

**Revision of the Locally Agreed Syllabus
for Religious Education
for Bracknell Forest, Reading, Royal
Borough of Windsor and Maidenhead,
Slough, West Berkshire and Wokingham**



Draft version



The Importance of Religious Education

- RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- RE enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- RE offers opportunities for personal reflection and spiritual development
- RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- RE challenges pupils to reflect on, consider, analyse, interpret and evaluate

issues of truth, belief, faith and ethics and to communicate their responses.

- RE encourages pupils to develop their sense of identity and belonging.
- RE enables pupils to flourish individually within their communities and as citizens in a pluralistic society and global community.
- RE has an important role in preparing pupils for adult life, employment and lifelong learning.
- RE enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- RE promotes discernment and enables pupils to combat prejudice

The Contribution of Religious Education to the school curriculum

Supporting the values of the curriculum

Religious Education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- sustainable development of the earth

Religious Education also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in the local, national and global community.

Supporting the aims of the curriculum

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

Religious Education should be a stimulating, interesting and enjoyable subject. The knowledge, skills and understanding outlined in the national framework and adopted as part of this syllabus, are designed to

promote the best possible progress and attainment for all pupils. Religious Education develops independent and interdependent learning. It makes an important contribution to pupils' skills in literacy and information and communication technology (ICT). Religious Education promotes an enquiring approach in which pupils carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development to prepare all pupils for the opportunities, responsibilities and experiences of life.

Religious Education has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of this syllabus is a focus on ultimate questions and ethical issues. This focus enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. Religious Education seeks to develop pupils' awareness of themselves and others. This helps pupils to gain a clear understanding of the significance of religions and beliefs in the world today and learn about the ways different faith communities relate to each other.

This syllabus aims to promote religious understanding, discernment and respect and challenge prejudice and stereotyping. Religious Education is committed to exploring the significance of the environment, both locally and globally, and the role of human beings and other species within it. A central concern of Religious Education is the promotion of each pupil's self-worth. A sense of self-worth helps pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

Basis for an Agreed Syllabus for Religious Education

The agreed syllabus should satisfy two key requirements

- the law (as set out in the Education Act 1996)
- the aims of Religious Education as defined by the local Agreed Syllabus Conference

The Legal Requirement

The Education Act (1996) requires that:

- 1 Religious Education should be taught to all pupils in full time education in schools except for those withdrawn at the request of their parents (details to be found in DfEE Circular 1/94, paragraph 44)
- 2 Religious Education in community schools and foundation schools not of a religious character, should be taught in accordance with the locally agreed syllabus recommended by the Agreed Syllabus Conference to the Local Authority. In schools with a religious foundation, the RE curriculum offered is to be determined by the governing body in accordance with the trust deed. The governing body may recommend that the school follows the Local Authority's agreed syllabus.
- 3 As part of the curriculum, Religious Education should promote the 'spiritual,

moral, cultural, mental and physical development of pupils'

- 4 An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act, 1996)
- 5 The Education Act (1944) requires that an agreed syllabus 'shall not include any catechism or formulary which is distinctive of any particular religious denomination' (The Education Act 1944 section 26(2)) The DfEE Circular 1/94 emphasises this point and states that an agreed syllabus must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils' (DfEE circular 1/94 paragraph 32)

Status of Religious Education

This agreed syllabus supports guidance published by the DfEE which states that '...RE has equal standing in relation to National Curriculum subjects...' (Circular 1/94, paragraph 20). It is the responsibility of the headteacher and the governing body to ensure that sufficient time and resources are given to Religious Education in schools to meet the statutory requirements (Circular 1/94, paragraph 19). It is important to note that the status of RE in Key Stage 4 and post 16 is not the same as most other subjects. Here, as well as in the other key

stages, it is a compulsory subject for all pupils who have not been withdrawn by their parents.

Time for Religious Education

Reflecting the guidance of Circular 1/94 this agreed syllabus has been based on the expectation that the following hours be devoted to Religious Education

Key Stage 1 : 36 hours per year
Key Stage 2 : 45 hours per year
Key Stage 3 : 45 hours per year
Key Stage 4 : 40 hours per year.

Withdrawal from Religious Education

The right of parents to withdraw their children from Religious Instruction on conscience grounds was included in the Education Act of 1944. All subsequent legislation has retained the clause that allows parents to withdraw their children from all or any part of Religious Education. It also protects teachers' right to withdraw from teaching the subject. Since 1944 the nature of RE has changed significantly from the nurture of children in a faith tradition to an open and educational enquiry. It is hoped that parents and teachers will feel comfortable with the nature and areas of learning found in this syllabus and that, as a consequence, few will feel the need to withdraw either their children or themselves from the subject. However, every school is required to publish information about the right of withdrawal in its prospectus. (Further details can be found in DfEE Circular 1/94, paragraph 44)

Attitudes in Religious Education

While knowledge, skills and understanding are central to this syllabus, it is also vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in Religious Education and should be developed at each stage or phase of the subject:

Self-awareness in Religious Education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in Religious Education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own

- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- being sensitive to the feelings and ideas of others.

Open-mindedness in Religious Education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in Religious Education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose.

Learning across the curriculum: the contribution of Religious Education

Religious Education can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills

Spiritual, moral, social and cultural development through Religious Education

Spiritual development can be promoted through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religions and other world views perceive the value of human

beings, and their relationships with one another, with the natural world, and with God

- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues.

Moral development can be promoted through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

Social development can be promoted through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.

Cultural development can be promoted through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Citizenship through Religious Education

Citizenship can be promoted through:

- developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

Personal, Social and Health Education (PSHE) through Religious Education

PSHE can be promoted through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs

- and sensitivities in relation to sex education and enabling pupils to consider and express their own views
- developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Key skills through Religious Education

Pupils are able to develop the key skills of:

- **communication** through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayer, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments
- **application of number** through calendrical reckoning, collecting, recording presenting and interpreting

data involving graphs, charts and statistical analysis

- **information technology** through using CD-ROMs and the internet selectively, researching information about religions and beliefs, teaching and practices, using email to communicate and analyse information with people of differing beliefs and cultures, using spreadsheets and databases to handle and present data relevant to the study of Religious Education
- **working with others** through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity
- **improving own learning and performance** through setting targets as part of Religious Education development, reviewing their achievements and identifying ways to improve their own work
- **problem solving** through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.

Other aspects of the curriculum through Religious Education

RE provides opportunities to promote:

- **thinking skills** through helping pupils to research, select, interpret and analyse information from religious traditions, reflect and question their own views and ideas and those of others and communicate their ideas in a variety of ways
- **financial capability** through considering the responsible use of money, the importance of giving and the ethics of wealth, debt, poverty, gambling, business and investment
- **creativity and culture** through considering the scope of human nature, sources of inspiration and discovery, connections between beliefs, values and forms of artistic expression, appreciating the value of cultural distinctiveness and reflecting on beauty, goodness and truth in creative and expressive arts
- **education for racial equality and community cohesion** through studying the damaging effects of xenophobia and racial stereotyping, the impact of conflict in religion and the promotion of respect, understanding and cooperation through dialogue between people of different faiths and beliefs
- **effective contributions to scientific, medical and health issues** through exploring philosophical and ethical questions of the origin, purpose and destiny of the cosmos and life within it, exploring the nature of humanity and human interaction with the world,

exploring developments in genetics and medicine and their application and use and exploring concepts of health and well-being and their promotion

- **links to employment, vocations and work-related learning** through a focus on individual sense of purpose and aspiration in life, and through considering the appropriateness and relevance of Religious Education to a wide range of employment opportunities and the development of spiritual and ethical issues linked to the world of work
- **education for sustainable development** through helping pupils consider the origins and value of life, the importance of looking after the environment and studying the ways in which religious beliefs and teachings have influenced attitudes to the environment and other species.

Religious Education and the general teaching requirements

What follows is an outline of the particular contribution Religious Education can make to the general teaching requirements of the National Curriculum.

Religious Education and inclusion

RE can make a significant contribution to inclusion, particularly in its focus on

promoting respect for all. It has a role in challenging stereotypical views and appreciating, positively, differences in others. It enables pupils to consider the impact of people's beliefs on their own actions and lifestyle. It can also help to 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 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.

Religious Education and the use of language

RE can make an important contribution to pupils' use of language by enabling them to:

- acquire and develop a specialist vocabulary
- communicate their ideas with depth and precision
- listen to the views and ideas of others, including people from religious traditions
- be enthused about the power and beauty of language, recognising its limitations
- develop their speaking and listening skills when considering religions, beliefs and ideas and articulating their responses
- read, particularly from sacred texts
- write in different styles, such as poetry, diaries, extended writing and the synthesis of differing view, beliefs and ideas
- evaluate clearly and rationally, using a range of reasoned, balanced arguments.

Religious Education and the use of information and communication technology (ICT)

Religious Education can make an important contribution to pupils' use of ICT by enabling pupils to:

- make appropriate use of the internet or CD-ROM sources to investigate, analyse and evaluate different aspects of religious beliefs and practices, ultimate questions and ethical issues
- use email or videoconferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion
- use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions
- use equipment such as digital cameras and digital video to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

The Aims of Religious Education

Religious Education should help pupils to:

Learn about religion by:

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures

Learn from religion by:

- developing 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
- developing 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
- enhancing their spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
- responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
- reflecting on their own beliefs, values and experiences in the light of their study.

Key aspects of learning in Religious Education

Learning about religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion and its impact on the lives of believers.

Learning from religion is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, purpose and truth, and values and commitments.

Planning and assessment of Religious Education

The planning, teaching, learning and assessment of RE should be informed by the eight level scale of attainment descriptors published in this syllabus, taken from 'The non-statutory national framework for Religious Education' published by QCA in 2004. The inclusion of these attainment descriptions in this syllabus means they are the criteria schools are required to use in assessing pupils' attainment and progress in Religious Education.

The eight level scale of descriptors is structured around the two key aspects of learning: 'learning about religion' and 'learning from religion'. Each key aspect can be seen to have three strands:

Learning about religion:

- Beliefs, teachings and sources (what people believe)
- Practices and ways of life (what people do)
- Forms of expression (how people express themselves)

Learning from religion:

- Identity and belonging (making sense of who we are)
- Meaning, purpose and truth (making sense of life)
- Values and commitments (making sense of right and wrong)

The scale is made up of eight level descriptions of increasing difficulty, plus a description of exceptional performance. Each level description describes the types and range of performance that pupils working at a particular level should characteristically demonstrate. The level descriptions can provide the basis for making judgements about pupils' performance at the end of key stages 1, 2 and 3. At Key Stage 4 schools will use the GCSE criteria for assessment of attainment.

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 the descriptions for adjacent levels. Although teachers should have an understanding of the levels at which their pupils are working, it is up to the schools to decide how and whether this information will be reported to parents.

It is expected that the majority of pupils will work within the following range of levels:

Key Stage 1: levels 1-3

Key Stage 2: levels 2-5

Key Stage 3: levels 3-8

The expected attainment of the majority of pupils is as follows:

At age 7: level 2 and above

At age 11: level 4 and above

At age 14: level 5 and above

Using the Scale

The scale has three purposes:

1. To help in Assessment for Learning

Assessment for learning is an essential part of the everyday teaching and learning in RE. It involves 'gathering and interpreting evidence about pupils' learning and learners and their teachers using that evidence to decide where pupils are in their learning, where they are going and how to take the next steps.' (QCA and the Assessment Reform Group, 2001)

This means teachers will need to use the scale to:

- set appropriate learning objectives that challenge pupils to aim for higher levels of attainment;
- set lesson objectives that reflect the knowledge and understanding, skills, attitudes and values in RE;
- structure learning in achievable steps and support learning to enable pupils to make progress;
- share lesson objectives with pupils to help them recognise the standards for which they are aiming;
- provide constructive and positive feedback which identifies what pupils

have done well and clear guidance on what their next steps should be;

- identify pupils' current attainment and use it as a basis for development;
- involve pupils in peer and self assessment, reviewing and reflecting on their work and teacher feedback.

