

# Identities, Meanings and Values

The RE Agreed Syllabus  
for Bedford Borough, Central Bedfordshire and Luton  
2011-2016



# Bedford Borough, Central Bedfordshire and Luton RE Agreed Syllabus 2011

## DRAFT 10: Final Draft for Approval

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## Additional sections of support, guidance and advice

These are found on the SACRE Agreed Syllabus disc

▪ <b>Characteristics of effective RE teaching and learning</b>
▪ <b>RE and the law.</b>
▪ <b>An outline long term plan for an RE scheme of work</b>
▪ <b>Guidance: Inclusion</b> , Special Educational Needs, Gifted and Talented pupils and RE. ▪ <b>P Scales:</b> expectations and progress for pupils not yet reaching level 1
▪ <b>The Role of the Teacher in RE:</b> handling controversial issues, enabling learning from religion
▪ <b>Personal Development:</b> Spiritual, Moral, Social and Cultural Development, PSHE, SEAL and Citizenship Education: Distinctive contributions from RE
▪ <b>The Eight Level Scale:</b> guidance for teachers at each key stage, including a wide set of 'I can...' statements
▪ <b>Models of Curriculum delivery:</b>
▪ <b>Beginners guides: Information on Religions:</b> basic starting points for teachers
▪ <b>Thinking Skills in RE</b>
▪ <b>Resources for learning.</b> RE and ICT.
▪ <b>Working with local religious communities</b>
▪ <b>The Scheme of Work:</b> Exemplar units including proposed long term plan and practical classroom ready resources for 12 units of RE from 4-13

### Foreword: Religious Education: thoughtful, reasonable, spiritual.

The place of religious education in the lives of children and young people keeps changing, but some things are constant. Every person, growing up, finds their own values and beliefs by which to live. The tensions of our differences are creative and fascinating for most of us, but occasionally they cause conflict. The place of religion in the modern world is controversial and challenging, but does not go away. For these among many reasons it is vital for our schools to help children and young people to develop their own ideas and ways of living, to learn to be reasonable about belief and religions and to learn to be respectful to those who see the world differently. If everyone finds their own path in life, then the great religions of the world might be guide books. RE introduces pupils to the influences of faith over thousands of years and for billions of people. That's a part of a good education for the 21<sup>st</sup> century.

In England, the spirit of co-operation characterises the making of RE syllabuses by Local Authority SACREs. In Central Bedfordshire, Bedford Borough and Luton the usual collaborations between different faith groups, teachers and democratically elected members has another layer: the three local authorities have seen the sense in working together to make this shared RE syllabus, which gives more help than ever before to teachers as they plan and teach RE.

We hope that the children and young people of our local authority areas will find in their RE learning plenty of material to fascinate and stimulate, much to think about creatively and deeply, some challenges to each person to play their part in a better community and the chance to explore spirituality for themselves. We thank all those involved in making the syllabus, and all the teachers who will turn the words on the pages of the syllabus into dynamic learning for our children.

**Chief Executive, Bedford Borough  
Executive Summary**

**Luton**

**Central Bedfordshire**

**ASC Chair**

## RE in the Whole Curriculum

### The Aim of Religious Education

The aim of religious education in the schools of Bedford Borough, Central Bedfordshire and Luton is to contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.

To achieve this aim, this Agreed Syllabus has two broad Attainment Targets:

#### AT1 ~ Learning about Religion

**Pupils should acquire knowledge about and understanding of religions and beliefs.**

This includes the ability to identify, name, describe and give accounts, in order to build a coherent picture of each religion, explain the meanings of religious language, stories and symbolism and explain similarities and differences between, and within, religions

#### AT2 ~ Learning from Religion

**Pupils should be enabled to reflect on and respond to their study of religions and beliefs. They learn to engage with, reflect on and respond to questions of identity, diversity, belonging, meaning, purpose, truth, values and commitments.**

This includes the ability to investigate and give an informed and considered response to religious and moral questions and issues, reflect on what might be learnt from religions in the light of one's own beliefs and experience and identify and respond to questions of meaning within religions.

Consequently RE in our schools should help pupils and students to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions<sup>1</sup> represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- enhance their spiritual, moral, social and cultural development by:
  - developing an awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them;
  - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience;
  - reflecting on their own beliefs, values and experiences in the light of their study;
- Develop a positive attitude towards other people respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

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<sup>1</sup> In accordance with guidance from the DfE and the QCA the "principal religious traditions represented in Great Britain" and focused on in this syllabus are: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. If a school has pupils or students who are members of other world faiths (e.g. Jains or Baha'i) then it is important in terms of inclusion and valuing of the individual that the school includes aspects of that religion in their RE programme in addition. Humanism and atheism are not "religions" as such but are world views that it may be appropriate for the school to make some mention of as part of the RE curriculum.

## **The Purposes of the RE Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton**

The Agreed Syllabus for Religious Education has four purposes, which are parallel to the four main purposes of the National Curriculum.

**To establish an entitlement. The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in Religious Education. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self fulfillment and development as active and responsible citizens.**

**To establish standards. The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in Religious Education. These standards may be used to set targets for improvement and measure progress towards those targets.**

**To promote continuity and coherence. The Agreed Syllabus for Religious Education contributes to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.**

**To promote public understanding. The Agreed Syllabus for Religious Education will increase public understanding of, and confidence in, the work of schools in RE. Through the SACRE, the religious communities of Bedford, Luton and Bedfordshire have been involved in its development.**

## The importance of RE

### RE within the whole curriculum: aims

Learning and teaching activities in religious education (RE) contribute to the achievement of curriculum aims for all young people to become:

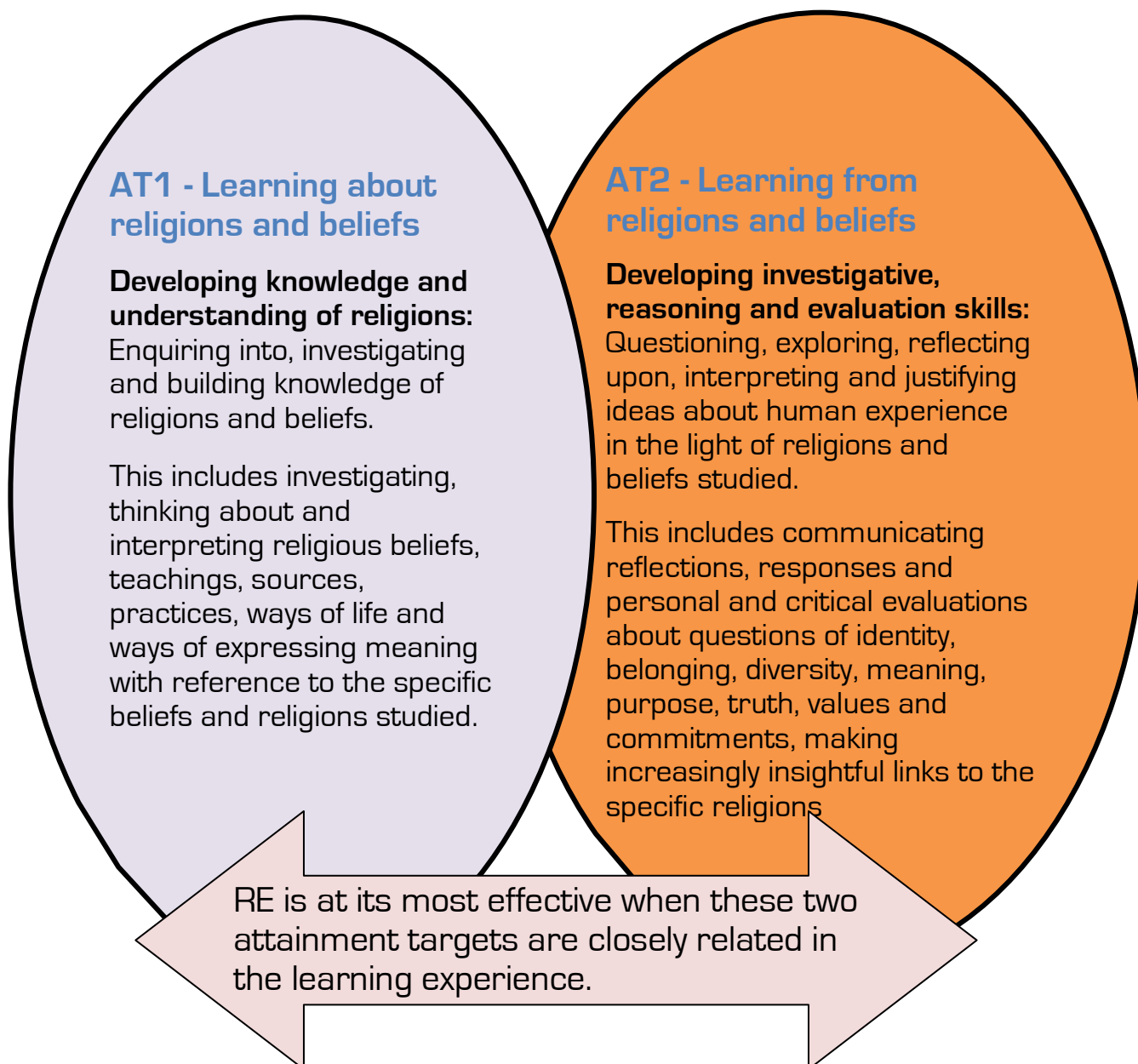
- **Successful learners** who enjoy learning make progress and achieve
- **Confident individuals** who are able to live safe, healthy and fulfilling lives
- **Responsible citizens** who make a positive contribution to society.



## RE Attainment targets:

### Learning about religion and learning from religion

There are two attainment targets for RE which reflect these aims concisely. RE is to be relevant to pupils' own personal development: The two attainment targets are sometimes distinct in planning, but often interwoven in good teaching



An enquiry process makes sense of the learning cycle that these attainment targets envisage: pupils should raise questions, gather information, and develop knowledge and understanding (AT1). They should engage with the religious material they study for themselves, enquiring into and reflecting on questions for themselves. They should respond in increasingly insightful ways (AT2)



## Harmony and diversity: the contribution of RE to respect for all

Our vision for Bedford Borough, Central Bedfordshire and Luton is of a community where religious and non religious people live side by side, valuing diversity and appreciating the richness of plurality. There will be mutual understanding, respect and friendship in full measure. It is essential that children and young people learn to understand and respect a range of beliefs and, whilst growing in confidence, achieve a level of critical awareness that helps them to become builders and shapers of a better local community and a better world.

A statutory responsibility to promote community cohesion and integration has been established for schools since 2007. It is the duty of all schools to address issues of 'how we live together and deal with difference', however difficult and controversial this may seem. There are already groups in our communities working together and no greater opportunity exists for co-operation within, among and between pupils than in and between our schools. In the curriculum, RE often leads the way in this area.

Global issues animate and challenge our young people; through their religious studies they can learn to be positive and develop skills which build understanding about differences and tensions.

What is distinctive about Religious Education is its challenge to each to think as well as to acquire knowledge and understanding and to broaden the landscape of thought. It brings each individual into contact with the distinctiveness of being different and the extent to which values are shared. As individuals we are able to explore who we are and what we think about things. Questions of identity, diversity and community are addressed through learning about the principal religions in our local community and country. Learning from religion challenges pupils with regard to their own personal and critical evaluations of other peoples' religions and beliefs, and of their own.

Religious Education, at its best can "serve the needs of a fractured humanity, provide a spiritual basis for diverse and shared citizenship locally and globally and a dialogue between people of all faiths and no formal religion" (John Keast, OBE). We hope that in your hands this Agreed Syllabus will make a significant contribution to the vision of better communities, mutual respect and the celebration of diversity.

In practice, this kind of attitudinal outcome is facilitated through activities including:

- Enquiring into and learning about the teaching of different religions with regard to respect for all and community life;
- Visits to places of worship that enable questions to be raised and answered and community values to be explored;
- Faith visitors to the RE classroom who can share the work their community does for the wellbeing of all and address any negative stereotypes learners may have encountered;
- Welcoming families and friends from different communities to contribute to learning in RE and to learn from the celebration of different faith festivals;
- Enabling pupils to interview faith community members and use their research with other classes in the school;
- Making curriculum links to community projects in the LA area and the region;
- Learning about issues of justice and equality through exploring faith responses to issues such as fair trade, racism, faith schools or inter faith co-operation;
- Running a theme day to explore different identities in our community: Who do we think we are?
- Mounting displays or designing web pages for school publicity about the communities which use the school;
- Connecting sacred stories of leaders and founders with contemporary issues of justice or equality;
- Web links, school twinning and pupil encounter that focuses on respect and community issues;
- Enquiring into and learning from examples of religious leaders and teachers who have made a contribution to the wellbeing of the wider community;
- Considering how particular religions may be instrumental in struggles for equality in different times and places, and drawing lessons from the examples.

## RE and Inclusion



Religious Education makes a significant contribution to educational inclusion, particularly in its focus on promoting respect for all and community cohesion. This Agreed Syllabus provides many opportunities for RE teaching and learning to challenge stereotypical views and to appreciate difference positively. The syllabus enables all pupils to consider the impact of people's beliefs on their own actions and ways of life. The syllabus also highlights the importance of religions and beliefs and how religious education can develop pupils' self-esteem.

### **Effective inclusion involves teaching a lively, stimulating religious education curriculum that:**

- builds on and is enriched by the differing experiences pupils bring to Religious Education;
- meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities, atheist, agnostic and other spiritual heritages and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in Religious Education, some pupils may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed;
- help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT.
- a non-visual way of accessing sources of information when undertaking research in aspects of religious education, for example using audio materials.

### **Providing effective learning opportunities for all pupils in religious education**

Religious Education should be accessible to *all* pupils. The National Curriculum sets out three principles that are essential to developing a more inclusive curriculum, which also apply to RE.

- 1) Setting suitable learning challenges.
- 2) Responding to pupils' diverse needs.
- 3) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

#### **1. Setting suitable learning challenges**

This Agreed Syllabus sets out what pupils should learn at each key stage. Teachers should teach the knowledge, understanding and skills in ways which suit their pupils' abilities and needs.

This means:

- setting differentiated tasks to take account of the needs of those pupils whose attainments fall below or significantly exceed the expectations for the age group;
- using a variety of teaching and learning strategies, taking account, wherever possible, of pupils' preferred learning styles
- using appropriate assessment approaches which allow for different learning styles;
- setting targets for learning
- providing opportunities for pupil responses in ways which they initiate for themselves

#### **2. Responding to the diverse needs pupils bring to their learning**

When planning, teachers need to provide opportunities for all pupils to achieve, including:

- boys and girls;
- pupils with special educational needs, including the gifted and talented;
- those with disabilities;
- looked after children;
- pupils from different social, ethnic, religious, cultural and linguistic backgrounds.

#### **The background of pupils in religion and belief**

The different experiences, interests and strengths that pupils bring are particularly relevant in Religious Education. Some are active and committed within faith communities, some have occasional contact and others have no links at all. Non religious pupils are all different as well. Teachers will need to take account of these differing religious backgrounds, plan to meet the needs of individuals and acknowledge and respect the beliefs and practices found in each home and family.

#### **3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

##### **RE and pupils with Special Educational Needs**

RE is a statutory part of the core curriculum for *all* pupils, including those with learning difficulties. Pupils with SEN are found in all contexts and all teachers are teachers of SEN. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils.

Pupils with special educational needs will not always reach Level 1 of the expectations in RE. Where appropriate the 'P' scales may be used as an indicator for progress within RE (see page XX). Work relating to the programmes of study that is planned for pupils with special educational needs should take account of the targets and recommendations in their Individual Educational Programmes.

For the small number of pupils who may need the provision, material may be selected from earlier or later key stages, where this is necessary, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age. In making decisions about adjusting the content of the key stage, teachers should take into account the previous experience of the pupil as well as the necessity to communicate a specific differentiated approach to entitlement to subsequent teachers.

## Curriculum Time for RE

In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum allocation of curriculum time for RE based upon the law and DCSF and QCDA guidance: a minimum 5% of curriculum time is required for teaching RE.

In 2010 QCDA advised schools about time for each area of learning. This advice gave a starting point of 60 minutes per week for Key Stage 1 RE and 75 minutes per week for key stage 2 RE, and offered numerous examples of timetabling in which RE is allocated 60 -75 minutes per week (QCDA, 2010). These recommendations are further supported in 'Designing the Curriculum' (Specialist Schools and Academies Trust, 2008).

This means in practice that schools are expected to allocate:

- Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week).
- Key Stage 2: 45 hours of tuition per year (e.g. an hour a week)
- Key Stage 3: 45 hours of tuition per year (e.g. an hour a week)
- Key Stage 4: 5% of curriculum time, or 70 hours of tuition across the key stage (e.g. an hour a week for five terms).
- 16-19: Allocation of time for RE for all should be clearly identifiable.

**This means that RE can be delivered in approximately an hour a week.**

### Notes

- RE is a core subject of the curriculum for all pupils. The requirements of this Agreed Syllabus are not subject to the flexibility of the Foundation Subjects.
- Curriculum time for Religious Education is distinct from the time schools may spend on collective worship or school assembly. The times given above are for Religious Education.
- Flexible delivery of RE is often good practice: an RE themed day, or week of study can complement the regular weekly program of lessons.
- RE should be taught in clearly identifiable time. There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. But the times given above are explicitly for the clearly identifiable teaching of Religious Education.
- Any school in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve the standards set out in this syllabus.
- Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in this Agreed Syllabus to provide coherence and progression in learning.

## Flexible delivery and high standards in RE:

Religious education must be planned for high standards. There are different ways that schools can do this. All pupils, 4-19, in Bedford Borough, Central Bedfordshire and Luton are entitled to good learning in RE, so schools must plan sufficient time for the subject to be well taught. Subject leaders for RE, senior staff, head teachers and governors will all take an interest in ensuring provision enables the best possible standards. This might be done in various ways:

- Many schools use **one or two weekly lessons of RE** as the standard way of running the curriculum plan. The advantages of this are that pupils get used to the RE lesson, the progress they make can be steady and continuous and teachers 'know where they are'. The main disadvantage is that pupils' weekly experience of RE can be too spread out for the deeper learning that the subject requires to flourish.
- Some schools use a **themed curriculum approach to RE**. A series of lessons in the humanities are themed for RE, e.g. for half a term, and pupils spend five hours a week or more doing RE and relating study to history or geography. In the next half term, the focus may be more on one of the other subjects. The main advantages of this are that pupils get a deeper and more continuous experience of RE. A disadvantage is that some schools use arbitrary themes or fail to plan RE into the programme at sufficient depth. Specialist teachers' involvement in planning is crucial.
- Some schools use an **'RE Week' or an 'RE Day'** to focus learning, then follow up the 'big experience' with linked lessons over several weeks. Such 'big events' planning is demanding of teachers, but can for example help the whole school to focus and develop the subject. A day is about 5 hours, so is not, of course, a substitute for a term's work! Effective work on a week about respect for all religions, or a 'Creation Week', or a week on Spring Celebrations in different faiths is possible, as are many other themes. The key to success is clarity about the RE learning that is planned. A guide to this kind of opportunity, with some practical ideas and outlines, is included on the Agreed Syllabus Disc
- **Creative curriculum planning** can present both opportunities and challenges for RE: are all staff confident to teach? Why do inspectors sometimes find RE is least well covered in an integrated programme of learning? Do some themes enable RE effectively, but do some themes exclude RE? Schools must consider the learning objectives of the syllabus in deciding whether RE learning is well served by 'creative curriculum planning'.

In deciding the ways in which the Agreed Syllabus will be implemented, schools owe it to their pupils to ensure that the full range of RE opportunities is offered to all pupils.

## **The Breadth of Religious Education**

Bedford Borough, Central Bedfordshire and Luton are home to many diverse and active faith communities.

Alongside our numerous historic churches you will find a rapidly growing number of modern mosques, Gurdwara, temples and faith centres, thriving with followers of many diverse faith traditions. This is only to be expected of a part of the UK with a rich and continuing tradition of welcoming and embracing different cultures and new ideas. There are also many people who follow non-religious life stances. This is also a rich and diverse population including Humanists and others who may follow a spiritual, but non-religious way of life.

Religious Education, through this Agreed Syllabus, will encourage and enable pupils to explore their own beliefs, values and traditions and those of others in meaningful and engaging ways. RE will encourage pupils to share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and none.

## **Which Religions and Beliefs are to be studied?**

It is through teaching RE's aims and attainment targets that high standards in RE can be established. Pupils' experience of the subject is the focus for their exploration of human experience and beliefs. It is also important that pupils are taught in depth and detail about particular religions and beliefs through each of the key stages.

This Agreed Syllabus requires schools to contribute to enabling pupils in Bedford Borough, Central Bedfordshire and Luton developing an overall understanding of the 6 principal religions in the UK. The balance between depth of understanding and the coverage of material in these religions is important, so the syllabus – as it did in earlier versions – lays down the recommended religions to be taught at each key stage. This is in line with the law, which states that Religious Education shall have regard to “the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the other principal religions represented in Great Britain.” There is an emphasis on the depth of study of religions and beliefs, rather than mere “coverage”.

This can be seen as a minimum entitlement to learning about religions, and some schools may plan the study of more religions than this minimum through the choice schools make about units of work. This may be especially appropriate where children from many religions are present in one class or school. This structure promotes continuity and progression between schools. Schools may plan some RE that goes beyond this – for example in response to topical events or local needs – but regard must be given to the importance of enabling pupils to study religions and beliefs in depth.

Additionally, schools may use material from other religious traditions and belief systems represented in the school, the local area, the region or the UK, such as Rastafari, the Baha'i Faith, the Jehovah's Witnesses, The Church of Jesus Christ of Latter Day Saints, Brahma Kumaris or Humanists.

## Which Religions and Beliefs are to be studied?

The Agreed Syllabus requires religions to be studied in depth as follows:

	Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are:	<p>This is the minimum requirement. Many schools may wish to go beyond the minimum. Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions</p>
<b>EYFS including Reception</b>	<b>Christianity</b> Religions and beliefs represented in the local area	
<b>Key Stage One</b>	<b>Christianity and either Judaism or Islam</b> Pupils may also learn from other religions in thematic units	
<b>Key Stage Two</b>	<b>Christianity, Hinduism, Judaism, Islam</b> Pupils may also learn from other religions in thematic units	
<b>Key Stage Three</b>	<b>Christianity, Buddhism, Sikhism and Islam</b> (an additional study of Judaism and Hinduism may be undertaken) Pupils may also learn from other religions in thematic units	
<b>Key Stage Four</b>	<b>At least two religions including Christianity</b> (through a recognised national RS qualification course such as GCSE full or short RS courses or CoEA RS) Pupils may also learn from other religions in thematic units	
<b>16-19 RE for All</b>	<b>Belief systems or life stances as appropriate</b> Pupils may also learn from other religions in thematic units	

## Processes for learning: pedagogy in Religious Education

The human brain has a phenomenal capacity to learn and over the last twenty years there has been a wealth of neuro-scientific research into how the brain functions which has led to extensive research into how children learn as well as the exploration of new approaches to teaching and learning.

We know that we all learn in a variety of different ways. This Agreed Syllabus for Religious Education therefore requires a wide range of teaching and learning methods to be employed by teachers so that all pupils can make progress at a good pace, and achieve the highest standards of which they are capable. Teachers should use active processes of learning as well as factual or knowledge based instruction. In particular, this means that RE will make use of the widest possible range of key strategies for learning.

A wide literature exists on pedagogy in RE, but the following starting points will help any teacher to see how learning strategies can to be translated into action.

Six examples of different pedagogies (learning strategies) are given here, and are elaborated in the guidance paper on pedagogy in RE which can be found in the Support Materials on the accompanying RE syllabus disc. It is important for teachers to consider these approaches and ensure that they broaden the range of strategies they use with pupils. This will enable all pupils to encounter approaches that particularly help them to learn and widen their experience of a range of styles of learning.



<p><b>1. The Phenomena of Religion: developing understanding of the observations we make of religion.</b></p> <p>A teacher plans to introduce a class to the Muslim religion for the first time, and uses a selection of artefacts from the mosque. Children are asked to develop their understanding of what Muslims do and what they say and think about their actions. Pupils make a selection of 6 artefacts, images and texts to sum up all they have learned about the Muslim faith so far.</p> <p><b>A phenomenological approach:</b> Focuses on studying religions (in this case Islam) through stories, moral behaviour, rituals, beliefs, experiences and community life and the art and architecture of the faith.</p>	<p><b>2. Experiential RE: educating the spirit, challenging materialist assumptions.</b></p> <p>A teacher wants to enable spiritual development through RE so uses stilling, guided story and creative imagination to explore religious and spiritual experience, questions and beliefs increasingly deeply in the classroom. After taking part in a guided story activity on Pesach which focused on Jewish concepts of freedom, tradition and community, the pupils express their own spiritual ideas about concepts like these, connecting their experience to Jewish practice thoughtfully. They reflect on the place of concepts of love, sacrifice, submission or thankfulness, creating sculptures or poems.</p> <p><b>An experiential approach:</b> Uses the idea that children have some spiritual capacities of their own, and develops this through RE through use of creative imagination, in relation to religious materials.</p>	<p><b>3. Interpretive RE: the skills of sense-making</b></p> <p>Starting work on Hindu dharma, a teacher begins with four rather contradictory accounts of how Diwali is practised in our communities and in India today. Emphasising religion as it is lived (not merely history, texts or beliefs); pupils become enquirers themselves into the varieties of religion and belief. The key skill of making sense or interpreting gradually extends pupils' awareness of living communities of faith.</p> <p><b>Interpretive approaches:</b> Takes authentic accounts of the ways members of religions today practise their faith. These learning methods aim to enable pupils to draw meaning from the encounter with religion for themselves, becoming researchers and enquirers in their lessons.</p>
<p><b>4. Concepts for learning in RE</b></p> <p>In the unit about Christian beliefs about God, pupils learn three concepts: Incarnation, Trinity and Resurrection. They enquire into the ways these concepts make sense of the Christmas and Easter narratives, and how these concepts illuminate the meanings of the festivals that are celebrated. They develop understanding of beliefs, and think about how beliefs can be tested by argument or experience, moving towards analysing truth claims from religion for themselves.</p> <p><b>Conceptual learning, for religious literacy:</b> Takes key concepts from religions and world views and from religious studies as a discipline and enables pupils to increase their ability to understand and analyse religions and beliefs in relation to ideas about truth.</p>	<p><b>5. Ultimate Questions as a focus in RE</b></p> <p>Pupils begin a unit of work by raising all the questions they would like to ask of God / the creator / the Supreme Being / the ultimate brain. With stimulus from religious texts and practices, the class use a 'Philosophy for Children' (P4C) method. A 'community of enquiry' activity explores the pupils' own questions: what is the 'ultimate question' for each pupil? Afterwards, the class develop pieces of personal work using their own and religious ideas about the ultimate questions explored and the methods by which answers might be found and evaluated.</p> <p><b>A humanising approach:</b> Uses 'big questions' of meaning, purpose and truth to explore the impact of religion on life, to construct meaning and to challenge the learners to deepen their own ideas.</p>	<p><b>6. Pupils' world views in RE</b></p> <p>Teaching about commitment and values, pupils begin with their own commitments, and generalise from these. Exploring the ways their everyday commitments can be structured into a view of what matters, a view of the world, is more important than gathering understanding of religion, as the aim of RE is to clarify the learner's vision of life. Religions are seen not primarily as phenomena or belief systems but as ways of looking at the world. Atheist and spiritual perspectives are as valid as those which come from religion.</p> <p><b>A worldviews approach:</b> Develops pupils' own answers to human questions, using religious ideas and teachings as a challenging resource for pupils' own development of perspective, opinion and point of view.</p>

## Enquiry in RE: the importance of investigative and reasoning skills

The value of enquiry has been expressed in many places, but notably in the Ofsted Report, *Transforming Religious Education (2010)*.

Promoting challenging learning is: “related primarily to engaging pupils with stimulating ideas and enquiries in ways that encouraged independent thought and reflection. Pupils were challenged in RE when, for example, they:

- linked aspects of their learning together
- designed and carried out their own investigations into beliefs and practices
- interpreted and challenged religious material such as stories, images or metaphors
- used skills such as prediction, speculation or evaluation
- engaged with some of the more evocative, personal and imaginative dimensions of religion and belief, relating these to their own lives
- used talk, writing and the arts to express their ideas and responses.”

*Transforming Religious Education* Ofsted report 2010

There are many models of enquiry in education but the process on the following page takes the RE skills identified on [page XX](#) of the syllabus and clusters them, so that pupils have an opportunity to develop many skills during an enquiry. It is designed as a process for pupils to engage with, because it is clear that young pupils are able to begin a process of interpretation, albeit at a simple level. So the ability to suggest meanings of words or stories leads to a more developed ability to draw out meanings from images, texts or actions, which leads on to the ability to interpret different sources and understand ways in which believers interpret sacred texts, for example.

It is also a process that can be more teacher led, teachers can model engaging with an enquiry in order to support pupils to set their own questions. Through engaging with relevant material from religions and beliefs pupils can then evaluate the material and express their responses.

Within the evaluation part of the enquiry it is important for pupils to engage in both personal and impersonal or critical evaluation. Evaluation includes *critical or impersonal evaluation*, where pupils comment, using their skills of reasoning and argument, on beliefs and practices, truth claims, moral issues and questions of identity from different religions and beliefs and of the idea of religion. Evaluation also includes *personal evaluation*, where pupils consider their own ideas about religion and belief in relation to the challenges posed by their studies.

The enquiry process on the following page incorporates this into the process of learning in RE.

**A model for enquiry in RE:** Using clusters of the skills from the current syllabus, teachers can use this process in their own planning of units or for structuring pupil-led enquiries.

## Ask questions

Set up an enquiry



1. **reflect** on stimulus material
2. **ask** questions
3. **analyse** questions, in relation to RE fields of enquiry
4. **evaluate** questions, resulting in selecting focus question(s), with reasons for choice

*This section might be done in the style of Philosophy for Children, with pupils devising the questions. Alternatively, this process could be part of the teacher's planning, and the enquiry process for pupils starts with **investigate**.*

## Investigate

Select from and use a variety of skills to work with relevant material, to address the enquiry question



### Select relevant materials

#### Select skills, depending upon nature of focus question(s)

suggest meanings	sort ideas	<b>make links</b>	<b>reflect on impact</b>
draw out meanings	similarities and differences	explain connections	on self and others
<b>interpret sources</b>	<b>analyse ideas</b>	come up with coherent <b>synthesis</b>	<b>empathy</b> to deepen understanding

*At this point it is a good idea to establish some learning outcomes in the form of levelled "I can..." statements. Teachers can do this with pupils.*

*Not all skills will be used in every enquiry, but it will be necessary to set up certain interactions with the material to enable the skills to be practised. For example, **interpretation** requires some original source material, a chance to suggest meanings and a way of comparing it with some religious interpretations.*

## Evaluate

Weigh up arguments and assess conclusions



#### *Impersonal (critical) evaluation:*

argue, come to a conclusion, justify conclusion(s), weigh up different conclusions

#### *Personal evaluation:*

**discern** the value and significance of learning from religion: do or should they have an impact on my life?

*Both elements are part of attainment target 2, learning from religion and belief. Both elements are essential for good learning in RE.*

## Express

Articulate findings and their implications

**Express** findings – presenting alternative views and conclusions

**Apply** findings to myself and others, including the impact of findings on how I make sense of the world and how I live

*Setting up a purpose for learning at an early stage in the enquiry may help give focus to the way pupils express ideas.*

## The programmes of study for RE

### RE in the Early Years Foundation Stage: Bedford Borough, Central Bedfordshire and Luton

The Early Years Foundation Stage [EYFS] describes the phase of a child's education from birth to the end of the reception year at the age of five. Religious Education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE may, however, form a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum learning does not fit into boxes: play based and child centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

This Agreed Syllabus sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the Foundation Stage RE are good learning in themselves. These also connect to the EYFS areas of learning. Religious Education in the EYFS is not dependent on what follows in Key Stage 1, but it does establish a platform for future learning.

