

## Knowledge Organiser

Unit: Should happiness be the purpose of life?	Year: 7
<p><b>Purpose of Unit:</b></p> <ul style="list-style-type: none"> <li>To explore what people believe and what difference this makes to how they live. This will enable you to gain the knowledge, understanding and skills needed to handle questions raised by religion and belief; and reflect on your own ideas and ways of living.</li> </ul>	
<p><b>Key Learning/Knowledge:</b></p> <ul style="list-style-type: none"> <li>Compare and explain ways to happiness (e.g. Christian, Buddhist and non-religious)</li> <li>Explain how people use different sources of authority in deciding what the purpose of life is</li> <li>Show how beliefs and teachings can affect people's views on whether or not it is important to achieve happiness</li> <li>Offer a meaningful account of the value of happiness as the purpose in life, weighing up religious and non-religious views, including your own</li> <li>Evaluate how far these ideas and beliefs about happiness help you to make sense of the world, offering reasons and justifications for your responses.</li> </ul>	<p><b>Key Vocabulary and meanings:</b></p> <p><b>Theist</b> – someone who believes in God</p> <p><b>Agnostic</b> – someone who is not sure whether God exists</p> <p><b>Atheist</b> – someone who does not believe in God</p> <p><b>Source of authority</b> – religious texts or bodies responsible for people on how to live</p> <p><b>Dukkha</b> – suffering (Buddhist teaching)</p> <p><b>Craving</b> – a powerful desire/want for something</p> <p><b>Philosophy</b> – the study of some of the most basic questions about human life</p> <p><b>Three Poisons</b> – the ultimate causes of suffering: greed, ignorance and hatred (Buddhist teaching)</p> <p><b>Enlightenment</b> – when someone has gained a complete understanding of the meaning of life</p> <p><b>Eternal</b> – having no beginning or end; always existing</p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Expressing religious and non-religious ideas and concepts clearly and accurately</li> <li>Reflecting upon the relevance of different worldviews and how belief can influence values</li> <li>Empathising with different worldviews surrounding happiness and how they influence daily life</li> </ul>	
<p><b>Links to prior knowledge/learning: learning about Christianity, Buddhism and Humanism in primary school</b></p>	
<p><b>Cross Curricular link/ World Issues – culture and world views</b></p>	

## Knowledge Organiser

<p><b>Unit: The Buddha:</b> how and why do his experiences and teachings have meaning for people today</p> <p style="text-align: right;"><b>Year: 7</b></p>	
<p><b>Purpose of Unit:</b></p> <ul style="list-style-type: none"> <li>To explore the story of the life of the Buddha and his key teachings and assess how these have importance for people's lives today</li> </ul>	
<p><b>Key Learning/Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how the Buddha's life led to his teaching</li> <li>Can explain how the Three Universal Truths relate to our understanding of the world and life</li> <li>Can explain how the Four Noble Truths show the cause of dukkha and the way people can overcome it</li> <li>Give reasons and examples to explain how Buddhists put the Noble Eightfold Path into action and how they make moral decisions</li> <li>Evaluate the benefits of meditation for Buddhists and non-Buddhists</li> </ul>	<p><b>Key Vocabulary and meanings:</b></p> <p><b>Buddha</b> – fully enlightened being</p> <p><b>Siddhartha Gautama</b> – the name who became the Buddha</p> <p><b>Middle Way (Magga)</b>– between the extremes of luxury and hardship</p> <p><b>Compassion</b> – to feel sympathy for those that suffer, to want to help</p> <p><b>Ascetics</b> – holy men who live a life of hardship</p> <p><b>Bodhi tree</b> – tree of wisdom</p> <p><b>Meditate</b> - to sit still, in a state of calm, concentrating, thinking deeply</p> <p><b>nirvana</b> - enlightenment</p> <p><b>Anicca</b> - impermanence</p> <p><b>Dukkha</b> – unsatisfactoriness, suffering</p> <p><b>Anatta</b> – no self, no soul</p> <p><b>Craving</b> – wanting something really badly</p> <p><b>Tanha</b> - thirst (Magga)</p> <p><b>Mindfulness</b> – mindfulness of yourself, of others and the environment</p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Expressing religious ideas and concepts clearly and accurately</li> <li>Reflecting upon the relevance of religious teachings and practices to life</li> <li>Empathising with how Buddhists view situations in everyday life</li> </ul>	
<p><b>Links to prior knowledge/learning:</b> understanding of the Buddhist path to happiness (unit 1 in Y7)</p>	

## Knowledge Organiser

<b>Unit: Year:</b> 7      Sikhism	
<b>Purpose of Unit:</b> <ul style="list-style-type: none"> <li>• To understand key Sikh beliefs</li> <li>• To understand how Sikh teachings inform belief and understanding</li> </ul>	
<b>Key Learning/Knowledge:</b> <ul style="list-style-type: none"> <li>• What is Guru?</li> <li>• How did Sikhism come about?</li> <li>• How are Sikh teachings on equality and service put into practice today?</li> <li>• Where do Sikhs worship?</li> <li>• What are the 5 Ks?</li> <li>• Why is the Guru Granth Sahib so significant, today?</li> </ul>	<b>Key Vocabulary and meanings:</b> <b>Guru</b> - teacher <b>Mool Mantar</b> – Sikh statement of belief <b>Khanda</b> – the symbol of Sikh faith <b>Sewa</b> – selfless service <b>Langar</b> – community kitchen which serves free vegetarian meals <b>Guru Granth Sahib</b> – holy book <b>Gurdwara</b> – Sikh place of worship <b>Khalsa</b> – community that considers Sikhism its faith <b>Amritdhari</b> – those who have been 'baptised' by taking the Amrit ceremony; those who are part of the Khalsa
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• To <b>describe</b> key practices</li> <li>• To <b>explain</b> meaning, symbolism and significance of Sikh practices</li> <li>• To <b>evaluate</b> the importance of Sikh practices</li> </ul>	
<b>Links to prior knowledge/learning:</b>	
<b>Cross Curricular link/ World Issues</b> Religion and Culture	