2. To help in Assessment of Learning

Summative assessment opportunities should be built in periodically to enable teachers to make judgements of pupils' attainments against the level descriptions. They should contribute to assessment for learning.

A good summative assessment:

- makes assessment criteria clear and accessible to pupils;
- uses a variety of styles of learning and outcomes;
- requires pupils to reflect on their work against the assessment criteria;
- takes account of both key aspects of Religious Education: *learning about religion* and *learning from religion*;
- provides specific feedback showing how improvements can be made.

3. To help teachers report on attainment

Good assessment for and of learning will provide teachers with ample evidence on which to base best-fit judgements of pupils' attainment. Information outlined in the level descriptions will be helpful in summarising

these judgements. It is up to schools to decide whether they include the levels achieved by pupils in reports to parents. Schools must, however, report annually to parents about the **progress** made by pupils in RE. This will necessitate effective record keeping.

Attainment targets for Religious Education

Level 1

Learning about religion

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

Learning from religion

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others

Level 2

Learning about religion

Pupils use religious words and phrases to identify some features of religion and its importance to some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Learning from religion

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

Level 3

Learning about religion

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Learning from religion

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

Level 4

Learning about religion

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

Learning from religion

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

Level 5

Learning about religion

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

Learning from religion

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Level 6

Learning about religion

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

Learning from religion

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

Level 7

Learning about religion

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

Learning from religion

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

Level 8

Learning about religion

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

Learning from religion

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

Exceptional Performance

Learning about religion

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and

beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

Learning from religion

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

Attainment targets for Religious Education in grid form

		AT1 Learning about religions involves knowledge and understanding of:			AT2 Learning from religion involves response, evaluation and application of questions of:		
Level	Vocabulary	beliefs, teachings and sources (what people believe)	practices and ways of life (what people do)	forms of expression (how people express themselves)	identity and belonging (making sense of who we are)	meaning, purpose and truth (making sense of life)	values and commitments (making sense of right and wrong)
	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils
1	use some religious words and phrases to	recall religious stories	recognise and name features of religious life and practice	recognise symbols and other verbal and visual forms of religious expression	talk about their own experiences and feelings	talk about what they find interesting or puzzling	talk about what is of value and concern to themselves and to others
2	use religious words and phrases to	retell religious stories	identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions	suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways	ask, and respond sensitively to, questions about their own and others' experiences and feelings	recognise that some questions cause people to wonder and are difficult to answer	recognise their own values and those of others in relation to matters of right and wrong
3	use a developing religious vocabulary to	make links between beliefs and sources and begin to identify the impact religion has on believers' lives	describe some key features of religions recognising similarities and differences	describe some forms of religious expression; make links between beliefs and sources, including religious stories and sacred texts	identify what influences them, making links between aspects of their own and others' experiences	ask important questions about religion and beliefs, making links between their own and others' responses	make links between values and commitments and their own attitudes and behaviour
4	use a developing religious vocabulary to	describe and show understanding of sources, beliefs and ideas making links between them and practices, feelings and experiences; describe some similarities and differences within and between religions	describe and show understanding of practices, feelings and experiences and the impact of religion on people's lives; describe some similarities and differences both within and between religions	suggest meanings for a range of forms of religious expression	raise, and suggest answers to, questions of identity and belonging and apply their ideas to their own and other people's lives; describe what inspires and influences themselves and others	raise, and suggest answers to, questions of meaning, purpose and truth and apply their ideas to their own and other people's lives	raise, and suggest answers to, questions of values and commitments and apply their ideas to their own and other people's lives

5	use an increasingly wide religious vocabulary to	show they understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this;	explain the impact of beliefs on individuals and communities, explain how religious sources are used to provide answers to ultimate questions and ethical issues, and describe why people belong to religions	recognise diversity in forms of religious, spiritual and moral expression, within and between religions	ask, and suggest answers to, questions of identity and belonging relating them to their own and others' lives; explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion	ask, and suggest answers to, questions of meaning, purpose and truth relating them to their own and others' lives	ask, and suggest answers to, questions about values and commitments relating them to their own and others' lives
6	use religious and philosophical vocabulary to	give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them	explain why the impact of religions and beliefs on individuals, communities and societies varies and interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues	interpret the significance of different forms of religious, spiritual and moral expression	use reasoning and examples to express insights into their own and others' views on questions of identity and belonging	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues as well as questions of meaning and purpose and truth	use reasoning and examples to consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments
7	use a wide religious and philosophical vocabulary to	show a coherent understanding of a range of religions and beliefs and analyse issues, values and questions of meaning and truth	account for the influence of history and culture on aspects of religious life and practice and explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition	use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression	articulate personal and critical responses to questions of human relationships, belonging, identity and society evaluating the significance of religious and other views for understanding them using appropriate evidence and examples	articulate personal and critical responses to questions of meaning, purpose and truth evaluating the significance of religious and other views for understanding them using appropriate evidence and examples	articulate personal and critical responses to questions of values, commitments and ethical issues evaluating the significance of religious and other views for understanding them using appropriate evidence and examples

8	use a comprehensive religious and philosophical vocabulary to	analyse a range of religions and beliefs and contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas	critically evaluate the impact of religions and beliefs on differing communities and societies	analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied, and interpret and evaluate varied forms of religious, spiritual and moral expression	coherently analyse a wide range of viewpoints on questions of identity and belonging, and synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others	coherently analyse a wide range of viewpoints on questions of meaning, purpose and truth, and synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others	coherently analyse a wide range of viewpoints on questions of values and commitments, and synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others
E p	use complex religious, moral and philosophical vocabulary to	provide a consistent and detailed analysis of religions and beliefs and recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time	evaluate in depth the importance of religious diversity in a pluralistic society and recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time	provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied, and interpret and evaluate varied forms of religious, spiritual and moral expressions	analyse in depth a wide range of perspectives on questions of identity and belonging, and give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions	analyse in depth a wide range of perspectives on questions of meaning, purpose and truth, and give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions	analyse in depth a wide range of perspectives on questions of values and commitments, and give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions

How to use the Key Stage sections of this syllabus

The next sections of the syllabus outline the requirements for Religious Education in each key stage. The structure of the syllabus draws very heavily on the Non-statutory National Framework for Religious Education published by the Qualifications and Curriculum Authority (QCA) in 2004.

Foundation Stage

This section outlines the requirements for this stage and aspects of religions which should be explored, with examples provided from all six religious traditions included in this syllabus. Teachers should ensure they draw on the five aspects of religion but the examples are presented as suggestions only. There is no requirement to cover all the religions illustrated and other traditions may be included. Many of the content ideas are included in a table which illustrates how they might contribute to broader themes covered in this stage.

Key Stages 1-3

The Non-statutory National Framework for Religious Education suggests that all pupils should have been introduced to the six religions deemed to be the principal faiths found in Great Britain by the end of Key Stage 3, having explored Christianity, as one of these faiths, in each key stage. This is the principle on which the previous two

locally agreed syllabi for Religious Education have been written. In line with existing practice, therefore, religions have been allocated to key stages as core areas of required study. Christianity is included as a core area of study in each key stage and each of the other five faiths is included once as a core area of study in Key Stages 1-3. Schools and teachers may choose to include study units on non-core religions, over and above the required minimum number of religions in each key stage. To facilitate such an initiative, approaches to each of the six religions is outlined for each key stage. The intention in providing this optional material is to ensure that pupils' engagement with religious traditions is appropriate to the key stage in which they are working. Areas of study are structured around questions based on themes suggested for each key stage in the Non-statutory National Framework for Religious Education. Coverage is summarised in diagrammatic form in each key stage section found in the following pages. Each diagram illustrates the required religions and theme related questions to be addressed within the key stage. In each section the summary diagram is followed by study units for each of the three main themes through core and optional religions. Teachers will need to ensure they cover each theme by addressing all the key questions detailed for a study of Christianity and some of the questions outlined for the other core

religions (ie Judaism in KS1, Hinduism and Sikhism in KS2 and Buddhism and Islam in KS3). Where schools choose to extend each theme to include the study of non-core religions, either the UK's principal religions or other faiths or secular belief systems deemed to be of interest in particular situations (see appendices on the Baha'i faith and Humanism), teachers can select freely from questions provided about them. Some of these questions, and related content, should, however, form the basis of study for these additional religions

Key Stage 4

All pupils are required to follow an externally accredited course of study for Religious Studies eg GCSE. Examinable courses which include elements of religious studies but are not primarily about religious studies, will not meet the requirements of this syllabus. Schools are encouraged to facilitate examination entry for as many students as possible but this is not a requirement of this syllabus.

Post 16

Suggestions for areas of study are provided. However, wherever possible, students should have the opportunity to follow a course, or modules, which lead to external accreditation. The recommended minimum time allocation for religious studies in this phase is 6 hours per year.

FOUNDATION STAGE

The Foundation Stage describes the phase of a child's education between the ages of 3 and 5 (up to what many refer to as the end of reception). Religious Education is statutory for all pupils of this age registered on the school roll. This statutory requirement for Religious Education does not apply to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the Foundation Stage. However, many will agree it can form a valuable part of the educational experience of children throughout the key stage.

Children will come from a variety of cultural, religious and secular backgrounds. Some will come from overtly religious homes, some will have occasional experience of religion, others none at all. All children need to be valued whatever their backgrounds or belief systems. It is important that teachers take this variety of experience into account when planning.

Meeting the needs of children under five in a busy Foundation class whilst at the same time providing their statutory entitlement to Religious Education can be a challenge. The subject must be taught in accordance with the locally agreed syllabus or, in voluntary aided faith schools, in line with the school's trust deed.

During the Foundation Stage children will be developing knowledge and understanding and appropriate vocabulary about, where they belong within their family and the wider community, different religions and the different ways of expressing and celebrating faiths.

They will also be developing the following attitudes and skills:

- a sense of curiosity
- interest and enjoyment in discovery
- empathy and open-mindedness
- commenting and asking questions
- expressing feelings and preferences.

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects (see page 21) and by visiting places of worship. They listen to and talk about stories.

They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Every teacher of young children knows that knowledge is not fragmented in the early years, and all learning is part of a glorious whole. Children will learn in their own way through play, first hand experiences and

people to make sense of the world. They will learn through:

- Visual/spatial expressions shown in art and other creative activities
- Auditory experiences listening to music, stories and rhymes
- Kinaesthetic activities such as movement and games
- Verbal/linguistic communication in a range of speaking and listening activities
- Mathematical experiences by making simple models and patterns
- Music and songs from different cultures
- Naturalistic engagement with living things and the environment
- Interpersonal skills offering co-operative opportunities

The guidance given here is to help the teacher find ways of helping children to develop spiritually, morally, socially and culturally within the six areas of learning and make provision for children to learn about beliefs and cultures. A teacher is always guided by the needs of each individual child, and effective and careful planning ensures that these needs are met.

The Foundation Stage curriculum comprises six inter-related areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

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

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

It is a requirement of this syllabus that in exploring these areas of learning, children should encounter Christianity and at least one other world religion.

For each of the four areas, there follows examples of Religious Education-related experiences and opportunities.