#### **The contribution of religious education to the early learning goals**

The early learning goals set out what most children should achieve by the end of the EYFS. The six areas of learning identified in these goals are:

- personal, social and emotional development;
- communication, language and literacy;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development;
- creative development.

Religious education can make an active contribution to all these areas but has a particularly important contribution to make to four of them:

- personal, social and emotional development;
- communication, language and literacy;
- knowledge and understanding of the world;
- creative development.

These four areas of learning, therefore, form the basis of the guidance for the EYFS in this RE syllabus.

## Experiences and opportunities for RE in the EYFS

Linking early learning goals to themes in the National Framework (NF) and to the KS1 Recommended Study Units of the Agreed Syllabus

1. Personal, social and emotional development	RE Themes	Suggestions for experiences, opportunities and topics
<p>i) Respond to significant experiences showing a range of feelings when appropriate.</p> <p><b>Topics from which content might be selected:</b>            Beginnings, Autumn, Celebrations, Happy and Sad, Our world, Spring/New life, Special Times (NB KS1 unit).</p>	Believing Story Belonging	<p><b>Experiences and opportunities:</b>            Enable children to respond to opportunities – planned and unplanned – including:</p> <ul style="list-style-type: none"> <li>• reflecting on feelings/experiences associated with, for example weddings / birth ceremonies (role play, special clothes, foods, rituals, promises); death of a pet (use of story, ceremony, feelings); events at a school, local, national or global level (Local examples: special times in school for example, growing bulbs, chicks hatching, welcoming a visitor, a special meal for the class. National or global examples: responding to a news story that children have noticed)</li> <li>• expressing responses to sad and happy occasions / events for example Birthdays, Red Nose Day, Remembrance Day;</li> <li>• through play and role play, children re-enact ‘big days’ and talk about the feelings and thoughts that go with them. Via play, story or talk they open up ideas about religions and special times, including festivals.</li> <li>• Children are encouraged to notice and talk about the feelings of wonder and awe that come from the natural world – a tree, a chick, a bird, a pet. They experience the Earth and its fruitfulness in simple ways, and ask questions about the experiences.</li> </ul>
<p>(ii) Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p> <p><b>Topics from which content might be selected:</b>            People who help us, Friends and families, I am special, Special People</p>	Myself Story Belonging Myself	<p><b>Experiences and opportunities:</b>            Celebration of their own and others’ special occasions and achievements, for example:</p> <ul style="list-style-type: none"> <li>• using and sharing personal objects and artefacts, exploring some religious artefacts;</li> <li>• designing or helping to transform the Home Corner for quiet activities or to mark festival times;</li> <li>• listening to stories about religious leaders helping others and stories about people’s feelings;</li> <li>• role playing or talking about how they might feel or act in similar situations;</li> <li>• joining in persona doll work to think about our needs not just for food, clothes and drink, but also love, care and friends;</li> <li>• Experiencing thanking and being thanked, praising and being praised, children talk and ask questions about how we care for ourselves and each other.</li> </ul>

<p>(iii) have a developing respect for their own cultures and beliefs and those of other people</p> <p><b>Topics from which content might be selected:</b> Our Community, Celebrations, Our special times.</p>	<p>Leaders and teachers Believing Story Symbols Celebrations</p>	<p><b>Experiences and opportunities:</b> Recognise, for themselves and others, the importance of some stories, customs, actions associated with religious and cultural occasions, for example:</p> <ul style="list-style-type: none"> <li>• talking confidently about their own family customs and practices – from eating meals and visiting each other to religious celebrations or life cycle rituals;</li> <li>• recognising leaders, including religious visitors, knowing how to behave and talk to them respectfully;</li> <li>• showing respect for beliefs by handling artefacts with care;</li> <li>• listening sensitively to the experiences of visitors from community and their peers;</li> <li>• playing/working carefully in the Home Corner;</li> <li>• watching and talking about video which features festivals and special times: children think about themselves and ask questions: how am I special? How are other people different? Why is it good to be different? What does it mean to belong?</li> </ul>
<p>(iv) understand what is right, what is wrong and why; consider the consequences of their words and actions for themselves and others.</p> <p><b>Topics from which content might be selected:</b> Friends, Special people, Special Books, (NB KS1 units), Our rules. Right and wrong.</p>	<p>Believing Story Leaders and teachers</p>	<p><b>Experiences and opportunities:</b> Identify and reflect on teaching about right and wrong and how it relates to their own behaviour:</p> <ul style="list-style-type: none"> <li>• thinking and talking about stories that teach the importance of kindness and friendship;</li> <li>• joining in persona doll work where naughty actions are explored: how does it make people unhappy?</li> <li>• role playing situations and talking about different outcomes which are right and wrong, listening to some rules for living and some stories about important religious leaders/teachers with reference to sacred texts.</li> </ul>
<p>(v) understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p> <p><b>Topics from which content might be selected:</b> Our community, Special Times Our class, Our World.</p>	<p>Believing Story Celebrations Symbols</p>	<p><b>Experiences and opportunities</b> Identify and share what matters to them and others, including those with religious commitment, by:</p> <ul style="list-style-type: none"> <li>• talking about similarities and differences in lifestyle, religious and cultural practices, dress, food, music and their own and their peers' everyday lives;</li> <li>• visiting places of worship in the local community and talking to the people for whom these are important;</li> <li>• looking at books / television programmes which show difference and be encouraged to see these in a positive light, using the language of kindness and respect simply;</li> <li>• making displays of their own or class' special objects and play at / talk about how to keep them special;</li> <li>• dressing up to mark special occasions like birthdays, birth of baby. Choosing special clothes for different occasions and moods; Me – how am I special?</li> </ul>

Early learning goals: 2 Communication, language and literacy	RE Themes	Suggestions for experiences, opportunities and topics
<p>Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories.</p> <p><b>Topics from which content might be selected</b></p> <p>Christmas, Passover, Divali, Holi, Eid, Special people, Heroes, Friends, Our Families</p>	<p>Believing Story</p>	<p><b>Experiences and opportunities</b></p> <p>Hear religious and spiritual stories and songs which:</p> <p>(i) feature in festivals (see topics below)</p> <p>(ii) contain elements of teaching, example or guidance. These could be stories told by or about Jesus or other religious leaders, such as the Buddha, Moses, Prophet Muhammad, Guru Nanak;</p> <p>(iii) relate to family and friends and / or address core issues of human feelings, emotions and experiences.</p> <p>Respond to stories by:</p> <ul style="list-style-type: none"> <li>• talking about the good and bad people/events/feelings in the story;</li> <li>• asking questions about the puzzling elements of stories;</li> <li>• listening to music or poems about special times and responding creatively, for example through dance or making up their own poems/stories.</li> <li>• Hearing stories and songs about religious special times</li> <li>• Sharing stories and play activities arising from them which make us think about rhymes, poems, mimes and rhythms (there are lots of religious stories told in these kinds of ways)</li> </ul>
<p>Extend their vocabulary and explore the meaning and sounds of words.</p> <p><b>Topics from which content might be selected</b></p> <p>All</p>	<p>Believing Story Celebration</p>	<p><b>Experiences and opportunities</b></p> <ul style="list-style-type: none"> <li>• Across a range of topics, learn and begin to use new vocabulary associated with RE, including places of worship, special ceremonies, people's words to describe their ideas about God, special times and celebrations and so on.</li> <li>• Words could include: pray, Christian, Jew, Muslim, holy, church, vicar, minister, Imam, Rabbi, holy book, Bible, Torah, Qur'an, special day, festival, celebration, Easter, Pesach, Eid al Fitr.</li> <li>• Learning particular items of vocabulary need never be an aim in EYFS RE, but it is a main route for pupils to become familiar with the worlds of religions. They name things, and learn about them from the names. This is good work in any subject, including RE</li> </ul>

<p>Use language to imagine and create roles and experiences.</p> <p><b>Topics from which content might be selected:</b> Christmas story, Noah, festivals, for example Hanukkah, Purim.</p>	<p>Story Celebration Belonging</p>	<p><b>Experiences and opportunities</b> Respond to opportunities for talk and role play, for example: festivals, activities in the Home Corner and school events such as assemblies</p> <ul style="list-style-type: none"> <li>• using puppets, play mobile people or Lego figures to retell a Biblical story such as Noah, or stories from other traditions;</li> <li>• talking about, planning and participating in plays such as nativity plays; Purim plays (Jewish)</li> <li>• role playing characters from stories, using Home Corner for practising;</li> <li>• joining in stories and asking questions to a persona doll about the experience of praying, celebrating or going to a holy building.</li> </ul>
<p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Retell narratives in the correct sequence, drawing on language patterns of stories.</p> <p><b>Topics from which content might be selected:</b> Christmas, Passover, Holi, Divali Our favourite stories.</p>	<p>Believing Myself Story</p>	<p><b>Experiences and opportunities</b> Talk about the characters and events in festival stories, other stories from religious traditions and other stories that convey meaning, for example stories about bravery, loyalty, friendship, loneliness. Encourage children to ask questions about the characters and their actions as well as “What if ...?” questions. Extend language by:</p> <ul style="list-style-type: none"> <li>• looking at a Bible or Children’s Bible or Haggadah or text from another faith and compare different styles and presentation and think about how special books are looked after;</li> <li>• choosing words from a bank that describe a person, a feature of religion or a character in a story;</li> <li>• talking about how characters might be feeling at different points in the story;</li> <li>• talking about how things might have turned out differently</li> <li>• re-ordering simple picture sequences of narratives;</li> <li>• adding speech bubbles to drawn characters, or suggesting what people might say or think</li> </ul>



Early learning goals: 3. Knowledge & understanding of the world	RE Themes	Suggestions for experiences, opportunities and topics
<p>Investigate objects and materials by using all their senses as appropriate;</p> <p>Find out about and identify some living things, objects and events they observe.</p> <p>Look closely at similarities, differences, patterns and change</p> <p><b>Topics from which content might be selected:</b> Celebrations, Our town (village); Old and new, Buildings.</p>	<p>Believing Symbols Celebrations</p>	<p><b>Experiences and opportunities</b> Use and develop the potential for local study of places of worship or aspects of cultural diversity by:</p> <ul style="list-style-type: none"> <li>• visiting and observing the interiors and exteriors of buildings used for worship;</li> <li>• identifying different features, comparing old and modern and talking about preferences;</li> <li>• listening to sounds, music, voices and instruments, and listen in silence to their own thoughts;</li> <li>• smelling incense, the cooking of different celebratory foods, the scent of flowers used in worship in some settings;</li> <li>• touching old stonework or graves, glass work, other features – and learning that sometimes we ‘do not touch’;</li> <li>• investigating artefacts using the sense of touch through a “feely bag” approach;</li> <li>• handling religious artefacts in the classroom or making simple equivalents their own;</li> <li>• tasting food associated with different religious festivals and cultures;</li> <li>• dressing up in range of cultural costume, for example a wedding sari, a Vicar’s robes, the costumes for a nativity play, the head coverings some people wear to pray. Times – why do religions have special times?</li> </ul>
<p>Use ICT to support their learning.</p> <p><b>Topics:</b> All</p>	<p>All / Any</p>	<p><b>Experiences and opportunities</b> Use the wealth of video, CD-ROM, internet and other ICT equipment available, including interactive whiteboards, to support exploration of a range of religious and spiritual topics by:</p> <ul style="list-style-type: none"> <li>• finding out about the lives of children in a range of faith communities and noting things that are the same and different;</li> <li>• examining closely the people, clothing and objects used at special times in religion (interactive white board)</li> <li>• listen to recordings of songs used in worship or calls to prayer;</li> <li>• use digital cameras to record objects / features of special interest in a place of worship</li> </ul>

<p>Ask questions about why things happen and how things work Find out about past and present events in their own lives, and in those of their families and other people who they know.</p> <p><b>Topics from which content might be selected:</b> Special Times; Weddings; Babies/ New Life.</p>	<p>Believing Belonging</p>	<p><b>Experiences and opportunities</b> Gain awareness of special events and times in people’s lives by:</p> <ul style="list-style-type: none"> <li>• talking to family members, visitors and other adults in school about important times they remember from long ago or times that are important to them now, including special religious occasions;</li> <li>• asking people about their feelings and reasons for these events being important;</li> <li>• looking carefully at photographs and the expressions and body language of people: acting out examples of positive body language such as greetings, farewell gestures, positions for praying;</li> <li>• comparing the experiences of the people they question with photographs, pictures in books, etc, which show other people involved in similar events for example christening and other birth ceremonies, weddings.</li> <li>• handling objects (where appropriate) such as souvenirs, gifts given on religious occasions, some religious artefacts</li> </ul>
<p>Find out about their environment and talk about those features they like and dislike.</p> <p><b>Topics from which content might be selected:</b> Beginnings; Our world; Seasons; Our favourite places</p>	<p>Story Belonging Celebrations</p>	<p><b>Experiences and opportunities</b> Provide opportunities to explore and respond to the natural world through:</p> <ul style="list-style-type: none"> <li>• exploring the school grounds and locality and identifying things of beauty as well as things that have been spoiled by people;</li> <li>• talking about the good and bad ways of treating the world;</li> <li>• engaging in some practical work such as a nature table or a project to clear up rubbish;</li> <li>• listening to stories from religions which show that some people believe God made the world;</li> <li>• listening to stories or poetry which express awe and wonder at the natural world;</li> <li>• reflecting on the things which make them sad about the world, for example natural disasters and the effects on people, poor people in the world who have no food;</li> <li>• responding through creative work for example art, dance, collage, simple poetry;</li> <li>• learning the value of silence and reflecting in a “stilling exercise”;</li> <li>• observing the seasonal changes in nature by photographing or drawing.</li> </ul>

<p>Begin to know about their own cultures and beliefs and those of other people.  <b>Topics from which content might be selected:</b>                  Special Times, Special Places, Special People, Who was Jesus? Celebrations; Festivals; The Church / Synagogue / Mosque.</p>	<p>Believing                  Story                  Symbol                  Leaders and teachers</p>	<p><b>Experiences and opportunities</b>                  Explore stories, festivals and visiting places of worship to build up a basic recognition that religion plays an important part in the lives of many people.                  Experiences such as:</p> <ul style="list-style-type: none"> <li>• finding out about aspects of important occasions in people's lives like weddings or birth naming ceremonies and using these times as a basis for thinking about promises made, special clothing and objects used and their meaning; special foods and gifts, holy words;</li> <li>• hearing stories associated with important religious leaders from the past and thinking about the meaning in these stories;</li> <li>• asking questions of visitors from local faith communities about their role or why their place of worship matters;</li> <li>• examining a range of artefacts, asking questions and looking for answers;</li> <li>• The Earth – what do religions teach us about keeping the earth and its people special?</li> <li>• Using a wide range of sensory learning, touch, taste, smell, feel and hearing, as they investigate the above.</li> </ul>
<p><b>Early Learning Goals 4: Creative Development</b></p>	<p><b>RE themes</b></p>	<p><b>Suggestions for experiences, opportunities and topics</b></p>
<p>Use their imagination in art and design, music, dance, imaginative play, role play and stories.</p> <p>Express and communicate their ideas, thoughts and feelings, using a widening range of methods.</p> <p>Respond in a variety of ways to what they see, hear, smell, touch and feel.</p>	<p>Believing                  Story                  Symbols</p>	<p><b>Experiences and opportunities</b>                  This area provides major opportunities for:</p> <ul style="list-style-type: none"> <li>• expressing feelings in dance of joy, sadness, etc, when responding to themes from stories;</li> <li>• responding in dance to religious music which is joyful and lively or reflective and prayerful;</li> <li>• modelling places of worship or making their own artefacts such as divas;</li> <li>• listening to a range of religious / cultural music or observing dance, for example Hindu dance and hand gestures, Jewish music for joyful or sad occasions, Christian movement and action songs;</li> <li>• sharing in times of quiet reflection and stilling exercises for example, using candles;</li> <li>• making harvest boxes or decorated sweet boxes for Divali or Eid festivals</li> <li>• telling festival or other faith stories through dance / mime</li> <li>• making collages to depict seasons or stories such as Noah or Jonah or Rama and Sita;</li> <li>• looking at different works of art, for example images of Jesus;</li> <li>• describing their reactions to smells for example incense or special foods, for example latkes;</li> <li>• making foods for special festival times;</li> <li>• talking about the way different colours make them feel, linking colours to emotion (for example choosing a colour for feeling angry, calm, sleepy, wide awake, happy or sad).</li> </ul>

## Programme of study: Key Stage 1

<p><b>Focus of RE at KS1:</b> Throughout Key Stage 1, pupils explore Christianity and either Islam or Judaism in depth. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories and recognise other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for themselves, other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.</p>	
<p><b>In KS1 pupils should...</b></p>	
<p><b>...learn about religion and beliefs</b></p> <ol style="list-style-type: none"> <li><b>explore</b> a range of religious stories and sacred writings, and <b>talk about</b> their meanings;</li> <li><b>name and explore</b> a range of celebrations, worship and rituals in religion, noting similarities where appropriate;</li> <li><b>identify the importance</b>, for some people, of belonging to a religion and <b>recognise</b> the difference this makes to their lives;</li> <li><b>explore</b> how religious beliefs and ideas can be <b>expressed</b> through the arts and communicate their responses;</li> <li><b>identify and suggest meanings for religious symbols</b></li> <li><b>begin to use a range of religious words.</b></li> </ol>	<p><b>...learn from religion and beliefs</b></p> <ol style="list-style-type: none"> <li><b>reflect upon</b> and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;</li> <li><b>ask and respond imaginatively to</b> puzzling questions, communicating their ideas;</li> <li><b>identify</b> what matters to them and others, including those with religious commitments, and communicate their responses;</li> <li><b>reflect on</b> how spiritual and moral values relate to their own behaviour</li> <li><b>recognise that</b> religious teachings and ideas about values make a difference to individuals, families and the local community.</li> </ol>
<p><b>Religions and beliefs</b> Pupils will learn about Christianity and either Islam or Judaism in depth. Pupils may also learn from other religions in thematic units</p> <p>In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.</p>	
<p><b>Fields of enquiry</b> Through the key stage, pupils should have an opportunity to begin to explore each of the following RE fields of enquiry:</p>	
<ol style="list-style-type: none"> <li>Beliefs, teachings and sources</li> <li>Practices and ways of life</li> <li>Ways of expressing meaning</li> </ol>	<ol style="list-style-type: none"> <li>Questions of identity, diversity and belonging</li> <li>Questions of meaning, purpose and truth</li> <li>Questions of values and commitments</li> </ol>

**Themes:**

The fields of enquiry are addressed through the following themes, by raising and addressing key questions:

- **Believing:** what people believe about God, humanity and the natural world
- **Story:** how and why some stories are sacred and important in religion.
- **Celebrations:** how and why celebrations are important in religion
- **Symbols:** how and why symbols express religious meanings
- **Leaders and teachers:** figures who have an influence of others locally, nationally and globally in religion
- **Belonging:** where and how people belong and why belonging is important
- **Myself:** who I am and my uniqueness as a person in a family and community

**Experiences and opportunities:**

Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education. The teaching and learning should be planned to ensure that all children have opportunities to:

- listen to and talk about appropriate stories which engage children;
- directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities;
- get to know and use religious words accurately e.g. God, Qur'an, synagogue, church, prayer;
- use all five senses – smell (e.g. incense, flowers); taste (e.g. special foods); see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells / religious music and songs);
- make and do – make festive food, role play, dress up, dance, be creative with colour, sound, movement;
- have times of quiet and stillness and think about why being still might be good;
- reflect upon their own experiences, beliefs, ideas or values;
- talk about their feelings and experiences;
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live;
- begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.

## Key Stage 1

Within this syllabus a detailed question/enquiry based programme of study has been written to support you to interpret these fields of enquiry, themes, knowledge and skills. However schools are free to develop their own schemes of work for RE which implement the statutory requirements in the programme of study on pages XX in a clear way if they choose not to use the Units provided.

Year group	Non statutory unit title	Suggested approximate time allocation
Year 1 or 2	<b>1. What does it mean to belong?</b>	Approximately 6 hours
Year 1 or 2	<b>2. Who is a Christian and what do they believe?</b>	Approximately 10 hours
Year 1 or 2	<b>3. Who is Jewish and what do they believe?</b> <i>(Please note either this unit or the unit on Islam will be studied)</i>	Approximately 8 hours
Year 1 or 2	<b>4. Who is a Muslim and what do they believe?</b> <i>(Please note either this unit or the unit on Judaism will be studied)</i>	Approximately 8 hours
Year 1 or 2	<b>5. How and why do we celebrate special times?</b>	Approximately 8 hours
Year 1 or 2	<b>6. What makes some places special?</b>	Approximately 6 hours
Year 1 or 2	<b>7. What can we learn from sacred books and stories?</b>	Approximately 8 hours
Year 1 or 2	<b>8. How do we show we care for others?</b>	Approximately 8 hours
Year 1 or 2	<b>9. Why should we care for the earth?</b>	Approximately 8 hours
Year 1 or 2	<b>10. Who is an inspiring person?</b>	Approximately 8 hours

Schools are at liberty to plan a flexible route through the material in any way they choose, for example splitting Unit 2 on Christianity into two halves may enable better focus for some pupils.

**The following unit is fully exemplified on the RE syllabus disc:**

**11. Who is Jewish and what do they believe?**

## Planning Guidance:

### How to create medium and short term planning from the RE Programme of study

<p><b>Step 1: Key question</b></p>	<p><b>Either:</b> use the key question suggested in the syllabus (see pages ??- ??)</p> <p><b>Or:</b> devise a key question of your own. Ensure that the key question fits with the themes from <b>page XX</b></p> <p>Make sure that the key question is sufficiently open to allow enquiry. Make sure that it has a clear focus on learning about and from religion and belief.</p> <p>Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas does it link to, if appropriate.</p>
<p><b>Step 2: Key Learning objectives, learning outcomes &amp; assessment</b></p>	<p><b>Use the Key Learning objectives(see column 2 of the programme of study)</b></p> <p><b>Select</b> more detailed learning outcomes for the key question (see column 3 and 4 of the programme of study p <b>XX</b>). Ensure there is a balance of learning about and from religion.</p> <p>Are the learning outcomes set at the appropriate level for your children do they need to be further differentiated?</p> <p>Use the level descriptions on p<b>XX</b> to develop specific levelled “I can...” statements as appropriate to the age and ability of the pupils. These ‘I can...’ statements are found in the details of each unit. Many further examples are in the assessment guidance on the Syllabus disc.</p> <p>These “I can” statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment within each unit.</p>
<p><b>Step 3: Content</b></p>	<p><b>Select</b> relevant content from column 5 of the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.</p>
<p><b>Step 4: Teaching &amp; learning activities</b></p>	<p><b>Develop</b> active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.</p>

## Year 1 and 2

## Sheet 1: How to use the programme of study tables

Year 1 /2 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content.</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expects for classes to cover all this material.
<p><b>The key question for the unit of study is shown at the top of this column.</b></p> <p>The question is elaborated and broken down in the questions that follow, which always include strong elements of learning from religion / AT2</p>	<p>The themes of RE at this key stage are included here as far as they are relevant: usually 2 or 3 of the themes are addressed in each unit.</p> <ul style="list-style-type: none"> <li>• Believing</li> <li>• Story</li> <li>• Celebrations</li> <li>• Symbols</li> <li>• Leaders and teachers</li> <li>• Belonging</li> <li>• Myself</li> </ul> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ Find out about...</li> <li>▪ Describe...</li> <li>▪ Make links between...</li> </ul> <p>These objectives set a baseline for most pupils at KS2</p>	<p><b>Learn about religion</b></p> <p>AT 1 is all about building knowledge and understanding of the principal religions in the UK.</p> <p>These outcomes are expressed in terms of the key skill words for each level, so they might at KS2 begin with:</p> <ul style="list-style-type: none"> <li>▪ Identify</li> <li>▪ Name</li> <li>▪ Retell [L2],</li> </ul> <p>Teachers are expected to select the outcomes that most suit the learning needs of the class.</p> <p>At both ATs, some lower achieving classes will work mostly at L1-2 in Year 2. Some high achieving pupils may work at levels 3.</p>	<p><b>Learn from religion</b></p> <p><i>AT 2 is all about engaging, reflecting and responding to religious and spiritual questions</i></p> <p><i>These outcomes use the key skill words for AT 2, so at KS1 they might begin with:</i></p> <ul style="list-style-type: none"> <li>▪ Talk about...</li> <li>▪ Identify...</li> <li>▪ Respond sensitively to...</li> </ul> <p><i>Good work in AT 2 always links to pupils' AT1 learning about religions and beliefs, and enables pupils to relate their own thoughts and experiences to the religious material studied.</i></p>	<p>The material in this section of the units is a basis for teachers' own planning. It is not intended that any class should study all of this material. Select from the content in ways that meet your pupils' learning needs</p> <p>The processes of learning are a key to successful outcomes in RE, so the content in this section is always to be planned with the development of pupils' skills in mind. Teachers will notice that the examples of prompts below bring the content of RE into focus through the skills with which pupils are asked to work.</p> <ul style="list-style-type: none"> <li>■ Use my senses to explore...</li> <li>■ Say what I already know about...</li> <li>■ Ask questions about...</li> <li>■ Listen to...</li> <li>■ Find out about...</li> <li>■ Explore...</li> <li>■ Discover...</li> <li>■ Name...</li> <li>■ Identify...</li> <li>■ Respond sensitively to...</li> <li>■ Learn the right words for...</li> <li>■ Make links between....</li> </ul>



Year 1/2 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate.  <i>Content should be selected for approximately 6 hours of study</i>
<p><b>Unit 1</b></p> <p><b>What does it mean to belong?</b></p> <p>How do we belong to other people?</p> <p>Why do some people believe that they belong to God?</p> <p>What do we do at different times of our lives to show that we belong?</p>	<p>Belonging Celebration Symbol</p> <p><b>Key Learning objectives</b></p> <p><b>Pupils should learn to:</b></p> <p>Recognise their own distinctiveness and that of others</p> <p>Describe some religious ceremonies that express belonging</p> <p>Express their own ideas and experiences of belonging</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>show an awareness</b> that different people belong to different religions (Level 1);</p> <p>ii. <b>retell</b> what happens at a traditional Christian infant baptism / dedication (Level 1) and <b>suggest</b> what the actions and symbols mean (Level 2);</p> <p>iii. <b>identify</b> a way people show they belong to each other when they get married (Level 2;</p> <p>iv. <b>suggest meaning</b> for the words and actions in a wedding ceremony (Level 2);</p> <p>v. <b>reflect thoughtfully</b> on how people are remembered after they have died (Level 2;</p> <p>vi. <b>Describe</b> what some believe happens when we die (Level 3);</p>	<p><b>AT2: Learn from Religion</b></p> <p>vii. <b>identify</b> symbols of belonging from their own experience and for Christians and at least one other religion, <b>suggesting</b> what these might mean (Level 2);</p> <p>viii. <b>express</b> their feelings of belonging and depending on others (Level 1);</p> <p>ix. <b>talk about</b> what is special and of value about belonging to a group that is important to them (Level 1);</p> <p>x. <b>talk about</b> what is special and of value to religious people when they meet for worship. (Level 2)</p>	<p>a) <b>identify</b> symbols of belonging from their own experience and for Christians and at least one other religion, <b>suggesting</b> what these might mean;</p> <p>b) <b>express</b> their feelings of belonging and depending on others;</p> <p>c) <b>show an awareness</b> that different people belong to different religions;</p> <p>d) <b>retell</b> what happens at a traditional Christian infant baptism / dedication and <b>suggest</b> what the actions and symbols mean;</p> <p>e) <b>retell</b> what happens in a birth ceremony from a religion other than Christianity and <b>suggest</b> what the actions and symbols mean;</p> <p>f) <b>identify</b> a way people show they belong to each other when they get married [e.g. with rings, with promises, with gifts];</p> <p>g) <b>suggest meanings</b> for the words and actions in a wedding ceremony;</p> <p>h) <b>respond sensitively</b> to stories about death noticing how people are remembered after death</p> <p>i) <b>retell</b> the story of Easter considering ideas that Christians and other religions have that death is not the end;</p> <p>j) <b>talk about</b> what is special and of value about belonging to a group that is important to them;</p> <p>k) <b>talk about</b> what is special and of value to religious people when they meet for worship.</p>

Year 1/2. Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 10 hours of study.</i>
<p><b>Unit 2</b> <b>Who is a Christian and what do they believe?</b></p> <p><b>Who is Jesus and why is he important to Christians?</b></p> <p><b>What can I learn from the stories that Jesus told?</b></p>	<p>Believing Story Symbol</p> <p><b>Key Learning objectives Pupils should:</b></p> <p><b>Make links</b> between what Jesus taught and what Christians believe and do</p> <p>Talk about why God and Jesus are important for Christian people</p> <p><b>Ask some thoughtful questions</b> and suggest some answers about how the Bible influences Christians and what influences me</p>	<p><b>AT1: Learn About Religion</b></p> <ol style="list-style-type: none"> <li>i. <b>Recognise</b> some Bible stories told by Christians <i>(Level 1)</i>;</li> <li>ii. <b>Retell</b> a story that shows what Christians might think about God <i>(Level 2)</i>;</li> <li>iii. <b>Retell</b> stories told by Jesus and about Jesus in words, drama and pictures <i>(Level 2)</i>;</li> <li>iv. <b>Talk about why</b> God and Jesus are important for Christian people <i>(Level 2)</i>;</li> <li>v. Talk about some ways that Christians describe God and Jesus <i>(Level 2)</i></li> <li>vi. <b>Make links</b> between what Jesus taught and what Christians believe and do <i>(Level 3)</i>;</li> <li>vii. <b>Describe</b> what happened to Jesus at Easter and <b>suggest the significance</b> of this for Christians <i>(Level 3)</i>;</li> </ol>	<p><b>AT2: Learn from Religion</b></p> <ol style="list-style-type: none"> <li>i. <b>Talk about their own ideas about God</b> <i>(Level 1)</i>;</li> <li>ii. <b>Ask some thoughtful questions</b> and suggest some answers about <i>how the Bible influences Christians and what influences me</i> <i>(Level 2)</i>;</li> <li>iii. <b>Express my own ideas about the parables that Jesus told and the stories told about Jesus</b> <i>(Level 2)</i>;</li> <li>iv. <b>Ask questions about Easter and its meaning for Christians</b> <i>(Level 2)</i>;</li> <li>v. <b>Make links between beliefs about Easter and how Christians live their lives</b> <i>(Level 3)</i>;</li> </ol>	<ol style="list-style-type: none"> <li>a) <b>Share stories</b> that help to show how Christians think of God e.g. the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13);</li> <li>b) <b>Talk</b> to Christians about what they believe about God;</li> <li>c) <b>Look at</b> art and listen to pieces of music that express ideas about God;</li> <li>d) Give opportunities for children to <b>reflect on and express</b> their own big questions about life and God in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art</li> <li>e) <b>Describe</b> some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving;</li> <li>f) <b>Share</b> stories that show the importance of Jesus to Christians e.g. parable, miracle, teaching of Jesus, birth and death and resurrection of Jesus</li> <li>g) <b>Describe</b> some of the beliefs that Christians hold about Jesus e.g. that he performed miracles, that he is the son of God, that he lives</li> <li>h) <b>Investigate</b> the teaching that Christians follow that tells them how to live their lives e.g. prayer and worship, behaviour to others. Hear and think about some prayers Christians use</li> <li>i) <b>Experience</b> thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship</li> <li>j) <b>Explore</b> what the idea of God means for the children themselves.</li> </ol>

