

Vocabulary

Agnostic

An **agnostic** is one who believes it impossible to know anything about God or about the creation of the universe and refrains from commitment to any religious doctrine. An atheist is one who denies the existence of a deity or of divine beings.

Atheist

A person who denies or disbelieves the existence of a supreme being or beings.

Theist

A person who believes in the existence of a god or gods, specifically of a creator who intervenes in the universe.

Individual Conscience

Something that people must decide about according to what they believe is morally right.

Key People

Jennifer Wiseman
American astronomer

John Polkinghorne
English physicist, theologian, and Anglican priest.

Russell Stannard
Award winning educational technologist. **He** is a multi award-winning Educational Technologist and founder of [www. Teachertrainingvideos](http://www.teachertrainingvideos.com)

Dennis Alexander
is the Emeritus Director of the Faraday Institute for Science and Religion at St Edmund's College, Cambridge, a molecular biologist and an author on science and religion. He is also an editor of Science and Christian Belief.

Why are we learning this?

So we know why some people believe in God and some people don't.

Why is it important?

So we can consider and weigh up different views on theism, agnosticism and atheism and express our own insights.

What am I going to learn?

To define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect those beliefs.

To identify and explain what religious and non-religious people believe about God.

To give examples of reasons why people do or do not believe in God

To make clear connections between what people believe about God and the impact of this belief on how they live.

To give evidence and examples to show how Christians sometimes disagree about what God is like

To reflect on and articulate some ways in which believing in God is valuable in the lives of believers and ways it can be challenging.

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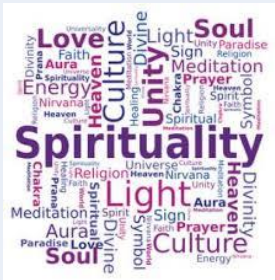
Diversity

each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.



Spirituality

involves the recognition of a feeling or sense or belief that there is something greater than myself, something more to being human than sensory experience, and that the greater whole of which we are part is cosmic or divine in nature.



Key Themes

Religion, demographics and co-operation

Making recommendations: a charter for a more tolerant and respectful community

Why are we learning this?

So we know what will make our community a more respectful place.

Why is it important?

So that we show understanding for those who believe differently in modern Britain.

What am I going to learn?

To explain beliefs about the value of religious and cultural diversity in our town and community.

To describe examples of texts which explain why honouring all humans is important, in for example, both Christianity and Islam.

To make clear connections between belief in the 'Golden Rule' and the needs of a mixed community.

To be able to give examples of the impact of interfaith work in our community.

To raise questions and give answers about how we can be a more tolerant and respectful community

To explain the importance of tolerance, respect and liberty for all in making a community that is harmonious.