Personal, social and emotional development

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

Communication, language and literacy

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

Knowledge and understanding of the world

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship.
- They listen and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.
- Having visited a local place of worship, children learn new words associated with the place, showing respect.

Creative development

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact.
- Children share their own experiences and feelings and those of others, and are supported in reflecting on them.

Five areas for religious exploration

The table on page 21 lays out some suggestions, from all six religions compulsorily covered within this syllabus, of material which could be included in Foundation Stage topics. The tables on pages 22-23 illustrate contexts in which the material might be included.

Suggestions for Foundation Stage Religious Education illustrating five areas of exploration.

Religious figures	Religious books/stories	Religious times	Religious places	Religious objects
Religious Leaders eg vicars, priests, rabbis, imams, gurus, teachers Great religious figures eg Jesus, Gotama Buddha, Ganesh, the Prophet Muhammad (pbuh), Moses, Guru Har Gobind Stories from faith traditions about people who help others eg Jesus healing the man who could not walk, The Good Samaritan, St Francis Siddattha and the swan Hanuman Muhammad (pbuh) and the sleeping cat Ruth Guru Har Gobind's Cloak, Bhai Ghanaya	Zacchaeus Houses built on sand and rock Siddattha and the swan Muhammad (pbuh) and the sleeping cat Muhammad (pbuh) and the crying camel Ganesh Joseph Jonah David and Goliath Ruth Guru Har Gobind's cloak	Christmas, Harvest, Easter, Church colours for seasons Chinese New Year Divali, Raksha Bandhan Eid ul Fitr, The Prophet Muhammad's birthday, Sukkot, Hanukkah, Simchat Torah, Shabbat Birthday of Guru Nanak Baptism Naming ceremonies Weddings Times of prayer and worship	Local places of worship Memorials eg seats, windows, grave stones Homes inc. home shrines The environment/world and stories about caring for it eg Noah and the rainbow Gotama Buddha and the Bodhi tree Jesus birth in Bethlehem,	Clothes eg clergy, Salvation Army uniforms, wedding clothes, jewellery (crosses, crucifixes etc), ihram (clothes worn on Hajj), kippah, tallit, Joseph's coat, 5 Ks Food eg Shabbat, Langar, festival foods Artefacts eg home shrines, items within places of worship, prayer mat, prayer beads, mezuzah, tallit
Some suggestions for leading questions				
Who are you? What makes you the same or different from other people? Why are these people special?	Why do you like this story? What makes this story important? Where does this story come from? Who told this story? What can we learn from this story? How do we look after special and sacred books? How do we know this is an important book?	What makes a time special for you and other people? Why and how do we celebrate? (saying thank you, to remember, with others/community) What do people say thank you for and to whom? What is praying? Why is praying so important to some people?	What makes a place special and important? How do you/people keep this place special? Where is your special place? Why is it special for you? What is special and/or important about this place for some people? What important things can you/people see? How do you/people feel in this place? What different things do people do?	What makes something precious? Why are these things precious to some people? How should we treat things that are precious to other people?

Incorporating Religious Education in Foundation Stage topics might look like this:

Learning Themes	Possible religious material	
All about me/myself/ ourselves	Baptism	
	The Mezuzah in our home	
	David and Goliath	
	Ganesh	
	Jonah	
	Prayer beads	
	The Good Samaritan	
	The Lord's Prayer used in times of prayer	
	Joseph	
	Zacchaeus	
Animals/creatures/ minibeasts	Chinese New Year	
	St Francis	
	Ganesh	
	Hanuman	
Babies	Muhammad and the sleeping cat/crying camel	
	Baptism	
	Christmas/Nativity	
	Chinese New Year	
	Christmas, Easter, Harvest	
Celebration	Divali, Raksha Bandhan	
	Eid-ul-Fitr, Prophet Muhammad's (pbuh) birthday	
	Sukkot, Hanukkah, Simchat Torah, Shabbat	
	Birthday of Guru Nanak	
	Baptism, naming ceremonies	
	Weddings	
	Clothes	Clothes worn by the clergy
		Weddings
Kippah, tallit		
The Five Ks		
Joseph's coat		

Learning Themes	Possible religious material
Favourite stories/ books	Zacchaeus
	Houses built on sand and rock
	Siddattha and the Swan
	Muhammad and the sleeping cat/crying camel
	Ganesh
	Joseph
	Jonah
	David and Goliath
	Ruth
	Guru Har Gobind's Cloak
Food	Festival foods eg Easter, Harvest, Shabbat
	Langar
Growing/Spring/Gardens	Easter
	Harvest
	Gotama Buddha and the Bodhi Tree
Homes/where I live/the local environment	Harvest
	Places of worship
	Times of prayer
	Memorials
	Houses built on sand and rock
	Gotama Buddha and the Bodhi Tree
	Home shrines
	Prayer mat
	The Mezuzah in our home
	Shabbat
Noah and the rainbow	
The Natural World	Harvest
	Houses build on sand and rock
	Siddattha and the Swan
	Muhammad (pbuh) and the crying camel
	Noah and the rainbow

Learning Themes	Possible religious material
My Family/Families	Weddings
	St Francis
	Raksha Bandhan
	Ganesh
	Prayer Mat
	Joseph
	Ruth
	The Five Ks
Materials	Houses built on sand and rock
	Prayer Mat
	Tallit
	Guru Har Gobind's Cloak
People who help us/others	Religious leaders
	Stories of Jesus healing the sick
	The Good Samaritan
	St Francis
	Siddattha and the Swan
	Muhammad and the sleeping cat/crying camel
	Hanuman
	Ruth
	Guru Hargobind's Cloak
	Bhai Ghanaya
Seasons	Chinese New Year
	Easter
	Harvest
	Divali
	Sukkot
Water	Baptism
	Noah and the rainbow
Weather	Houses built on sand and rock
	Noah and the rainbow

Thanks go to the Solihull SACRE for permission to use and modify this table from the Solihull Handbook for Religious Education in the Foundation Stage

Summary of theme-related key questions for Key Stages 1-3

Key Stage 1

- What do people believe about God, people and the natural world?
- How and why are some stories and books sacred and important in religion?
- Why am I special?
- What does it mean to belong?
- What can people learn from religious leaders and teachers?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

Key Stage 2

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?
- Why and how are people influenced and inspired by others?
- What is expected of a person in following a religion or belief?
- How do religious families and communities practise their faith, and what contributions do they make to local life?
- How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- How do people's beliefs about life after death influence the way they live?
- How and why are religious and spiritual ideas expressed and in the ways they are?

Key Stage 3

- How do religions, and where appropriate secular philosophies, understand God, the world and the purpose/nature of human life?
- How do religions help believers decide what is right and wrong?
- Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?
- How do religions understand one another?
- How do people live as believers in the modern world applying their beliefs to everyday life and relationships?
- How do religions, and where appropriate secular philosophies, promote a balance between rights and responsibilities?
- Why and how might believers accept they have responsibilities to care for the world in which they live?
- How and why do people of different faiths engage together in activities to help the wider community and sometimes come into conflict?
- How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

Religious Education in Key Stage 1

Throughout this key stage, pupils will explore religion through an encounter with Christianity and at least Judaism as another religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and 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 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.

Key aspects of Religious Education: Learning about religion

Pupils should be taught to:

- a) explore a range of religious stories and sacred writings and talk about their meanings
- b) name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate

- c) identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- d) explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- e) identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion

Pupils should be taught to:

- a) reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- b) ask and respond imaginatively to puzzling questions, communicating their ideas
- c) identify what matters to them and others, including those with religious commitments, and communicate their responses
- d) reflect on how spiritual and moral values relate to their own behaviour
- e) recognise that religious teachings and ideas make a difference to individuals, families and the local community.

All pupils should have the chance to experience some or all of the following opportunities:

- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities

- using their senses and having times of quiet reflection
- using art and design, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values and talking about their feelings and experiences
- beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Breadth of study

During this key stage pupils should engage with the following key questions:

- What do people believe about God, people and the natural world?
- How and why are some stories and books sacred and important in religion?
- Why am I special?
- What does it mean to belong?
- What can people learn from religious leaders and teachers?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Judaism
- other religions, as appropriate
- a secular world view, where appropriate

Questions form the heart of this syllabus to highlight for all its readers that Religious Education is an exploration and enquiry which can give rise to diverse answers and beliefs. The theme-related questions have been grouped into three main areas of focus: *Learning about believing*, *Ways of living* and *Sharing faith*. Although presented in this thematic format, readers should be aware that a Religious Education course does not need to be structured in this way. Religions can be approached as discrete areas of study by combining questions in a different way.

It is important to remember when using the following units of study that all the key questions detailed for the exploration of Christianity must be addressed. A selection must be made from the questions outlined for the study of Judaism. They must be drawn from each of the three areas of focus. Schools may choose to extend their enquiry into religion by including other religions (found in the units of study and in the appendix at the end of the document). In this case, questions can be freely selected from those outlined – it is not necessary to address each area of focus.

In planning Religious Education courses, it is essential that sufficient emphasis is given to the *Learning from religion* aspect of the subject. Suggestions for appropriate

questions are made in relation to each area of focus on the following pages.

For the units of study relating to the three areas of focus, each of the Key Stage 1 key questions has been interpreted in relation to each of the six principal religions (and others in the appendix at the end of the document). These questions should be used creatively. They can be broken down into ones that are more tightly focused eg ‘How do Christians believe they should treat other people?’ from *Learning about believing* might become a series of questions such as: ‘What does Jesus’ parable of the Good Samaritan teach about how people should treat others?’ and ‘What do the words, “treat others as you would like them to treat you” mean to you?’ In addition, questions from one area of focus can be linked with others from a different area. This might mean that alongside the questions suggested above related to *Learning about believing*, pupils might engage with others emerging from *Ways of living* such as: ‘How did Mother Teresa show her beliefs about caring for others and what do you think others learn from her example?’ ‘What do you think you have learned from her example?’ To take the theme even further, links could be made with how Christian Harvest celebrations (part of the *Sharing faith* area of focus) often demonstrate Christian care for others.

This example shows how questions can be drawn from all three areas of focus and reworded to create a mini unit of study.

Although the content of the Religious Education exploration has also been outlined, the purpose of this is to support teachers and learners address the key questions.