Year 1/2. Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 3</b> <b>Who is Jewish and what do they believe?</b></p> <p><i>(Please note either this unit or the unit on Islam will be studied)</i></p> <p><b>How do Jewish people show what they believe?</b></p> <p><b>How and why do Jews choose to mark Shabbat?</b></p> <p><b>What makes a Torah scroll special?</b></p>	<p>Believing Symbol</p> <p><b>Key Learning objectives</b></p> <p><b>Pupils should:</b></p> <p>Describe some of the things that Jewish people do to show their beliefs</p> <p>Express their own ideas about significant times in their own lives</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>know</b> that God is important for Jewish people [Level1];</p> <p>ii. <b>talk about</b> how a mezuzah in the home reminds Jewish people about God [Level 2];</p> <p>iii. <b>retell</b> a story that shows the significance of the Menorah in Jewish family life [Level 2];</p> <p>iv. <b>identify</b> some things that happen at the festival of Sukkoth, Hanukkah or Passover and what that means to Jewish people [Level 2];</p> <p>v. <b>describe</b> how Shabbat is a special day of the week for Jewish people [Level 3].</p>	<p><b>AT2: Learn from Religion</b></p> <p>vi. <b>talk about</b> some ways in which Jewish families make special times different, and about their own family celebrations [Level 1];</p> <p>vii. <b>express own ideas</b> about the value of times of reflection, thanksgiving, praise and remembrance [Level1];</p> <p>viii. <b>ask some thoughtful questions</b> about why Jewish people choose to celebrate in these ways, and suggest some answers [Level 2].</p>	<p>a) <b>Discuss</b> what precious items they have in their home? Why are they important?</p> <p>b) <b>Experience</b> celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful</p> <p>c) <b>Talk about remembering</b> what really matters: how do people make a special time to remember?</p> <p>d) <b>Look at a Mezuzah</b>, how it is used and the words that are inside it. Why do Jews have this in their home? What words would they like to have displayed in their home?</p> <p>e) <b>Look at a picture of a Torah scroll</b> in a synagogue, and hear about the ways the stories and words of the Torah are made special in Jewish homes and places of worship;</p> <p>f) <b>Find out</b> what Jewish people do on Shabbat. Why do they have Shabbat? When do you have times of rest and for family in your house? What makes a day very special?</p> <p>g) <b>Consider</b> the importance and value of celebration and remembrance in children's own lives; learn about the festival of Sukkoth, Hanukkah or Passover the stories and meanings associated with them;</p> <p>h) <b>Use play</b>, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</p> <p>i) <b>Spot a connection</b> between Jewish family life and their own family life;</p> <p>j) <b>Talk about</b> what really matters in the family and how it shows (Jewish family and their own family).</p>

Year 1/2. Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate.  <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 4</b> <b>Who is a Muslim and what do they believe?</b> <b>(Please note either this unit or the unit on Judaism will be studied)</b></p> <p><b>Why is the Qur'an important to Muslims?</b></p> <p><b>What do Muslims believe about God?</b></p> <p><b>What matters most to me?</b></p> <p><b>What are my big questions about God?</b></p>	<p>Believing Story Symbol</p> <p><b>Key Learning objectives</b></p> <p><b>Pupils should:</b></p> <p>Describe some of the things that Muslim people believe and might do to show their beliefs</p> <p>Show an understanding of the importance of the Qur'an</p> <p>Reflect on what things matter most to them</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>retell</b> a story about Allah and Prophet Muhammad (level 2);</p> <p>ii. <b>identify</b> some ways a Muslim might describe God (level 1);</p> <p>iii. choose some of 99 names of Allah and <b>say</b> what they symbolise about God (level 2);</p> <p>iv. <b>recognise and describe</b> the significance of particular objects to Muslims (level 2);</p> <p>v. identify some ways Muslims mark Ramadan and celebrate Id ul Fitr (level 2);</p> <p>vi. <b>say</b> why Muslims try to follow Muhammad and have great respect for him (level 2);</p> <p>vii. begin to <b>show an understanding</b> of how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an (level 2);</p> <p>viii. use the right words to <b>describe</b> some things that are important in Islam (level 3)</p>	<p><b>AT2: Learn from Religion</b></p> <p>ix. <b>respond sensitively</b> to what matters to Muslims and what matters to me (level 2);</p> <p>x. <b>suggest some questions</b> about God that are hard to answer. (level 2)</p> <p>xi. <b>reflect thoughtfully</b> on what is worth celebrating in my own life (level 2);</p>	<p>a) Share stories that help to show how Muslims think of God and how following God shows them ways to behave e.g. Muhammad and the Cat, the story of the two brothers, the crying camel;</p> <p>b) Talk to Muslims about what they believe about God;</p> <p>c) Look at calligraphy and listen to <i>nasheeds</i> that express ideas about God and Muhammad e.g. Calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikka, share the words of the Shahadah, listen to the Prayer Call</p> <p>d) Give children a way to respond to their own big questions e.g. writing a class big questions poem or a 'Where is God?' poem;</p> <p>e) Describe one of the beliefs that Muslims hold about God e.g. tawhid</p> <p>f) Share the story of the revelation of the Qur'an;</p> <p>g) Explore what the concept of God means for the children themselves.</p> <p>h) Identify the objects that are most precious to them. Why are they precious? How does it show?</p> <p>i) Identify objects that are significant to Muslims, if possible see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these significant?</p> <p>j) Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid ul Fitr. Why do Muslims celebrate?</p>

Year 1/2. Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study. This study may be split to focus on two festivals at the times they are celebrated.</i>
<p><b>Unit 5</b> <b>How and why do we celebrate special times?</b></p> <p><b>What do you celebrate and why?</b></p> <p><b>Why do people celebrate special times?</b></p>	<p>Myself Belonging Celebration Story</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b> Identify some ways Christians celebrate Easter and Christmas and some ways a festival is celebrated in another religion</p> <p>Make links between these religious festivals and occasions they celebrate</p> <p>Suggest meaning for some of the symbols and stories used in the celebration of festivals</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>talk about</b> features in festival stories that made people feel happy or sad and compare them with their own experiences (Level1);</p> <p>ii. <b>retell</b> stories connected with Christmas/ Easter and a festival in another religion and say why these are important to believers (Level2);</p> <p>iii. <b>talk about</b> ways in which Jesus was a special baby who Christians believe came from God (Level2);</p> <p>iv. <b>identify</b> some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (Level2);</p> <p>v. <b>suggest meanings</b> for some symbols used in the Christian celebration of Easter and Christmas (Level2);</p> <p>vi. <b>suggest meanings</b> for some symbols used in the celebration of a festival in another religion (e.g. Hanukkah in Judaism or Eid ul fitr in Islam (Level2);</p>	<p><b>AT2: Learn from Religion</b></p> <p>vii. <b>identify a special time they celebrate and explain simply what celebration means:</b> (Level2);</p> <p>viii. <b>ask questions and suggest answers about stories to do with Christmas and Easter and a story from a festival in another religion</b> (Level2);</p> <p>ix. <b>suggest a meaning in a story of Easter, Christmas, Hanukkah or Eid</b> (Level2);</p> <p>x. <b>make links between these religious festivals and occasions they celebrate.</b> (Level 3);</p>	<p>a) consider the importance and value of celebration and remembrance in children's own lives;</p> <p>b) learn about Christmas and Easter in Christianity; the stories, symbols and meanings associated with them;</p> <p><b>For example, from Easter,</b></p> <ul style="list-style-type: none"> <li>- explore stories of Jesus in Holy Week; such as riding into Jerusalem on a donkey, turning over tables in Temple; Washing his friends' feet; being arrested; being deserted; crucifixion; Sunday morning</li> <li>- explore feelings of Jesus and disciples, and</li> <li>- explore how these are shown in the ways Christians celebrate Easter today – Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.</li> </ul> <p>c) the story, symbols and meaning of a festival in at least one other religion for believers (e.g. Judaism: Hanukkah, Islam: Eid ul Fitr are recommended);</p> <p>d) what the stories and events means for the children themselves and how the family prepares;</p>

Year 1/2. Key question & development questions	Themes Key Learning Objectives	<b>Learning outcomes:</b> Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content.</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 6 hours of study.</i>
<p><b>Unit 6</b></p> <p><b>What makes some places special?</b></p> <p><b>Why are these places special?</b></p> <p><b>What happens in these places?</b></p> <p><b>Where is special for you? Why is that place special for you?</b></p>	<p>Symbols Belonging Leaders and teachers</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b></p> <p>Understand what makes places of worship significant for religious believers</p> <p>Identify how people worship and what they use to help them worship</p> <p>Talk about their ideas about special places</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>recognise</b> that there are special places where people go to worship and their importance to believers (Level 1);</p> <p>ii. <b>identify</b> special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers (Level 2);</p> <p>iii. <b>know</b> some of the ways in which people pray and meditate (Level 2);</p> <p>iv. <b>show</b> that they have begun to be aware that some people regularly worship God in different ways and in different places (Level 2);</p>	<p><b>AT2: Learn from Religion</b></p> <p>v. <b>identify</b> special, places objects and symbols found in their own home or school and say why these are special and what they mean (Level2);</p> <p>vi. <b>demonstrate</b> appropriate care, sensitivity and respect when handling religious artefacts and objects or visiting places special to others (Level1);</p> <p>vii. <b>talk about</b> their own ideas about god and prayer; identifying those things they find interesting or puzzling (Level1);</p> <p>viii. <b>make simple links</b> between people's ideas about God and what they do in places of worship (Level3);</p>	<p>a) Learn the word 'sacred', meaning 'a religious kind of special'</p> <p>b) Think about what makes some places and things special and sacred?</p> <p>c) Consider what things and places are special and sacred to you and your family? Why are they special?</p> <p>d) Notice how to show respect for other people's precious or sacred belongings and places (including the importance of having clean hands or dressing in certain ways);</p> <p>e) Finding out what symbols and artefacts mean and how they are used in two different religious communities, for example:</p> <ul style="list-style-type: none"> <li>• Christianity: cross, wedding ring, christening candle, icon, rosary beads, Bible;</li> <li>• Judaism: mezuzah, Torah scroll, Tallit, Shabbat candles;</li> <li>• Islam: calligraphy, prayer mat, prayer beads, Qur'an</li> <li>• Hinduism: Puja tray, diva, Om sign, murtis of the gods and goddesses;</li> <li>• Sikh: Turban, the 5 Ks: kachera, Kara, kesh, kirpan, kangha</li> </ul> <p>f) Think about why religious people choose to go to places of worship;</p> <p>g) Find out how religious symbols and actions used to aid worship in places of worship. Demonstrate and link the actions to some key words.</p> <p>h) Visit one or two places of worship to see how symbols are used (visits can be done to nearby places and using virtual visit sites).</p> <p>i) Consider some of the different uses of the building and some of the words that describe the atmosphere of the events</p>

Year 1/2. Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate.  <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 7</b> <b>What can we learn from sacred books and stories?</b></p> <p><b>What does this story mean to believers?</b></p> <p><b>How do the stories and messages in these books help people know how to live their lives?</b></p>	<p>Believing Story Leaders and teachers</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b></p> <p>Understand why religions regard particular writings as special</p> <p>Describe some of religious stories and explain what they might mean to believers</p> <p>Identify some links between stories and teaching and peoples actions</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>suggest</b> feelings and reactions of characters at key points in faith stories (Level 1);</p> <p>ii. <b>retell</b> Bible stories and stories from another faith, <b>suggest the meaning</b> of these stories (Level 2);</p> <p>iii. <b>recognise</b> that Sacred Texts contain stories which are special to many people and should be treated with respect. (Level 2);</p>	<p><b>AT2: Learn from Religion</b></p> <p>iv. <b>ask and suggest answers</b> to questions arising from stories <i>Jesus told and from another religion;</i> (Level 2);</p> <p>v. <b>express their own ideas about stories</b> from Sacred text and give reasons for their significance (Level 2);</p> <p>vi. <b>Make links between the message within sacred text and the values, behaviour and attitudes of people</b> (Level 3);</p>	<p>a) What is a story and why do we like them?</p> <p>b) Are there different types of story? <i>[introduce parable as a made up story with a deeper meaning which is true]</i></p> <p>c) Introduce the Bible as a sacred text for Christians and a sacred text from other religion e.g. Islam- Gur'an, Jewish-Torah, Sikh- Guru Granth Sahib</p> <p>d) Investigate how these books are used and treated</p> <p>e) Stories Jesus told (e.g. The Lost Sheep/Lost Coin Lk 15) and how to treat each other (e.g. Good Samaritan Lk 10)</p> <p>f) Stories from another sacred text e.g. Jewish Bible (Tenakh) which teach about God looking after his people (e.g. Call of Samuel [1 Samuel 3]; David and Goliath [1 Samuel 17]; Jonah [Jonah 1-3] or appropriate stories from the sacred text of another religion.</p> <p>g) Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians</p>

Year 1/2. Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate.  <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 8</b></p> <p><b>How do we show we care for others?</b></p> <p><b>Who should we care for?</b></p> <p><b>How can I show that I care?</b></p>	<p>Myself Story Believing Belonging</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b></p> <p>Describe what religions say about caring for people</p> <p>Identify ways in which people demonstrate that they care for others</p> <p>Reflect on the opportunities they have to show they care for others</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>retell</b> Bible stories and stories from another faith about each person being special (Level 2);</p> <p>ii. <b>retell</b> Bible stories and stories from another faith about the importance of friendship and giving to others (Level 2);</p> <p>iii. <b>describe</b> how religious practice influences how people live their lives, especially in regard to caring for others (Level 3);</p>	<p><b>AT2: Learn from Religion</b></p> <p>iv. <b>talk about</b> ways in which people they know are special and unique (Level 1);</p> <p>v. <b>describe</b> ways in which people can make friends (Level 1);</p> <p>vi. <b>talk about</b> how they can use their 'talents' to help others (Level 1);</p> <p>vii. <b>talk about</b> issues of good and bad, right and wrong in familiar situations (Level 2);</p> <p>viii. <b>respond sensitively</b> to stories about caring and being cared for (Level 2);</p> <p>ix. <b>identify ways</b> that some people make a response to God by caring (Level 2).</p>	<p>a) how each person is unique and important: for example: Christian teachings - that God values everyone (Matthew 6.26) - Jesus blesses the children (Matthew 19, Mark 10, Lk 18) - Psalm 8 (David praises God's creation and how each person is special in it)</p> <p>b) the benefits and responsibilities of friendship and the ways in which people care for others: to include stories from the Bible about friendship and care for others such as: Jesus' special friends (Luke 5 v.1-11), Four friends take the paralysed man to Jesus (Luke 5 v 17-26), Good Samaritan (Luke 10: 25-37)</p> <p>c) that we all have special gifts we can use to benefit others;</p> <p>d) that some religions believe that serving others and supporting the poor are important parts being a religious believer e.g. Zakah, alms giving, in Islam or Sewa, service, in Sikhism;</p> <p>e) stories of how people from other religions give to others e.g. Sikhism: Bhai Ghanaiya, the water carrier and Guru Gobind Singh; Islam;</p> <p>f) stories of how some people have been inspired to care for people because of their religious believers e.g. Mother Teresa , Dr Barnardo, Sister Frances Dominica, Salvation Army; people known in the local area;</p> <p>g) having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers or volunteers - make cakes and thank you cards, write invitations and provide cake and drink or organise a small fund raising event and donate the money to a local charity</p>



Year 1/2. Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate.  <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 9</b> <b>Why should we care for the earth?</b></p> <p><b>What do religions have to say about how we should treat the earth?</b></p> <p><b>What is important to me about caring for the earth?</b></p>	<p>Believing Story Celebration</p> <p><b>Key Learning objectives Pupils should:</b></p> <p>Understand that creation stories are told to explain the mystery of the natural world</p> <p>Identify their own and others ideas about caring for the world</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>retell</b> in words, drama or pictures the story of the creation from the Bible and talk about how this is important for Christians and Jews (Level 2);</p> <p>ii. use religious or spiritual vocabulary such as God, creation (Level 1)</p> <p>iii. recognise that stories from the Bible and the Torah matter to Christian and Jewish people (Level 2);</p> <p>iv. <b>identify</b> one key thing from the creation story showing why it is important to look after the world (Level 2);</p>	<p><b>AT2: Learn from Religion</b></p> <p>v. <b>recognise, ask and respond to puzzling questions arising from the creation story</b> (Level 2);</p> <p>vi. <b>say why Christians think God is like a good parent</b> (Level 2);</p> <p>vii. <b>Identify what is important to themselves and others in caring for the natural world</b> (Level 2);</p> <p>viii. <b>Express ideas about how we should care for the natural world, making links between beliefs and behaviour</b> (Level 3);</p> <p>ix. <b>use colour, words, actions and/or music to respond sensitively to the creation story</b> (Level 2);</p>	<p>a) take time to reflect upon the wonder of the world e.g. through some learning outside the classroom activities in the school grounds</p> <p>b) reflect on stories from a variety of cultures and perspectives that seek to explain how the world began, raising and talking about the biggest possible questions</p> <p>c) share stories which help people understand Christian ideas of God as the creator of the world (Gen 1);</p> <p>d) consider art and music that express ideas about the beginning of the world: what music would you play for the creation of the world?</p> <p>e) consider beliefs about God as creator in another religion, e.g. Judaism: beliefs expressed in the Shema – God is one, creator and cares for all peop Shabbat as a weekly expression of the seventh day of creation (God rested);</p> <p>f) consider the meaning of festival that celebrate the importance of the earth e.g. Christianity - Harvest, Judaism Tu B'shevat or Hinduism - Holi</p> <p>g) find out what a group of people have done to protect the natural world because of their beliefs – e.g. Christian Aid, Islamic Relief</p>

Year 1/2. Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 10</b> <b>Who is an inspiring person?</b></p> <p>Who inspires you?</p> <p>What makes an inspiring leader?</p>	<p>Leaders and teachers Believing Story</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b></p> <p>Understand why some people inspire others</p> <p>Describe stories that are told by and about special people in two religions</p> <p>Identify the characteristics in inspiring people in religions, local leaders and people who influence the children</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>retell</b> stories about Jesus and a religious figure from another faith that led people to admire and follow them; for example Judaism: Moses, Islam: Prophet Muhammad, Sikhism: Guru Nanak; [Level 2]</p> <p>ii. <b>describe</b> a way a Muslim, Jew or a Christian might be inspired by a story from their faith [Level 3];</p> <p>iii. use religious vocabulary such as Patriarch, 'Lord' or 'Prophet' to <b>describe</b> who inspires Jews, Muslims and Christians [Level 2];</p> <p>iv. <b>talk about</b> the feelings and emotions experienced by a leader being studied when they were called by God to be a leader [Level 2] ;</p> <p>v. <b>talk about</b> how stories of religious leaders are important for both religions [Level 2]</p>	<p><b>AT2: Learn from Religion</b></p> <p>vi. <b>talk about their own experiences in the light of the stories</b> [Level 1];</p> <p>vii. <b>talk about what can be good and bad about following others;</b> [Level 1];</p> <p>viii. <b>identify some good things people admire in inspiring people and in religious figures and talk about how they might show these same qualities in their own lives</b> [Level 2];</p> <p>ix. <b>respond sensitively to questions about who has inspired them, for example to be thankful, to be generous or to be kind</b>[Level 2];</p> <p>x. <b>make links between the qualities and teachings of people who influence them and their own attitudes and behaviour</b> [Level 3];</p>	<p>a) what makes an inspiring leader? Children could choose ten words from a list of twenty</p> <p>b) stories from the life and teachings of Jesus and how these are important to people today: For example Story of Peter and Andrew – the first disciples (Lk 5.1-11); Story of Zacchaeus – how following Jesus changed his life (Luke 19.1-10)</p> <p>c) why do people follow Jesus today? Children could select three good reasons from a longer list</p> <p>d) study a leader from another faith – Moses or Prophet Muhammad or Guru Nanak For example Why was Moses a good leader? Stories from life of Moses which show him as a leader sent by God e.g. – Moses and the Burning Bush (Exodus Ch 3); Moses leads his people (Ex 7-14) Moses receives the Ten Commandments from G-D</p> <p>e) investigate local leadership in places of worship, their role in worship, care and the wider community. What are the differences between the great ancient leaders and the local leaders?</p>

## Key Stage 2 Programme of Study

### Focus statement

**Throughout Key Stage 2**, pupils learn about Christianity, **Hinduism, Judaism and Islam**

Pupils may also learn from other religions in thematic units. They recognise the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education.

### Attainment Targets In KS2 pupils should...

#### ...learn about religion and belief

- a. **describe** the **key aspects of religions**, especially the people, stories and traditions that influence the beliefs and values of others;
- b. **describe** the variety of practices and ways of life in religions and **understand** how these stem from, and are closely connected with, beliefs and teachings;
- c. **identify and begin to describe** the similarities and differences within and between religions;
- d. **investigate the significance of religion** in the local, national and global communities;
- e. **consider the meaning of** a range of forms of religious expression, understand why they are important in religion, and note links between them;
- f. **describe and begin to understand** religious and other responses to ultimate and ethical questions;
- g. **use specialist vocabulary** in communicating their knowledge and understanding;
- h. **use and interpret information** about religions from a range of sources.

#### ...learn from religion and belief

- a. **reflect on** what it means to belong to a faith community, communicating their own and others' responses;
- b. **respond to** the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- c. **discuss** their own and others' views of religious truth and belief, **expressing** their own ideas;
- d. **reflect on** ideas of right and wrong and their own and others' responses to them;
- e. **reflect on** sources of inspiration in their own and others' lives.

## Religions and beliefs

### Pupils will learn about Christianity, Hinduism, Judaism and Islam

Pupils may also learn from other religions in thematic units.

In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.

### Fields of enquiry

Through the key stage, pupils should have an opportunity to begin to explore each of the following RE fields of enquiry:

a) Beliefs, teachings and sources	d) Questions of identity, diversity and belonging
b) Practices and ways of life	e) Questions of meaning, purpose and truth
c) Ways of expressing meaning	f) Questions of values and commitments

### Themes:

The fields of enquiry should be addressed through the following themes, by raising and addressing key questions:

- **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives;
- **Teachings and authority:** what sacred texts and other sources say about God, the world and human life;
- **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites;
- **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death;
- **Symbols and religious expression:** how religious and spiritual ideas are expressed;
- **Inspirational people:** figures from whom believers find inspiration;
- **Religion and the individual:** what is expected of a person in following a religion or belief;
- **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life;
- **Beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

### Experiences and opportunities:

Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education. In KS2 teaching and learning should be planned to ensure that all children have opportunities to:

- encounter religion through visitors and visits to places of worship; focusing on the impact and reality of religion on the local and global community e.g. through interviewing local believers
- discuss religious and philosophical questions, giving reasons for their own beliefs and those of others, e.g. how beliefs about life after death can affect how people view life
- consider a range of human experiences and feelings, e.g. joy of celebrations, the wonder of being alive, and the awe of worship.
- reflect on their own and others' insights into life and its origin, purpose and meaning
- express and communicate their own and others' insights through art and design, music, dance and drama and ICT
- extend the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally, through blogging, video conferencing, email links, animations, and creative presentations.
- Pupils should have the opportunity to be critical of internet resources, asking if they tell the truth or give a balanced picture.

Guidance and planning will be greatly helped where teachers refer to the Syllabus Support Materials on the accompanying CD Rom.

Within this syllabus a detailed question/enquiry based programme of study has been written to support you to interpret these fields of enquiry, themes, knowledge and skills. However schools are free to develop their own schemes of work for RE which implement the statutory requirements in the programme of study on pages XX in a clear way if they choose not to use the Units provided.

### Unit questions for Lower Key Stage 2 Years 3 and 4

Year group	Non statutory unit title	Suggested approximate time allocation
Year 3 or 4	<b>1. Where, how and why do people worship?</b>	Approximately 10 hours
Year 3 or 4	<b>2. How and why do believers show their commitments during the journey of life?</b>	Approximately 7 hours
Year 3 or 4	<b>3. How should we live and who can inspire us?</b>	Approximately 12 hours
Year 3 or 4	<b>4. What are the deeper meanings of the festivals?</b>	Approximately 10 hours
Year 3 or 4	<b>5. How and why does a Christian follow Jesus?</b>	Approximately 12 hours
Year 3 or 4	<b>6. What do the religions teach about the natural world and why should we care about it?</b>	Approximately 10 hours
Year 3 or 4	<b>7. What does it mean to be a Jew?</b>	Approximately 10 hours
Year 3 or 4	<b>8. What does it mean to be a Sikh?</b> (This is an optional unit which extends the breadth of Key Stage 2 RE)	Approximately 10 hours

Schools are at liberty to plan a flexible route through the material in any way they choose, for example splitting the unit 'What does it mean to be a Jew?' across year three and four.

**The following units are fully exemplified on the RE syllabus disc:**

**3. How should we live and who can inspire us?**

**4. What are the deeper meanings of the festivals?**

## Planning Guidance:

### How to create medium and short term planning from the RE Programme of study

<p><b>Step 1: Key question</b></p>	<p><b>Either:</b> use the key question suggested in the syllabus (see pages ??- ??)</p> <p><b>Or:</b> devise a key question of your own. Ensure that the key question fits with the themes from p??</p> <p>Make sure that the key question is sufficiently open to allow enquiry. Make sure that it has a clear focus on learning about and from religion and belief.</p> <p>Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas does it link to, if appropriate.</p>
<p><b>Step 2: Key Learning objectives, learning outcomes &amp; assessment</b></p>	<p><b>Use the Key Learning objectives(see column 2 of the programme of study)</b></p> <p><b>Select</b> more detailed learning outcomes for the key question (see column 3 and 4 of the programme of study p ??-??). Ensure there is a balance of learning about and from religion.</p> <p>Are the learning outcomes set at the appropriate level for your children do they need to be further differentiated?</p> <p>Use the level descriptions on p. ?? to develop specific levelled “I can...” statements as appropriate to the age and ability of the pupils. These ‘I can...’ statements are found in the details of each unit. Many further examples are in the assessment guidance on the Syllabus disc.</p> <p>These “I can” statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment within each unit.</p>
<p><b>Step 3: Content</b></p>	<p><b>Select</b> relevant content from column 5 of the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.</p>
<p><b>Step 4: Teaching &amp; learning activities</b></p>	<p><b>Develop</b> active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don’t forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.</p>

## Sheet 1: How to use the programme of study tables

Year 3 / 4 / 5 / 6 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content.</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expects for classes to cover all this material.
<p><b>The key question for the unit of study is shown at the top of this column.</b></p> <p>The question is elaborated and broken down in the questions that follow, which always include strong elements of learning from religion / AT2</p>	<p>The themes of RE at this key stage are included here as far as they are relevant: usually 3 or 4 of the themes are addressed in each unit.</p> <ul style="list-style-type: none"> <li>• Beliefs and questions</li> <li>• Teachings and authority</li> <li>• Worship, pilgrimage and sacred places</li> <li>• The journey of life and death</li> <li>• Symbols and religious expression</li> <li>• Inspirational people</li> <li>• Religion and the individual</li> <li>• Religion family and the community</li> <li>• Belief in action in the world</li> </ul> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ Find out about...</li> <li>▪ Describe...</li> <li>▪ Make links between...</li> </ul> <p>These objectives set a baseline for most pupils at KS2</p>	<p><b>Learn about religion</b></p> <p>AT 1 is all about building knowledge and understanding of the principal religions in the UK.</p> <p>These outcomes are expressed in terms of the key skill words for each level, so they might at KS2 begin with:</p> <ul style="list-style-type: none"> <li>▪ Retell [L2],</li> <li>▪ Describe [L3] or</li> <li>▪ Show that they understand [L4].</li> </ul> <p>Teachers are expected to select the outcomes that most suit the learning needs of the class.</p> <p>At both ATs, some lower achieving classes will work mostly at L1-3 in Year 3. Some high achieving year 6 classes may work mostly at levels 3-5.</p>	<p><b>Learn from religion</b></p> <p><i>AT 2 is all about engaging, reflecting and responding to religious and spiritual questions</i></p> <p><i>These outcomes use the key skill words for AT 2, so at KS3 they might begin with:</i></p> <ul style="list-style-type: none"> <li>▪ Respond sensitively [L2]</li> <li>▪ Make links between [L3]</li> <li>▪ Apply ideas for myself [L4]</li> </ul> <p>Good work in AT 2 always links to pupils' AT1 learning about religions and beliefs, and enables pupils to relate their own thoughts and experiences to the religious material studied.</p>	<p>The material in this section of the units is a basis for teachers' own planning.</p> <p>It is not intended that any class should study all of this material. Select from the content in ways that meet your pupils' learning needs</p> <p>The processes of learning are a key to successful outcomes in RE, so the content in this section is always to be planned with the development of pupils' skills in mind.</p> <p>Teachers will notice that the examples of prompts below bring the content of RE into focus through the skills with which pupils are asked to work.</p> <ul style="list-style-type: none"> <li>■ Say what I already know about...</li> <li>■ Ask questions about...</li> <li>■ Listen to...</li> <li>■ Find out about...</li> <li>■ Explore...</li> <li>■ Discover...</li> <li>■ Name...</li> <li>■ Identify...</li> <li>■ Describe...</li> <li>■ Respond sensitively to...</li> <li>■ Learn the right words for...</li> <li>■ Make links between...</li> <li>■ Show that I understand...</li> <li>■ Apply ideas for myself...</li> </ul>

