is <b>resurrected and sent to either heaven or hell</b>. This view of life is called 'linear'.</p> <p>→ <b>Hindus, Buddhists and Sikhs</b> believe a soul can have <b>many lives</b>. They see life as a <b>cycle</b> where a soul is <b>remanifested</b> over and over again. A soul can take <b>many different forms</b>, from animal, to human and even as a plant. Eventually, the soul will hopefully be released from the cycle. This view of life is called 'cyclic'.</p> <p>→ <b>Humanists/Atheists</b> believe there is <b>no soul</b>, therefore there is <b>no afterlife</b>. The body returns to <b>nothingness</b> and that person only lives on in the <b>memories</b> of those still alive.</p>

Section B: Component Knowledge
1. Some people believe in souls exist (dualists) and others do not (materialists).
2. Christians, Muslims and Jews believe in a linear life which starts as physical and then becomes spiritual after death
3. Hindus, Buddhists and Sikhs believe in a cyclic life which means a soul has multiple lives in multiple bodies
4. Heaven is a place where good souls go as a reward and hell is a place for bad souls to be punished.
5. Funerals are rituals performed after a person has died to remember their life and send them to the afterlife.



<p>→ <b>Holy texts</b> contain many different descriptions of heaven, hell and other places for souls to go after death for <b>eternity</b>. There is also much <b>artwork</b> created to show these places.</p> <p>→ <b>Heaven</b> is a place where there is <b>no evil or suffering</b>. Texts say that it is <b>where God and our loved ones are waiting for us</b>, and it is where we are <b>rewarded for a life well-lived</b>. Everything you need and desire is given to you in heaven and will be <b>pure peace and joy!</b></p> <p>→ <b>Hell</b> is a place <b>full of pain and suffering</b>. It is believed to be a place where a person is <b>tormented and tortured for sins committed</b>. Medieval art shows Hell as a frightening place of <b>fire, darkness and destruction</b>.</p> <p>→ Some theists <b>reject</b> the idea of Hell completely and say that an <b>all-loving God would not have a place of such suffering</b>.</p> <p>→ These places are usually thought of as <b>supernatural/spiritual worlds</b>, somewhere only our souls go. But others believe them to be <b>physical</b> so we will be given a new (<b>resurrected</b>) <b>body</b> to have for <b>eternity</b>.</p>
<p>→ A funeral is a <b>ceremony</b> connected with a <b>burial or cremation</b> for a person who has died. Funerals are <b>specifically designed</b> to reflect religious beliefs used by a culture to remember the dead.</p> <p>→ Key aspects of a <b>Christian funeral</b> include: <b>eulogy</b> (speech about the deceased), <b>prayers</b> (to help the soul get to heaven), <b>coffin</b> (to keep the body intact), the <b>committal</b> (when the coffin is lowered into ground or taken away for cremation).</p> <p>→ Key aspects of a <b>Hindu funeral</b> include: a <b>lamp</b> (placed by the head of the body), <b>prayers</b>, religious <b>songs</b>, <b>pindas</b> (rice balls) are placed in the coffin, <b>water</b> is sprinkled on the body and a <b>mala</b> (necklace of wooden beads or flowers) may be put around the dead person's neck.</p> <p>→ Funerals are considered a <b>vital</b> part of a persons religious life and without a funeral many believe</p>

### Learning Milestone Tasks

Can you create a series of symbols for the key vocabulary?

Can you explain the difference between a linear and cyclic life view?

Can you describe your idea of heaven and/or hell?

Can you create a timeline of a Christian funeral?

Can you give some reasons why Humanists and Atheists reject the idea of an afterlife?

# 78.4 Buddhist Beliefs and Teachings

**Enquiry Question:**  
3.8 The Buddha: how and why do his experiences and teachings have meaning for people today?

**Key Construct: R2. Beliefs and teachings are what form the basis of a religion.**

Section A: Key Vocabulary
1. <b>Tri-Ratna</b> — the three refuges/ jewels; Buddha, dhamma and sangha.
2. <b>Buddha</b> — a person who finds enlightenment, the title given to Prince Siddhartha Gautama.
3. <b>Dhamma</b> — the teachings of the Buddha
4. <b>Sangha</b> — the worldwide community of Buddhists.
5. <b>Enlightenment</b> — eternal peace and wisdom beyond human understanding.

## Section B: Component Knowledge

- Buddhism focuses on finding the middle way which is a life between your desires or indulgences and suffering.
- The Buddha is not a god, he was a human prince who attained enlightenment roughly 2500 years ago.
- Buddhist teaching aims to teach Buddhists the roots of suffering and how it can be overcome.
- Buddhists believe nothing is permanent and we cause suffering by craving material things.
- Enlightenment ends suffering by breaking our attachment to material things.