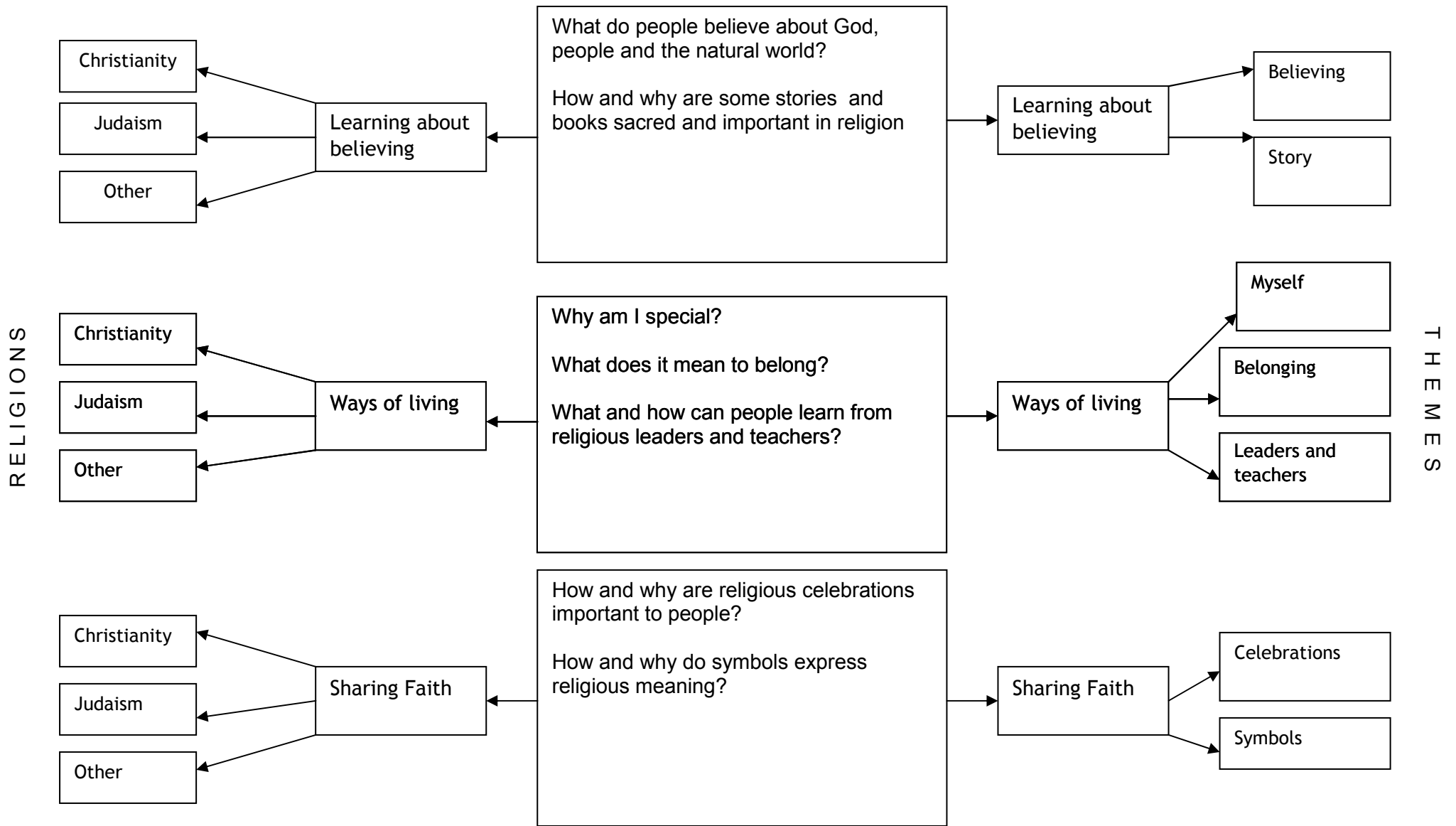
In the light of what has been said above about using questions creatively, it will be clear that the exemplar expectations are exactly that and may need modifying to reflect the work covered.

Attainment in Religious Education

It is expected that the majority of pupils will work between levels 1-3 during Key Stage 1 and by the age of 7 most will attain at least level 2. In deciding on a pupil’s level of attainment at the end of the key stage, teachers should judge which description best fits the pupil’s performance (see pages 12-17 for level descriptions in detail)

Time recommendation

Reflecting the guidance of Circular 1/94 this agreed syllabus has been based on the expectation that pupils in Key Stage 1 will receive 36 hours per year of Religious Education.



This diagram sets out the key questions which form the heart of **Key Stage 1** Religious Education. It shows how they have emerged from the themes suggested for the Key Stage in the Non-statutory National Framework for RE. These themes have been grouped under three areas of focus which shape the units of study found on the following pages. The diagram also highlights the idea that schools/teachers may choose to address the key questions from either a religion specific or a thematic perspective, or, indeed, a mix of the two approaches.

LEARNING ABOUT BELIEVING – KS1

What do people believe about God, people and the natural world?		How and why are some stories and books sacred and important in religion?	
Some possible Learning from Religion questions <ul style="list-style-type: none"> ▪ <i>What ideas have you heard about God? What do you believe about God?</i> ▪ <i>Why do you think it is important to be kind and thoughtful towards other people? Are you kind to other people? How are people kind to you?</i> ▪ <i>Do you think it is important to look after our world? How could you help to look after our world? Do you do things to help look after our world?</i> 		Some possible Learning from Religion questions <ul style="list-style-type: none"> ▪ <i>What are your favourite stories? Why do you like them? Do you learn anything from them?</i> ▪ <i>Have you learnt anything about qualities like honesty, loyalty, courage in stories you have read?</i> ▪ <i>What ideas have you learnt from the stories we have heard from the Bible?</i> ▪ <i>What things/books are most special to you? Why are they special? How do you care for them?</i> 	
Learning about religion		Content	
Core Christianity	<p style="text-align: center;">(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What did Jesus teach people about God? ▪ How do Christians believe they should treat other people? ▪ Why do Christians believe they should care for the world? 	<p>Jesus taught people and showed by example how God wanted them to live – Jesus’ care for others, parables showing what God is like Jesus called God ‘Father’ Care for one another eg Good Samaritan, Golden rule (Treat others as you would like them to treat you) Christian care for others through the work of individuals and charities God created the world – eg Creation story in Genesis ch 1, the story of Noah, hymns/songs celebrating the beauty of the world</p>	
		Exemplar Expectations	
		<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Recall some things Jesus said about God ▪ Identify some ways Christians suggest they should treat others and care for the world ▪ Talk about their own beliefs about God; ways they treat others and look after their environment <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Retell some things Jesus said about God ▪ Suggest why Christians believe they should care for others and the world ▪ Recognise that questions about God are difficult to answer; their own ideas about caring for others and the world <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Make links between some of the stories Jesus told and what Christians believe about God ▪ Identify how the beliefs of Christians influence the ways in which they treat others and look after the world ▪ Recognise similarities and differences between their own and Christian beliefs about God ▪ Make links between their ideas about caring for others and their environment and their own actions 	

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ Why is the Bible important/sacred to Christians? ▪ Why is the story of the life of Jesus so important to Christians? ▪ What stories did Jesus tell and why did he tell them? ▪ How do Christians show the Bible is important/sacred? 	<p>The Bible teaches people about God</p> <p>Stories that are important to Christians including stories of the life of Jesus, stories Jesus told, stories from the Old Testament eg Abraham, Joseph, Moses</p> <p>How Christians use the Bible in church and at home especially to teach people through stories</p> <p>Stories showing the importance of the Bible eg the story of Mary Jones and her Bible</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Recall why the Bible and the story of the life of Jesus are important to Christians; some stories that Jesus told and why he told them; how Christians show the Bible is sacred ▪ Talk about stories that are important to them; lessons they have learnt from stories including Bibles stories <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify why the Bible and the story of the life of Jesus are important to Christians; how Christians show the Bible is sacred ▪ Retell some stories Jesus told and identify suggest why he told them ▪ Ask, and respond sensitively to, questions about stories that are important to themselves and others; lessons they and others have learnt from stories including Bible stories <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe why the Bible and the story of the life of Jesus are important to Christians; how Christians show the Bible is sacred ▪ Make links between stories Jesus told and Christian beliefs ▪ Ask important questions about stories that are important to them; lessons they and others have learnt from stories including Bible stories
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Core Judaism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What do Jews learn about G-d from the Tenakh (Jewish texts)? ▪ What special texts are used in a synagogue? ▪ Why is the Torah special for Jewish people? ▪ How do they show it is special/sacred? ▪ How does G-d care for people in stories found in Jewish texts? 	<p>Jews believe there is only one G-d, G-d is the creator and G-d cares for people and the world.</p> <p>G-d wants people to look after the world eg the story of creation in Genesis 1, verses from Psalms 8 and 148</p> <p>G-d wants people to care for one another eg Leviticus 19:18</p> <p>Caring for world and people also shown in Shabbat, celebrations of harvest eg Sukkot and Shavuot also Tu B'Shvat</p> <p>Torah scrolls – sacred writings for Jews, containing rules and stories to help show people how G-d wants them to live. Where the scrolls are kept and how they are used in the synagogue.</p> <p>Stories from Jewish texts eg Abraham (call, journey to Promised Land, birth of Isaac etc), Joseph, Moses (birth, burning bush, saving slaves, travels in the desert, ten commandments etc), Joshua, Jonah, Esther</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall Jewish beliefs about G-d and the Torah; how Jews show the Torah is sacred; stories from Jewish texts about G-d's care for people ▪ Recognise and name the Torah ▪ Talk about what has interested them about Judaism; what they have learnt from Jewish stories and practices; what they have learnt from other stories; their own beliefs about God <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell some stories from Jewish texts about G-d's care for people ▪ Identify Jewish beliefs about G-d and the Torah; ways in which Jews show the Torah is sacred ▪ Ask, and respond sensitively to, questions about what they have learnt from Jewish stories and practices; what they have learnt from other stories; their own beliefs about God <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Jewish beliefs about G-d and the Torah ▪ Make links between stories about G-d's care for people in Jewish texts and beliefs about God; ways in which Jews show the Torah is sacred and their beliefs about G-d ▪ Ask important questions about what they have learnt from Jewish stories and practices; what they have learnt from other stories ▪ Recognise similarities and differences between their own and Jewish beliefs about God
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Optional Buddhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What did Gotama Buddha teach about how people should treat others? ▪ How and in what form did Gotama Buddha's teachings get written down? ▪ Why is it important for Buddhists that Gotama Buddha's teachings were written down? 	<p>Buddhist teachings on compassion, giving generously, truthfulness</p> <p>Gotama Buddha taught that everyone will have unhappiness in their lives and this is caused by always wanting things</p> <p>Learn about how the Buddha's teachings were memorised and passed on by word of mouth for a long time before they were written down in the Tipitaka</p> <p>What Buddhist scriptures look like</p> <p>The significance of Buddhist scriptures for Buddhists</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall Buddhist teachings about how others should be treated; how and in what form Gotama Buddha's teachings were written down; why it is important for Buddhists that these teachings were written down ▪ Talk about what is interesting about Buddhist teachings about how others should be treated; their own ideas about caring for others <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Buddhist teachings about how others should be treated; how and in what form Gotama Buddha's teachings were written down; why it is important for Buddhists that these teachings were written down ▪ Ask, and respond sensitively to, questions about what they have found interesting about Buddhist teachings about how others should be treated; their own ideas about caring for others <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Buddhist teachings about how others should be treated; how and in what form Gotama Buddha's teachings were written down; why it is important to Buddhists that these teachings were written down ▪ Ask important questions about Buddhist teachings on how others should be treated comparing them with their own ideas
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Optional Hinduism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What do Hindus believe God is like? ▪ How do Hindus learn about God from their sacred writings? ▪ How do Hindus show respect and reverence for God? ▪ What do Hindus believe about caring for the environment? 	<p>Learn that God takes many forms. Hear stories about Hindu deities eg Krishna the Butter Thief, Rama as a child, Rama and Sita, stories about Ganesh Explore murtis (images of deities) and how they are cared for God cares for the environment seen through stories eg Krishna and the Kaliya serpent. The importance of caring for all living things including plants valued for their uses.</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall what Hindus believe about God; how they learn about God and show reverence for God; what Hindus believe about caring for the environment ▪ Talk about what has interested them about Hindu beliefs and practices; their own beliefs about God <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Hindu beliefs about God; ways in which Hindus learn about and show reverence for God; Hindu beliefs about caring for the environment ▪ Ask, and respond sensitively to, questions about what has interested them about Hindu beliefs and practices; their own beliefs about God <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Hindu beliefs about God; ways in which Hindus learn about and show reverence for God; Hindu beliefs about caring for the environment ▪ Ask important questions about their own and Hindu beliefs about God, recognising similarities and differences; their own and Hindu beliefs about caring for the environment
Optional Islam	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What do Muslims believe about God/Allah? ▪ How do Muslims show how important God/Allah is? ▪ What is Islam's holy book and why is it holy? ▪ How do Muslims show reverence for the Qur'an and show how important it is to them? 	<p>There is only one God (Allah) and he has no partners Allah has many names – explore some of the 99 names Allah created the world and requires people to look after it. Worshipping and obeying Allah are central to Islam The Qur'an is God's revelation and its words are used to decorate Muslim places of worship. Ways in which Muslims often show reverence for the Qur'an eg washing before touching it, never placing it on the floor etc Islamic study of the Qur'an and learning to recite it Use of the Qur'an as a guide for living</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall Muslim beliefs about Allah and the Qur'an; how Muslims show reverence for Allah and the Qur'an ▪ Talk about their own and Muslim beliefs about God; ways of showing respect/reverence for things <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Muslim beliefs about Allah and the Qur'an; how Muslims show reverence for Allah and the Qur'an ▪ Ask, and respond sensitively to, questions about their own and Muslim beliefs about God; reasons for showing respect/reverence <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Muslim beliefs about Allah and the Qur'an; how Muslims show reverence for Allah and the Qur'an ▪ Ask important questions about their own and Muslim beliefs about God, recognising similarities and differences; reasons for showing respect/reverence; what influences them