Year 3 / 4 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 10 hours of study</i>
<p><b>Unit 1</b> <b>Where, how and why do people worship?</b></p> <p><b>What is worship and what do people feel as they worship?</b></p> <p><b>Why do some people choose to go to a place of worship?</b></p> <p><b>What happens in a place of worship?</b></p>	<p><b>Major Themes</b> Worship, pilgrimage and sacred places Symbols and religious expression</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b></p> <p>Understand what is meant by worship</p> <p>Identify how key actions, features and artefacts help people worship</p> <p>Express their own ideas about the value for believers of worship</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>Identify and describe</b> symbolic actions in everyday life which express inner feelings (Level 3) ;</p> <p>ii. <b>describe a meaning</b> of an action, symbol or ritual in worship for a believer (Level 3);</p> <p>iii. <b>use religious vocabulary to identify and suggest meanings</b> for some symbolic objects, actions and sounds found in a church (mandir/ mosque/ Gurdwara/ synagogue) and <b>say how</b> these help people worship (Level 3);</p> <p>iv. <b>identify and understand</b> some differences in the ways Christians worship in two denominations (Level 4);</p> <p>v. <b>Identify similarities and differences</b> between Eucharist/Lord's Supper/ Communion for Christians; Puja for Hindus; Friday prayers for Muslims; Sabbath prayers and reading of the scrolls or prayers in the Gurdwara and <b>say why</b> it matters so much for believers (Level 4);</p> <p>vi. <b>Suggest meanings for sentences</b> in the Lord's prayer that show its importance for many Christians (Level 4);</p>	<p><b>AT2: Learn from Religion</b></p> <p>vii. <b>express own ideas about the value of times of reflection, thanksgiving, praise; remembrance;</b> (Level 3)</p> <p>viii. <b>identify ideas and feelings</b> in a prayer and <b>express their own reflections in a prayer or a poem.</b> (Level 3)</p> <p>i. <b>ask some thoughtful questions about why worshippers choose to attend a church, mosque, mandir or Gurdwara and suggest some possible answers;</b> (Level 4)</p>	<p>a) think about the significant and spiritual places in their own lives and why these are special;</p> <p>b) consider and discuss how symbolic actions in everyday life express inner feelings and beliefs;</p> <p>c) explore the meaning and main features, rituals, symbols and sounds that may be used in worship to express beliefs and feelings;</p> <p>d) consider similarities and differences in the way believers worship within and between different religions;</p> <p>e) notice and describe how Christians in at least two contrasting denominations worship, including celebration of the Lord's Supper/ Holy Communion/ Eucharist;</p> <p>f) find out how Christian worship around the world reflects the local culture;</p> <p>g) think about how and why religious people speak and listen to God in different religions;</p> <p>h) choose questions and find answers about worship in the Hindu home and mandir, prayer at home and in the Mosque, prayer at home and in the synagogue, prayer at home and in the Gurdwara;</p>



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<p><b>Unit 2</b> <b>How and why do believers show their commitments during the journey of life?</b></p> <p><b>What does the word commitment mean?</b></p> <p><b>How do I show commitment?</b></p> <p><b>Why is it important to keep a promise?</b></p>	<p><b>Major Themes</b> Journey of life and death Religion, family community</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b></p> <p>Describe and explain why ceremonies of commitment are important in believers lives</p> <p>Reflect on important stages in their own life journey</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>use religious vocabulary to describe and explain</b> why baptism and confirmation are important to some Christians (Level 3 and 4);</p> <p>ii. <b>use religious vocabulary to describe</b> what happens in a ritual of belonging and say why it is important for young people from that religion (level 3);</p> <p>iii. <b>describe the impact</b> of ceremonies that mark important stages in people's lives (level 3),</p>	<p><b>AT2: Learn from Religion</b></p> <p>iv. <b>suggest some reasons why life is often described as a journey and express their own metaphors for life, giving their reasons</b> (level 3)</p> <p>v. <b>make links to their own lives and the important stages and ceremonies that may mark these</b> (level 3);</p> <p>vi. <b>express their own responses to questions of meaning and purpose showing understanding of religious ideas and using a variety of media</b> (level 4).</p>	<p>a) explore and use the religious metaphor of life as a journey;</p> <p>b) consider the value and meaning of ceremonies which mark milestones in life – particularly those associated with growing up and taking responsibility within a faith community: confirmation and believers' baptism in Christianity; sacred thread ceremony in Hinduism; amrit ceremony in Sikhism; Bar/Bat Mitzvah in Judaism;</p> <p>c) rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves</p> <p>d) think about the value and meaning of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions</p> <p>e) work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey?</p> <p>f) Create a 'map of life' for a Hindu, Muslim or Christian person, showing what these religions offer to guide you through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'?</p> <p>g) reflect on their own ideas about community, belonging and belief.</p>

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<p><b>Unit 3</b> <b>How should we live and who can inspire us?</b></p> <p><b>How do I know what is right and what is wrong?</b></p> <p><b>How does religion help people choose between right and wrong?</b></p> <p><b>Why do people give up riches, or even their lives, for religion?</b></p>	<p><b>Major Themes</b> Teaching and authority Religion and the individual Beliefs in action in the world</p> <p><b>Key Learning objectives Pupils should:</b></p> <p>Understand how choices can be made between right and wrong</p> <p>Describe teaching from two religions which act as codes for believers and explain how that might help believers make choices in life</p> <p>Identify the choices made by some inspirational people</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>describe similarities and differences</b> between the codes for living used by Christians and the followers of at least one other religion or non religious belief system (Level 4);</p> <p>ii. <b>reflect</b> on how having a code for living might help believers with difficult decisions (Level 3);</p> <p>iii. <b>use religious vocabulary to describe</b> aspects of lives and teachings of inspiring leaders, <b>giving examples</b> of how these have influenced the lives of followers (Level 3);</p> <p>iv. <b>describe</b> events in the life of at least one modern day Muslim or Sikh <b>making links</b> between their actions and the teachings and example of Muhammad or Guru Nanak (Level 3).</p>	<p><b>AT2: Learn from Religion</b></p> <p>v. <b>identify personal, family, school values/codes for living which influence their own behaviour</b> (Level 3);</p> <p>vi. <b>ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life</b> (Level 3);</p> <p>vii. <b>apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty</b> (Level 4);</p> <p>viii. <b>identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives</b> (Level 3);</p> <p>ix. <b>ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers</b> (Level 3);</p>	<p>a) explore teachings which act as guides for living within Christianity and at least one other religion or non religious belief; and their practical application in everyday life: e.g. the Ten Commandments (Exodus 20.1-21/Deuteronomy 5.1-22), the Two Commandments of Jesus (Mark 12. 28-34); Islamic principles; the golden rule for Humanists</p> <p>b) share stories from different religions that give examples of how to live 'a good life', for example, Sikh stories about money Duni Chand and the needle, Bhagat Puran Singh and the Pingalwara, Muslim Hadith or stories about the beauty of creation, Christian teaching from Jesus on the Beatitudes.</p> <p>c) think about the importance of beliefs or values as guides for making choices and decisions in daily life;</p> <p>d) consider the value and challenge for believers of following a code for living;</p> <p>e) discuss and debate the differences between right and wrong/ good and bad and how we know the difference;</p> <p>f) think through what guides pupils' own moral choices.</p> <p>g) consider what makes a person inspirational to others, identifying characteristics of a good role model;</p> <p>h) ask why these key religious figures are regarded as sources of authority and inspiration by believers today, suggesting answers.</p> <p>i) explore the actions of contemporary inspirational Muslims or Sikhs and how these have been influenced by Muhammad or the Gurus;</p> <p>j) begin to identify the impact of events in Prophet Muhammad's or Guru Nanak's life to beliefs of Muslims or Sikhs;</p> <p>k) make a link between stories read and Muslim or Sikh beliefs and behaviour</p> <p>l) describe the importance of two main Muslim or Sikh beliefs and say how they are shown through daily practice;</p> <p>m) give examples of what some Muslims and Sikhs say are the most important attitudes and values to have, comparing these with what pupils believe to be most important.</p> <p>n) think through what guides pupils' own moral choices. discuss why it is that we often have good intentions, but do not always follow them through (work on temptation, bad choices and peer pressure is useful here)</p>

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<p><b>Unit 4</b> <b>What are the deeper meanings of the festivals?</b></p> <p><b>Why do people choose to celebrate significant times?</b></p> <p><b>What do I think is worth celebrating?</b></p>	<p><b>Major Themes</b> Religion, family community Worship, pilgrimage and sacred places</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b> Learn to describe and contrast what happens at and the meanings of different festivals Make connections between religious festivals and their own lives Reflect on what is worth celebrating</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>identify</b> some differences between religious festivals and other types of celebrations (Level 2)</p> <p>ii. <b>connect</b> stories, symbols and beliefs with what happens at Easter, Christmas, Pentecost, Harvest, Eid, Divali, Pesach (Level 3);</p> <p>iii. <b>Identify</b> similarities and differences in the way festivals are celebrated within and between religions (Level 3);</p> <p>iv. use religious vocabulary, symbols, art, music, dance, drama, ICT to <b>express</b> their understanding of the meaning of religious festivals for believers (Level 4);</p>	<p><b>AT2: Learn from Religion</b></p> <p>v. <b>reflect</b> on what is worth celebrating and remembering in their own life and community (Level 3);</p> <p>vi. <b>ask and respond to questions raised by the stories behind religious festivals</b> (Level 3);</p> <p>vii. <b>make links between the festivals and the actions of a believer, and their own lives</b> (Level 3);</p> <p>viii. <b>express their own responses that show their understanding of the values and beliefs at the heart of each festival studied, using a variety of media</b> (Level 4).</p>	<p>a) think about times in their own lives when pupils remember and celebrate significant events/people; why and how they do this;</p> <p>b) consider the meanings of stories behind key religious festivals, for example, Christmas, Easter, Pentecost, Harvest in Christianity; Divali in Hinduism; Eid in Islam; Pesach in Judaism;</p> <p>c) describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals;</p> <p>d) notice and think about similarities and differences between the way festival are celebrated e.g. Christmas within different Christian traditions, Divali within Sikhism and Hinduism;</p> <p>e) study key elements of festival: shared values, story, beliefs, hopes and commitments.</p> <p>f) Consider (using philosophy for children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Divali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Does fasting make you a better person? How? (Ramadan and Eid Al Fitr)</p> <p>g) Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</p>

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<p><b>Unit 5</b> <b>How and why does a Christian follow Jesus?</b></p> <p><b>Who was Jesus? Why is he so significant to Christians?</b></p> <p><b>How do the teachings of Jesus affect the way Christians live?</b></p> <p><b>What affects the way I live?</b></p>	<p><b>Major themes:</b> Teachings and authority Inspirational people Beliefs and questions Religion and the individual Religion, family and community</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b> Understand some reasons why Christians believe Jesus is significant and special Describe how being a Christian affects how people choose to live their lives Consider who or what affects their values, beliefs and actions</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>use religious vocabulary</b> to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians (Level 3);</p> <p>ii. <b>describe</b> events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus (Level 4);</p> <p>iii. use a widening religious vocabulary to <b>show some understanding</b> of Jesus' teaching and events in Jesus' life (Level 4);</p> <p>iv. use religious vocabulary to <b>show an understanding</b> of what it means to some people to be a Christian (Level 4);</p>	<p><b>AT2: Learn from Religion</b></p> <p>v. <b>identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives</b> (Level 3);</p> <p>vi. <b>ask and respond to questions raised by the stories from the life of Jesus and contemporary followers</b> (Level 3);</p> <p>vii. <b>apply ideas from what they have learned to their own beliefs, comparing and contrasting them to those of believers</b> (Level 4).</p>	<p>a) talk about heroes from the movies and from stories, and ask: is a hero inspiring? What does inspiring mean?</p> <p>b) Think about how a person can be inspired to do something good by someone else's words or example.</p> <p>c) think through what makes a person inspirational to others, identifying characteristics of a good role model;</p> <p>d) consider aspects of the words and actions of Jesus which continue to inspire Christians today;</p> <p>e) identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact;</p> <p>f) learn from the actions of contemporary inspirational Christians and how these have been influenced by Jesus;</p> <p>g) rank and order different reasons why Jesus is regarded as a source of authority and inspiration by Christians today;</p> <p>h) describe examples of what some Christians say are the most important attitudes and values to have, comparing these with what pupils believe to be most important.</p> <p>i) Consider what kind of people they find inspiring and ask some questions about inspiration for themselves.</p>

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<p><b>Unit 6</b> <b>What do the religions teach about the natural world and why should we care about it?</b></p> <p>How do religions try to explain how the world was created?</p> <p>How do different religions think we should care about the world?</p>	<p><b>Major Themes</b> Teaching and authority Religion and the individual Beliefs in action in the world</p> <p><b>Key Learning objectives Pupils should learn to</b> Understand the key beliefs in the Christian creation story and a creation story from one other religion Investigate how religious believers show their relationship with the natural world Reflect on their own ideas about stewardship of the natural world</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>make links between</b> the Biblical creation story and the activities of Christians relating to care for the Earth (Level 3);</p> <p>ii. <b>describe and show understanding of</b> sources and teachings of other religions about creation and human responsibility for the environment (Level 4);</p> <p>iii. <b>identify and describe the impact of</b> these beliefs on how people live (Level 4);</p>	<p><b>AT2: Learn from Religion</b></p> <p>iv. <b>ask some questions and suggest some answers about what different people believe about creation and the natural world including non religious perspectives</b> (Level 4);</p> <p>v. <b>make links between their own values about animals and the idea of God as creator of the world</b> (Level 3);</p> <p>vi. <b>reflect upon and express their own understanding of ideas and beliefs about care for creation in the light of their learning, through story, art, drama, music and ICT</b> (Level 4).</p>	<p>a) learn from stories and teachings from Christianity and other religions and beliefs which show human responsibility to care for the natural world:</p> <ul style="list-style-type: none"> <li>▪ Biblical creation story: <i>Genesis 1-2</i></li> <li>▪ Islamic creation story: Seven day story</li> <li>▪ Hindu creation story e.g. Brahma creating the world</li> <li>▪ Islamic story: Muhammad and the ants, the crying camel, Muhammad friend of animals</li> </ul> <p>b) describe how the work of one agency seeks to practise Christian values of stewardship of the environment locally and worldwide, making clear links with the life and teaching of Jesus. E.g. Christian Aid, Tear Fund, CAFOD;</p> <p>c) describe the work of an agency seeking to practise religious values of another religion locally and worldwide e.g. Islam: Islamic Aid; Judaism: big green Jewish website Sikh: Khalsa Aid; Hinduism: the Swadesh movement</p> <p>d) consider their own responsibility for caring for the natural world and for treating others with fairness and respect.</p> <p>e) describe how the beliefs about the natural world affect actions in the life of a religious believer e.g. Ahimsa (non-harming in Hinduism)</p>

### Specific Religion units: Choose at least one of these to be taught in year 3 or 4

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<p><b>Unit 7</b> <b>What does it mean to be a Jew?</b></p> <p><small>Choice to be made of at least one of these four religion specific units in year 3 and 4 and a different unit in year 5 and 6</small></p> <p><b>What do Jewish people believe? Where do their beliefs originate from? How does this affect how they choose to live their lives?</b></p> <p><b>Who or what inspires and guides Jewish people?</b></p> <p><b>What are you committed to?</b></p>	<p><b>Major themes:</b> Religion and the individual Religion, family and community Beliefs and questions Teachings and authority</p> <p><b>Key Learning objectives</b> <b>Pupils should learn to</b> Explain the key beliefs of Jews and how these affect how a Jewish person chooses to live their life</p> <p>Show understanding of the role of the synagogue and the role of the family within worship and belief</p> <p>Describe the forms of guidance used by Jewish people</p> <p>Compare the beliefs, forms of guidance and behaviour of Jewish believers with their own ideas, values and commitments</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>explain some key beliefs of Jewish religion</b> and how these affect the way Jews choose to behave (Level 4);</p> <p>ii. <b>use religious vocabulary to explain</b> some of the ways in which Jews understand God, identifying beliefs that are similar in different religions (Level 4);</p> <p>iii. <b>recognise and describe</b> how a story from sacred text may provide inspiration or guidance to a religious believer (Level 4);</p> <p>iv. <b>explain using religious vocabulary</b> the religious expression and beliefs shown through worship, festival and pilgrimage (Level 4);</p> <p>v. <b>Explain the key functions</b> of the synagogue, comparing them to the key functions of another place of worship (Level 4);</p>	<p><b>AT2: Learn from Religion</b></p> <p>vi. <b>reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these</b> (Level 3 or 4);</p> <p>vii. <b>ask and respond to questions</b> (stimulated by a range source material) about how a Jew's everyday lives are affected by their beliefs (Level 3 or 4);</p> <p>viii. <b>understand the forms of guidance a Jew uses and compare them to forms of guidance experienced by the pupil</b> (Level 4);</p> <p>ix. <b>express their own views, commitments, beliefs and responsibilities in the light of their learning about Judaism</b> (Level 4).</p>	<p>a) develop an understanding of the key beliefs in Judaism, for example, belief in one God, the importance of Israel;</p> <p>b) discuss the importance of sacred text, Torah for Jews –how is it used, treated and learnt from. Identify and explore other forms of textual guidance and wisdom</p> <p>c) enquire into the importance of the Jewish community, for example, Shabbat, bar and bat mitzvah;</p> <p>d) explore the role of the Synagogue in the life of a Jew. Pupils should ideally have the opportunity to visit the Synagogue if this not already been undertaken;</p> <p>e) reflect on what forms of guidance the pupils turn to when they need guidance or advice;</p> <p>f) examine and draw meaning from a significant Jewish festival, for example, Rosh Hashanah, Pesach, Yom Kippur. Look at the stories, meaning and the practices related to this festival in Britain today</p> <p>g) evaluate the spiritual significance of Jerusalem in the lives of Jews (if not already covered in pilgrimage unit)</p> <p>h) consider what beliefs, practices and values are significant in the pupils' lives.</p>

Year 3 / 4 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate.
<p><b>Unit 8</b> <b>What does it mean to be a Sikh?</b></p> <p>Choice to be made of at least one of the four religion specific units in year 3 and 4 and a different unit in year 5 and 6</p> <p><b>What do Sikhs believe? Where do their beliefs originate from? How do they choose to live their lives?</b></p> <p><b>Who or what inspires and guides Sikh people?</b></p> <p><b>Who or what guides you in life? What are you committed to?</b></p>	<p><b>Major themes:</b> Religion and the individual Religion, family and community Beliefs and questions Teachings and authority</p> <p><b>Key Learning objectives</b> <b>Pupils should learn to</b> Explain the key beliefs of Sikhs and how these affect how a Sikh chooses to live their life</p> <p>Show understanding of the role of the Gurdwara in the Sikh community and the wider community</p> <p>Describe the forms of guidance used by Sikhs</p> <p>Compare the beliefs, forms of guidance and behaviour of Sikhs believers with their own ideas, values and commitments</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>explain the key beliefs of Sikhs</b> and how these affect the way Sikhs choose to behave;(Level 4)</p> <p>ii. <b>Explain the importance of the Gurus in the Sikh Tradition;</b>(Level 4)</p> <p>iii. <b>recognise and describe</b> how the Guru Granth Sahib may provide inspiration or guidance to a Sikh believer;(Level 4);</p> <p>iv. <b>explain using religious vocabulary</b> the religious expression and beliefs shown through worship, festival, service and pilgrimage;(Level 4);</p> <p>v. <b>Explain the key functions</b> of the Gurdwara, comparing them to the key functions of another place of worship;(Level 4);</p>	<p><b>AT2: Learn from Religion</b></p> <p>vi. <b>reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these;</b>(Level 3 or 4)</p> <p>vii. <b>ask and respond to questions</b> (stimulated by a range source material) about how Sikh's everyday lives are affected by their beliefs; ;(Level 3 or 4)</p> <p>viii. <b>describe the forms of guidance a Sikh uses and compare them to forms of guidance experienced by the pupil;</b> ;(Level 3)</p> <p>ix. <b>express their own views, commitments, beliefs and responsibilities in the light of their learning about Sikhism. ;</b>(Level 4)</p>	<p>a) Develop an understanding of the key Beliefs in Sikhism, for example, one God (use the Mool Mantar), Sewa- service, human equality and dignity.</p> <p>b) Explore the importance of the Ten Gurus, for example, Guru Nanak's calling to preach, the forming of the Khalsa under Guru Gobind Singh, The collecting together of the first Sikh scriptures, Adi Granth by Guru Arjan</p> <p>c) Discuss the importance of sacred text, Guru Granth Sahib for Sikhs, understood as a living guru –how is it used, treated and learnt from?</p> <p>d) Enquire into the importance of the Sikh community, for example, the khalsa, wearing of 5 Ks, worship in the Gurdwara, eating together in the Langar and serving others;</p> <p>e) explore the role of the Gurdwara in the life of a Sikh Pupils should ideally have the opportunity to visit the Gurdwara if this not already been undertaken;</p> <p>f) Consider and investigate the 6+ Gurdwaras in Bedfordshire and Luton: why are these buildings significant to Sikhs? Should everyone go and have a look? What can be learned?</p> <p>g) Reflect on what forms of guidance the pupils turn to when they need guidance or advice;</p> <p>h) Examine and draw meaning from a significant Sikh festival, for example, Vaisakhi, Guru Nanak's birthday or Divali. Look at the stories, meaning and the practices related to this festival in Britain today</p> <p>i) Evaluate the spiritual significance of Amritsar in the lives of Sikhs.</p> <p>j) Consider what beliefs, practices and values are significant in the pupils' lives. Consider their experience of community in comparison to Sikh community life.</p>

## Unit questions for Upper Key Stage 2, Year 5 and 6

Year group	Non statutory unit title	Suggested approximate time allocation
Year 5 or 6	<b>9. Why do some people inspire others?</b>	Approximately 12 hours
Year 5 or 6	<b>10. Values: what matters most to Humanists and to Christians?</b>	Approximately 8 hours
Year 5 or 6	<b>11. Why is pilgrimage important to some religious believers?</b>	Approximately 8 hours
Year 5 or 6	<b>12. How do people live through good times and through hard times?</b>	Approximately 8 hours
Year 5 or 6	<b>13. Justice and poverty: can religions help to build a fair world and make poverty history?</b>	Approximately 12 hours
Year 5 or 6	<b>14. What will make our city/town a more respectful place?</b>	Approximately 8 hours
Year 5 or 6	Choice of at least one specific religion unit to be taught in year 5 or 6. It is suggested that schools choose one from: <b>15. What does it mean to be a Muslim?</b> <b>16. What does it mean to be a Hindu?</b>	Approximately 12 hours

Schools are at liberty to plan a flexible route through the material in any way they choose, for example splitting the unit 'What does it mean to be a Hindu?' across year 5 and 6

The following units are fully exemplified on the RE syllabus disc:

- Values: what matters most to Humanists and to Christians?
- How do people live through good times and through hard times?
- What does it mean to be a Muslim?



## Year 5 and 6: The programme of study for upper key stage 2

Year 5 / 6 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 12 hours of study</i>
<p><b>Unit 9</b> <b>Why do some people inspire others?</b></p> <p><b>Who inspires me?</b></p> <p><b>How do those who inspire us influence us to act?</b></p>	<p><b>Major Themes</b> Teaching and authority Inspirational people</p> <p><b>Key Learning objectives</b> <b>Pupils should learn to</b></p> <p>Understand the personal qualities of Jesus and at least one other significant religious figure</p> <p>Describe and evaluate their significance for believers today</p> <p>Identify the qualities and actions of some modern inspirational people</p> <p>Consider the people that inspire them think, act or believe in particular ways</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>Retell stories</b> about an inspirational person explaining why their lives might be considered inspirational (Level 2);</p> <p>ii. <b>use religious vocabulary</b> to describe aspects of lives and teachings of inspiring leaders and inspirational people, <b>giving examples</b> of how these have influenced the lives of followers (Level 4);</p> <p>iii. <b>describe</b> events in the life of at least one modern day Christian <b>making a link</b> between their actions and the teachings and example of Jesus (Level 3);</p> <p>iv. <b>Make links and identify similarities and differences</b> between the different people studied (Level 4)</p>	<p><b>AT2: Learn from Religion</b></p> <p>v. <b>identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives</b> (Level 3);</p> <p>vi. <b>ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers</b> (Level 4);</p> <p>vii. <b>Make links between what they have learnt about inspirational people and their own behaviour</b> (Level 3);</p>	<p>a) ask and consider what makes a person inspirational to others, identifying characteristics of a good role model;</p> <p>b) think about what made Jesus an inspirational leader? What do Christians believe about who Jesus was and how he died?</p> <p>c) study a contemporary inspiring figure, for example a local hero, a sporting leader or a person with an outstanding story of courage or love to tell.</p> <p>d) learn from the actions of contemporary inspirational Christians and how these have been influenced by Jesus;</p> <p>e) study the actions and words of a leader or founder from another religion you are studying e.g. Moses or Guru Nanak.</p> <p>f) reflect on the story of the actions of a modern inspirational person from another faith, for example, Gandhi.</p> <p>g) think about How and why some people choose to stand up for their beliefs in difficult circumstances</p> <p>h) consider why these inspirational people of faith are regarded as sources of importance and inspiration by believers today.</p>

Year 5 / 6 Key question & development questions	Themes Key Learning Objectives	<b>Learning outcomes:</b> Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content.</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 10 Values: what matters most to Humanists and to Christians?</b></p> <p>What are the most valuable things in life? Who is a Humanist? Who is a Christian? What are my values?</p>	<p><b>Major Themes</b> Teaching and authority Inspirational people Religion and the individual</p> <p><b>Key Learning objectives</b> <b>Pupils should:</b></p> <p>describe what matters to Christians and to Humanists</p> <p>Make links between their own values and the values of others</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>use correct vocabulary</b> to describe a religious and a non religious way of life (Level 3).</p> <p>ii. <b>Describe</b> some values that matter to Humanists and some values that matter to Christians (Level 3).</p> <p>iii. <b>Make links</b> from their own ideas about good and bad to other people's ideas (level 3)</p> <p>iv. <b>understand similarities and differences</b> between Christian Humanist values Level 4).</p>	<p><b>AT2: Learn From Religion:</b></p> <p>viii. <b>identify some of their own values and consider what behaviour goes with a value like forgiveness, truth telling or kindness to animals (Level 3);</b></p> <p>ix. <b>ask and respond to questions about values and why we find it hard to always be good (Level 3);</b></p> <p>x. <b>Make links between what matters most to Humanists or Christians and what matters most to me (Level 3);</b></p> <p>xi. <b>Apply ideas about values in Christianity and Humanism for themselves (level 4).</b></p>	<p>a) think about their own values by doing some ranking of values</p> <p>b) find out who is a Humanist and how a Humanist and a Christian might have some similar and some different values</p> <p>c) join in discussions about what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings.</p> <p>d) learn from the actions and ideas of Christians about what makes an action good or bad</p> <p>e) learn from the actions and ideas of Humanists about what makes an action good or bad</p> <p>f) study the actions and words of Humanists and Christians, expressed in some stories of key people or leaders</p> <p>g) reflect on what we do because of our values</p> <p>h) think about how and why some people live lives of self sacrifice and kindness to others, but some are selfish, and many are a mixture of both!</p> <p>i) consider why they hold the values which they do, and how these values make a difference to their lives</p> <p>j) investigate the links between values held by themselves, by Christians and by Humanists</p> <p>k) notice and think about the fact that values can clash, and dilemmas about doing the right thing can be difficult.</p> <p>NB: This unit offers an opportunity for schools to plan explicitly for the inclusion of a non-religious life stance, and in doing this practices the principle of inclusion: RE is for all, including non-religious people. Of course, all of these units are guidance for schools, and schools can plan an alternative.</p>

Year 5 / 6 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 11</b></p> <p><b>Why is pilgrimage important to some religious believers?</b></p> <p>How does going on pilgrimage affect some peoples' lives?</p> <p>What significant journeys might I take in life?</p>	<p><b>Major Theme</b> Worship, pilgrimage and sacred places</p> <p><b>Key Learning objectives</b> <b>Pupils should learn to</b></p> <p>Understand why sacred places have meaning for believers</p> <p>Consider the significance of times to reflect, repent and remember</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>identify</b> what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life (level 4);</p> <p>ii. <b>explain</b> the meaning of pilgrimage for some believers (Level 4);</p> <p>iii. <b>Describe</b> what is sacred about particular religious places of pilgrimage (Level 3)</p> <p>iv. <b>Explain</b> how taking part in pilgrimage can make a difference to how pilgrims choose to live the rest of their lives (Level 5)</p>	<p><b>AT2: Learn from Religion</b></p> <p>v. <i>ask some thoughtful questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers</i>(Level 4);;</p> <p>vi. <i>express own ideas about the value of times of reflection, repentance, journey, remembrance.</i> (Level 4);</p>	<p>a) Find out about special places that hold significance for pupils, and why they are important;</p> <p>b) Consider the spiritual significance of Hajj for Muslims; Jerusalem for Jews; River Ganges and Varanasi for Hindus pilgrimage to Lourdes or Iona for some Christians. What happens at these places of pilgrimage? How does the journey make a difference to people's lives? What stories are told about the pilgrimage and the events that began it? What makes a pilgrim feel they have made a good choice in going to this place?</p> <p>c) Sort and rank a variety of reasons believers give for making or not making a pilgrimage;</p> <p>d) Take note of aspects of the actions completed on pilgrimage and their significance for believers e.g. throwing stones at the devil on Hajj, praying at the shrine of St Bernadette of Lourdes, bathing in the river Ganges for Hindus</p> <p>e) Compare two pilgrimage experiences noting similarities and differences. Can pupils make a list of similarities? A list of differences? Can they explain the reasons for these similarities and differences?</p> <p>f) Consider the significance of times of reflection, repentance, journey and remembrance. Are these present in the life of people who don't hold religious beliefs?</p>

Year 5 / 6 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 12</b> <b>How do people live through good times and through hard times?</b></p> <p>Is it good to be thankful in all circumstances?</p> <p>How can religion help people cope with 'dark' times?</p> <p>How do I respond to life's highs and lows?</p> <p>What can I learn from religion about living thankfully or about dealing with hard times?</p>	<p><b>Major themes:</b> Journey of life and death Beliefs and questions</p> <p><b>Additional Themes</b> Religion and the individual Religion, family &amp; community Symbols &amp; religious expression</p> <p><b>Key Learning objectives</b> Pupils should learn to: Understand how and why religious people find comfort, strength or peace from their faith when facing hard times</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>Describe how (L3) and show that I understand (L4)</b> a religious believer may find comfort, safety and freedom from fear through their faith, e.g. by prayer or in the community</p> <p>ii. <b>Use religious vocabulary to describe some concepts</b> associated with good times and with hard times [L3];</p> <p>iii. <b>Describe similarities and difference</b> between the beliefs about life after death from two religions [L3];</p> <p>iv. <b>Consider and understand why people</b> wish to mark the end of life with a particular ceremony; think about the value of memories [L4]</p> <p>v. <b>explain</b> how different beliefs about what happens when we die may cause people to live their life in different ways [L5];</p>	<p><b>AT2: Learn from religion</b></p> <p>vi. <i>identify some mysterious and puzzling questions that religions help some people to find answers to [L2];</i></p> <p>vii. <i>respond sensitively to emotions and ideas about light / dark, comfort / fear, safety / danger and related experiences [L2];</i></p> <p>viii. <i>ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs [L3];</i></p> <p>ix. <i>understand some beliefs, including their own beliefs about life after death [L4];</i></p> <p>x. <i>reflect on and explaining ideas from at least two religions they have studied about living through good times and hard times [L5].</i></p>	<p>a) Explore how different religions use the symbolism of light and dark to show mark the good times and hard times in life. E.g. the use of colour by Christians in Holy Week and Easter, the place of candlelight in the Divali celebrations to mark the triumph of good over evil, the way the Jewish festival of Hanukkah explores struggling against evil.</p> <p>b) Think about emotional or spiritual 'opposites' such as fear and comfort, danger and safety, life and death. Teachers may want to introduce the topic of death and afterlife – children have many questions, and they are not often encouraged to explore this sensitive territory.</p> <p>c) Who should we thank in the good times? Ask questions and suggest a range of answers to them which make reference to different religious and non-religious teachings about living thankfully, or praising and thanking God for the beauty of the earth, or the pleasures of life</p> <p>d) Learn some key concepts about religious ideas of in death such as judgement, heaven, reincarnation, karma and soul. Learn that some people believe death is the end of life, and there is no afterlife.</p> <p>e) Think about two different religious views and one non religious view of what happens after death for example: Christian, Hindu, Humanist;</p> <p>f) Look at examples of the 'art of heaven' in which religious believers imagine the afterlife, and respond with art work of their own</p> <p>g) Consider similarities and differences ceremonies that mark the end of life on earth and how these express different beliefs;</p> <p>h) Read and respond to prayers liturgies and meditation texts used in hard times or when someone has died, and think about the questions and beliefs they address.</p> <p>i) Discuss the difficulties and uncertainties that can arise when considering 'ultimate' questions about good times and hard times.</p> <p>j) Examine secular and sacred stories that help to explain different ideas and emotions around joy and celebration and / or death and bereavement.</p> <p>k) Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.</p>