Section C: Core Content	
<p>A) Tri-Ratna / Enlightenment</p>  	<p>⇒ The symbol of the <b>Tri-Ratna</b> reminds Buddhists what is truly important in life.</p> <p>⇒ The three colours represent <b>the Buddha, the Dhamma, the Sangha</b>. The lotus flower represents <b>enlightenment</b>. The circle represents the <b>eternity</b> of life's cycle and the universe. Fire is present for <b>protection</b> and cleansing.</p> <p>⇒ If a person gains Enlightenment (like the Buddha) they can break out of the cycle of rebirth, to a <b>place of eternal peace that is known as 'Nirvana'</b>.</p> <p>⇒ In images of Buddha, his face is made to look <b>calm and serene</b>, to show that he has found peace.</p>
<p>B) Buddha (life and image of Buddha)</p> 	<p>⇒ <b>Prince Siddhartha Gautama</b> was born north of India.</p> <p>⇒ Before he was born his mother had a <b>sacred dream</b> which told her baby was going to be unique. His parents were told that <b>he would become either a great ruler or a spiritual leader</b>.</p> <p>⇒ After the death of his mother, his father feared he would abandon his throne if he became too curious about life so <b>the King kept the Prince from seeing any suffering</b> by keeping his life luxurious within the palace.</p> <p>⇒ <b>Dissatisfied</b> with this, Siddhartha left the palace which is when he saw <b>FOUR SIGHTS: old age, sickness, death and then a seeker (holy man)</b> who told him the only thing that doesn't die or get old/sick is <b>truth</b>. He decided to leave his comfortable life to see if he could find the truth about suffering.</p> <p>⇒ Buddha tried a life of deprivation and starvation but after 6 years he realised this was not the way so he found a <b>middle way between desire/indulgence and suffering</b>. Through living this way he achieved enlightenment.</p>
<p>C) Dhamma (teachings)</p> <p><b>THREE MARKS OF EXISTENCE</b> Dukkha-Anicca-Anata</p> <p><b>THE FOUR NOBLE TRUTHS</b> Dukkha-Samudaya-Nirodha-Marga</p> <p><b>THE NOBLE EIGHTFOLD PATH</b> Understanding-Intention-Speech-Action-Livelihood-Effort-Concentration-Mindfulness</p>	<p>⇒ The most significant teachings of Buddhism are: <b>The Three Marks of Existence; The Four Noble Truths; and The Noble Eightfold Path</b>.</p> <p>⇒ <b>Anicca</b> is the first of the Three Marks of Existence and it states that <b>nothing is permanent</b>.</p> <p>⇒ The <b>Four Noble Truths</b> are: <b>Dukkha</b> – human life is full of suffering and sorrow; <b>Samudaya</b> – suffering and sorrow is caused by tanha ('craving'); <b>Nirodha</b> – suffering and sorrow can end if you reach nirvana (enlightenment); <b>Marga</b> – the Eightfold Path is the path to nirvana.</p> <p>⇒ The <b>Eightfold Path</b> is involves: <b>Right Understanding, Right Intention, Right Speech, Right Action, Right Livelihood, Right Effort, Right Concentration, Right Mindfulness</b>.</p>
<p>D) Sangha (community)</p> 	<p>⇒ The word '<b>sangha</b>', in the ancient Indian languages of Sanskrit and Pali, means '<b>group</b>' or '<b>assembly</b>'. It is used in Buddhism to refer to the <b>whole community of Buddhists worldwide</b> (approx. 500 million people)</p> <p>⇒ Most are ordinary people with families, jobs, homes and pets – known as <b>lay Buddhists</b></p> <p>⇒ Some decide to devote all of their time to the Buddhist path and become monks (<b>Bhikkhus</b>) or nuns (<b>Bhikkhunis</b>). These monks and nuns make up the <b>monastic sangha</b>, and they choose to live in a monastery/temple (<b>vihara</b>). In some countries, viharas are also schools.</p> <p>⇒ There are two main branches (denominations) of Buddhism. <b>Mahayana</b>, which means 'great vehicle' and <b>Theravada</b>, which means 'way of the elders'.</p>

## Learning Milestone Tasks

Can you explain how why Buddhism is called 'the middle way'?	Can you describe how Siddhartha might have felt living in the palace before and after he sees the 4 sights?	Can you explain which of Buddha's teachings you agree most and least with and why?	Can you describe the difference between a lay Buddhist and a monk/nun?	Can you explain why the Triratna symbol is so important to Buddhists?
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# 8.5 Jewish