Optional Sikhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What do Sikhs believe about God? ▪ How do Sikhs show how important God is? ▪ What is Sikhism’s holy book and why is it holy? ▪ How do Sikhs show reverence for the Guru Granth Sahib and show how important it is to them? ▪ Why are stories about the lives of the Gurus important to Sikhs? 	<p>There is only one God, God made everything Names for God eg Waheguru – Wonderful Lord, symbol Ik Onkar – One God</p> <p>Find out about the Guru Granth Sahib, what it looks like, how it is treated, how it is read, and why it is holy</p> <p>Explore stories from the lives of the Gurus and understand that Sikhs learn about how they should live from such stories eg stories about Guru Nanak and Guru Gobind Singh</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall stories about the lives of Sikh Gurus; Sikh beliefs about God and the Guru Granth Sahib; how Sikhs show reverence for the Guru Granth Sahib ▪ Talk about their own and Sikh beliefs about God; ways of showing respect/reverence for things <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Sikh beliefs about God and the Guru Granth Sahib; how Sikhs show reverence for the Guru Granth Sahib ▪ Retell stories about the lives of the Gurus ▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about God; reasons for showing respect/reverence <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Sikh beliefs about God and the Guru Granth Sahib; how Sikhs show reverence for the Guru Granth Sahib; why stories about the Gurus are important to Sikhs ▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about God, recognising similarities and differences; reasons for showing respect/reverence
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WAYS OF LIVING – KS1

Why am I special?		What does it mean to belong	What and how can people learn from religious leaders and teachers?
Some possible Learning from Religion questions <ul style="list-style-type: none"> ▪ <i>What is special to you?</i> ▪ <i>Why are these things special to you?</i> ▪ <i>How do you show these things are special to you?</i> ▪ <i>How do you respond to things that are special to other people?</i> ▪ <i>What do you think is special about you?</i> 		Some possible Learning from Religion questions <ul style="list-style-type: none"> ▪ <i>What sorts of things does your family do together?</i> ▪ <i>How do families welcome/celebrate the birth of new baby?</i> ▪ <i>What groups/clubs do you belong to?</i> ▪ <i>Do you have to do anything special to be a member of any groups/clubs you know about?</i> ▪ <i>What does it feel like to belong to a group/club?</i> ▪ <i>What does it feel like to belong to our school?</i> ▪ <i>How does it feel to be left out?</i> 	Some possible Learning from Religion questions <ul style="list-style-type: none"> ▪ <i>Who do you admire and why?</i> ▪ <i>Who are the people who help you decide what is right and wrong?</i> ▪ <i>How do they help you decide what is right and wrong?</i> ▪ <i>How can these people help you even when they are not with you?</i> ▪ <i>How can we tell if a person is a good person?</i> ▪ <i>Do you always do what you think is right? Why?</i>
Learning about religion		Content	Exemplar Expectations
Core Christianity	(all questions must be addressed) <ul style="list-style-type: none"> ▪ What do Christians believe makes a person special? ▪ What do Christians believe about how people should live with others? 	Everyone is important to God eg The Lost Son The Lost Sheep Christians understand that they are all members of God's family with God as a loving father. They should care for one another like brothers and sisters eg of people who care for others	Pupils working at level 1 will be able to use some religious words and phrases to <ul style="list-style-type: none"> ▪ Recognise Christian beliefs about how people should treat others ▪ Talk about what makes people special Pupils working at level 2 will be able to use religious words and phrases to <ul style="list-style-type: none"> ▪ Identify Christian beliefs about how people should treat others ▪ Ask, and respond sensitively to, questions about what makes people special Pupils working at level 3 will be able to use a developing religious vocabulary to <ul style="list-style-type: none"> ▪ Describe Christian beliefs about how people should treat others ▪ Ask important questions about what makes people special

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do people belong to the Christian community? ▪ How do Christians use their places of worship? 	<p>Shared customs including baptism Shared celebrations eg Christmas, Easter and Harvest Shared symbols of belonging Going to church including: how prayer and music are used, reading the Bible Sunday as a special day.</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Recognise features of Christian life and practice ▪ Talk about their own experiences and feelings of belonging <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify features of Christian life and practice and their importance ▪ Show awareness that the religions they have studied celebrate festivals ▪ Ask, and respond sensitively to, questions about their own and Christian experiences and feelings of belonging <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe features of Christian life and practice including festival celebrations ▪ Recognise similarities/differences in festival celebrations of other religions ▪ Ask important questions about their own and Christian experiences and feelings of belonging
Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ Why and how is a vicar, priest or minister important to Christians? ▪ Why and how is Jesus important to Christians? ▪ How do Christians learn from the example of other Christians? 	<p>Work of local Christian vicars, priests and ministers Life, example and teachings of Jesus Examples of Christians of influence locally, nationally and globally past and present eg Mother Teresa, Dr Barnardo, St Francis, Jonathan Edwards, Judy Simpson</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Recognise the importance for Christians of Jesus; clergy; Christian role models ▪ Recall narratives about Jesus and influential Christians ▪ Talk about people they admire and who help them decide what is right and wrong <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify the importance for Christians of Jesus; clergy; Christian role models ▪ Retell narratives about Jesus and influential Christians ▪ Recognise why they admire some people; that other people help them decide what is right and wrong <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe why and how Jesus, clergy and Christian role models are important for Christians, identifying the impact they have ▪ Identify why they admire some people; how other people help them decide what is right and wrong

Core Judaism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Jewish family? ▪ How do Jews use their synagogues? ▪ What does a rabbi do? ▪ What and how do Jews learn from influential Jewish people? 	<p>Shared customs eg kosher food, observance of Shabbat Mezuzah, Israel and Jerusalem</p> <p>Shared celebrations eg Rosh Hashanah, Yom Kippur, Pesach, Sukkot, Hanukkah and Purim</p> <p>Synagogues – places to meet, study (eg Religion school/ Cheder), worship G-d and celebrate life cycle events eg marriage and in Reform and Liberal synagogues, baby naming/blessing. Features of a synagogue and their purpose</p> <p>The role and work of a rabbi</p> <p>Hear stories about leaders and teachers who have influenced and continue to influence Jewish life and consider why they are important eg Abraham (trust in G-d, obeying G-d) Moses (Ten Commandments). Could also consider influence of grandparents and authors</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Jewish life and practice at home and in the synagogue; the importance of Jewish role models ▪ Recall narratives about influential Jews ▪ Talk about how and where they feel they belong; how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Jewish life and practice at home and in the synagogue; the importance of Jewish role models ▪ Retell narratives about influential Jews ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Jewish life and practice at home and in the synagogue recognising similarities/differences with other religions; the impact Jewish role models and rabbis have on others ▪ Identify how and where they feel they belong; how people influence them
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Buddhism</p>	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What might it be like to belong to a Buddhist family? ▪ What do Buddhists learn from the example of Gotama Buddha? 	<p>Ways in which Buddhist children learn about their faith eg from parents, from monks/teachers in monasteries/Buddhist centres; visiting Buddhist monasteries/centres at times of special celebration</p> <p>Alms giving</p> <p>The way in which many Buddhist boys in some parts of the world spend time in monasteries</p> <p>Learn about how Siddattha Gotoma became a Buddha</p> <p>Explore stories from the life of Gotama Buddha that teach Buddhists how to live eg The Monkey King, The Buddha and the wounded swan, the Lion and the Jackel, The Buddha and Angulimala</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Buddhist life and practice; what Buddhists learn from the example of Gotama Buddha ▪ Recall narratives about Gotama Buddha ▪ Talk about how and where they feel they belong; how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Buddhist life and practice; what Buddhists learn from the example of Gotama Buddha ▪ Retell narratives about Gotama Buddha ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Buddhist life and practice recognising similarities/differences with other religions; what Buddhists learn from the example of Gotama Buddha ▪ Identify how and where they feel they belong; how people influence them
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Hinduism</p>	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Hindu family? ▪ How are babies welcomed in Hindu families? ▪ What and how do Hindus learn about life from stories about deities and Hindu teachers/priests? 	<p>Acknowledge that Hinduism is linked with Indian culture Find out about the importance of showing respect and good manners to others. Find out about home shrines and puja performed there Find out about how Hindus welcome and celebrate the birth of a baby Consider lessons learnt from and values expressed in stories about Hindu deities and teachers eg Ganesh, Krishna, Rama – especially stories about their childhoods which illustrate family values. Think about how these values should influence Hindu daily life</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Hindu life and practice; what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Recall narratives about Hindu deities ▪ Talk about how and where they feel they belong; how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Hindu life and practice; what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Retell narratives about Hindu deities ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Hindu life and practice; what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Identify how and where they feel they belong; how people influence them
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Islam</p>	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Muslim family? ▪ What happens at a ceremony celebrating the birth of a new baby in a Muslim family? ▪ What and how do Muslims learn from the life of the Prophet Muhammad (pbuh)? 	<p>Explore practices of many Muslim families eg daily prayers, learning to read the Qur'an in Arabic, attending mosque and mosque school</p> <p>Explore values espoused by Muslims in their daily and family lives etc honesty, courtesy, respect for parents etc</p> <p>Explore practices associated with birth in Islam eg hearing the Adhan (call to prayer)</p> <p>Hear stories from the life of the Prophet Muhammad (pbuh) and discuss what can be learned from them</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Muslim life and practice; what Muslims learn from the life of the Prophet Muhammad (pbuh) ▪ Recall narratives about the Prophet Muhammad (pbuh) ▪ Talk about how and where they feel they belong; how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Muslim life and practice; what Muslims learn from the life of the Prophet Muhammad (pbuh) ▪ Retell narratives about the life of the Prophet Muhammad (pbuh) ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Muslim life and practice; what Muslims learn from the life of the Prophet Muhammad (pbuh) ▪ Identify how and where they feel they belong; how people influence them
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Optional Sikhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Sikh family? ▪ How do Sikhs celebrate the birth of a new baby and how does it receive its name? ▪ What lessons do Sikhs learn from the lives of the Gurus 	<p>Explore possible features of Sikh homes and family life eg pictures of Sikh Gurus, prayers, contributions to the Gurdwara such as in the Langar etc</p> <p>Explore how babies are traditionally named using the Guru Granth Sahib</p> <p>Explore what stories about the lives of the Gurus teach Sikhs about how they should live eg Bhai Ghanaya, Guru Har Gobind's Cloak, Malik Bhago and Lalo</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Sikh life and practice; what Sikhs learn from the life of the lives of the Gurus ▪ Recall narratives about he Gurus ▪ Talk about how and where they feel they belong; how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Sikh life and practice; what Sikhs learn from the lives of the Gurus ▪ Retell narratives about the Gurus ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Sikh life and practice; what Sikhs learn from the lives of the Gurus ▪ Identify how and where they feel they belong; how people influence them
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SHARING FAITH – KS1