Year 5 / 6 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 12 hours of study</i>
<p><b>Unit 13</b> <b>Justice and poverty: can religions help to build a fair world and make poverty history?</b></p> <p><b>What is fairness and justice?</b></p> <p><b>What can we learn from religious teaching about poverty and justice?</b></p> <p><b>How do I believe we should treat people justly?</b></p>	<p><b>Major themes</b> Beliefs in action in the world Teachings and authority</p> <p><b>Key Learning objectives</b> <b>Pupils should learn to</b></p> <p>Understand the teachings from at least two religions about justice</p> <p>Explain the actions of a modern religiously based charity and an inspiring person to work for justice</p> <p>Express their own ideas about justice</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>describe</b> some of the problems of poverty in the world today, and some ways that charities, including religious charities, respond and make a difference (Level 3);</p> <p>ii. <b>make connections</b> between the teachings of Paul and Jesus and the work of one Christian agency today (Level 4);</p> <p>iii. <b>make links between</b> the teachings of another religion e.g. Islam and the work of Islamic Relief / Muslim Aid today (Level 4);</p>	<p><b>AT2: Learn from Religion</b></p> <p>iv. <b>ask and respond to questions about fairness and justice in the world</b> (Level 3);</p> <p>v. <b>identify the qualities needed to take action to bring about what is right and good</b> (Level 3);</p> <p>vi. <b>reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT</b> (Level 4);</p>	<p>a) discuss what is fair and unfair within the experience of the pupils?</p> <p>b) draw meanings from stories and teachings from Christianity and other religions and beliefs which ensure justice and fairness for all people: E.g. - teachings of Jesus and Paul on values and justice and their meaning for Christians today e.g. Widow's Mite (Mark 12:41-44) and The Rich Fool (Luke, 12:16-21) - Mark 12.28-34 (two great commandments) - Galatians 3:28, 5:22, Romans 12:17-21. - Islam: Muhammad overcomes hatred with kindness or the woman at the gates of Mecca - Sikhism: Malak Bhago and Guru Nanak.</p> <p>c) charitable practices that are part of religious practice for example Christian tithing, giving away 10% of income, Muslim, Zakah, annually giving away 2.5% of all wealth, and Jewish, giving away 10% of their net income.</p> <p>d) investigate and compare two charities that work for justice and have a religious background. How do they interpret and follow the teaching of their faith? What is the impact of the charities' work?</p> <p>e) investigate particular individuals who have been led by their beliefs to work for different types of justice for example, Rosa Parks, Martin Luther King, Anne Frank, Bono, Gandhi, Aung San Suu Kyi, examples from your local area.</p>

Year 5 / 6 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content.</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p><b>Unit 14</b> <b>What will make our city/town a more respectful place?</b></p> <p><b>What religions are there in our area? How are they different to those in the rest of the area and country?</b></p> <p><b>What can we learn from each other?</b></p> <p><b>What makes people more respectful?</b></p> <p><b>Can people who are different live in harmony? What makes that easier or harder?</b></p>	<p>Teaching and authority Worship, pilgrimage and sacred place Beliefs in action in the world Religion, family and community</p> <p><b>Key Learning objectives</b> <b>Pupils should learn to</b></p> <p>Understand the religious and cultural diversity of their local city/county and compare it to the diversity in the wider country and a contrasting area</p> <p>Respond to examples of community harmony and interfaith work considering how respectful attitudes and communities are created</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>show understanding</b> of the richness of religious diversity of Great Britain and out own locality <i>[Level 4];</i></p> <p>ii. <b>describe similarities and differences</b> between living in a plural community and living in a community where almost everyone has similar beliefs and customs <i>[Level 4];</i></p> <p>iii. <b>make links</b> between how we treat each other and the idea of a respectful community <i>[Level 3];</i></p>	<p><b>AT2: Learn from Religion</b></p> <p>iv. <b>Respond sensitively to people with a faith</b> <i>[Level 2];</i></p> <p>v. <b>make links between values like respect and tolerance and their own behaviour</b> <i>[Level 3];</i></p> <p>vi. <b>ask good questions and suggest some answers, with reference to particular religions about religious diversity</b> <i>[Level 4];</i></p> <p>vii. <b>apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together</b> <i>[Level 4].</i></p>	<p>a) Play a simple guessing game about the statistics of religion in Britain and the world to get a sense of 'how religious the world is' today.</p> <p>b) learn from diversity through visiting places of worship from different faiths;</p> <p>c) find out about local examples of different religious communities in your area, looking at changes over time, and differences between them e.g. food, buildings, community work. Why are there now 20+ mosques in Bedfordshire, where 50 years ago there were none? Why are there over 100 Churches in Bedfordshire, some of them over 500 years old?</p> <p>d) compare your community with another more diverse community; identify similarity and difference;</p> <p>e) develop understanding of examples of community harmony, reflecting that this does not mean 'being all the same' but does mean 'accepting our differences';</p> <p>f) find out about Examples of interfaith work in your area or another nearby e.g. interfaith network. Have they worked on shared social justice projects or are their shared celebrations e.g. interfaith week</p> <p>g) consider teaching from different religions about dealing with difference e.g. responses of respect, tolerance, mutual learning and recognising each other's spirituality, rather than mere argument or even conflict</p> <p>h) weigh up examples of how people have dealt well with difference or conflict. Give pupils some scenarios to think about in which people choose conflict or acceptance, hostility or tolerance</p>

## Specific Religion units: Choose at least one of these to be taught in year 5 or 6

Year 5 / 6 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 12 hours of study</i>
<p><b>Unit 15</b> <b>What does it mean to be a Muslim?</b></p> <p>Choice to be made of at least one of these religion specific units in year 5 and 6</p> <p><b>What do Muslims believe? Where do their beliefs originate from? How does this affect how Muslims choose to live their life?</b></p> <p><b>Who or what inspires Muslims?</b></p> <p><b>What are you committed to?</b></p>	<p><b>Major themes:</b> Religion and the individual Religion, family and community</p> <p><b>Key Learning objectives</b> <b>Pupils should learn to</b></p> <p>Explain the key beliefs of Muslims and how these affect how a Muslim chooses to live their life</p> <p>Explain the function of the Mosque and worship in Islam</p> <p>Describe the forms of guidance used by Muslims</p> <p>Compare the beliefs, forms of guidance and behaviour of Muslim believers with their own ideas, values and commitments</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>Describe</b> the 5 pillars of Islam (Level 3)</p> <p>ii. <b>explain the key beliefs of</b> Muslims and how these affect the way Muslims choose to behave individually (Level 4);</p> <p>iii. <b>explain using religious</b> vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage (Level 4);</p> <p>iv. <b>explain the key functions</b> of the Mosque, comparing them to another place of worship the children have learnt about (Level 4);</p> <p>v. <b>identify</b> differences and similarities between prayer in Islam and prayer in e.g. Christianity (Level 4);</p> <p>vi. <b>describe</b> the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil (Level 4);</p>	<p><b>AT2: Learn from Religion</b></p> <p>vii. <b>ask and respond to questions</b> (<i>stimulated by a range source material</i>) about how religion influences Muslims' everyday lives (Level 4 and 5);</p> <p>viii. <b>reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed</b> (Level 4);</p> <p>ix. <b>express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam</b> (Level 4).</p>	<p>a) Develop an understanding of the Five Pillars of Islam - belief in one God and his prophet, daily prayer, fasting, alms giving and pilgrimage;</p> <p>b) think through the importance of beliefs or values as guides for making choices and decisions in daily life;</p> <p>c) consider the importance of the Qur'an for Muslims: how it is used, treated, learnt. Share examples of stories and teaching, for example, Surah 17.</p> <p>d) learn about other forms of guidance for Muslims such as hadith</p> <p>e) reflect on what forms of guidance the pupils turn to when they need guidance or advice;</p> <p>f) think about and discuss the value and challenge for Muslims of following the five pillars;</p> <p>g) consider the challenges that the discipline or commitment of Muslim living might raise for themselves;</p> <p>h) investigate how the 5 pillars are practised in Britain today;</p> <p>i) consider what beliefs, practices and values are significant in the pupils' lives;</p> <p>j) enquire into the role of the Mosque. Pupils should ideally have the opportunity to visit the Mosque if this not already been undertaken. There are 20+ mosques in Bedfordshire and Luton: pupils could consider why these have all opened in the last 50 years.</p> <p>k) develop their understanding of ways communities influence individuals, e.g. the Muslim communities of Luton or Bedford, their own communities.</p>

Year 5 / 6 Key question & development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 12 hours of study</i>
<p><b>Unit 16</b> <b>What does it mean to be a Hindu?</b></p> <p>Choice to be made of at least one of these two religion specific units in year 5 and 6</p> <p><b>What do Hindus believe? How do these beliefs affect the way they live their lives?</b></p> <p><b>What happens in Hindu worship?</b></p> <p><b>Who or what inspires and guides Hindu people?</b></p> <p><b>What are you committed to?</b></p>	<p><b>Major themes:</b> Religion and the individual Religion, family and community</p> <p><b>Key Learning objectives</b> <b>Pupils should learn to</b> Explain the key beliefs of Hindus and how these affect how a Hindu chooses to live their life</p> <p>Show understanding of the place of worship in Hindu homes and the Mandir</p> <p>Describe the forms of guidance used by Hindus</p> <p>Compare the beliefs, forms of guidance and behaviour of Hindu believers with their own ideas, values and commitments</p>	<p><b>AT1: Learn About Religion</b></p> <p>i. <b>explain the key beliefs of</b> Hindus and how these affect the way Hindus choose to behave[Level 4];</p> <p>ii. <b>use religious vocabulary to explain</b> some of the ways in which Hindus describe God, identifying beliefs that are similar in different religions[Level 4];</p> <p>iii. <b>recognise and describe</b> how a story from sacred text may provide inspiration or guidance to a religious believer[Level 4];</p> <p>iv. <b>explain using religious vocabulary</b> the religious expression and beliefs shown through worship, festival and pilgrimage [Level 4 or 5];</p> <p>v. <b>Explain the key functions</b> of the Mandir, comparing them to worship in the Hindu home[Level 4];</p>	<p><b>AT2: Learn from Religion</b></p> <p>vi. <b>reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these affect the way they live</b>[Level 4]</p> <p>vii. <b>ask and respond to questions</b> (stimulated by a range source material) about how Hindu's everyday lives are affected by their beliefs[Level 4];</p> <p>viii. describe the forms of guidance a Hindu uses and compare them to forms of guidance experienced by the pupil[Level 4];;</p> <p>ix. <b>express their own views, commitments, beliefs and responsibilities in the light of their learning about Hinduism</b> [Level 5];</p>	<p>a) develop an understanding of the key beliefs in Hinduism, for example, the concept of Dharma- duty, Karma- , Ahimsa- non harming</p> <p>b) enquire into Hindu beliefs about God; the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer);</p> <p>c) explore the place of Hindu gods and goddesses in the life of a Hindu</p> <p>d) reflect on the importance of beliefs or values as guides for making choices and decisions in daily life</p> <p>e) examine the importance of Story and sacred text for Hindus –how are stories shared and learnt from. What types of texts are important;</p> <p>f) explore the role of the Mandir in the life of a Hindu how does this compare and contrast with worship in the home, Pupils should ideally have the opportunity to visit the Mandir if this not already been undertaken;</p> <p>g) describe the practice and meaning of Puja in the home and in the mandir</p> <p>h) reflect on what forms of guidance the pupils turn to when they need guidance or advice;</p> <p>i) Examine and draw meaning from a significant Hindu festival, for example, Navratri, Divali or Holi. Look at the stories, meaning and the practices related to this festival in Britain today</p> <p>j) reflect on the spiritual significance of the River Ganges and Varanasi for Hindus pilgrims ( if not already covered in pilgrimage unit)</p> <p>k) consider what beliefs, practices and values are significant in the pupils' lives.</p>



## Key Stage 3

### Programme of Study for Key Stage 3

#### Focus the learning on this:

Throughout key stage 3, pupils extend their understanding of Christianity, Islam and Sikhism. They begin to learn about Buddhism. An additional study of Judaism and Hinduism may be undertaken. Pupils may also learn from other religions in thematic units. Learning is set in local, national and global contexts. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts, scriptures and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

#### Knowledge, skills and understanding

These **key concepts** must be built in to the planned Key Stage 3 RE curriculum:

##### Beliefs, teachings and sources (AT1)

- Understanding, explaining and interpreting teachings, sources, authorities and ways of life in order to express reasoned views about religions and beliefs.
- Understanding, explaining and interpreting beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values.

##### Practices and ways of life (AT1)

- Understanding, explaining and interpreting the varied impacts of religions and beliefs on how people live their lives.
- Applying ideas and expressing insights about the impact of practices from religions and beliefs on ways of life.

##### Expressing meaning (AT1)

- Understanding and expressing ideas and insights about the meanings of different forms of religious, spiritual, moral and cultural expression.
- Understanding, explaining and interpreting ways in which religions and beliefs use literature, the arts, music, architecture and other forms of creative expression to respond to ultimate questions.

Pupils should learn about and from religions and beliefs.

##### Learning about religion and beliefs

Pupils should be taught to:

- investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies;
- analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions;
- investigate and explain why people belong to faith communities and explain the reasons for diversity in religion;
- analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy;
- discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues;
- apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs;
- interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;
- interpret a variety of forms of religious and spiritual expression including art, music architecture and literature.

<p><b>Identity, diversity and belonging (AT2)</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding, explaining and interpreting varied viewpoints on issues connecting personal and communal identity.</i></li> <li>• <i>Applying ideas and expressing insights into questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.</i></li> </ul> <p><b>Meaning, purpose and truth (AT2)</b></p> <ul style="list-style-type: none"> <li>• <i>Describing and expressing insights into ultimate questions that confront humanity.</i></li> <li>• <i>Applying ideas and expressing insights into questions of meaning and purpose in relation to religion and beliefs.</i></li> <li>• <i>Explaining different ideas about what is true.</i></li> </ul> <p><b>Values and commitments (AT2)</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding, explaining and interpreting moral values and how they can relate to beliefs and experience.</i></li> <li>• <i>Expressing views and ideas about their own and others' values and commitments in order to make informed, rational and imaginative choices.</i></li> </ul>	<p><b>Learning from religion and beliefs</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• <i>reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments;</i></li> <li>• <i>evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas;</i></li> <li>• <i>express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;</i></li> <li>• <i>reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas;</i></li> <li>• <i>express their own beliefs and ideas, using a variety of forms of expression.</i></li> </ul>
<p>During key stage 3 pupils should be taught the knowledge, skills and understanding through the following areas of study:</p> <ul style="list-style-type: none"> <li>• <b>beliefs and concepts:</b> the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death;</li> <li>• <b>authority:</b> different sources of authority and how they inform believers' lives;</li> <li>• <b>religion and science:</b> issues of truth, explanation, meaning and purpose</li> <li>• <b>expressions of spirituality:</b> how and why human self-understanding and experiences are expressed in a variety of forms;</li> <li>• <b>ethics and relationships:</b> questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil;</li> <li>• <b>rights and responsibilities:</b> what religions and beliefs say about human rights and responsibilities, social justice and citizenship;</li> <li>• <b>global issues:</b> what religions and beliefs say about health, wealth, war, animal rights and the environment;</li> <li>• <b>interfaith dialogue:</b> a study of relationships, conflicts and collaboration within and between religions and beliefs.</li> </ul>	<p><b>Experiences and opportunities for Key Stage 3 pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>encountering</b> people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues;</li> <li>• <b>visiting</b>, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion;</li> <li>• <b>discussing, questioning and evaluating</b> important issues in religion and philosophy, including ultimate questions and ethical issues;</li> <li>• <b>reflecting on and carefully evaluating</b> their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments;</li> <li>• <b>using a range of forms of expression</b> (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully;</li> <li>• <b>exploring</b> the connections between religious education and other subject areas such as the arts, humanities, literature, and science.</li> </ul>
<p><b>Breadth of study: Religions and beliefs</b>  <b>Pupils will learn from Christianity, Buddhism, Islam and Sikhism (an additional study of Judaism and Hinduism may be undertaken)</b>  Pupils may also learn from other religions and beliefs in thematic units</p>	

### **Units of Study for Key Stage 3**

Units take about 10-12 hours of teaching time.

In Bedford Borough and Central Bedfordshire local authority areas where pupils transfer at the end of year 8, the programme of study requires units 3.1 – 3.6 to be studied in Years 7 and 8. Units 3.7 – 3.9 are for year 9. In Luton, teachers have greater flexibility.

**3.1 Christian belief: why does following Jesus matter to Christians today?**

**3.2 How does being a 21<sup>st</sup> Century Muslim affect everyday life?**

**3.3 How does being a 21<sup>st</sup> Century Sikh affect everyday life?**

**3.4 What happens when I die?**

**3.5 What do people say about God and the universe?**

**3.6 Questions of right and wrong (mini-units take about 6 hours of teaching time):**

**1. How can war ever be justified?**

**2. How should animals be treated? Religious and spiritual ideas**

**3. Fairness and justice: Who made my jeans? Religious and spiritual responses**

**4. What inspired Martin Luther King?**

**5. The Earth: what's wrong with the world? Religion and environment**

**6. What will make our town a more respectful place?**

**3.7 Sharing one world: are religions a part of the problem or the solution? Barriers.**

**3.8 It's my life – what should I do with it?**

**3.9 Buddhism – how can people find contentment or happiness in a suffering and selfish world?**

**These units are fully exemplified on the RE syllabus disc:**

**3.1 Christian belief: why does following Jesus matter to Christians today?**

**3.5 What do people say about God and the Universe?**

**3.6.6 What will make our town a more respectful place?**

**3.7 Sharing one world: are religions part of the problem or the solution?**

## Planning Guidance:

### How to create medium and short term planning from the RE Programme of study

<p><b>Step 1: Key question</b></p>	<p><b>Either:</b> use the key question suggested in the syllabus (see pages ??- ??)</p> <p><b>Or:</b> devise a key question of your own. Ensure that the key question fits with the themes from p??</p> <p>Make sure that the key question is sufficiently open to allow enquiry. Make sure that it has a clear focus on learning about and from religion and belief.</p> <p>Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas does it link to, if appropriate.</p>
<p><b>Step 2: Key Learning objectives, learning outcomes &amp; assessment</b></p>	<p><b>Use the Key Learning objectives(see column 2 of the programme of study)</b></p> <p><b>Select</b> more detailed learning outcomes for the key question (see column 3 and 4 of the programme of study p ??-??). Ensure there is a balance of learning about and from religion.</p> <p>Are the learning outcomes set at the appropriate level for your children do they need to be further differentiated?</p> <p>Use the level descriptions on p. ?? to develop specific levelled “I can...” statements as appropriate to the age and ability of the pupils. These ‘I can...’ statements are found in the details of each unit. Many further examples are in the assessment guidance on the Syllabus disc.</p> <p>These “I can” statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment within each unit.</p>
<p><b>Step 3: Content</b></p>	<p><b>Select</b> relevant content from column 5 of the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes. Of course the main principle of selecting content in RE will be to emphasise the religious and spiritual dimensions of each unit.</p>
<p><b>Step 4: Teaching &amp; learning activities</b></p>	<p><b>Develop</b> active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don’t forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.</p>

## KS3 RE in Bedford Borough, Central Bedfordshire and Luton: the programme of study

### Sheet 1: How to use the programme of study tables (version for KS1 and 2 to be created and inserted).

Year 7 / 8 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content.</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expects for classes to cover all this material.
<p><b>The key question for the unit of study is shown at the top of this column.</b></p> <p>The question is elaborated and broken down in the questions that follow, which always include strong elements of learning from religion / AT2</p>	<p>The themes of RE at this key stage are included here as far as they are relevant: usually 3 or 4 of the 8 themes are addressed in each unit.</p> <ul style="list-style-type: none"> <li>• <b>beliefs and concepts</b></li> <li>• <b>authority;</b></li> <li>• <b>religion and science</b></li> <li>• <b>expressions of spirituality;</b></li> <li>• <b>ethics and relationships;</b></li> <li>• <b>rights and responsibilities</b></li> <li>• <b>global issues</b></li> <li>• <b>inter faith dialogue.</b></li> </ul> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ investigate...</li> <li>▪ apply and respond to...</li> <li>▪ reflect on the impact of...</li> </ul> <p>These objectives set a baseline for almost all pupils at KS3</p>	<p><b>Learn about religion</b></p> <p>AT 1 is all about building knowledge and understanding of the principal religions in the UK.</p> <p>These outcomes are expressed in terms of the key skill words for each level, so they might at KS3 begin with:</p> <ul style="list-style-type: none"> <li>▪ Understand [L4],</li> <li>▪ Explain [L5] or</li> <li>▪ Interpret [L6]...</li> </ul> <p>Teachers are expected to select the outcomes that most suit the learning needs of the class.</p> <p>At both ATs, some lower achieving classes will work mostly at L3-5 in Year 7. Some high achieving year 9 classes may work mostly at levels 5-7 or even 6-8.</p>	<p><b>Learn from religion</b></p> <p><i>AT 2 is all about engaging, reflecting and responding to religious and spiritual questions</i></p> <p><i>These outcomes use the key skill words for AT 2, so at KS3 they might begin with:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Apply ideas [L4]</i></li> <li>▪ <i>Express views [L5]</i></li> <li>▪ <i>Develop insights of their own [L6] into...</i></li> </ul> <p>Good work in AT 2 always links to pupils' AT1 learning about religions and beliefs, and enables pupils to relate their own ideas, experiences and beliefs to the religious material studied.</p>	<p>The material in this section of the units is a basis for teachers' own planning.</p> <p>It is not intended that any class should study all of this material. Select from the content in ways that meet your pupils' learning needs</p> <p>The processes of learning are a key to successful outcomes in RE, so the content in this section is always to be planned with the development of pupils' skills in mind.</p> <p>Teachers will notice that the examples of prompts below bring the content of RE into focus through the skills with which pupils are asked to work.</p> <ul style="list-style-type: none"> <li>■ Identify what I already understand about...</li> <li>■ Investigate...</li> <li>■ Enquire into...</li> <li>■ Raise and respond to questions about...</li> <li>■ Develop understanding of...</li> <li>■ Explain similarities and difference between...</li> <li>■ Explain reasons why...</li> <li>■ Give reasons for my views about...</li> <li>■ Interpret a range of...</li> <li>■ Analyse and evaluate ...</li> <li>■ Consider and interpret ...</li> <li>■ Express pupils' own ideas about...</li> <li>■ Respond thoughtfully to the challenges of...</li> <li>■ Consider the significance of...</li> <li>■ Make a personal, evaluative response to...</li> <li>■ Evaluate critically and personally...</li> </ul>

Year 7 / 8 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content.</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 10 hours of learning time</b>
<p><b>Jesus: why does he matter to Christians today?</b></p> <p>How do we know if Jesus really existed? Why is Jesus so significant for Christians? How does being a Christian follower of Jesus affect everyday life? How do Christian values compare with my values and beliefs? Why do Christians say “Jesus is alive”? How do they know? What do I think?</p>	<ul style="list-style-type: none"> <li>• beliefs and concepts</li> <li>• authority;</li> <li>• expressions of spirituality;</li> <li>• ethics and relationships;</li> <li>• interfaith dialogue.</li> </ul> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ investigate reasons for the significance of Jesus for Christians today;</li> <li>▪ apply and respond to the life teaching and example of Jesus for themselves;</li> <li>▪ reflect on the impact of Jesus life and teaching.</li> </ul>	<p><b>Learn about religion</b></p> <p>i. Understand [L4], explain [L5] or interpret [L6] what the Gospel narratives say about Jesus;</p> <p>ii. Use religious vocabulary and concepts to explain their own understanding of the stories of Jesus and their possible meanings [L5];</p> <p>iii. Explain and interpret the impact of Jesus on Christians today [L5-6];</p> <p>iv. Evaluate the sources, authorities and impacts of the life, teaching and example of Jesus [L7];</p> <p>v. Evaluate [L7] and analyse [L8] theological ideas about Jesus as a source of inspiration, or as Son of God, or as the incarnation of God.</p>	<p><b>Learn from religion</b></p> <p>vi. <i>Apply ideas [L4] express views [L5] or develop insights [L6] into the ways in which Jesus’ life, teaching and example might have an impact on young people in Britain today;</i></p> <p>vii. <i>Explain [L5] interpret [L6] or evaluate [L7] a wide range of responses to Jesus’ ideas and teachings on themes such as prayer, money, revenge, forgiveness or salvation;</i></p> <p>viii. <i>Engage critically and personally with the idea that Jesus is alive, or the idea that Jesus can change a life, or the idea that Jesus was ‘God on Earth’ [L7].</i></p>	<p>a) Identify what pupils already know about Jesus.</p> <p>b) Investigate evidence for his historical existence.</p> <p>c) Explain and analyse distinctions between historical statements and faith statements (could use Apostles’ or Nicene creed as source material)</p> <p>d) Interpret a range of artistic impressions of Jesus – using different historical and cultural contexts, alert to the spiritual expression involved.</p> <p>e) Analyse and evaluate the main beliefs that underpin key festivals (reinforcing earlier learning on Christmas, Good Friday and Easter and Pentecost): incarnation; salvation; resurrection; Holy Spirit (including concept of the Trinity).</p> <p>f) Consider and interpret the practice and significance of the Eucharist.</p> <p>g) Express pupils’ own ideas about Jesus in a variety of forms for example poetry, art, collage, questioning.</p> <p>h) Evaluate the teaching of Jesus on love and forgiveness, using stories and incidents including the two great commandments, extracts from the Sermon on the Mount the “Lost” parables (Luke 15) and the Unforgiving Servant (Matthew 18 v 21–35).</p> <p>i) Where possible, present current examples from the news of individual Christians putting Jesus’ teaching into practice for example, forgiveness of murderers, helping people in need, disregarding the ‘money god’.</p> <p>j) Consider the significance of Jesus to some people from other religions or people who are agnostic or atheists. What do others say about Jesus, and why? Are some Humanists and Hindus inspired by Jesus? Or not? What does the Prophet Jesus / Isa mean to Muslims?</p> <p>k) Explore the Christian response to social/global issues: select from any of the major Christian relief agencies (for example CAFOD, Christian Aid, Salvation Army, Tear Fund, World Vision).</p> <p>l) Consider and interpret what Jesus would teach or preach if he came to Britain today: does his teaching have relevance? What might its impact be? Who would welcome him, and who would be his enemy?</p> <p>m) Make a personal, evaluative response to the teaching of Jesus about love and forgiveness.</p>

Plan this unit to challenge the learners in your school, in the light of the overall requirements for key stage three – pages XX - YY

Year 7 / 8 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		<b>Suggested content.</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 10 hours of learning time</b>
<p><b>How does being a 21<sup>st</sup> century Muslim affect everyday life?</b></p> <p>What do Muslims believe and where do these beliefs come from?</p> <p>Why do the Qur'an and Sunnah have so much authority for Muslims? What has authority for me? How does it affect my behaviour?</p> <p>How do I feel about the social standards set by Muslims?</p> <p>What is special about a Mosque? How does it strengthen the sense of community?</p> <p>How is its role the same/ different to other religious buildings?</p> <p>How do Muslims put their faith into action? What do Muslims believe about life after death?</p> <p>How do these beliefs compare with other religious views and my own?</p> <p>How is British Islam developing and changing?</p>	<ul style="list-style-type: none"> <li>• beliefs and concepts</li> <li>• authority;</li> <li>• expressions of spirituality;</li> <li>• ethics and relationships;</li> <li>• global issues;</li> <li>• interfaith dialogue.</li> </ul> <p><b>Key Learning Objectives</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>▪ understand and explain Muslim beliefs and ways of living, including British Muslim identities</li> <li>▪ apply ideas about Islam, identity, community and fairness for themselves</li> <li>▪ reflect on the ways in which Islam presents challenges to their own ideas, beliefs, identities and values.</li> </ul>	<p><b>Learn about religion</b></p> <p>i. Understand (L4), explain (L5) or interpret (L6) the origins of Islam in the life of the Prophet and the giving of the holy Qur'an;</p> <p>ii. Use religious vocabulary and concepts to describe (L3), explain (L5) and evaluate (L7) the practice of Islam in Britain today, e.g. the Five Pillars, the Muslim community;</p> <p>iii. Consider and develop understanding of the values of peace and submission to Allah in Islam (L4);</p> <p>iv. Explain in increasing depth and detail what it means to be a British Muslim today (L5);</p> <p>v. Interpret (L6) and evaluate (L7) some contributions of Muslims and Islam to British ways of living.</p>	<p><b>Learn from religion</b></p> <p>vi. <i>Apply ideas (L4), express views (L5) or develop insights (L6) into the religious practices of Islam, taking account of authentic Muslim voices;</i></p> <p>vii. <i>Express informed ideas and viewpoints about the beliefs and spiritual expressions of Muslims, e.g. about God, life after death, living out our values or sharing one world (L5);</i></p> <p>viii. <i>Develop insights (L6) and critical and personal evaluations (L7) of Muslim answers to questions of meaning, purpose and truth about Allah, human life, community and belief;</i></p> <p>ix. <i>Engage critically and personally with questions about identity, diversity and belonging in today's plural Britain.</i></p>	<p>a) Identify key beliefs: belief in Allah (one-ness, undivided); links to Jewish and Christian prophets as Allah's messengers; Muhammad (the final prophet, the seal of the prophets; his life and times, his role in the revelation of the Qur'an and his example. Include illustration from other writings for example, Hadith. <b>Note:</b> refer to unit: Why do some people inspire others? Y5/6).</p> <p>b) Consider the importance of the Qur'an: Allah's final revelation to humanity, for Muslim communities today, and of the Sunnah.</p> <p>c) Analyse and explain why such respect is shown and emphasise the effect of teaching on everyday life. Include: the Five Pillars (shahadah, salah, zakah, sawm, hajj); family life (roles and responsibilities of members of the family; respect for elders; dietary requirements and the importance of cleanliness; sexual relationships only permissible within marriage); Ramadan and Id-ul-Fitr, Id-ul-Adha; The concept of Jihad.</p> <p>d) Investigate the mosque as focal point for the community: Friday congregational prayer (Jumu'ah); the role of the features in supporting prayer and study; a social, educational and welfare centre.</p> <p>e) Investigate a Muslim charity for example, Muslim Aid or Islamic Relief (link to Zakah). Explain how this is an expression of the Ummah, the universal community of Islam</p> <p>f) Explain, interpret and analyse British Muslim communities and identities, referring to the facts that over 1.5 million British Muslims run nearly 2000 mosques in the UK today. Consider and respond to the challenges of living in a plural society for Muslims and for other people, applying ideas about fairness, justice and equality to questions of community relations</p> <p>g) Reflect on the value of religion as a total way of life. Thinking about examples of Muslim life in Britain today, including examples from Luton or Bedford</p> <p>h) Consider Muslim practices at death and beliefs about judgement, angels, paradise and hell. How are these beliefs and ideas expressed and what impact do they have on daily living? <b>Note:</b> Refer to What happens when I die? Unit</p>