# Beliefs and Teachings

**Key Construct: R2. Beliefs and teachings are what form the basis of a religion.**

## Section A: Key Vocabulary

- Covenant** — a promise or agreement made between God and humans.
- Mitzvot** — a set of 613 commandments or rules given to the Jews.
- Shabbat** — Friday dinner to start the Sabbath (day of rest)
- Rabbi** — means 'teacher', a person who leads worship
- Anti-Semitism** — prejudice and discrimination against the Jewish community

## Section B: Component Knowledge

- Judaism consists of 613 commandments given to Moses, this is called the Mitzvot.
- There are two covenants with God, one made by Abraham and one made by Moses which Jews today are still expected to uphold.
- Rabbis are responsible for guiding and teaching Jews today.
- Jews worship every Friday by having Shabbat dinner followed by a day of rest (Sabbath).
- Anti-Semitism is still a problem for today's Jews as they experience prejudice and discrimination.

## Section C: Core Content

A) Judaism



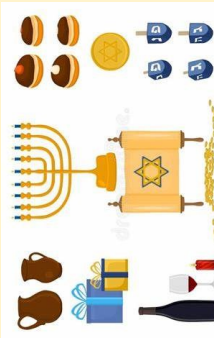
Judaism began nearly **4,000yrs** ago in the Middle East, which is on the borders of Asia, Africa and Europe. Today there are approximately **18million** Jews, most of which live in **Israel or the USA**.  
 Jews believe that a Jew is someone who is the child of a **Jewish mother** - someone who isn't born a Jew can **convert** to Judaism, but it is not easy to do so.  
 The religion of Judaism is constructed around the **613 commandments** given to Moses and his descendants. **This is called the mitzvot**.  
 There are two main **denominations** (groups) in Judaism—they are called **Orthodox and Reform**.

B) Forefathers



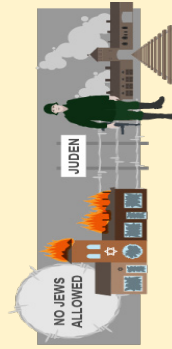
**Abraham** (Father of Monotheism) was **tested by God** many time and because of his devotion God made a **covenant** (agreement) with him. As long as Abraham's descendants **remain faithful** God will provide them with: the promised **land**, the promise of the **descendants**, the promise of  **blessing and redemption**. **This is the Abrahamic Covenant**.  
 Later, a man named **Moses** saved the Jewish people from **persecution in Egypt** when he led them to safety across the Red Sea. After this, the Jews lived in the desert where God gave Moses a set of rules (mitzvot) which they should live by, including the **Ten Commandments**. Moses is the **most important Jewish prophet**. **This is the Mosaic Covenant**.  
 Today the Jewish communities are lead by **rabbis** - a respected and educated person who has studied and **understands the sacred texts** and traditions of Judaism.

C) Being Jewish today



Jewish worship can take place at the **Synagogue** or at home. Worship can be **studying the Torah** (holy text), saying personal **prayers** or attending a **service lead by a rabbi**.  
**Shabbat** (the Sabbath) begins on **Friday evenings** and ends at **sunset on Saturdays**. During Shabbat, Jews remember that God created the world and on the seventh day he rested.  
 Jewish boys (age 13) and girls (age 12) will have ceremonies called **Bar Mitzvah** (boys) and **Bat Mitzvah** (girls) to celebrate their **transition to adulthood** and they will **make their promises** to live according to the mitzvot (Jewish laws).  
**Passover** is a celebration of the story of **Exodus**. During Passover, Jews remember how their ancestors **left slavery behind them** when they were led out of Egypt by Moses. On the evening before Passover starts, Jews have a special service called a **Seder** (Order) where they retell the story.

D) The Holocaust / Anti-Semitism



In Germany, Adolf Hitler fed into existing anti-Semitism by **blaming the Jewish people for Germany's defeat in WW1**. Nazi scientists incorrectly claimed that the Jewish people were **sub-human**. When WW2 broke out, Hitler used this as an opportunity to commit **genocide** (mass murder) of nearly **12million Jews**.  
 After WW2 and when the scale of the Holocaust tragedy came to light, the **United Nations** was formed and they wrote the **Declaration of Human Rights**, which makes it **internationally illegal to discriminate against anyone based on their race, gender, religion or sexuality**.  
 Despite this there are still small pockets of Anti-Semitism within society. This means that sometimes **Jewish people experience discrimination, violence and abuse** as well as synagogues occasionally being damaged. This is **rare and illegal** but the law requires it to be dealt with.

## Enquiry Question:

3.11 What is good and what is challenging about being a **Jewish teenager in the UK today**?

## Learning Milestone Tasks

Can you explain what the mitzvot is and why it is important?

Can you create a profile description for Abraham and Moses?

Can you say why rabbis are important for Jews today?

Can you create a series of illustrations to show Jewish worship?

Can you create an Anti-Semitism poster to make Jews feel more welcome in society?