How and why are religious celebrations important to people?		How and why do symbols express religious meaning?	
Some possible Learning from Religion questions <ul style="list-style-type: none"> ▪ <i>What times are important/special to you?</i> ▪ <i>Why and how do you celebrate special times?</i> ▪ <i>Why might other people celebrate different times?</i> ▪ <i>How can we help other people celebrate their special times?</i> 		Some possible Learning from Religion questions <ul style="list-style-type: none"> ▪ <i>How can symbols help us understand things?</i> ▪ <i>What symbols do you use often? How and why do you use them?</i> ▪ <i>How can clothes, colours and movements be symbols?</i> ▪ <i>Can you think of a symbol for yourself that would tell others something about you?</i> 	
Learning about religion		Content	
Core Christianity	(all questions must be addressed) <ul style="list-style-type: none"> ▪ How and why do Christians celebrate important times in the life of Jesus? ▪ How and why do Christians celebrate Harvest? 	Christmas – celebration of Jesus' birth Easter – celebration of Jesus' resurrection Harvest – celebration of the riches of God's world	Exemplar Expectations Pupils working at level 1 will be able to use some religious words and phrases to <ul style="list-style-type: none"> ▪ Recognise how and why Christians celebrate Christmas, Easter and Harvest ▪ Talk about their own experiences of and feelings about celebrations Pupils working at level 2 will be able to use religious words and phrases to <ul style="list-style-type: none"> ▪ Identify ways in which Christians celebrate Christmas, Easter and Harvest, suggesting meanings for some of the practices/customs ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations Pupils working at level 3 will be able to use a developing religious vocabulary to <ul style="list-style-type: none"> ▪ Describe how and why Christians celebrate Christmas, Easter and Harvest, including making links with Biblical narratives ▪ Ask important questions about Christian celebrations comparing them with their own experiences

	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How and why do Christians use symbols in <ul style="list-style-type: none"> – everyday life – places of worship – celebrations 	<p>Christian symbols eg Cross and Crucifix; hot cross buns and Easter eggs; Cribbs, Christingle; Dove; Water ; Symbolic features of churches; Lights/candles in churches and celebrations; dress eg clerical dress, Salvation Army uniform</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Recognise Christian symbols ▪ Talk about symbols they use in their daily lives <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify and suggest meanings for Christian symbols ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe some Christian symbols and make links with the beliefs they symbolise ▪ Identify ways symbols are used in their daily lives
<p>Core Judaism</p>	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What special times do Jews celebrate? ▪ How and why do they celebrate these special times? ▪ How important are symbols in these celebrations and Jewish life in general? 	<p>Explore Shabbat as a weekly celebration within Judaism – the how, why and symbols used including challah (bread), wine, candles, food, clothes eg kippah (skull cap), tallit (prayer shawl)</p> <p>Explore some festival celebrations eg Rosh Hashanah, Yom Kippur, Pesach, Sukkot, Hanukkah and Purim</p> <p>Other Jewish symbols eg Magan David (Star of David), menorah, mezuzah, tefillin, features of synagogues</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise how and why Jews celebrate selected festivals; Jewish symbols and how and why they are used ▪ Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which Jews celebrate selected festivals, suggesting meanings for some of the practices/customs; Jewish symbols suggesting meanings for them ▪ Ask, and respond sensitively to, questions about their own and other people’s experiences of and feelings about celebrations ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how and why Jews celebrate selected festivals, including making links with Jewish texts ▪ Ask important questions about Jewish celebrations comparing them with their own experiences ▪ Identify ways symbols are used in their daily lives

Optional Buddhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What special times do Buddhists celebrate? ▪ How and why do they celebrate these special times? ▪ How do Buddhists show Gotama Buddha is special to them? 	<p>Explore Buddhist festivals eg Wesak and how it celebrates key times in the life of Gotama Buddha</p> <p>Explore various ways in which Buddhists celebrate eg community celebrations at monasteries</p> <p>Explore ways in which the qualities of Gotama Buddha are expressed in Buddha rupas eg mudras (hand gestures), earlobes etc</p> <p>Explore features of Buddhist shrines at home and in temples and how they are used.</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise how and why Buddhists celebrate selected special times: Buddha rupas and features of Buddhist shrines ▪ Talk about times that are special to them and others; what they do with and about things that are special to them <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify how and why Buddhists celebrate selected special times, suggesting meanings for some practices/customs; Buddha rupas and features of Buddhist shrines suggesting meanings for aspects of them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about special times; how they and others respond to things that are special to them <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how and why Buddhists celebrate selected special times, including making links with Buddhist narratives ▪ Ask important questions about Buddhist celebrations comparing them with their own experiences; how they and others respond to things that are special to them
Optional Hinduism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What special times do Hindus celebrate? ▪ How and why do Hindus celebrate these special times? ▪ What do murtis show about the deities they portray? 	<p>Find out about Hindu festivals eg Divali, Raksha Bandhana, Krishna's Birthday– how and why they are celebrated</p> <p>Explore symbolism in some murtis eg Ganesh and Krishna including their colours and clothes</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise how and why Hindus celebrate selected special times; selected murtis ▪ Talk about the qualities of the deities studied and how these might be met in daily life <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify how and why Hindus celebrate selected special times ▪ Suggest meanings for the symbolism of selected murtis ▪ Ask, and respond sensitively to, questions about the qualities of the deities studied and how these might be found in daily life <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how and why Hindus celebrate selected special times, making links with Hindu narratives ▪ Ask important questions about Hindu celebrations, comparing them with their own experiences; the qualities of the deities studied and their responses to these

Optional Islam	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What special times do Muslims celebrate? ▪ How and why do they celebrate these special times? ▪ What symbols do Muslims use to share their religion and why? 	<p>Explore the significance, keeping and celebrating of Ramadan and Eid-ul-Fitr</p> <p>Islamic symbols eg the crescent moon and star, calligraphy, Tasbih (prayer) beads, features of a mosque etc</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise how and why Muslims celebrate selected special times; Muslim symbols ▪ Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which Muslims celebrate selected festivals, suggesting meanings for some of the practices/customs; Islamic symbols suggesting meanings for them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how and why Muslims celebrate selected festivals, including making links with Islamic texts ▪ Ask important questions about Muslim celebrations comparing them with their own experiences ▪ Identify ways symbols are used in their daily lives
Optional Sikhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What special times do Sikhs celebrate? ▪ How and why do they celebrate these special times? ▪ What symbols do Sikhs use to show who they are and share their religion and what do they mean? 	<p>Explore Sikh festivals eg Diwali, Guru Nanak's Birthday, how and why they are celebrated in the Gurdwara and at home</p> <p>Find out about Sikh symbols eg the Five Ks, Ik Onkar, Khanda</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise how and why Sikhs celebrate selected special times; Sikh symbols ▪ Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which Sikhs celebrate selected festivals, suggesting meanings for some of the practices/customs; Sikh symbols suggesting meanings for them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how and why Sikhs celebrate selected festivals, including making links with Sikh narratives texts ▪ Ask important questions about Sikh celebrations comparing them with their own experiences ▪ Identify ways symbols are used in their daily lives

Religious Education in Key Stage 2

Throughout this key stage, pupils learn about Christianity and at least Hinduism and Sikhism as other religions, recognising their impact 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.

Key aspects of Religious Education:

Learning about religion

Pupils should be taught to:

- 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

Learning from religion

Pupils should be taught to:

- 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.

All pupils should have the chance to experience some or all of the following opportunities:

- encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- considering a range of human experiences and feelings
- reflecting on their own and others' insights into life and its origin, purpose and meaning
- expressing and communicating their own and others' insights through art and design, music, dance, drama, and ICT
- developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

Breadth of study

During this key stage pupils should engage with the following key questions:

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?
- Why and how are people influenced and inspired by others?
- What is expected of a person in following a religion or belief?
- How do religious families and communities practise their faith, and what contributions do they make to local life?
- How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- How do people's beliefs about life after death influence the way they live?
- How and why are religious and spiritual ideas expressed and in the ways they are?

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Hinduism and Sikhism
- other religions, as appropriate
- a secular world view, where appropriate

Questions form the heart of this syllabus to highlight for all its readers that Religious Education is an exploration and enquiry which can give rise to diverse answers and beliefs. The theme-related questions have been grouped into three main areas of focus: *What people believe*, *Lifestyles* and *Expressions of faith*. Although presented in this thematic format, readers should be aware that a Religious Education course does not need to be structured in this way. Religions can be approached as discrete areas of study by combining questions in a different way.

It is important to remember when using the following units of study that all the key questions detailed for the exploration of Christianity must be addressed. A selection must be made from the questions outlined for the study of Hinduism and Sikhism. They must be drawn from each of the three areas of focus. Schools may choose to extend their enquiry into religion by including other religions (found in the units of study and in the appendix at the end of the document). In this case, questions can be freely selected from those outlined – it is not necessary to address each area of focus.

In planning Religious Education courses, it is essential that sufficient emphasis is given to the *Learning from religion* aspect of the subject. Suggestions for appropriate

questions are made in relation to each area of focus on the following pages.

For the units of study relating to the three areas of focus, each of the Key Stage 2 key questions has been interpreted in relation to each of the six principal religions (and others in the appendix at the end of the document). These questions should be used creatively. They can be broken down into ones that are more tightly focused eg 'How does believing in a creator God make a difference to Christians?' from *What people believe* might become questions such as: 'How might believing that God has put humans in charge of the world (Genesis 1:28) make a difference to the ways in which Christians live?' 'What does it mean to have responsibility for something?

In addition, questions from one area of focus can be linked with others from a different area. This might mean that alongside the questions suggested above related to *What people believe*, pupils might engage with others emerging from *Lifestyles* such as: 'What responsibilities do Christians think they have for the environment?' 'What do you think you and others should do to care for the environment in which you live?' 'Do you care for the environment as you think you should?'

This example shows how questions can be drawn from different areas of focus and reworded to create a mini unit of study.

Although the content of the Religious Education exploration has also been outlined, the purpose of this is to support teachers and learners address the key questions.

