

## Knowledge Organiser GCSE Religious Studies - Hinduism

<b>Unit:</b> Hindu Worship and Practice		<b>Year:</b> 9
<b>Purpose of Unit:</b>		
<ul style="list-style-type: none"> <li>To know and understand <b>key forms of Hindu worship and practice</b></li> <li>To evaluate the <b>importance of these practices to Hindus</b></li> </ul>		
<b>Key Learning/Knowledge:</b>		<b>Key Vocabulary and meanings:</b>
<ul style="list-style-type: none"> <li>Know what <b>mandirs, home shrines</b> and <b>murtis</b> are</li> <li>Know and be able to explain the meaning of <b>puja, arati, darshan, havan, bhajan?</b></li> <li>Can explain the importance of <b>gurus</b> and <b>elders?</b></li> <li>Can explain the significance of the festivals <b>Diwali, Holi</b> and <b>Raksha Bandhan</b></li> <li>Can explain the role of pilgrimage for <b>Vaishnavas</b> and <b>Shaivas</b> to <b>Varanasi</b> and <b>Vrindavan?</b></li> <li>Explain the importance of moral practices: <b>the Vrindavan Forest Project, ISKCON Food For Life and cow protection</b></li> </ul>		<p><b>Mandirs</b> – temples</p> <p><b>Puja</b> – worship, making offerings</p> <p><b>Arati</b> – the offering of light</p> <p><b>Darshan</b> – the appearance of God</p> <p><b>Havan</b> – the sacred fire</p> <p><b>Bhajan</b> – devotional songs to God</p> <p><b>Vaishnavas</b> – worshippers of Vishnu and his avatars, like Krishna</p> <p><b>Shaivas</b> – worshippers of Shiva</p> <p><b>ISKCON</b> – International Society for Krishna Consciousness</p> <p><b>Goshala</b> – a cow shelter</p>
<b>Key Skills:</b>		
<ul style="list-style-type: none"> <li>To <b>describe</b> key practices, what happens</li> <li>To <b>explain</b> the meaning, symbolism and significance of the practices, why does it happen</li> <li>To <b>evaluate</b> the importance of the practices to Hindus in Britain and India today, consider different views; e.g. is worship or moral practice more important</li> </ul>		
<b>Links to prior knowledge/learning:</b>		
Links to the beliefs and teachings about Hinduism studied in Year 8 (the gods, Brahman and atman, karma and reincarnation and moksha)		
<b>Cross Curricular link/ World Issues</b>		
Indian religion and cultur		

## GCSE Religious Studies Knowledge Organiser

<b>Unit: Issues of life and death    Year: 9</b>	
<b>Purpose of Unit:</b> <ul style="list-style-type: none"> <li>• To know and understand Christian and Hindu beliefs and teachings on issues of life and death</li> <li>• To evaluate different viewpoints on the religious and ethical issues</li> </ul>	
<b>Key Learning/Knowledge:</b> <ul style="list-style-type: none"> <li>• Can explain religious teachings about <b>creation</b></li> <li>• Can explain scientific ideas of <b>the Big Bang</b> and <b>evolution</b></li> <li>• Can explain religious and non-religious attitudes to the importance of <b>human and animal life</b></li> <li>• Can explain <b>Peter Singer's 'speciesism'</b></li> <li>• Can explain religious attitudes to <b>environmental responsibility</b></li> <li>• Can explain religious attitudes to <b>abortion</b> and <b>euthanasia</b></li> <li>• Can explain religious teachings about <b>life after death</b></li> <li>• Can explain religious and Humanist <b>funeral ceremonies</b> in Britain</li> </ul>	<b>Key Vocabulary and meanings:</b> <p><b>Genesis</b> – the book in the Bible that tells the story of the creation</p> <p><b>Brahma</b> – the creator in the Hindu Trimurti</p> <p><b>Brahman</b> – the source of all life (Hindu)</p> <p><b>Creation</b> – the idea that the world was made</p> <p><b>Big Bang</b> – the theory the universe resulted from an explosion at a point of singularity</p> <p><b>Evolution</b> – the idea that life has developed over millions of years</p> <p><b>Abortion</b> – the termination of the pregnancy</p> <p><b>Euthanasia</b> – mercy killing, the 'gentle death'</p> <p><b>Sanctity of life</b> – the idea that life is holy created by God</p> <p><b>Quality of life</b> – the idea that life is free of pain and suffering</p> <p><b>Resurrection</b> – the idea that the body will raise up to a life after death</p> <p><b>Soul</b> – the belief that a person's spirit lives on after death</p> <p><b>Reincarnation</b> – the idea that the soul comes back in another body</p> <p><b>Atman</b> – the Hindu word for the self or soul</p> <p><b>Moksha</b> – liberation from the cycle of birth and death</p>
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• To <b>describe</b> teachings, attitudes and ethical</li> <li>• To <b>explain</b> religious teachings and beliefs and their impact on philosophical and ethical issues;</li> <li>• To <b>explain</b> the importance of religious ceremonies and how they reflect important religious beliefs</li> <li>• To <b>evaluate</b> different views and opinions on religious, philosophical and ethical issues</li> </ul>	
<b>Links to prior knowledge/learning:</b> Links to the beliefs and teachings about Hinduism studied in Year 8 (the gods, Brahman and atman, karma and reincarnation and moksha)	
<b>Cross Curricular link/ World Issues: Science, Geography, medicine, religious and cultural beliefs</b>	