Plan this unit to challenge the learners in your school, in the light of the overall requirements for key stage three – pages XX – YY

Year 7 / 8 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 10 hours of learning time</b>
<p><b>How does being a 21<sup>st</sup> Century Sikh affect everyday life?</b></p> <p>What do Sikhs believe and where do these beliefs come from? What is special about a Gurdwara? What communities do I belong to and why are they important to me? Why do Sikhs wear turbans? What do Sikhs believe and teach about God and the right way to live? How do these beliefs compare to my own? What do Sikhs believe about life after death? What am I committed to? How is the British Sikh community growing and changing?</p>	<ul style="list-style-type: none"> <li>• <b>beliefs and concepts</b></li> <li>• <b>authority;</b></li> <li>• <b>expressions of spirituality;</b></li> <li>• <b>ethics and relationships;</b></li> <li>• <b>interfaith dialogue.</b></li> </ul> <hr/> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ <b>understand and explain aspects of Sikh belief, practice and community life in Britain today</b></li> <li>▪ <b>apply ideas about service to others, worship or equality for themselves</b></li> <li>▪ <b>reflect on the ways in which the Sikh community may challenge their own thinking and ways of life</b></li> </ul>	<p><b>Learn about religion</b></p> <p>i. Understand (L4), explain (L5) or interpret (L6) some significant features of Sikh religion in Britain today;</p> <p>ii. Ask questions about the Sikh way of life and find increasingly thoughtful answers (L4);</p> <p>iii. Use religious vocabulary and concepts to understand (L4) and explain (L5) sources of authority, beliefs and ways of expressing religious meaning in the Sikh community</p> <p>iv. Develop reasoned ways of engaging with the impact of Sikh commitments and identity on everyday life (L6).</p> <p>v. Develop coherent arguments based on social and religious reasons about the place of Sikhism in contemporary world (L7);</p>	<p><b>Learn from religion</b></p> <p>vi. <i>Think for myself about the ideas of Guru Nanak and the impact they have had (L4);</i></p> <p>vii. <i>Apply ideas (L4), express views (L5) or develop insights (L6) into the challenges of a Sikh way of life in Britain today;</i></p> <p>viii. <i>Interpret (L6) and evaluate (L7) the beliefs and practices of Sikh in the light of my own beliefs and ways of living;</i></p> <p>ix. <i>Express with increasing insight my own views about questions of identity and meaning in my own life and thinking (L5-6);</i></p> <p>x. <i>Engage critically and personally with questions about Sikh religion and the challenges and influences it raises (L7).</i></p>	<p>a) Discuss the key teachings of Guru Nanak including Sikh beliefs in equality and sharing.</p> <p>b) Recognise the importance of the Guru Granth Sahib (the “Living Guru” containing teachings of Guru Nanak and other Gurus).</p> <p>c) Consider some Sikh stories and teachings about God and how these are reflected in the way Sikhs live.</p> <p>d) Consider how and why there is a growing British Sikh community of over half a million people, and examine and investigate how the community expresses the spiritual in a local setting and / or in contemporary Britain</p> <p>e) Analyse and apply Sikh values to pupils’ own experience and beliefs (including: values such as equality, service to others, belief in peace, justice and tolerance; prohibitions such as never using tobacco, alcohol or harmful drugs, never commit adultery).</p> <p>f) Investigate the Gurdwara: physical features and focal points and how they reflect beliefs; the central role of the Guru Granth Sahib; the Gurdwara’s role in the life of the community (religious, social, educational and welfare centre).</p> <p>g) Reflect on the way beliefs are put into practice (for example, Sewa, equality and service) especially in the Langar.</p> <p>h) Consider significant community occasions, for example the festival of Vaisakhi: What is celebrated? How and why?</p> <p>i) Explore the concept of commitment and how membership of the Khalsa affects everyday life.</p> <p>j) Evaluate the commitments made at the ceremony of initiation (NB Symbols 2 unit).</p> <p>k) Research into Khalsa Aid, a Sikh development charity, and its response to emergencies as part of service to others.</p> <p>l) Identify the Sikh belief in reincarnation: (NB Refer to What happens when I die? unit 7/8); beliefs and practices associated with death.</p>

**Plan this unit to challenge the learners in your school, in the light of the overall requirements for key stage three – pages XX - YY**



Year 7 / 8 Key question and development questions	Themes + Key Learning Objectives	Learning outcomes. Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 10 hours of learning time</b>
<p><b>What happens when I die?</b> What is an “Ultimate question?” What do I believe happens when a person dies? What do other people believe? Does it matter? Do religions have any beliefs in common? What is meant by the terms “Heaven” and “Hell”? What is meant by karma and reincarnation? If death is really the end, what’s the point of life? What do I think / believe? How might belief in the sanctity of life affect behaviour? How do people with no religious belief mark the death of someone?</p>	<ul style="list-style-type: none"> <li>• <b>beliefs and concepts</b></li> <li>• <b>authority;</b></li> <li>• <b>religion and science</b></li> <li>• <b>expressions of spirituality;</b></li> <li>• <b>interfaith dialogue.</b></li> </ul> <hr/> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ <b>understand and explain different ideas about life after death</b></li> <li>▪ <b>apply ideas about the impact of belief in afterlife for myself</b></li> <li>▪ <b>reflect on the ways in which religious ideas agree with or challenge my own ideas</b></li> </ul>	<p><b>Learn about religion</b></p> <ol style="list-style-type: none"> <li>i. Understand [L4], explain [L5] or interpret [L6] a range of answers to the key question: what happens when I die?</li> <li>ii. Ask questions and suggest answers for myself to do with the mysteries of life and death [L4]</li> <li>iii. Use religious vocabulary and concepts to explain religious ideas about life beyond death in detail and depth [L5].</li> <li>iv. Consider and explain the impact of belief about heaven, paradise, rebirth and similar concepts on how people find meaning in their lives [L5]</li> <li>v. Develop reasoned arguments using evidence and sources to explain why different answers to questions of destiny are given by intelligent people [L6]</li> </ol> <p><b>Learn from religion</b></p> <ol style="list-style-type: none"> <li>vi. <i>Apply ideas [L4], express views [L5] or develop insights [L6] into questions about human destiny</i></li> <li>vii. <i>Explore and explain different artistic and poetic responses to death and afterlife [L5]</i></li> <li>viii. <i>Express insightful arguments of my own about questions of life, death and beyond [L6]</i></li> <li>ix. <i>Engage critically and personally with arguments and evidence for different views of the possibility of life after death [L7].</i></li> <li>x. <i>Evaluate the impact of two or more different views about life after death on how we live our lives [L7]</i></li> </ol>	<ol style="list-style-type: none"> <li>a) Clarify what is meant by an “ultimate question”: questions which don’t have agreed or final answers, but which really matter in terms of our human commitments and ways of living.</li> <li>b) Discuss / survey a range of responses to the key question about death, categorising into religious / secular. Ask and consider what counts as evidence with regard to the unknown possibility beyond death.</li> <li>c) Brainstorm and organise a large range of questions about life death and beyond: which questions matter? How can any of these questions be answered? A P4C approach might use the ‘community of enquiry’ for this work.</li> <li>d) Investigate (from different points of view) ‘out of body’ or ‘near death’ experiences, considering whether they are evidence for life beyond.</li> <li>e) Reflect on the significance of beliefs about life after death – do/should beliefs affect behaviour? How and why?</li> <li>f) Explore some artistic, poetic and musical expressions of belief about the afterlife in the light of religious belief. Express my own responses creatively and conceptually</li> <li>g) Compare Hindu and Christian beliefs, applying terminology of reincarnation/ karma and one life/transmigration of the soul / Atman judgement/ salvation / grace / eternal life.</li> <li>h) Explain how religious funeral practices use vocabulary and rituals to reflect beliefs, and how the practice of burial, cremation, celebration of a life and so on may comfort the bereaved. <ol style="list-style-type: none"> <li>i) Interpret examples of sacred writings which are used to explain beliefs and comfort the bereaved.</li> <li>j) Investigate secular rituals and practices such as Humanist funerals.</li> <li>k) Identify, explain or interpret similarities and differences in Christian, Hindu, Muslim or other views.</li> <li>l) Analyse Hindu beliefs and their implications for living.</li> <li>m) Compare and evaluate religious and secular practices at death.</li> <li>n) Pupils respond personally to the unit title, using a variety of forms of expression</li> </ol> </li> </ol>

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Year 7 / 8 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 10 hours of learning time</b>
<p><b>What do people say about God and the universe?</b></p> <p><b>What arguments do theists offer to support their vision of God as the creator of life? How do atheists account for the beauty, love, order or grandeur of the Earth &amp; humanity? Why do some people believe/ not believe in God? Why are some people uncertain about God? What are my beliefs? Can science and religion both tell the truth about questions of origins? What is evidence? What is proof? Are human beings special to God?</b></p>	<ul style="list-style-type: none"> <li>▪ religion and science</li> <li>▪ beliefs and concepts</li> <li>▪ authority;</li> <li>▪ interfaith dialogue.</li> </ul> <hr/> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ understand and explain different views about questions of origins taking account of scientific and religious ideas</li> <li>▪ apply ideas about 'design' 'creation' and evolution for themselves</li> <li>▪ reflect on the ways in which religious scientists connect their views of science and their views of God</li> </ul>	<p><b>Learn about religion</b></p> <ol style="list-style-type: none"> <li>i. Understand [L4], explain [L5] or interpret [L6] a range of answers to the key question: what do people believe about God and about creation?</li> <li>ii. Ask questions and suggest answers for myself to do with God, science and origins [L4]</li> <li>iii. Use religious vocabulary and concepts to explain religious and atheist ideas about origins, evolution and creation in detail and depth [L5].</li> <li>iv. Consider and explain the impact of beliefs about creation, evolution and similar concepts on how people find meaning in their lives [L5]</li> <li>v. Develop reasoned arguments using evidence and sources to explain why different answers to questions of origins are given by intelligent people [L6]</li> </ol>	<p><b>Learn from religion</b></p> <ol style="list-style-type: none"> <li>vi. <i>Apply ideas [L4], express views [L5] or develop insights [L6] into questions about human origins</i></li> <li>vii. <i>Explore and explain different responses to questions about human origins from science and from religion [L5]</i></li> <li>viii. <i>Express insightful arguments of my own about questions of origin, science and religion [L6]</i></li> <li>ix. <i>Engage critically and personally with arguments and evidence for different views about creation, evolution and the meaning of human life [L7].</i></li> <li>x. <i>Evaluate the impact of two or more different views about creation and science on how we live our lives [L7]</i></li> </ol>	<ol style="list-style-type: none"> <li>a) Identify key vocabulary: theist, atheist, agnostic; omnipotent; omnipresent; omniscient, evolution, science, evidence, origins, design, creationist. Students will be increasingly enabled to use these ideas reasonably through the unit.</li> <li>b) Raise questions about the origins, meaning and purpose of life – why, how, who, what for? Sort and classify these questions. Are there some which religions try to answer? Are some answered by science?</li> <li>c) Investigate diversity of beliefs and reasons for the diversity. Explore beliefs about God, the nature of the universe, questions of origins and purpose, people's spiritual experience, the nature of good and evil.</li> <li>d) Investigate ways in which people claim to experience God, for example in prayer, poetry, meditation, music, drama, sacred writings, art, in sacred places or times, worshipping with others. Evaluate evidence of these experiences and consider how these experiences can be "true" for the individual or group.</li> <li>e) Draw out statements that pupils believe to be true with explanations or evidence. Notice that evidence and proof are different but connected. Ensure a range of types of truth are considered. Differentiate between fact, opinion and belief. Consider types of truth, for example: history, science, experience, myth.</li> <li>f) Engage with the debate on Creationism / Evolution / Design and the ways questions of origins can be handled. From a focus on "big bang" and evolutionary theories, learn about how some Christian or Muslim scientists hold their faith in God and accept evolutionary theory.</li> <li>g) Consider the purposes and uses of the Genesis narratives of creation.</li> <li>h) Explore questions about the universe: accident, or plan? Act of love or random? Purposeful or purposeless? Consider philosophical questions and arguments about the origin of all things: Does the Universe have a First Cause? Is the universe designed? Does natural selection explain human complexity? Darwin's theory of evolution.</li> <li>i) Discuss the importance of human beings – are we just more developed brains or are we special to God with higher consciousness or soul?</li> <li>j) Personal evaluation and response to the key issue "Can science and religion both be true?" The strengths and weaknesses of all arguments.</li> </ol> <p><b>NB It is important to liaise with the science department and with Upper Schools on this</b></p>

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## Questions of Right and Wrong

The six areas of work described in these mini-units intend to provide pupils with learning opportunities in RE that connect to identity, ethics, values and commitments. In each case, it is important for good RE that pupils' learning includes authentic encounters with religious materials and perspectives. While the work has strong connections with citizenship and PHSE, it is in the handling of religious and spiritual questions that RE's distinctive contribution to learning occurs.

Year 7 / 8 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 6 hours of learning time</b>
<p><b>1. How can war ever be justified?</b> Why is conflict a part of life? What is meant by a "just war"? Holy War? Pacifism? What did Jesus teach his followers? How did Gandhi practise pacifism? Do religions agree or disagree with each other about war? Do religions bring peace, or cause wars, or both?</p>	<ul style="list-style-type: none"> <li>• beliefs and concepts</li> <li>• ethics and relationships;</li> <li>• rights and responsibilities;</li> <li>• global issues;</li> <li>• interfaith dialogue.</li> </ul> <hr/> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ understand and explain</li> <li>▪ apply ideas about</li> <li>▪ reflect on the ways in which</li> </ul>	<p><b>Learn about religion</b></p> <ol style="list-style-type: none"> <li>i. Understand [L4], explain [L5] or interpret [L6] different points of view about the role of religion in making peace or in casing conflict, giving examples</li> <li>ii. Use religious vocabulary and concepts to explain how some great peace makers have had an impact on the world [L5]</li> <li>iii. Raise and research questions about the role of religion in making peace and in conflict [L5]</li> <li>iv. Give reasoned arguments which justify their opinions about religion, peace and conflict [L6]</li> </ol>	<p><b>Learn from religion</b></p> <ol style="list-style-type: none"> <li>v. <i>Apply ideas [L4], express views [L5] or develop insights [L6] into questions about how peace is related to religion</i></li> <li>vi. <i>Express viewpoints about the impact of the teaching of Jesus, Gandhi or other peace makers on how people live today [L5]</i></li> <li>vii. <i>Develop points of view [L5] and insights [L6] into questions about whether war can ever be justified</i></li> <li>viii. <i>Engage critically and personally with ideas from different points of view about religion's role in peace making and in conflict [L7]</i></li> </ol>	<ol style="list-style-type: none"> <li>a) Discuss examples of conflict in everyday life – its causes and consequences. Consider the place of disagreement, fear, prejudice, hatred, selfishness and other factors in personal and larger scale examples of conflict. Can religion solve conflict?</li> <li>b) Compare some different examples of the work of peace makers in the contemporary world: they might decide who their leading 'champions of peace' might be: the Dalai Lama, The Society of Friends (Quakers), Leonard Cheshire, Mahatma Gandhi, Nelson Mandela or other campaigners for peace. Explore the religious inspiration of many of these;</li> <li>c) Reflect on the consequences of war: Can war ever be justified?</li> <li>d) Research a modern conflict, identifying the causes and consequences.</li> <li>e) Explain and evaluate some religious teachings on war, including Jesus' teaching in Matthew 5 v 9, 38–39 and 43–45</li> <li>f) Consider whether religions are the cause of war, or a force for peace, or both. Pupils should assemble well informed accounts of this question and reflect on their own views, expressing arguments and reasons with increasing clarity</li> <li>g) Present findings about religious ideas and examples and personal response to an aspect of the unit through, for example, debate, argument, display, PowerPoint, artwork, collage, evaluative writing.</li> </ol>

<p><b>2. How should animals be treated? Religious and spiritual ideas</b></p> <p>Why are some religious people vegetarian? Do animals have souls? Why do people feel so strongly about animal experimentation? Are animals equal to humans? What do religions teach about how we should treat animals? Why do some religious people have rules about eating animals?</p>	<ul style="list-style-type: none"> <li>• beliefs and concepts</li> <li>• ethics and relationships;</li> <li>• interfaith dialogue.</li> </ul> <hr/> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ investigate and explain an issue relevant to animal welfare, such as animal experimentation, vegetarianism, religious food laws;</li> <li>▪ explain their views about religious and spiritual questions to do with the human uses of animals</li> <li>▪ reflect on the ways in which their own beliefs and values have an impact on their way of living</li> </ul>	<p><b>Learn about religion</b></p> <ol style="list-style-type: none"> <li>i. Understand [L4], explain [L5] or interpret [L6]</li> <li>ii. Use religious vocabulary and concepts to explain different perspectives on animal rights and welfare [L5]</li> <li>iii. Raise and research questions about animal use and abuse at human hands: why is this wrong? [L6]</li> <li>iv. Give reasoned arguments which account for the different views found in society on issues like animal testing and vegetarianism [L7]</li> </ol>	<p><b>Learn from religion</b></p> <ol style="list-style-type: none"> <li>v. <i>Apply ideas [L4], express views [L5] or develop insights [L6] into questions about the human treatment of animals</i></li> <li>vi. <i>Develop points of view [L5] and insights [L6] into the moral, social and spiritual issues raised by animal cruelty, exploitation and abuse</i></li> <li>vii. <i>Engage critically and personally with the social ethics of the human use of animals, developing highly reasoned arguments and taking account of different views [L7]</i></li> </ol>	<p><b>Note: Teachers might</b> select one aspect of the unit for whole class work or set group work on different aspects of the unit.</p> <ol style="list-style-type: none"> <li>a) Investigate the reasons for and against vegetarianism, taking account of non-religious stances but focusing on the Hindu concept of ahimsa, the belief in reincarnation, the value placed on the cow in Indian religion and culture and the beliefs and practices of Jains for harmless living.</li> <li>b) Discuss different religious attitudes to animals and their status in creation, for example as serving human need, as part of human stewardship and responsibility in God's world. Include stories and extracts from sacred writings. Explore a range of views, including examples of animal welfare, animal rights and animal exploitation.</li> <li>c) Compare, explain and analyse different views on animal experimentation. NB Guidance on the use of websites is essential: how do the campaign groups on this issue use emotion? Research religious responses to the issue.</li> <li>d) Investigate food laws affecting animals – the origins of the rules and their application, including Jewish Kosher practice and Muslim Halal practice.</li> <li>e) Consider how humans use animals: for pets, entertainment, sport, science, food, work. Why do we do this, and what arguments support or oppose the practices of, for example, fishermen, circus goers, animal experimentation, pet ownership, the fur trade, butchery and meat eating?</li> <li>f) Consider some spiritual questions and arguments: Is all life one? Does a human life have greater value than an animal life? Why should kindness to animals be practiced? Are there any ethical arguments against vegetarianism? Does God love all that lives equally?</li> <li>g) Present findings and personal response to one of the topics for example through debate, argument, display, PowerPoint, poetry, artwork, collage, evaluative writing.</li> </ol>
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<p><b>3. Fairness and justice: Who made my jeans?</b> Who has made my jeans/trainers? (or other commodity) Does it matter? What do religions say about it? Who does anything about it?</p>	<ul style="list-style-type: none"> <li>• beliefs and concepts</li> <li>• ethics and relationships;</li> <li>• rights and responsibilities;</li> <li>• global issues;</li> <li>• interfaith dialogue.</li> </ul> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ investigate a situation relating to unfair systems of global trade in fashion;</li> <li>▪ identify and weigh up some religious and moral questions raised;</li> <li>▪ understand and compare religious responses;</li> <li>▪ reflect on their own responses.</li> </ul>	<p><b>Learn about religion</b></p> <ol style="list-style-type: none"> <li>i. Understand [L4], explain [L5] or interpret [L6] an issue of trade justice for myself</li> <li>ii. Use religious vocabulary and concepts to explain how and why religious groups care about trade justice [L5]</li> <li>iii. Raise and research questions about the responsibilities of the 'wealthy west' to less developed countries [L5]</li> <li>iv. Give reasoned arguments to support my views about social justice in the light of religious understanding [L6]</li> </ol>	<p><b>Learn from religion</b></p> <ol style="list-style-type: none"> <li>v. Apply ideas [L4], express views [L5] or develop insights [L6] into questions about the use of money and the power of the wealthy</li> <li>vi. Develop points of view [L5] and insights [L6] into the changes which our worlds would need to see if justice were to triumph</li> <li>vii. Engage critically and personally with social and ethical issues in the light of religious understanding [L7]</li> </ol>	<ol style="list-style-type: none"> <li>a) Investigate current anti-poverty and fair trade campaigns, with a focus on the motives of those involved in these campaigns, including for some religious and spiritual motives.</li> <li>b) Make a personal response to the concept of charity and exploitation (link with The Earth 2 Y5/6).</li> <li>c) Identify common religious principles on the subject of wealth and poverty for example: Christian and Jewish tithing, Muslim zakah, Sikh Sewa. Is it good to give? Why or why not?</li> <li>d) Describe and connect examples of these teachings, beliefs and practices: teaching can use the structure: 'if everyone did this then...'</li> <li>e) Research one example of a religious group putting teaching into practice by supporting the poor in the developing world and challenging exploitation, such as a fashion item produced with cheap labour in a poor country (see Tear Fund website). Other sites include those for CAFOD, Tzedekah, Muslim Aid, Khalsa Aid.</li> <li>f) Presentation of findings and personal response to an aspect of the unit for example through debate, argument, display, PowerPoint, poetry, artwork, collage, evaluative writing</li> </ol>
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<p><b>4. What inspired Martin Luther King?</b></p> <p>Why did Martin Luther King insist on non-violence? Was he weak or strong? Should everyone follow a non-violent path? Why do some people justify violence?</p>	<ul style="list-style-type: none"> <li>• beliefs and concepts</li> <li>• ethics and relationships;</li> <li>• rights and responsibilities;</li> <li>• global issues</li> <li>• interfaith dialogue.</li> </ul> <hr/> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ understand and explain apply ideas about</li> <li>▪ recognise the challenges faced by Martin Luther King;</li> <li>▪ understand the Christian principles that determined his actions;</li> <li>▪ evaluate the principle of non-violent action.</li> </ul>	<p><b>Learn about religion</b></p> <ol style="list-style-type: none"> <li>Understand [L4], explain [L5] or interpret [L6]</li> <li>Use religious vocabulary and concepts to explain the impact of Dr King's life on the problems of racism in 1960s USA [L5]</li> <li>Raise and research questions about the power of non-violence in other parts of the world [L5]</li> <li>Give reasoned arguments which justify or question the work of Dr King, in relation to issues of racism and prejudice we face today [L6]</li> </ol>	<p><b>Learn from religion</b></p> <ol style="list-style-type: none"> <li><i>Apply ideas [L4], express views [L5] or develop insights [L6] into the life and example of Dr King</i></li> <li><i>Develop points of view [L5] and insights of my own [L6] into what Dr King's message might mean in our area today</i></li> <li><i>Engage critically and personally with the vision of non-violence and equality that Dr King preached: was he a practical idealist? Should everyone live like that? [L7]</i></li> </ol>	<ol style="list-style-type: none"> <li>What inspired Martin Luther King? Investigate the key events in Martin Luther King's life. Relate his choices to Biblical examples and the teaching of Jesus.</li> <li>Evaluate the influence of his Christian faith on his approach to changing society and the tensions this caused in the black community.</li> <li>Reflect on his "I have a dream" speech. Pupils might identify nine dreams of their own, and compare them to the dreams King articulated.</li> <li>Express personal views about his beliefs and practices when faced with injustice: what alternatives to non-violent confrontation are available to those who would change the world today? Are they effective?</li> <li>Consider the key teaching: 'There is not a way to peace. Peace is the way.'</li> <li>Evaluate the impact of Dr King and the likely message he might preach to the UK today: does our society live as he would have wished?</li> </ol> <p><b>Note:</b> It is important to liaise with other curriculum areas (for example, history) to ensure that RE complements, not repeats, the work undertaken elsewhere.</p>
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<p><b>5. The Earth (3)</b>  <b>– what’s wrong with the world?</b>  <b>What’s wrong with the world?</b>  <b>How would you change it?</b>  <b>What has been the effect of technology on the world?</b>  <b>Why is the world both good and bad?</b></p>	<ul style="list-style-type: none"> <li>• <b>beliefs and concepts</b></li> <li>• <b>ethics and relationships;</b></li> <li>• <b>global issues;</b></li> </ul> <hr/> <p><b>Key Learning Objectives</b>  Pupils should:</p> <ul style="list-style-type: none"> <li>▪ <b>investigate and understand a current environmental issue;</b></li> <li>▪ <b>compare varied religious views on the environment;</b></li> <li>▪ <b>reflect on how their own ideas and choices impact on the environment.</b></li> </ul>	<p><b>Learn about religion</b></p> <ol style="list-style-type: none"> <li>i. Understand [L4], explain [L5] or interpret [L6] varied accounts of the relationship between religion and environmental issues</li> <li>ii. Use religious vocabulary and concepts to explain how beliefs about God may have an impact on care of the Earth [L5]</li> <li>iii. Raise and research questions about the environment and human responsibility for the Earth [L5]</li> <li>iv. Give reasoned arguments and interpretations which suggest what a moral way of living on our planet might be [L6]</li> </ol>	<p><b>Learn from religion</b></p> <ol style="list-style-type: none"> <li>v. <i>Apply ideas [L4], express views [L5] or develop insights [L6] into environmental issues</i></li> <li>vi. <i>Develop points of view [L5] and insights [L6] into our responsibilities to care for the Earth</i></li> <li>vii. <i>Engage critically and personally with connections between theology, morality and environmental issues [L7]</i></li> </ol>	<ol style="list-style-type: none"> <li>a) Discuss and evaluate the positive and negative effects of technology on the planet. Investigate an environmental issue facing the world</li> <li>b) Consider the natural beauty and cruelty in the world.</li> <li>c) If God were to make the world again, what might be done differently? (Consider whether this is an arrogant question!)</li> <li>d) What do religions teach about the way the world should be treated?</li> <li>e) Where and why have people gone wrong?</li> <li>f) Identify and explore key religious concepts such as stewardship, love of the Earth, being a regent of Allah, compassion for all that lives.</li> <li>g) Discuss the dilemma for believers that if God is good and the creator, why do natural disasters cause innocent people so much pain?</li> <li>h) Refer to and discuss creation stories studied in other units, including the story of Adam and Eve, to introduce ideas such as human free will, selfishness and greed and the Hindu concept of the cyclical nature of creation necessary to overcome evil.</li> <li>i) What will happen to the world?</li> <li>j) Personal/group reflection and creative response to an aspect of the work</li> </ol>
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<p><b>6. What will make our town a more respectful place?</b></p> <p>What can reduce prejudice? What can build respect for all? Am I making our town more or less respectful? Is respect a religious or spiritual matter? Is it a personal or ethical matter?</p>	<ul style="list-style-type: none"> <li>• <b>Interfaith issues</b></li> <li>• <b>beliefs and concepts</b></li> <li>• <b>ethics and relationships;</b></li> <li>• <b>rights and responsibilities</b></li> </ul> <hr/> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ understand and explain the diversity of our communities</li> <li>▪ apply ideas about respect and fairness to problems of prejudice or inequality</li> <li>▪ reflect on the ways in which every person can make a society better – or worse.</li> </ul>	<p><b>Learn about religion</b></p> <ol style="list-style-type: none"> <li>Understand [L4], explain [L5] or interpret [L6] the reasons for a plural society in our region of the UK</li> <li>Use religious vocabulary and concepts to explain attitudes of respect and fairness, or prejudice and inequality [L5]</li> <li>Raise and research questions and explanations about how to make Luton and Bedfordshire places where respect for all can flourish [L5]</li> <li>Give reasoned arguments to show my interpretation of the kind of society that is good for all its communities [L6]</li> </ol>	<p><b>Learn from religion</b></p> <ol style="list-style-type: none"> <li><i>Apply ideas [L4], express views [L5] or develop insights [L6] into questions and issues about living in a multi-religious community</i></li> <li><i>Apply ideas about respect to some examples of issues in a religiously plural society [L4]</i></li> <li><i>Develop points of view and insights into what is fair, respectful and good in community relations [L5].</i></li> <li><i>Develop insightful arguments of my own about how our communities can be fairer and more respectful [L6].</i></li> <li><i>Engage critically and personally with some questions, issues and dilemmas about community cohesion, respect for all and fairness, using religious teachings to evaluate our society [L7]</i></li> </ol>	<ol style="list-style-type: none"> <li>Investigate how the area where the school is contrasts with other parts of Luton and Bedfordshire. Some areas are very plural; others have a single cultural group in a dominant position. List what is good and bad about this state of affairs.</li> <li>Look at census statistics that picture the plurality of our towns, area, county or region. What is changing in our country and what challenges are we facing?</li> <li>Consider the different kinds of prejudice that can sometimes divide our communities: race, gender, sexuality, religion and social class are all differences: why do they sometimes divide us?</li> <li>Consider some teachings – found in every religion – about the duty to care and show love or compassion to people who are different. Is our area / town / region marked by tolerance and respect, or hostility and prejudice?</li> <li>Consider if you were Mayor: how would you promote the well being of all citizens? Pupils might create speeches, ten point action plans, debating points.</li> <li>Suggest resolutions to some dilemmas we face in a plural society: should mosques call to prayer on Fridays? Can Hindus celebrate Divali on the streets? Does everyone need a bank holiday for Christmas and Easter? Should all religions be taught in school RE? Why does religious fairness matter?</li> <li>Identify and research some approaches to living in a plural society: anti-racism, community cohesion and respect for all projects are suitable. Does everyone have a moral duty of respect or care for others in society, or should each look after themselves?</li> <li>If the Buddha, the Prophet or the Lord Jesus came to Luton or Bedfordshire, what would they praise and commend? What would they challenge?</li> <li>Personal reflection on whether I am a contributor to a more respectful society. Consideration of why and how a person might have this as a goal in life.</li> </ol>
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Plan this unit to challenge the learners in your school, in the light of the overall requirements for key stage three – pages XX - YY