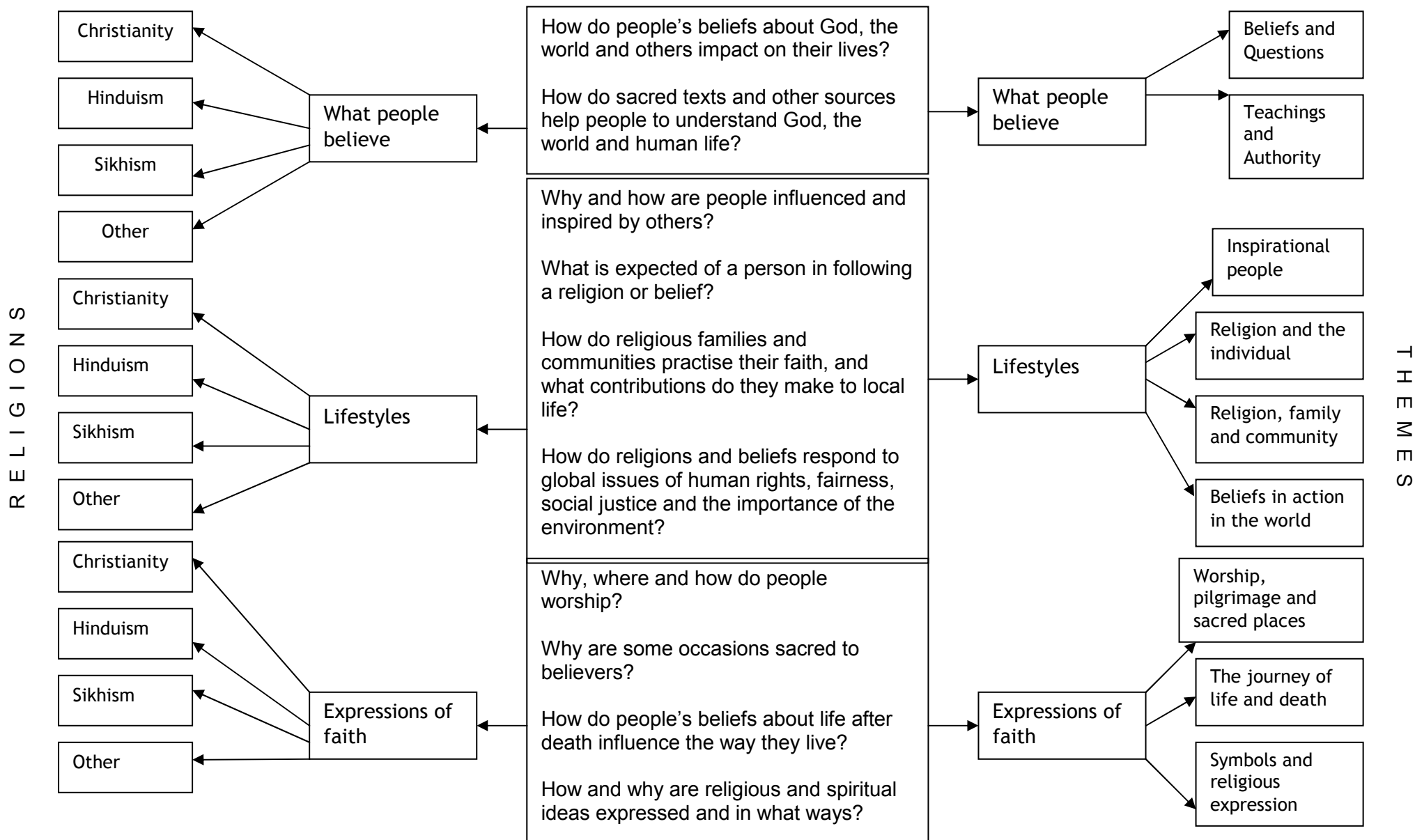
In the light of what has been said above about using questions creatively, it will be clear that the exemplar expectations are exactly that and may need modifying to reflect the work covered.

Attainment in Religious Education

It is expected that the majority of pupils will work between levels 2-5 during Key Stage 2 and by the age of 11 most will attain at least level 4. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages 12-17 for level descriptions in detail)

Time recommendation

Reflecting the guidance of Circular 1/94 this agreed syllabus has been based on the expectation that pupils in Key Stage 2 will receive 45 hours per year of Religious Education.



This diagram sets out the key questions which form the heart of **Key Stage 2** Religious Education. It shows how they have emerged from the themes suggested for the Key Stage in the Non-statutory National Framework for RE. These themes have been grouped under three areas of focus shape the units of study found on the following pages and build on those in Key Stage 1. The diagram also highlights the idea that schools/teachers may choose to address the key questions from either a religion specific or a thematic perspective, or, indeed, a mix of the two approaches

WHAT PEOPLE BELIEVE – KS2

How do people’s beliefs about God, the world and others impact on their lives?	How do sacred texts and other sources help people to understand God, the world and human life?
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<p style="text-align: center;">Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>What do you believe about God and why?</i> ▪ <i>How do your beliefs about God (which might be that there isn't one) influence your life and the way in which you choose to live it?</i> ▪ <i>Some people eg Humanists and other atheists believe there is no god. What do you think?</i> ▪ <i>What do you think matters most in life?</i> ▪ <i>What do you think is the purpose of life?</i> 	<p style="text-align: center;">Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>How and from whom/what do you learn what is true, right and wrong?</i> ▪ <i>How do you know you can rely on these sources of authority?</i> ▪ <i>How do we decide what to believe?</i> ▪ <i>Why is it important for religious teaching to be written down?</i> ▪ <i>Do you think you have learnt anything important from the religions you have studied?</i>
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Learning about religion		Content	Exemplar Expectations
Core Christianity	<p style="text-align: center;">(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How does believing in a creator God make a difference to Christians? ▪ How do Christians’ beliefs about Jesus make a difference to their lives? ▪ How do Christians’ beliefs about the Holy Spirit make a difference to daily lives? 	<p>Christian responses to ideas about the creation eg narrative in Genesis 1-2:4 especially Ch1 v27- Ch2 v4. Psalms 8 and 148 praising God’s creation</p> <p>Christian responses to the life, teachings (including those about all people being equal in the sight of God and caring for others), miracles, death and resurrection of Jesus.</p> <p>Christian beliefs about the Holy Spirit being a guide and comforter eg in hymns/songs and readings about the Holy Spirit, people’s accounts of the influence of the Holy Spirit</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Retell Christian stories about God the Creator, Jesus and the Holy Spirit ▪ Suggest why Christians believe they should care for others and the world ▪ Recognise that questions about God are difficult to answer; their own ideas about caring for others and the world <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Make links between Christians’ beliefs about God as creator and their care of the world; Christian beliefs about Jesus and his teachings and how they make a difference to people’s lives; Christian beliefs about the Holy Spirit and how they make a difference to people’s lives ▪ Recognise similarities and differences between their own and Christian beliefs about God ▪ Make links between their ideas about caring for others and their environment and their own actions <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe what Christians believe about a creator God and the difference this makes to their lives; what Christians believe about Jesus and the Holy Spirit and the difference this makes to their lives ▪ Suggest what/who influences them and how this makes a difference to their lives <p>Pupils working at level 5 will be able to use an increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Show they understand what distinctive beliefs Christians have about God and how these are similar/different to other beliefs about God ▪ Explain how Christian beliefs about God, make a difference to people’s lives ▪ Explain what/who influences them and how this makes a difference to their lives