## Knowledge Organiser

<b>Unit:</b> Issues of good and evil		<b>Year:</b> 9	Term 3
<b>Purpose of Unit:</b>			
<ul style="list-style-type: none"> <li>To examine issues of good, evil, suffering and crime and punishment</li> </ul>			
<b>Key Learning/Knowledge:</b>		<b>Key Vocabulary and meanings:</b>	
<ul style="list-style-type: none"> <li>Can explain what makes an act <b>good</b></li> <li>Can explain the difference between <b>absolute and relative morality</b></li> <li>Can explain the <b>causes of crime</b> and <b>aims of punishment</b></li> <li>Can explain the work of <b>prison reformers</b> and <b>prison chaplains</b></li> <li>Can explain different moral and religious attitudes to <b>capital punishment</b></li> <li>Can explain Christian and Hindu attitudes to <b>forgiveness</b> and <b>justice</b></li> <li>Can explain religious attitudes to the <b>origins of evil</b> and religious <b>responses to evil and suffering</b></li> <li>Can explain philosophical challenges posed by the existence of <b>evil and suffering</b> to beliefs in <b>God</b> and <b>free will</b> (Christianity)</li> <li>Can explain philosophical ideas about <b>karma, ignorance</b> and the <b>tri-guna</b></li> <li></li> </ul>		<p><b>Good</b> – Following God’s will, keeping commandments principles</p> <p><b>Absolute morality</b> – always follow the rules or laws</p> <p><b>Relative morality</b> – what is right depends on the situation</p> <p><b>Retribution</b> – harsh punishment that makes them pay</p> <p><b>Deterrence</b> – punishment that puts people off, deters</p> <p><b>Reform</b> – punishment includes help to change and make a fresh start</p> <p><b>Protection</b> – punishment protects people from ones who are dangerous</p> <p><b>Vindication</b> – punishment that makes people respect the law</p> <p><b>reparation</b> – punishment that repairs the damage, pays back</p> <p><b>forgiveness</b> – pardon for a wrongdoing</p> <p><b>justice</b> – fairness, putting things right</p> <p><b>prison reformers</b> – campaign for better conditons in prisons</p> <p><b>prison chaplains</b> – religious leaders who visit prisoners to support them</p> <p><b>capital punishment</b> – the death penalty for a crime</p> <p><b>original sin</b> – the first sin of Adam and Eve</p> <p><b>free will</b> – free to make own choices</p> <p><b>soul-making</b> – evil needs to exist so that people can develop their souls by becoming good people</p> <p><b>karma</b> – actions and consequences</p> <p><b>ignorance</b> -</p> <p><b>tri-guna</b> – the qualities of nature, life and us</p> <p><b>tamas</b> – the third quality is impurity</p>	
<b>Key Skills:</b>			
<ul style="list-style-type: none"> <li>To <b>describe</b> religious beliefs and teachings using key words</li> <li>To <b>explain</b> how religious teachings influence attitudes to crime and punishment and evil and suffering</li> <li>To <b>evaluate</b> different viewpoints and opinions, including religious ones on ethical and philosophical issues</li> </ul>			
<b>Links to prior knowledge/learning:</b>			
Links to the beliefs and teachings about Christianity and Hinduism			