Year 9 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 10 hours of learning time</b>
<p><b>Sharing one world: are religions part of the problem or the solution?</b></p> <p><b>What barriers exist in society? Why do they exist?</b></p> <p><b>Do these barriers matter – to the world, to me?</b></p> <p><b>Religion – part of the problem or the solution?</b></p> <p><b>How can we share one world more fairly?</b></p> <p><b>What do I think?</b></p>	<ul style="list-style-type: none"> <li>• <b>authority;</b></li> <li>• <b>ethics and relationships;</b></li> <li>• <b>interfaith dialogue.</b></li> </ul> <hr/> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ understand and explain examples of barriers and prejudices in our communities</li> <li>▪ apply ideas about equality and fairness, rights and responsibilities to issues of prejudice and tolerance</li> <li>▪ reflect on the ways in which barriers can be broken down for the well being of all</li> </ul>	<p><b>Learn about religion</b></p> <ul style="list-style-type: none"> <li>▪ Understand [L4], explain [L5] or interpret [L6] some causes of prejudice and some ideas about what reduces prejudice</li> <li>▪ Use religious concepts to explain how prejudice might be reduced [L5]</li> <li>▪ Give reasoned arguments about how to tackle the existence and consequences of a range of barriers to sharing one world[L6];</li> <li>▪ identify, explain and evaluate underlying causes of the prejudice that creates these barriers;</li> <li>▪ evaluate [L7] and analyse [L8] some religious teaching, including differences between and within religious groups;</li> </ul>	<p><b>Learn from religion</b></p> <ul style="list-style-type: none"> <li>▪ <i>Apply ideas [L4], express views [L5] or develop insights [L6] into questions and issues about what divides people</i></li> <li>▪ <i>Explain some of the contributions of inspirational people and groups in overcoming barriers [L5];</i></li> <li>▪ <i>Develop points of view and insights into ways of overcoming the barriers of prejudice and discrimination [L6]</i></li> <li>▪ <i>Engage critically and personally with moral, philosophical, social and religious questions raised by the hatred humans often express to each other. [L7]</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Identify barriers – inclusive but with a focus on race, religion, gender and homophobia. What stops people from sharing one world fairly?</li> <li>■ Evaluate the underlying causes of the prejudice that creates all these barriers – ignorance, fear, scape goating, stereotyping</li> <li>■ Consider relevant school principles and values, legislation on discrimination and incitement to religious hatred and the Universal Declaration of human rights. Clear ground rules for discussion.</li> <li>■ Investigate current examples of racial/ religious prejudice and the consequences. Refer to the Holocaust, Rwanda, Darfur, Bosnia.</li> <li>■ Reflect on what questions these events raise about the nature and power of God. Make personal responses to the personal, social and moral issues raised by prejudice.</li> <li>■ Analyse common threads in religious teaching about the equality of all human beings. Explore differing religious responses to these issues: exemplified in the differing beliefs about women in the church and attitudes to homosexuality in Christianity and making comparisons with other faiths selecting from Judaism (Orthodox and Reform), Islam, Sikhism and Hinduism. Evaluate these differing religious attitudes and beliefs.</li> <li>■ Research the impact of relevant legislation on discrimination on gender and sexual orientation (for example, Civil Partnerships Act)</li> <li>■ Analyse the barriers created by religion (with its close link to politics). Examples: the tensions in the Middle East with reference to the Jewish / Palestinian situation and the conflict over Jerusalem; differing beliefs in Islam about the interpretation of Jihad; the conflicts over land and power between Roman Catholic and Protestant Christians in Northern Ireland, conflicts between Muslims and Hindus, the caste system....</li> <li>■ Research and reflect on the attempts by religious groups / individuals to build “bridges”. This should include local community and inter-faith activities and a selection from: Desmond Tutu and the Peace and Reconciliation movement in South Africa; Corrymeela in Northern Ireland, the Community of the Cross of Nails (Coventry Cathedral); Neve Shalom (Inter-faith school in Jerusalem) ...</li> </ul>

Plan this unit to challenge the learners in your school, in the light of the overall requirements for key stage three – pages XX - YY

Year 9 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 10 hours of learning time</b>
<p><b>It's my life – what should I do with it?</b>  <b>What is the purpose of my life?</b>  <b>What are good human values?</b>  <b>What are mine?</b>  <b>How do I decide what is right and what is wrong?</b>  <b>Why do people follow different religions or none?</b>  <b>Does it make a difference to how people live?</b>  <b>Is there a God and a devil? What do I think?</b></p>	<ul style="list-style-type: none"> <li>▪ expressions of spirituality;</li> <li>▪ ethics and relationships</li> </ul> <hr/> <p><b>Key Learning Objectives</b>  Pupils should:</p> <ul style="list-style-type: none"> <li>▪ understand the uniqueness of human beings;</li> <li>▪ identify and reflect on ultimate questions for themselves;</li> <li>▪ reflect on the ways in which a study of religion can challenge, clarify or develop our own stance for living</li> </ul>	<p><b>Learn about religion</b></p> <p>i. Understand [L4], explain [L5] or interpret [L6] some accounts of meaning and purpose in life from different religions and secular points of view</p> <p>ii. Raise and research questions about my own views and the influences on them [L4]</p> <p>iii. Use diverse religious vocabulary and concepts to ask good questions of my own about how atheists, Christians, and members of another religion explain the meaning of life [L5]</p> <p>v. Give reasoned arguments about the principles, beliefs, ideas and teachings which I use to guide my own life [L6]</p> <p>v. Evaluate a range of ideas about the meaning of life using evidence, arguments and reasoning [L7]</p>	<p><b>Learn from religion</b></p> <p>vi. <i>Apply ideas [L4], express views [L5] or develop insights [L6] into answers to questions about the meaning and purpose of life</i></p> <p>vii. <i>Investigate and explain a range of beliefs / views about the nature of good and evil [L5];</i></p> <p>viii. <i>Interpret religious teachings, texts and beliefs about how to live for myself [L6];</i></p> <p>ix. <i>Compare and evaluate the impact of a religious and secular stance on ways of living [L7].</i></p> <p>x. <i>Engage critically and personally with philosophical ideas about meaning, purpose and value in life [L7]</i></p>	<p>a) Introduce this topic by exploring: the uniqueness of individual human beings: physical, emotional, intellectual, moral, spiritual. Consider the factors and influences that shape a person. Encourage pupils' personal engagement.</p> <p>b) Identify some "ultimate questions". Why are they asked and why are they difficult to answer? What is the purpose of life? Are humans made in the image of God or is God made in the image of humans? What shall we live for? Is there anything worth dying for? What matters most? Discuss a range of views/beliefs. Reflect and make a personal response.</p> <p>c) Identify examples of some basic good and evil actions / choices in everyday life, decision making, questions of freedom and constraint.</p> <p>d) Analyse the portrayal of good and evil in the media for example, "soaps", films, the press: is the world made up of goodies and baddies?</p> <p>e) Compare and evaluate religious and secular views of good and evil: as forces (for example, concepts of karma, ying-yang); as a being (for example, images of God and the Devil, the story of Adam and Eve); as purely the result of higher consciousness, genes and upbringing.</p> <p>f) Analyse human values such as love, peace, non-violence, truth, justice; how these values are determined, religious and secular viewpoints.</p> <p>g) Identify key points 'for and against' on some moral dilemmas religious and secular for example, capital punishment, embryo research. How do these topics relate to the questions: what does it mean to be human? What is the value of a human life?</p> <p>h) Identify beliefs that inform views and actions on these issues, and investigate the source of authority for religious people – examples of sacred writings, teaching of leaders and institutions past and present.</p> <p>i) Evaluate whether a religious or a secular stance makes a positive difference to a person's life.</p> <p>j) Reflect and evaluate personal views – their source and how they compare to others.</p>

Plan this unit to challenge the learners in your school, in the light of the overall requirements for key stage three – pages XX - YY

Year 9 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <b>Select enough material for up to 10 hours of learning time</b>
<p><b>Buddhism – how can people find contentment of happiness in a suffering and selfish world?</b></p> <p><b>What forms does suffering take? What does it mean to be truly happy and content? How can people live unselfishly? What lasts forever? What is meant by ‘the Middle way’? How do Buddhist ideas about how to live challenge me?</b></p>	<ul style="list-style-type: none"> <li>▪ beliefs and concepts</li> <li>▪ authority</li> <li>▪ expressions of spirituality;</li> <li>▪ ethics and relationships;</li> </ul> <p><b>Key Learning Objectives</b> Pupils should:</p> <ul style="list-style-type: none"> <li>▪ understand and explain some Buddhist teachings and ways of life</li> <li>▪ apply ideas about seeking happiness and living well for themselves</li> <li>▪ reflect on the ways in which Buddhist ideas and teachings present a challenge to their own ways of living</li> </ul>	<p><b>Learn about religion</b></p> <p>i. Understand [L4], explain [L5] or interpret [L6] examples of the teaching of the Buddha</p> <p>ii. Use religious vocabulary and concepts to consider questions about human happiness and well being [L4]</p> <p>iii. Investigate and explain the impact of the Buddha’s teaching on the lives of Buddhists [L5];</p> <p>iv. Raise, research and explain questions about the Buddhist values of compassion, awareness and right living [L5]</p> <p>v. Give reasoned arguments [L6] and critical evaluations [L7] of the Buddha’s teaching on the causes of suffering;</p>	<p><b>Learn from religion</b></p> <p>vi. <i>Apply ideas [L4], express views [L5] or develop insights [L6] into</i></p> <p>vii. <i>Use and explain Buddhist terminology with regard to key concepts [L5];</i></p> <p>viii. <i>Develop points of view [L5] and insights into [L6] Buddhist values and practices such as community, compassion, acceptance and Nirvana</i></p> <p>ix. <i>Reflect on and evaluate their own beliefs on happiness and how it can be attained;</i></p> <p>x. <i>Engage critically and personally with aspects of Buddhist teaching and community, using reasoned argument, sacred text and varies interpretations [L7]</i></p>	<p>a) Discussion about things which bring true and lasting happiness, reflection on the concept of impermanence and the question that arises – how can true happiness and contentment be achieved in a suffering, selfish and changing world?</p> <p>b) Investigation of the turning points in the story of the Buddha: the Four Sights, his enlightenment and recognition of a ‘Middle Way’</p> <p>c) Identification of the Three Jewels for Buddhists: the Buddha, Dharma and the Sangha. Analysis and evaluation of the Buddha’s teaching (Dharma): the three Universal Truths; the Four Noble Truths; the Eightfold Path and its application – for Buddhists. This enables pupils to use the language and concepts of Buddhists with increasing understanding.</p> <p>d) Reflection on turning points in pupils’ own experience, The importance of meditation for Buddhists and a reflection on the value of inner stillness</p> <p>e) Consideration of the Buddha’s teaching from sacred texts e.g. Dhammapada</p> <p>f) A personal response to the guidance in the Eightfold Path, including implications for the treatment of others and the environment</p> <p>g) How are Buddhists helped to put the teaching into practice in everyday life? Who or what helps me live well?</p> <p>h) What is the value of meditation or prayer in helping people to live well? Why should I care about my body? Does it matter how we live?</p> <p>i) Reflection on how people are a source of support for living well e.g. family, community.</p> <p>j) Implications of guidance in the Five Precepts - for Buddhists, for pupils (e.g. in how they treat their bodies)</p> <p>k) Discussion and evaluation of the concepts of Karma, Nirvana and Rebirth</p>

Plan this unit to challenge the learners in your school, in the light of the overall requirements for key stage three – pages XX - YY

## RE for all, 14-19

### The legal requirements and curriculum time required for RE

Provision of RE is a legal requirement for all students on the school roll. 70 hours of tuition across key stage 4 is the normal requirement by which learners can achieve the standards of the GCSE short course in Religious Studies that is the minimum benchmark for RE provision in the SACRE areas.

### RE in Key Stage 4 in Bedford Borough, Central Bedfordshire and Luton

The requirements of the syllabus are met where pupils take a GCSE course in religious studies (or equivalent) from a national awarding body.

Any pupil following one of the nationally accredited courses below is deemed to have met the requirements of the Agreed Syllabus:

- a) A GCSE Religious Studies course which is based on the study of Christianity and at least one other major religion (the full course);
- b) A GCSE (Short Course) in Religious Studies which is based on the study of Christianity and at least one other major religion (the short course);
- c) A CoEA (Certificate of Educational Achievement) in Religious Education which is based on the study of Christianity and at least one other major religion.

Currently (2012), such courses are available from all the national awarding bodies: AQA, OCR, Edexcel and WJEC. There is a wide range of options and combinations of religions and topics to be studied. Schools must teach RE using the specifications of a GCSE (short) RS course. The Agreed Syllabus does not, of course, require that students be entered for this examination.

**The principle of plurality:** Good RE for 4-14s is plural RE. The same principle applies to GCSE. Schools must select options which enable pupils to study Christianity and at least one other religion. It is good practice for students to learn about the religions and beliefs of their own community and from their own perspective.

Teaching 14-16s a course in RE / RS from an awarding body is a requirement of the Agreed Syllabus. Whether all students are entered for the examination is a matter for schools, as it has a budgetary requirement.

### The value of RE to students 14-19

Through these RE courses, students gain access to many valuable learning opportunities including enabling students to:

- flourish individually, within their communities and as citizens in a diverse society and in the global community
- develop personalised learning skills
- develop attitudes of respect for all in a plural society

Academic examinations and qualifications in RE are valuable for further studies, academic and graduate learning and careers from law and social work to education and communication.

## Key concepts for 14-19 RE for all

Teachers need to provide learning for students in relation to the key concepts that underpin the study of RE in order to deepen and broaden their knowledge, skills and understanding.

<p><b>The key concepts</b></p> <p><b>A. Beliefs, teachings and sources</b> Analysing teachings, sources, authorities and ways of life in order to understand religions and beliefs in historical and cultural context. Understanding and analysing beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values.</p> <p><b>B. Practices and ways of life</b> Explaining and evaluating the varied impacts of religions and beliefs on how people live their lives. Analysing the ways in which the impact of religions and beliefs can vary according to context.</p> <p><b>C. Expressing meaning</b> Interpreting and evaluating the meanings of different forms of religious, spiritual, moral and cultural expression. Interpreting and synthesising many different sources and forms of religious, spiritual, moral and cultural expression.</p> <p><b>D. Identity, diversity and belonging</b> Interpreting and analysing diverse perspectives on issues connecting personal and communal identity. Evaluating and analysing questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.</p> <p><b>E. Meaning, purpose and truth</b> Analysing and synthesising insights on ultimate questions that confront humanity Expressing personal and critical evaluations of questions of meaning, purpose and truth in relation to religion and beliefs</p> <p><b>F. Values and commitments</b> Synthesising evidence and arguments about ethics and morality in relation to beliefs, spirituality and experience. Evaluating personally and critically their own and others' values and commitments in order to make coherent and rational choices.</p>	<p><b>Learning about religion [AT1]</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>investigate and interpret significant issues in the light of their own identities, experiences and commitments</li> <li>present coherent, detailed arguments about beliefs, ethics, values and issues, with independence and critical awareness of their methods of study</li> <li>use and develop specialist vocabulary and critical arguments, with awareness of their power, limitations and ambiguity</li> <li>use and evaluate the rich, varied forms of creative expression in religious life.</li> </ul> <p><b>Learning from religion [AT2]</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>reflect critically on their opinions in the light of their learning about religions, beliefs and questions</li> <li>develop their independent values and attitudes on moral and spiritual issues related to their autonomy, identities, rights and responsibilities</li> <li>evaluate issues, beliefs, commitments and the influence of religion, including philosophical, spiritual and ethical perspectives</li> <li>use skills of critical enquiry, creative problem-solving and communication through a variety of media to respond to issues of identity, meaning and values in a wide range of contexts.</li> </ul>
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## Curriculum opportunities from RE for every learner

During the 14-19 phase students should be offered the following opportunities that are integral to their learning in RE and enhance their engagement with the concepts, processes and content of the subject. The curriculum should provide opportunities for students to:

- discuss, explore and question concepts, images and practices;
- visit places of worship, inter-faith centres or other spiritual places, learning from observing worship, practice, rituals, dialogue and other activity as appropriate;
- discuss, reflect on and develop arguments about philosophical and ethical issues in relation to spirituality, religions and beliefs;
- reflect on the importance of engagement in community projects, dialogue or social action, reflecting on its importance for themselves and others, including religious communities;
- encounter and engage with people from different religious, cultural and philosophical groups, to explore a range of convictions on spiritual, religious and moral issues;
- evaluate concepts, practices and issues, paying attention to beliefs and experience, and using reasoned, balanced arguments, evidence and experiences in forming their views;
- use a range of forms of expression to communicate their ideas and responses, including exploring and recording how their thoughts, feelings and experiences have changed;
- access and evaluate the sources, images and sounds that are key to their study, using texts, resources and ICT as appropriate;
- explore the connections between RE and other subject areas.

### 16 – 19 RE for All

All schools and colleges with students aged 16-19 on roll are required to provide an RE entitlement for these students, irrespective of which examination courses they may choose. This core entitlement for all students is seen in this Agreed Syllabus as an enrichment of curriculum studies: it takes its place alongside key skills, health education, careers, critical thinking, sex education and citizenship studies, all of which the school or college will also provide for students in this age range. The allocation of curriculum time for RE should be clearly identifiable and should avoid tokenism.

At this stage, learning opportunities should be focused upon a range of religions and views of life appropriate to the students and the selected curriculum content, having regard to prior learning and the value of both depth and breadth in studying religions. Schools may plan their provision for the key stage including topics selected from those listed below, or designed by the school in line with all the general requirements of the syllabus.

There is considerable flexibility for schools in devising programmes of study for 16-19s, and the units of study can be delivered in various ways, including through core and enrichment programmes of study, general studies, examined courses, as day conferences or through integrated work in a number of subjects.

The Agreed Syllabus Conference wishes to draw attention to the SCAA / QCA publication 'Religious Education 16-19' (reference: RE/95/299, ISBN: 1 85838 074 X) as a source of guidance for schools. A copy of this booklet is included on the Agreed Syllabus disc

## Suggested potential unit titles for RE 16-19:

- **Religion in film and media:** what films have spiritual power? What stereotypes and prejudices are apparent in recent movies? What is the best kind of religious broadcasting? How does, and how should, the media represent religious and spiritual ideas and communities? Are films like sacred texts – do they influence us, shape our own lives and give encouragement, challenge or comfort? Case studies of faith in film or religion on TV make excellent starting points.
- **The ethics of birth and death:** What is the value of the human person? Why? Is 'playing god' ever justifiable? What makes a decision about the sanctity of life right or wrong, and who should do the deciding? Why and how do different faiths argue for the priceless value of the human person?
- **Good and evil:** spiritual questions about a world of suffering, psychological, philosophical, sociological and theological responses. Why is the human race disposed to evil? Could God stop genocide? Is the nature and scale of evil and suffering evidence against the goodness of God? Will each person in the class contribute more goodness or more evil to the world? Is evil a useful idea?
- **Science and faith: complementary or contradictory?** Exploring the forms of knowledge in faith and in scientific enquiry and competing accounts of the value of each. Does religion need science? Can human beauty and complexity be explained without purpose or design?
- **God, ethics and sexuality:** where do our principles for love and partnership come from? How are they changing? Why is sexuality the source of many of both life's best and worst experiences? How do religious communities express their sex ethics? What influences my own sex ethics? What is wrong with sexism, gender unfairness, and homophobia? Why is rape a crime? Can it be reduced?
- **Inter faith issues:** how can we build communities of respect for the well being of all in a religiously plural world? Is the future of the earth one of increasing religious conflict or increasing religious unity? Why do religions both cause war and make peace?
- **Adult spirituality:** exploring some spiritual ways of life for 'grown up' humans. What does creativity or music contribute to our spiritual lives? Is the spirituality that comes from the Earth and the world of nature more important in the UK today than religious spirituality? Is new age spirituality growing? Will religious spirituality grow or fade in 21<sup>st</sup> Century Britain?
- **Who needs God in the 21<sup>st</sup> Century?** Examining arguments and experience of atheists and theists, to explore the global rise and British decline of belief in one God: why has faith in God been more persistent than, for example, Soviet Atheism?
- **Film and faith:** how is spirituality dealt with in some recent films? How is Judaism, Islam, Buddhism or atheism represented in film?
- **Rage or despair?** How can our reactions to what is wrong in the world be used to change the world? Exploring Job, Psalms, Ecclesiastes and other Jewish scripture to find insight into contemporary issues.

## The importance of every child in RE

The Agreed Syllabus for Religious Education promotes access, inclusion and individual learning. It regards Religious Education as a stimulating, interesting, relevant and enjoyable subject. It enables the exploration of powerful questions of meaning and value and consideration of significant ethical issues. It promotes Religious Education as a challenging subject which enables reflection on, interpretation and evaluation of, important issues of truth and belief. RE encourages pupils to respond and communicate those responses in creative, varied ways. The planning and delivery model allows exploration of the human condition supporting the philosophy that every person matters through its explorations of religious and ethical teachings and ideas and the development of key attitudes of sensitivity, respect, open-mindedness, self esteem and an appreciation of the natural world.

	<b>Examples of the meaning of this outcome connected to RE:</b>	<b>Practical classroom connections and examples for the RE teacher:</b>
<b>RE encourages children to be healthy through:</b>	<ul style="list-style-type: none"> <li>• Exploring what it means to respect the body, while reflecting on religious beliefs, investigating healthy living through religious teachings about food and drink, caring for the environment;</li> <li>• Exploring attitudes to sexual relationships that promote the well being of all;</li> <li>• Encouraging a healthy mind and spirit through reflective activities such as circle time that enable pupils to understand prayer, stilling and meditation, and taking part in reasoned debate;</li> <li>• Encouraging a positive self-image by enabling personal reflection and exploration of ideas about the self from different religious traditions;</li> <li>• Enabling the consideration of teachings and examples from the faiths about self-respect, drug taking and intoxicants;</li> <li>• Appreciating the rich diversity of humanity.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about emotions and choices and how they are reflected in religious stories and celebrations;</li> <li>• Finding out about how a baby is welcomed into the community;</li> <li>• Recognising and exploring the ways religions honour the earth, and considering some issues about the human impact on the planet;</li> <li>• Learning about practice and belief to do with weddings and marriage in religious ways of life;</li> <li>• Exploring varied attitudes to sexuality and loving relationships from religions and beliefs;</li> <li>• Thinking about what Hindus mean by the law of Karma and how our own actions can have good or bad consequences;</li> <li>• Considering questions about the value or sanctity of human life;</li> <li>• Describing the importance, for some people, of prayer, meditation, calmness or stillness in life's rhythms;</li> <li>• Asking what is meant by 'spiritual health and well being', and thinking about different answers.</li> </ul>
<b>RE helps children to stay safe by:</b>	<ul style="list-style-type: none"> <li>• Giving opportunities to explore prejudice and discrimination, including teachings on fairness from the faiths;</li> <li>• Offering opportunities to consider rules and principles that guide individuals within communities and support the vulnerable;</li> <li>• Encouraging pupils to understand the difference between right and wrong;</li> <li>• Helping them to consider who should be their role models;</li> <li>• Reflecting on the value of security gained from family life, from religious community and ritual, from faith in the transcendent and from other sources;</li> <li>• Encouraging them to be increasingly able to take responsibility for who they are and what they do.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about how religions believe that people have a responsibility to respect and care for the world and all living things;</li> <li>• Exploring issues of conflict and violence through stories such as that of Gandhi or Dr Martin Luther King;</li> <li>• Using the Jewish Ten Commandments or the Buddhist 5 Precepts to think about pupils' own ways of life;</li> <li>• Looking at dilemmas from religious stories and considering how we decide what is good;</li> <li>• Thinking about why somebody like Guru Nanak or Moses for example are seen as role models in their religions;</li> <li>• Considering how religious family life can be supported by shared faith;</li> <li>• Using ideas about religious identity to think about their own identity.</li> </ul>



<p><b>RE helps children to enjoy and achieve by:</b></p>	<ul style="list-style-type: none"> <li>• Providing a rigorous, challenging, good quality RE curriculum that enables pupils to learn about themselves and others through exploring religion and the big questions of life;</li> <li>• Encountering living faith (e.g. through visits and visitors) and being given opportunities to ask and develop answers to their own questions of meaning and purpose;</li> <li>• Setting clear and challenging standards, assessment criteria, enabling all pupils to take pride in their achievements in RE;</li> <li>• Raising standards by promoting national accreditation of RE achievements for 14-19s, through GCSE RS courses;</li> <li>• Creating an inclusive RE curriculum that inspires all pupils, including those with additional educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving pupils time and space to produce RE work of which they can be proud;</li> <li>• Using the widest possible range of learning styles to explore religious and spiritual questions;</li> <li>• Recognising and developing pupils' own values and commitments and those of others;</li> <li>• Enjoying opportunities that RE provides to experience awe and wonder and express their own ideas creatively;</li> <li>• Using religious concepts and beliefs to provoke thinking about pupils' own beliefs and ideas;</li> <li>• Visiting places of worship to develop understanding of community life and faith;</li> <li>• Using adults other than teachers to contribute to pupils' learning about religions through welcoming visitors to school in RE;</li> <li>• Giving pupils' musical, artistic and creative models of learning in and tasks that use their creative skills;</li> <li>• Using all available opportunities to credit the achievements of pupils in RE;</li> <li>• Understanding that there are not final, specific right or wrong answers;</li> <li>• Taking opportunities to express pupils' own beliefs, values and ideas.</li> </ul>
<p><b>RE helps children to make a positive contribution by:</b></p>	<ul style="list-style-type: none"> <li>• Giving opportunities to consider the nature of 'being human' and the positive common bonds found in shared human experiences, and a shared global environment;</li> <li>• Enabling pupils to explore concepts of identity, community and belonging in religions, and develop positive views of their own and respect for others;</li> <li>• Encouraging pupils to evaluate the impact of religious rules and codes for living, and the meaning, value and limits of being 'law abiding';</li> <li>• Enabling pupils to express their own views and ideas on all the questions RE addresses;</li> <li>• Encouraging open mindedness in handling disputed questions, developing the ability to disagree respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about festivals and special times when people are reminded to think about the needs of others;</li> <li>• Studying the ways faith and belief communities work together;</li> <li>• Thinking about the value of keeping the law, and the occasional circumstances where it might be appropriate to break the law;</li> <li>• Considering the experiences of human life that we all share, and how this can make for cohesive communities;</li> <li>• Using circle time or philosophy for children methods to explore 'big questions';</li> <li>• Developing pupils' skills in handling controversy by considering religious disagreements reasonably, e.g. between theists and atheists.</li> </ul>

<p><b>RE helps children to achieve economic wellbeing by:</b></p>	<ul style="list-style-type: none"> <li>• Experiencing a curriculum that will allow them to grow and develop into individuals prepared for working life, able to flourish in the workplace;</li> <li>• Giving opportunities to consider, and sometimes challenge the meaning of 'economic well being' through studying the responses of faith to money, wealth, poverty, generosity, community, equality and responsibility;</li> <li>• Learning about the ways in which religious identity and diversity is accommodated in the world of work;</li> <li>• Exploring religious critiques of materialism and consumerism in balanced ways;</li> <li>• Providing all learners (at KS4 or 14 - 19) with the opportunity to achieve a nationally accredited RE / RS qualification;</li> <li>• Encouraging an interest in religious and spiritual issues that enables lifelong learning in RE's field of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about behaving responsibly and the consequences of actions;</li> <li>• Exploring the impact of beliefs on different kinds of work;</li> <li>• Learning about how different religions encourage generosity, e.g. through Zakat in Islam, Langar and Sewa in the Sikh religion, or via many charities;</li> <li>• Considering how things can be valued, apart from financial values;</li> <li>• Exploring the ways in which religions and belief systems exalt learning or hold education to be valuable, and the values pupils find in learning;</li> <li>• In studying fair trade, writing letters to the staff, local shops etc explaining the importance of stocking fair trade products;</li> <li>• Using teaching and learning strategies which will support children to work in groups e.g. philosophy for children, fair listening and speaking, hot-seating, conscience alley, reflection alley;</li> <li>• Studying the link between faith, beliefs and environmental issues;</li> <li>• Consider how religious beliefs link to environmental issues.</li> </ul>
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## Values in RE: social and emotional aspects of learning

Religious education provides profound opportunities for pupils to consider questions of identity, diversity, meaning and values, and so has a significant relationship to many of the topics covered in, for example, the SEAL curriculum or the Values Education Programme.

Good RE will always enable pupils to learn, at depth, about religion and learn from religion.

Through its distinctive subject matter, the RE curriculum will make a key contribution to pupils' personal development; spiritually, morally, socially and culturally. Therefore, lessons in SEAL should include religious viewpoints and issues arising where possible.

Many schools will be able to plan good RE using SEAL themes or Values Education approaches and materials, across key stages 1-4.

Religious Education shares concerns with the SEAL programmes to offer opportunities for pupils to think about themes including 'New beginnings', 'Saying 'no' to bullying', looking at issues of identity and self esteem in 'Good to be me', exploring changes, thinking about getting on and falling out, building motivation through 'Going for goals' and deepening relationships to improve learning. Through the programmes, pupils develop empathy, social skills, self-awareness, and the ability to manage feelings and motivation.

RE adds the richness of diversity to these programmes by enabling pupils to learn about religions in connection with the SEAL themes. Religious story, practice, teaching and community life are rich and energising sources for this work. Sacred texts often explore the values and ethics that connect to SEAL themes and provide opportunities for learners to consider the religious teaching that connect to their own lives, experiences, ideas and beliefs. Skilful teaching makes these connections both clear and challenging.

## Learning outside the classroom in Religious Education

### Sacred Space

For all pupils visiting sacred spaces can be a powerful learning experience. Such visits are always for learning, never for participation: to visit a church and learn from it does not involve participation in Christian prayer and worship. Taking a trip to a mosque and observing the reverent communal prayer or the happy celebration of Eid does not imply acceptance of Islamic belief or submission to Islamic law, but rather an open minded willingness to explore the new and the different, to learn from religion. In this spirit, this Agreed Syllabus encourages teachers to plan for trips to places of worship.

Learning outside the classroom in RE is not only about visits to places of worship though: the experience of the natural world is celebrated in many religions and by spiritual people everywhere. The sense of place and the possibility of being uplifted, catching that 'glad to be alive' feeling that promotes spiritual development is not always evident in the classroom: it can be accessed through the learning that happens beyond the classroom.

At every key stage, learning outside the classroom is encouraged in this syllabus. Some examples of the intentions and activities involved are given below, but the scope of this pedagogical approach is limitless.

**Further guidance and information on visiting sacred spaces can be found on the CD**

Age group	Learning in relation to sacred space: examples of practice	Learning in relation to the natural world: examples of practice
4-7s	<b>How do Christians welcome a new baby?</b> Children visit a local church and learn about the community life of the church, watching a Christening enacted by the minister and asking questions. They each contribute one drawing to a class book called, "Thirty things we liked at Saint Andrew's".	<b>Curiosity about the natural world.</b> In a unit on creation, children walk the school grounds and find / choose a leaf, an acorn, a feather and a blade of grass. They take these four things back to the classroom to try and work out what a human would have to do to make these four things. They explore some mysteries of the natural world in small scale natural world enquiry.
7-11s	<b>What makes a place sacred?</b> The Queens Park Trail (Bedford) is a good example of this work. Class 4A visit a Mosque or Gurdwara in Bedford or Luton, and class 4B visit a Church near the school. Each class plans its multi-sensory enquiry into the sacred space, and presents its findings to the other class. All pupils consider the general question, "What makes a place sacred?" in relation to both buildings.	<b>Peaceful, thoughtful and friendly places.</b> The class decide what the most peaceful, thoughtful, friendly places are in the school and grounds. They go to these places, and do something as a class that is peaceful, thoughtful, and friendly. When they then visit a place of worship, they choose and photograph the most peaceful, thoughtful, friendly places. They also choose the place where believers might feel close to God. They recount their choices (with photographs?) back at school.
11-14s	<b>What is a place of national religious or spiritual significance?</b> Pupils consider 12 candidates for this title, including sites from many different religions, and also Stonehenge, Mount Snowden etc. They visit two of them in half year groups (E.g. St Albans Abbey, Neasdon Swaminarayan Hindu Mandir). They present the findings of a group enquiry into British religion to the rest of the class, and vote for their choices after analysing the different sites of religion and spirituality in the UK.	<b>Rejecting evil, remembering wisdom, seeking answers to confusion.</b> Stations of reflection and the Islamic Hajj. Pupils take turns to do three reflective activities designed from the experiences of stoning the Shaytan, running from Safa to Marwah and recalling the last sermon of the Prophet. The creation of a "Labyrinth" would help focus thinking. From these experiences, pupils move to a deeper exploration of the significance of Hajj as memory, search for wisdom and rejection of evil.
14-16s	<b>How do objects speak across the decades?</b> Students visit the Holocaust exhibition at the Imperial War Museum. Through the day of their visit they see hundreds of objects, and select four that, for them, express the anger, the sadness, the evil and the spiritual lessons of the holocaust. They collect information and photographs to support their selections. They justify their choices in a debate back at school.	<b>Night sky: mysteries.</b> For homework, pupils are asked to stand alone in the open air and look into the sky on a dark clear night for 5 minutes. What thoughts come? In class they compare their experience of night sky watching with scripture records from Abraham, the Prophet Muhammad (pbuh), and from Immanuel Kant. They create a list poem of questions inspired by the night sky. They consider what Professor Richard Dawkins and the Archbishop of Canterbury would say about the experience of being overawed by the night sky.

See further information at: <http://www.lotc.org.uk/>

And [www.refuel.org.uk/sacred-space/](http://www.refuel.org.uk/sacred-space/)

## Attitudes and RE

Attitudes such as respect for others and respect for the truth; care for all people and a determination to achieve should be promoted through all areas of school life. There are some attitudes however, that are fundamental to Religious Education. These attitudes enable learners to enter fully into the study of religions and beliefs, and are in turn fostered and deepened by the study of RE.

The following six attitudes are central in the Agreed Syllabus, and are essential for good learning in Religious Education. They should be developed at each key stage and phase of RE.

- **Self-awareness;**
- **Respect for all;**
- **Open-minded questioning;**
- **Critical awareness;**
- **Commitment;**
- **Curiosity, appreciation and wonder.**

<b>Six key attitudes in RE</b>	<b>Examples of the ways RE can build and develop these attitudes</b> (these show progression down the column)
<p><b>Self-awareness</b> in Religious Education includes pupils:</p> <ul style="list-style-type: none"> <li>▪ feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule;</li> <li>▪ developing a realistic and positive sense of their own religious, moral and spiritual ideas;</li> <li>▪ recognising their own uniqueness as human beings and affirming their self-worth;</li> <li>▪ becoming increasingly sensitive to the impact of their ideas and behaviour on other people.</li> </ul>	<p><b>Pupils may be able to show self awareness through:</b></p> <ul style="list-style-type: none"> <li>• talking about their own way of life and different ways of life seen in some religions or world views;</li> <li>• exploring what makes them special or unique in increasing depth;</li> <li>• being able to value their own way of life as well as that of others;</li> <li>• expressing and exploring their own sense of what matters most in human life, including reference to values and spirituality;</li> <li>• using concepts such as identity, faith and culture to explain who they are and where they belong;</li> <li>• analysing their own beliefs and values carefully and with reference to some religious alternatives;</li> <li>• developing increasing self-confidence in tandem with empathic appreciation of others.</li> </ul>
<p><b>Respect for all</b> in Religious Education includes pupils:</p> <ul style="list-style-type: none"> <li>▪ developing skills of listening and a willingness to learn from others, even when others' views are different from their own;</li> <li>▪ avoiding ridicule, and giving reasons why ridicule and contempt for other people are wrong;</li> <li>▪ being ready to value difference and diversity for the common good;</li> <li>▪ appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society;</li> <li>▪ recognising the rights of others to hold their own views;</li> <li>▪ being prepared to recognise and acknowledge their own bias;</li> <li>▪ discerning between what is worthy of respect and what is not;</li> <li>▪ appreciating that religious convictions are often deeply felt;</li> <li>▪ being sensitive to the feelings and ideas of others.</li> </ul>	<p><b>Pupils may be able to show respect for all through:</b></p> <ul style="list-style-type: none"> <li>• talking about what is fair and unfair, just and unjust, for themselves and for others;</li> <li>• the avoidance of ridicule and reasons for this;</li> <li>• the development of tolerance and the move from tolerance to respect;</li> <li>• applying ideas about fairness and respect from religious teachings to a range of different situations;</li> <li>• the widening and deepening of willingness to learn from others and respect for the rights of all;</li> <li>• considering questions about prejudice including issues around racism, ethnicity, sexuality, gender or religion and belief with reference to teachings about equality;</li> <li>• analysing the causes and consequences of unfairness and suggesting how a more fair society can be built.</li> </ul>

<p><b>Open-mindedness and questioning</b> in Religious Education includes pupils:</p> <ul style="list-style-type: none"> <li>▪ being willing to learn and gain new understanding;</li> <li>▪ engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing other persons) about religious, moral and spiritual questions;</li> <li>▪ being willing to go beyond surface impressions;</li> <li>▪ having openness to points of view different to one's own, using curiosity and enquiry to pursue interests;</li> <li>▪ distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.</li> </ul>	<p><b>Pupils may be able to show an attitude of open-mindedness through:</b></p> <ul style="list-style-type: none"> <li>• beginning to use information and ideas from other people to answer big questions for themselves;</li> <li>• talking about the reasons people give for their beliefs;</li> <li>• describing how people react to the beliefs of others, and beginning to see different sides to arguments about religious questions;</li> <li>• showing that they can hold and justify opinions about religious and spiritual questions, referring to religious sources, arguments and experiences;</li> <li>• using evidence, reason and experience to express insights into religious or spiritual controversies;</li> <li>• considering what makes some people narrow minded or closed to new ideas, and what makes others open minded;</li> <li>• considering and explaining the differences between superstition, prejudice, opinion, belief, conviction and knowledge.</li> <li>• applying the idea of open mindedness critically to their own views as well as others' views.</li> </ul>
<p><b>Critical awareness</b> in Religious Education includes pupils:</p> <ul style="list-style-type: none"> <li>▪ having a willingness to examine ideas, questions and disputes about religious and spiritual questions;</li> <li>▪ distinguishing between opinions, viewpoints and beliefs;</li> <li>▪ being prepared to re-consider existing views;</li> <li>▪ developing the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions;</li> <li>▪ being prepared to acknowledge bias and prejudice in oneself.</li> </ul>	<p><b>Pupils may be able to show critical awareness through:</b></p> <ul style="list-style-type: none"> <li>• beginning to notice that lots of RE questions have more than one answer, taking an interest in varied answers;</li> <li>• talking about mysteries and puzzling things in RE;</li> <li>• describing how people can argue about a belief in ways that weigh up both sides;</li> <li>• showing that they can be self critical about understanding beliefs and that they can criticise beliefs they don't agree with reasonably (i.e. without ridicule or belittling people);</li> <li>• using evidence, reason and experience to make a critical commentary on beliefs which they reject;</li> <li>• considering questions about how we discover the truth in areas of value, identity and meaning by using a range of viewpoints;</li> <li>• explaining some strong and some weak arguments or reasons for holding a belief;</li> <li>• interpreting the arguments and ideas of others in ways that are alert to accuracy, rationality, coherence and philosophical skills.</li> </ul>
<p><b>Commitment</b> in Religious Education includes pupils:</p> <ul style="list-style-type: none"> <li>▪ understanding the importance of commitment to a set of values by which to live one's life;</li> <li>▪ willingness to develop a positive approach to life;</li> <li>▪ the ability to learn, while living with certainty and uncertainty.</li> </ul>	<p><b>Pupils may be able to show commitment through:</b></p> <ul style="list-style-type: none"> <li>• talking about what matters most to them and what matters most to others;</li> <li>• learning the meaning of the word 'commitment' and beginning to apply the idea for themselves;</li> <li>• trying out and developing attitudes that value their own commitments and notice those of others;</li> <li>• applying ideas about being committed to a religion, so that they see the impact of religious convictions for themselves;</li> <li>• widening and deepening their learning about the signs and symbols, actions and motives of people committed to different religions;</li> <li>• considering their own commitments carefully and facing the challenges of avoiding hypocrisy;</li> <li>• reasoning and analysing examples of commitment that benefit humanity – and some that don't seem to.</li> </ul>

<p><b>Curiosity, appreciation and wonder</b> in Religious Education includes pupils:</p> <ul style="list-style-type: none"> <li>▪ developing their imagination and curiosity;</li> <li>▪ recognising that knowledge is bounded by mystery;</li> <li>▪ appreciating the sense of wonder at the world in which they live;</li> <li>▪ developing their capacity to respond to questions of meaning and purpose.</li> </ul>	<p><b>Pupils may be able to show appreciation and wonder through:</b></p> <ul style="list-style-type: none"> <li>• taking time to think and reflect in RE;</li> <li>• engaging in and enjoying experiences that stimulate wonder;</li> <li>• asking questions about the 'why' of religion, and suggesting answers that refer to religious teachings and their own ideas;</li> <li>• being increasingly able to talk about mystery and about what is puzzling or profound in life;</li> <li>• practising openness and thoughtful reflection on mysterious experiences and questions with increasing insight and discernment;</li> <li>• analysing the differences between different religious viewpoints and accounting for these with discernment in their own terms.</li> </ul>
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The development of these attitudes is not, of course exclusive to Religious Education. Other areas such as Personal, Social and Health Education, Social and Emotional Aspects of Learning (SEAL) and Citizenship Education amongst others are areas where commonality may be found

## **Skills, progression, enquiry, achievement and assessment in the RE syllabus**

Since the publication of the last RE syllabuses in Luton and Bedfordshire there has been continuing debate and thinking at national level about how achievement in RE should be described. The development of assessment for learning theory and of 'assessing pupils progress (APP)' structures for some subject by QCDA in 2010 has been considered in relation to the RE syllabus. After careful thought and consultation this Agreed Syllabus has added new guidance to help the teacher of RE to use the 8 level scale carefully and effectively. The scale itself is largely the same as the 2006 scale used by both Bedfordshire and Luton's previous RE syllabuses.

### **Reasoning and enquiry skills.**

#### **RE aims to enable pupils to be reasonable about religion and to plan and carry out their own investigations into religion.**

Two areas where teachers have asked for more and better guidance are in relation to pupils' reasoning skills and in relation to pupils' enquiry skills. The syllabus does indeed envisage a progression in these skills from the 4 year old to the 16 year old. New descriptions of the reasoning and enquiry skills have been developed, and they connect closely to the 8 level scale. Teachers are not asked to or expected to give pupils levels in these skills: they are a guide to progression and aim to help teachers to plan suitable learning challenges for different age groups.

## **A. REASONING. In RE pupils are increasingly enabled to...**





<p><b>Reasoning skills:</b> in RE pupils are increasingly enabled to be reasonable about religion:</p>	<p>Examples from the classroom of how this skill is developed:</p>
<p><b>1</b></p>	<p><b>Talk thoughtfully about simple ideas and questions</b></p> <p>Pupils can respond with increasing confidence to questions about religious and spiritual topics, e.g. how do you know? Can you say what 'God' means? Does it help to say a prayer? Why do Jewish people like to do this?</p>
<p><b>2</b></p>	<p><b>Develop ideas and questions thoughtfully</b></p> <p>Pupils can take a question given by the teacher and ask another one like it; they think for themselves about simple religious and spiritual ideas. E.g. what happens in a synagogue? And how do the Jewish people feel? What do Christians remember at Easter? And how do they use music, food or drama to remember?</p>
<p><b>3</b></p>	<p><b>Make simple connections between questions, beliefs and answers.</b></p> <p>Pupils can link elements of religion together. E.g. connect the story of Jesus' death with Easter, link up the practice of a funeral with belief about life after death, describe two varied answers to a religious question.</p>
<p><b>4</b></p>	<p><b>Support a point of view with a reason</b></p> <p>Pupils can give a point of view – e.g. Muslims should be allowed a day off for Eid, giving to charity is better than praying, people can achieve calmness through worship – and support their opinion with a reason that shows understanding.</p>
<p><b>5</b></p>	<p><b>Explain reasons for points of view</b></p> <p>Pupils can work with diverse points of view, including their own, explaining reasons why people hold different viewpoints. E.g.: 'the reason atheists say...' 'Christians believe... because...' 'I think that... for three reasons...'</p>
<p><b>6</b></p>	<p><b>Support points of view with reasons, arguments and experiences</b></p> <p>Pupils can use personal experiences, structured arguments and reasoning to try to establish their ideas with increasing conviction. E.g.: 'There are three reasons why I believe respect is important...' 'My arguments in favour of life after death...'</p>
<p><b>7</b></p>	<p><b>Evaluate with insight different perspectives personally and critically</b></p> <p>Pupils can weigh up different points of view about religious issues from their own perspective, in the light of scholarly discussion. E.g.: 'allowing religion to influence the law in a plural country is desirable because... undesirable because...'</p>
<p><b>8</b></p>	<p><b>Analyse arguments and evidence with critical and personal balance</b></p> <p>Pupils can make a compelling case for their own viewpoint while showing profound understanding of different viewpoints, using evidence accurately to analyse religious and spiritual disagreement. E.g. some people argue that the idea of 'inspired sacred text' is incoherent because... Others analyse the issue from the point of view of psychology, noting the impact such texts can have, so..."</p>

These core skills are developed across the curriculum. In RE they will be applied to the religions and beliefs studied, in ways that give pupils increasing opportunities to respond for themselves and be reasonable about religion. Additional examples of this can be found on the Agreed Syllabus Disc

**Enquiry skills: in RE pupils are increasingly enabled to:**

**Plan & carry out independent critical research, drawing balanced conclusions from wide ranging evidence & arguments.**

**Initiate and carry through independent enquiries, critically evaluating evidence, arguments, ideas and perspectives**

**Plan and pursue diverse lines of enquiry, supporting opinions with arguments and relevant evidence**

**Suggest lines of enquiry and plan investigations for themselves**

**Gather, select, organise or refine questions , ideas and answers**

**Ask questions and seek and find answers**

**Ask questions of their own**

**Be curious**

<b>Enquiry Skills:</b> in RE, in relation to religion, pupils are increasingly enabled to pursue questions, investigations and enquiries of their own:		
<b>1</b>	<b>Be curious / ask about / take an interest in religion</b>	Pupils can ask a question, show an interest or think and talk about what puzzles them to do with religion.
<b>2</b>	<b>Ask questions of their own about religion</b>	Pupils can take a religious stimulus (story, practice, belief) and make up some questions connected to it
<b>3</b>	<b>Ask good questions of their own about religion and find and consider answers</b>	Pupils can engage with a religious topic by asking questions about it, and select or discover some answers to their questions
<b>4</b>	<b>Investigate by gathering, selecting, organising or refining questions and ideas about religion</b>	Pupils can collect a range of possible answers to a religious, spiritual or ethical question. They can decide thoughtfully how to pursue an answer to an investigative question. They can identify varied answers.
<b>5</b>	<b>Suggest lines of enquiry and plan investigations into religion</b>	Pupils can take a religious or spiritual issue and begin to shape an investigation that will teach them more about the topic. They make plans to find thoughtful and reasonable answers to religious and spiritual questions
<b>6</b>	<b>Plan and pursue diverse lines of enquiry, supporting arguments with relevant evidence</b>	Pupils can simply research a religious or spiritual question, gathering supporting arguments and relevant evidence; they can follow through an enquiry for themselves
<b>7</b>	<b>Initiate and carry through independent enquiries, critically evaluating evidence and ideas</b>	Pupils can research complex religious issues and questions for themselves, using some different methods by which religion is studied (e.g. historical, textual, philosophical). They weigh up evidence reasonably and evaluate enquiries and issues effectively
<b>8</b>	<b>Plan and carry out independent critical research, drawing balanced conclusions from wide ranging evidence.</b>	Pupils can research independently and analyse questions and issues in the light of research. They draw balanced conclusions to their investigations by synthesising their understanding of diversity and method.

Where pupils give evidence of these skills in their handling of questions about religions and beliefs, they are making progress. Teachers should set up ways of working in RE that enable these skills to flourish. Additional examples of this can be found on the Agreed Syllabus Disc

## Achievement and Assessment in RE

The two Attainment Targets for RE set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the key stage. The Attainment Targets consist of 8 Level Descriptions of increasing difficulty, plus a description for Exceptional Performance above level 8. Each Level Description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The key indicators of attainment in RE are contained in three strands for Attainment Target 1 (Learning about religion and beliefs, in plain text) and three strands for *Attainment Target 2 (Learning from religion and beliefs, in italic text)*. They are:

<b>Attainment Target 1: Learning about religion and beliefs</b>	<ul style="list-style-type: none"> <li>• knowledge and understanding of religious beliefs, teachings and sources;</li> <li>• knowledge and understanding of religious practices and lifestyles;</li> <li>• knowledge and understanding of ways of expressing meaning.</li> </ul>
<b>Attainment Target 2: Learning from religion and beliefs</b>	<ul style="list-style-type: none"> <li>• <i>skills of asking and responding to questions of identity, diversity and belonging;</i></li> <li>• <i>skills of asking and responding to questions of meaning, purpose and truth;</i></li> <li>• <i>skills of asking and responding to questions of values and commitment.</i></li> </ul>

The Level Descriptions provide the basis to make judgements about pupils' performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in RE.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key Stage 1	<b>1-3</b>	At age 7	<b>2</b>
Key Stage 2	<b>2-5</b>	At age 11	<b>4</b>
Key Stage 3	<b>3-7</b>	At age 14	<b>5/6</b>

	<b>AT1. Learning about religions and beliefs: This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.</b>	<b>AT2. Learning from religions and beliefs: This includes exploring and responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality.</b>
<b>L1 Recognising and talking about religion</b>	Pupils: <ul style="list-style-type: none"> <li>• <b>use some religious words</b> and phrases to <b>recognise and name</b> features of religious life and practice;</li> <li>• can <b>recall religious</b> stories, actions, and celebrations and <b>recognise</b> religious symbols, words, gestures and artefacts.</li> </ul>	<i>Pupils express and talk about</i> <ul style="list-style-type: none"> <li>• <i>their own experiences, feelings and celebrations;</i></li> <li>• <i>what they find interesting or puzzling;</i></li> <li>• <i>what is of value and concern to themselves and to others.</i></li> </ul>
<b>L2 Retelling stories, identifying religious materials and asking questions</b>	Pupils: <ul style="list-style-type: none"> <li>• <b>use religious words and phrases to identify</b> some features of religion and its importance for some people;</li> <li>• <b>begin to show awareness of similarities</b> in religions;</li> <li>• <b>retell and suggest meanings</b> for religious stories, actions and symbols;</li> <li>• <b>identify how religion is expressed</b> in different ways.</li> </ul>	<i>Pupils:</i> <ul style="list-style-type: none"> <li>• <b>ask, and respond sensitively to, questions</b> about their own and others' experiences and feelings;</li> <li>• <b>recognise that some questions</b> cause people to wonder and are difficult to answer;</li> <li>• <b>in relation to matters of right and wrong, recognise their own values and those of others.</b></li> </ul>

<p><b>L3</b> Describing religion and making links to their own experience</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences;</li> <li>• make links between beliefs and sources, including religious stories and sacred texts;</li> <li>• begin to identify the impact religion has on believers' lifestyles;</li> <li>• describe some forms of religious expression.</li> </ul>	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>• identify what influences them, making links <b>between aspects of their own and others' experiences;</b></li> <li>• ask important questions <b>about religious beliefs and lifestyles, linking their own and others' responses;</b></li> <li>• make links <b>between values and commitments, and their own attitudes and behaviour.</b></li> </ul>
<p><b>L4</b> Showing understanding of religion and applying ideas themselves</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences;</li> <li>• make links between them, and describe some similarities and differences both within and between religions;</li> <li>• describe the impact of religion on people's lifestyles;</li> <li>• suggest meanings for a range of forms of religious expression.</li> </ul>	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>• raise and suggest answers to questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments;</li> <li>• apply their ideas to their own and other people's lives simply;</li> <li>• describe what inspires and influences themselves and others.</li> </ul>
<p><b>L5</b> Explaining the impact of religion and expressing their own views of religious questions</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities;</li> <li>• describe why people belong to religions;</li> <li>• know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this;</li> <li>• explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.</li> </ul>	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>• pose and suggest answers to, questions of sacredness, identity, diversity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives;</li> <li>• explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</li> </ul>
<p><b>L6</b> Explaining and interpreting religion and expressing their own insights</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them;</li> <li>• explain why the impact of religions and beliefs upon individuals, communities and societies varies;</li> <li>• interpret sources and arguments, explaining different answers, from different traditions to ultimate questions and ethical issues;</li> <li>• interpret the significance of different forms of religious spiritual and moral expression.</li> </ul>	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>• use reasoning and example to express insights into the relationships between beliefs, authorities, teachings and world issues;</li> <li>• express insight into their own and others' views on questions of sacredness, identity, diversity, belonging, meaning, purpose and truth;</li> <li>• consider the challenges of belonging to a religion in the contemporary world, focussing on values and commitments.</li> </ul>

<b>L7</b> <b>Showing coherent understanding of religious questions and accounting for and evaluating responses to religious questions insightfully</b>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <b>use a religious and philosophical vocabulary to show a coherent understanding</b> of a range of religions and beliefs;</li> <li>• <b>show a coherent understanding of issues, values and questions</b> of authority, meaning and truth;</li> <li>• <b>account for the influence of history and culture</b> on aspects of religious life and practice;</li> <li>• <b>account for differences</b> between people within the same religion or tradition;</li> <li>• <b>show a coherent understanding of how</b> religion, spirituality and ethics are studied.</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <i><b>evaluate with insight questions</b> of meaning, purpose and truth and ethical issues;</i></li> <li>• <i><b>evaluate the significance</b> of religious and other views for understanding questions of human relationships, sacredness, belonging, diversity, identity, society, values and commitments, <b>using appropriate evidence and examples.</b></i></li> </ul>
<b>L8</b> <b>Analysing and contextualising their understanding of religion and justifying their views</b>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <b>use a religious and philosophical vocabulary to analyse</b> a range of religions and beliefs;</li> <li>• <b>analyse religious material</b> with reference to historical, cultural and social contexts;</li> <li>• <b>critically evaluate the impact</b> of religions and beliefs on differing communities and societies;</li> <li>• <b>analyse differing interpretations</b> of religious spiritual and moral sources and authorities, <b>using some of the principal methods</b> by which religion, spirituality and ethics are studied;</li> <li>• <b>analyse varied forms</b> of religious spiritual and moral expression.</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• <i><b>justify their views on a wide range of viewpoints</b> on questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments;</i></li> <li>• <i><b>justify their views about religious spiritual and ethical questions</b> from evidence, arguments, reflections and examples, providing a <b>comprehensive evaluation</b> into the perspectives of others.</i></li> </ul>

Additional guidance on the use of the 8 level scale, including a set of exemplary 'I can...' statements, can be found in the Support Materials on the accompanying CD Rom.

### Assessing Attainment at the End of a Key Stage

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so each description should be considered alongside descriptions for adjacent levels. Arrangements for statutory assessment at the end of each key stage are set out in detail in QCDA's annual booklets about assessment and reporting arrangements. There are no national statutory assessment requirements in RE.

### Using the Level Descriptions

When using the scale in action, the following points guide good practice:

- The Agreed Syllabus eight level scale for RE is to be used to set high standards of learning. It is intended to provide teachers with a supportive professional tool, and to enable teachers to be confident in setting standards in their RE work;
- In planning, teachers will find that using the levels provides helpful focus for a differentiated curriculum that enables continuity and progression towards the highest possible standards for each pupil;
- Learning activities planned for particular classes will often focus upon a small or particular aspect of pupils' attainment. Again, the teacher's professional judgement is central to monitoring pupils' progress;
- Teachers working together, for example in the same school, or in a 'pyramid' family or cluster of schools, will often find it helpful to discuss the application of the levels in planning and to pupils' work;
- The transfer of usable, accurate information about achievement between key stages and phases makes a powerful contribution to setting high standards in RE 5-14;

- RE has important aspects, such as its contribution to providing opportunities for spiritual development, or developing positive attitudes to those who hold different beliefs to oneself, which are not open to individual assessment using the 8 level scale. The Agreed Syllabus recognises this. Schools may want to find other ways to credit and celebrate such achievements;
- Schools may judge that it is appropriate to report levels to parents at the end of each year or key stage;
- This Syllabus requires schools to give parents an annual report on each child's attainment and progress in Religious Education, in line with the national reporting requirements of the Department for Education. However, use of the levels in this report is not statutory: it is a matter for schools to decide.

## Using the Levels with Pupils

Where schools choose to use the levels to assess evidence of learning by particular pupils, or to mark particular pieces of work, or to report attainment to parents, the following points guide good practice:

- The professional judgement of the teacher of RE about the pupils' achievements is the most important factor in the assessment process: the levels are a tool, but the teacher makes the judgements about learning and achievement;
- Pupils may achieve different levels with regard to AT1 and AT2 in RE;
- **The use of 'sub levels' by some schools is not supported by this syllabus. There are dangers in assessment structures modelled on subjects where there are several hours of teaching time per week and applied without thought to RE, where an hour a week is normal. These dangers are, principally, of unmanageable and invalid assessment practice, which serves no purpose in improving pupil's learning.**
- It is good practice, when assigning a level to a piece of evidence of a pupil's achievement to base the decision upon the teacher's judgement of the 'best fit' description. A single piece of work will only rarely show achievement with reference to the whole of the Level Description;
- Pupils will usually demonstrate some parts or aspects of a level before they can consistently and securely achieve all that the Level Description includes. They are working towards the levels described;
- Pupils are often able to speak about religious issues at a higher level than they are able to write. Oral evidence of achievement through speaking and listening is a significant part of the evidence teachers need in evaluating what pupils can do;
- There are some significant difficulties attached to using the levels for regular feedback to children about their week-to-week work. For example, there is little incentive in getting 'level three' week after week, and pupils will not learn much from such general feedback. Teachers are encouraged to give pupils informative, clear and diagnostic feedback;

## Good Practice - RE Levels of Attainment

Teachers are to use the eight levels to assess pupils' work. In day to day, periodic and transitional assessment, the levels have different uses.

These principles are to guide school based practice.

- 1) **Professional Judgement.** The professional judgement of the teacher of RE about the pupils' achievements is the most important factor in the assessment process at all stages. Teachers need to use a 'best fit' approach to this.
- 2) **A supportive tool:** The eight levels in the Agreed Syllabus are to be used to set high standards of learning. The levels provide teachers with a supportive professional tool, to enable teachers to be confident in assessing pupils' progress in RE.
- 3) **Two areas of attainment.** Pupils may achieve different levels with regard to AT1 and AT2 in RE. This should be reported to parents in flexible ways determined by the school.
- 4) **Using levels for planning.** In planning, teachers will find that using the levels provides helpful focus for a differentiated and personalised curriculum, enabling continuity and progression towards the highest possible standards for each pupil.
- 5) **Many skills in each level.** Learning activities planned for particular classes will often focus upon a small or particular aspect of pupils' attainment, or a single phrase within the level description. Again, the teacher's professional judgement is central to assessing pupils' progress. Single pieces of work do not show achievement with regard to the whole level.
- 6) **Working towards and achieving a level.** Pupils will usually demonstrate some parts or aspects of a level before they can consistently and securely achieve all that the level description includes. They are working towards the levels described. Only at points of transitional assessment is it important to summarise the overall level at which a pupil is working.

- 7) **Shared understanding between teachers.** Teachers working together, for example in the same school, or in a development group or cluster of schools, will often find it helpful to discuss the application of the levels to pupils' work.
- 8) **Use numbered levels to plan and at the end.** There are some significant difficulties attached to using the levels for regular feedback to children about their week - to - week work. For example, there is little incentive in getting 'level three' week after week, and pupils will not learn much from such general feedback. Teachers are encouraged to give pupils informative, clear and diagnostic feedback based on periodic assessment. Describing specific ways pupils can improve their work is an effective route to improvement.
- 9) **Reporting RE levels: annual, or by key stage.** Schools may judge that it is appropriate to report levels to parents, using information from periodic assessments, at the end of each year or key stage.
- 10) **Reporting attainment and progress.** This Syllabus requires schools to give parents an annual report on each child's attainment and progress in Religious Education, as does the DFE for all subjects, but use of the levels is not statutory.
- 11) **Value wider learning that cannot be assessed using scales.** There are important aspects of RE which are not open to levelled assessment. These include RE's contributions to providing opportunities for spiritual development, or to developing attitudes that promote community cohesion. The Agreed Syllabus recognises this. Schools should credit and celebrate such achievements in a variety of ways.

### A Ladder of Key Skills for Assessing RE: Progression in Learning

This simple ladder uses skill terms extracted from the 8 level scale, intended to clarify and make explicit the progression of skills which the Agreed Syllabus uses to enable all pupils to achieve in RE. It is to be read in conjunction with the full version of the scale above.

	Learning about religion and beliefs: AT1	Learning from religion and beliefs: AT2
L8	Contextualising, analysing and synthesising their understandings of religion	Justifying their views with comprehensive and balanced conclusions
L7	Showing coherent understanding and accounting for religion	Critically and personally evaluating religious questions using evidence
L6	Explaining and interpreting religion in depth and diversity	Expressing their own insights into religious, spiritual and moral questions and issues
L5	Explaining similarities and differences and the impact of religion in people's lives	Expressing their own views in the light of religious explanations
L4	Using correct vocabulary to show understanding of religion	Applying religious and spiritual ideas themselves
L3	Describing religious materials	Making links between their own experience and religious materials
L2	Retelling religious stories, identifying religious materials	Asking questions, responding sensitively
L1	Recognising and naming religious materials	Talking about religious materials

Good teaching will share the appropriate skills with pupils and make explicit opportunities, through well designed learning opportunities for pupils to acquire, practise and develop these central skills in RE.



## Appendix: the census and the local religious populations

### Bedford Borough, Central Bedfordshire and Luton: Religious data from the 2001 Census (new census data will be available after the RE syllabus is published. Teachers should use it with pupils)

In determining which religions and beliefs to study, data from the 2001 census for Bedford Borough, Central Bedfordshire and Luton has been considered alongside statutory and recommended requirements.

It is not simple to use or analyse the statistics of world religions: they are often disputed. The census data from 2001 will be out of date during the lifetime of this Agreed Syllabus, replaced by 2011 data, but still the data is an important starting point in giving a clear and agreed picture of religion in the towns, the county and the region where the syllabus applies. Teachers and pupils are invited to use the data as a basis for their understanding of religion locally, and to question, enquire into, explore and explain its meaning.

We do not intend to educate children only for their current life, perhaps in a village, a town or a city. The purpose of RE includes enabling children to be ready to live in a wider world: the region, the nation and the whole earth. So statistics for the East of England and London are important as well as the figures for our own locality.

Religion and belief:	Luton	Bedford and Bedfordshire	East of England	London
Christian	109 973	276 687	3 886 778	4 176 175
Buddhist	456	671	12 065	54 297
Hindu	5 025	3 471	31 386	291 977
Jewish	534	596	30 367	149 789
Muslim	26 963	5 478	78 931	607 083
Sikh	1 487	3 172	13 365	104 230
Other	642	880	15 471	36 558
No religion	25 960	61 691	902 145	1 130 616
Religion not stated	13 331	28 926	417 632	621 366