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Christians use the Bible to learn about God, the world and human life? ▪ How do Christians use the writings and teachings of Christians throughout the ages to learn about God, the world and human life? 	<p>The Bible is used as a source of inspiration and guidance for worship and ways of living. Stories told by Jesus and other readings from the Bible which show the nature of God</p> <p>The Bible as a library of books of different genres divided into Old and New Testaments</p> <p>The writings/experiences of Christians through the ages eg Apostles and Nicene Creeds; William Wilberforce, Elizabeth Fry, William Booth, Desmond Tutu, Julian of Norwich</p> <p>Significance of sermons in worship</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Retell Bible narratives that help Christians learn about God, the world and human life; retell accounts of the lives of influential Christians ▪ Identify some Christian teachings about God, the world and human life ▪ Recognise that questions about life and God are difficult to answer <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Make links between Bible narratives and Christian beliefs about God, the world and human life; ▪ Identify the impact religion has had on the lives of influential Christians; what Christians learn from these people. ▪ Identify what influences them; what they might have learnt from the Christian narratives they have explored <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Bible texts and other writings that help Christians learn about God, the world and human life ▪ Make links between Biblical teachings and the lives and writings of influential Christians ▪ Describe what inspires and influences them and others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Show understanding of how Bible texts and the writings of influential Christians illustrate beliefs about God, the world and human life that are similar to and distinct from those of other religions ▪ Explain how the Bible and other Christian writings are used to provide answers to questions about God, the world and human life ▪ Explain what/who influences them and others in their ideas about God, the world and human life
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Core Hinduism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What do Hindus believe about God? ▪ How do different deities help to reveal the nature of God? ▪ What are the sacred writings of Hinduism? ▪ What do they teach about God, the world and human life? ▪ How are they used in ceremonies and to guide Hindu living? 	<p>God is revealed, and can be worshipped, in a variety of forms, both male and female. God understood by some to be in everything</p> <p>Explore symbolism and significance of a range of deities eg the Trimurti (Brahma, Vishnu, Shiva), Ganesh, Hanuman, Krishna, Lakshmi, Parvati, Rama through murtis and stories</p> <p>Find out about some Hindu scriptures eg Bhagavad Gita, Ramayana, Puranas (Stories) and Vedas</p> <p>Investigate some key beliefs of Hinduism eg cyclical nature of life/time, samsara (cycle of birth, life, death and rebirth), karma (actions and self-imposed barrier against wrong doing), dharma (duty), atman (soul), moksha (release from rebirth), Nirvana (end of material existence)</p> <p>Read and interpret extracts from Hindu scriptures</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell Hindu narratives that teach about God, the world and human life ▪ Identify different deities and what they reveal about God; Hindu sacred writings and how they are used in ceremonies and to guide Hindu living ▪ Recognise that questions about God, the world and human life are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Hindu narratives and beliefs about God, the world and human life ▪ Describe some Hindu deities and what they reveal about God; how Hindu sacred writings are used in worship and as a guide to life ▪ Ask important questions about their own and other people's beliefs about God, the world and human life ▪ Identify what/ who influences their beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Hindu beliefs about God, the world and human life; some similarities/differences between these and the beliefs of other religions; how Hindu sacred writings are used ▪ Suggest why deities are depicted as they are ▪ Raise, and suggest answers to, questions about what/who inspires them; their own and other people's beliefs about God, the world and human life <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Hindu beliefs about God, the world and human life are similar to and distinct from the beliefs of other religions; what deities reveal about the nature of God ▪ Explain how Hindus use their sacred writings; what they teach about God, the world and human life ▪ Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life, explaining what influences their beliefs
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Core Sikhism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What do Sikh scriptures teach about God, the world and human life? ▪ How does belief that there is only one God make a difference to Sikhs? ▪ How did the Guru Granth Sahib come into being and what is its significance for Sikhs? ▪ How is it used in worship and to guide Sikh living? ▪ How do Sikhs show how important the Guru Granth Sahib is? 	<p>Explore Sikh beliefs about God expressed in the Mool Mantar eg Creator, Sustainer etc</p> <p>Sikh belief that God is the God of all – equality of all people, responsibility for God’s people</p> <p>Sikh belief in reincarnation</p> <p>Find out about the Guru Granth Sahib, how and why it was compiled, why it is called a Guru, what it contains and its importance in worship and as a source of guidance for Sikhs</p> <p>Find out about how the Guru Granth Sahib is cared for, how it is revered and used in the Gurdwara</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell Sikh narratives that teach about God, the world and human life ▪ Identify Sikh beliefs about God; how the Guru Granth Sahib came into being, how it is used by Sikhs today, ways in which Sikhs show how important it is ▪ Recognise that questions about God, the world and human life are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Sikh narratives/texts and beliefs about God, the world and human life ▪ Describe Sikh beliefs about God; how the Guru Granth Sahib came into being, how it is used by Sikhs today and ways in which Sikhs show how important it is ▪ Identify what/who influences their beliefs about God, the world and human life; how and to what/who they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Sikh beliefs about God, the world and human life; some similarities/differences between these and the beliefs of other religions; how the Guru Granth Sahib came into being and is now used by Sikhs ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people’s beliefs about God, the world and human life <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Sikh beliefs about God, the world and human life are similar to and distinct from the beliefs of other religions ▪ Explain how Sikhs use the Guru Granth Sahib; what it teaches about God, the world and human life ▪ Ask, and suggest answers to, questions about their own and other people’s beliefs about God, the world and human life, explaining what influences their beliefs
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Optional Buddhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What do Buddhists believe about Gotama Buddha? ▪ What did Gotama Buddha teach was the truth about life? ▪ Why did Gotama Buddha say little about God? ▪ What are the sacred writings of Buddhism and how do Buddhists use them? 	<p>Siddattha Gotama became an enlightened being, a Buddha, and a great teacher.</p> <p>Gotama Buddha taught his followers to understand the truth about life through the Four Noble Truths, the Eightfold Path and the cycle of birth, life and rebirth determined by kamma</p> <p>The Buddha said it was not possible to know whether God existed or not so effort should be spent on more important things</p> <p>Find out about Buddhist writings eg the Tipitaka, Jataka tales and explore some extracts that speak about human life and the world.</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell narratives about Gotama Buddha ▪ Recognise what Gotama Buddha taught about life; Buddhist sacred writings and how they are used ▪ Recognise how questions about life made Gotama Buddha wonder and were difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about the world and human life; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between narratives about Gotama Buddha and Buddhist beliefs ▪ Describe how Buddhist sacred writings are used ▪ Identify what/who influences their beliefs about, the world and human life; how and to what/who they show respect/reverence ▪ Ask important questions about Gotama Buddha's, and their own, response to beliefs in God <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Buddhist beliefs about Gotama Buddha, God, the world and human life; some similarities/differences between these and the beliefs of other religions; how Buddhist sacred writings are used ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people's beliefs about Gotama Buddha, God, the world and human life <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Buddhist beliefs about Gotama Buddha, God, the world and human life are similar to and distinct from the beliefs of other religions ▪ Explain how Buddhists use their sacred writings; what they teach about God, the world and human life ▪ Ask, and suggest answers to, questions about their own and other people's beliefs about Gotama Buddha, God, the world and human life, explaining what influences their beliefs
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Optional Islam	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What do Muslims believe about God (Allah)? ▪ How do different names for Allah help Muslims to understand Allah? ▪ What does the Qur'an teach about Allah, the world and human life? ▪ How are the Sunnah and the Hadith of the Prophet (pbuh) used to guide a Muslim's everyday life? ▪ Why is the Qur'an the core of everything a Muslim believes? How do Muslims show this? 	<p>Learn about the Shahadah as the cornerstone of Muslim belief and the concept of tawhid (unity)</p> <p>Explore some of the 99 names of God</p> <p>Explore the concept of khalifah (trusteeship)</p> <p>Encounter and discuss texts from the Qur'an about Allah, the world and human life</p> <p>Find out about Muslim use of the Sunnah and the Hadith</p> <p>Find out about the origins and significance of the Qur'an, how it is used and revered.</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Muslim beliefs about God, the world and human life; how different names for Allah help Muslims understand Allah; how the Qur'an, Sunnah and Hadith are used; ways in which Muslims show how important the Qur'an is ▪ Recognise that questions about God, the world and human life are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Muslim texts and beliefs about God, the world and human life ▪ Describe Muslim beliefs about God; how the Qur'an, Sunnah and Hadith are used by Muslims ▪ Identify what/who influences their beliefs about God, the world and human life; how and to what/who they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Muslim beliefs about God, the world and human life; some similarities/differences between these and the beliefs of other religions; how the Qur'an, Sunnah and Hadith are used by Muslims ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people's beliefs about God, the world and human life <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Muslim beliefs about God, the world and human life are similar to and distinct from the beliefs of other religions ▪ Explain how Muslims use the Qur'an, Sunnah and Hadith; what they teach about God, the world and human life ▪ Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life, explaining what influences their beliefs
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Optional Judaism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What do Jews learn about G-d, the world and human life from their texts? ▪ What are the sacred writings of Judaism? ▪ How are these sacred writings cared for and used? ▪ What do you think might be the advantages of having strong codes of conduct by which to live? 	<p>Oneness of G-d illustrated in the Shema, G-d as Creator with human beings made in G-d's image.eg Genesis ch 1-, creation celebrated in Shabbat and Rosh Hashanah</p> <p>G-d provides rules/codes by which people should live eg the Ten Commandments, Noahide laws, Leviticus 19, 613 mitzvot (commandments)</p> <p>G-d cares for people as illustrated in stories eg Abraham, Isaac, Jacob, Moses</p> <p>Importance of the Tenakh (Torah, Nevi'im and Ketuvim)</p> <p>Explore how the Torah is cared for and used in the synagogue eg regular reading, Bar Mitzvah, Simchat Torah</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell narratives about G-d's care for people ▪ Identify Jewish beliefs about God, the world and human life; how the sacred writings of Judaism are used and cared for ▪ Recognise that questions about God, the world and human life are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life; the value of codes of conduct; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Jewish narratives/texts and beliefs about God, the world and human life ▪ Describe Jewish beliefs about God; how the sacred writings of Judaism are used ▪ Identify what/who influences their beliefs about God, the world and human life; the value/challenges of codes of conduct; how and to what/who they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Jewish beliefs about God, the world and human life; some similarities/differences between these and the beliefs of other religions; how Jewish sacred writings are used by Jews ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people's beliefs about God, the world and human life; the value/challenges of codes of conduct <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Jewish beliefs about God, the world and human life are similar to and distinct from the beliefs of other religions ▪ Explain how Jewish use their sacred writings; what they teach about God, the world and human life ▪ Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life, explaining what influences their beliefs; the value/challenges of codes of conduct
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LIFESTYLES – KS2

Why and how are people influenced and inspired by others?

What is expected of a person in following a religion or belief?

How do religious families and communities practise their faith, and what contributions do they make to local life?

How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>What makes people inspirational?</i> ▪ <i>Who inspires you and why?</i> ▪ <i>Has being inspired by someone changed you in any way? How?</i> ▪ <i>How and why might it be helpful to have an example to follow?</i> ▪ <i>In what ways could you be an example to others?</i> ▪ <i>Do you think God guides people? Why?</i> 		<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>What do you see as being the value of the rules and codes you have studied?</i> ▪ <i>What are the values, beliefs and ideas that guide your life and why?</i> ▪ <i>How do you decide how to behave?</i> ▪ <i>How can we make amends for things we do wrong?</i> ▪ <i>What does it mean to be committed to something?</i> ▪ <i>What does it mean to have responsibilities/duties?</i> 		<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>How does our family life influence the way we live?</i> ▪ <i>What does it mean to respect others?</i> ▪ <i>How can you work with others for the benefit of the community in which you live? Is it important to do so? Why?</i> ▪ <i>How could you make a contribution to your family and community?</i> 		<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>How do you respond to worldwide issues that affect the lives of others? How can you help? Do you think it is important to help? Why?</i> ▪ <i>Is it only religious people who follow moral codes?</i> ▪ <i>Where, other than from religions, can moral codes come?</i> ▪ <i>What is the most interesting/impressive charity work you have learnt about and why?</i> 		
Learning about religion		Content		Exemplar Expectations				
Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What has made some Christians inspirational? ▪ How have Christians been inspired by others? 		<p>Exploration of the influence of some Christians, local and more widely known, past and present, who have inspired others through their teaching and/or example</p> <p>eg Saints eg Paul Local people including religious leaders Well known Christians of influence eg John Wesley, George Fox, Martin Luther King, Nicky Cruz, Terry Waite, Billy Graham, Edith Cavell, Gladys Aylward, Mary Seacole, Joan of Arc</p>		<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Retell accounts of the lives of influential Christians ▪ Identify ways in which these Christians have influenced others ▪ Recognise that they are influenced by others <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe how some influential Christians have inspired others ▪ Identify the impact Christian beliefs have had on the lives of some people ▪ Identify what/who influences them making links with any impact on their own attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact of Christian beliefs on the lives of some people; how influential Christians have inspired others ▪ Describe what/who influences themselves and others; the difference these influences have on their lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain the impact of Christian beliefs on the lives of some people; how influential Christians have inspired others ▪ Explain what inspires and influences them; how these influences make a difference to their lives 			

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ By what rules and codes do Christians believe they should live their lives? ▪ What difference does it make to try to live by these codes? 	<p>Christian rules and codes and their implications for day to day life eg</p> <p>The Ten Commandments</p> <p>The Sermon on the Mount (Matthew 5-7) including the Golden Rule (Treat others as you would like them to treat you)</p> <p>Teaching about forgiveness</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify some Christian rules, codes and teachings ▪ Begin to show awareness of the similarities between Christian teachings and those of other religions ▪ Recognise their own and others' ideas about right and wrong <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Identify the impact Christian rules, codes and teachings have on people's lives ▪ Describe some similarities/differences between the rules/teachings of Christianity and those of other religions ▪ Identify what influences their conduct <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact Christian rules, codes and teaching have on people's lives ▪ Show understanding of some similarities/differences between the rules/teachings of Christianity and those of other religions ▪ Describe what influences their conduct <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain the impact Christian rules, codes and teachings have on people's lives ▪ Explain how Christian writings are used to provide answers to ethical issues ▪ Explain what influences their conduct
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Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What might it mean to grow up in a Christian family? ▪ How do Christians work together with others to live out the teachings of their faith locally? 	<p>Importance to Christians of Bible study and prayer. If possible speak with members of Christian families about how they practice their faith at home</p> <p>Work of local churches and Christian groups for the benefit of the community. If possible speak with members of local churches about what their church does in the community and why?</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify ways in which being part of a Christian family might affect a person's life ▪ Ask, and respond sensitively to, questions about the difference their homes make to them <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe ways in which being part of a Christian family might affect a person's life ▪ Make links between their home experiences and their values, attitudes and behaviours <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being part of a Christian family might affect a person's life ▪ Raise, and suggest answers to, questions about the impact of family life on their own and other people's values, attitudes and behaviours <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain what difference being part of a Christian family might make to a person's life ▪ Ask, and suggest answers to, questions about the impact of family life on their own and other people's values, attitudes and behaviours
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Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<p>Exploration of the work of Christian charities and groups that work on global, justice and environmental issues eg Christian Aid, Oxfam, Tear Fund, Leprosy Mission, CAFOD; Christian declaration about the environment, Assisi in 1986</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Retell accounts of Christian charity work ▪ Recognise how their values relate to the charity work they have learnt about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Make links between Christian beliefs and the work of Christian charities ▪ Make links between their own values and commitments and those of Christian charities <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of why Christians often get involved in charity work related to global issues ▪ Raise, and suggest answers to, questions about the impact of people's values on their responses to global issues <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain how Christian beliefs influence responses to global issues ▪ Ask, and suggest answers to, questions about how their own and other people's values influence their responses to global issues
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Core Hinduism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ Why and how are Hindus influenced in the way they live by the example of others? ▪ What is expected of Hindus who have committed themselves to their religion? ▪ How is Hinduism practised and passed on in families and communities? ▪ What difference do Hindus make to their local communities? ▪ How do Hindus respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<p>Explore lessons learned from the examples of Hindu people, teachers, leaders eg Akhandadhi das, Gandhi, Sai Baba, Swaminarayan, Swami Vivekanand</p> <p>Consider the impact of the concepts of <i>dharma</i> and <i>karma</i> on the lives of individual Hindus</p> <p>Find out about codes of conduct accepted by many Hindus including the idea of living without violence (ahimsa)</p> <p>Find out about how children learn about worship, food and fasting practices at home.</p> <p>Find out about your most local Hindu communities</p> <p>Examples of Hindu contributions to society locally and farther afield, past and present and their influence on others eg Sewa, the work of Gandhi</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which being a Hindu affects how people live within their families, local communities and the wider world; why and how Hindus learn from the example of influential Hindus ▪ Begin to show awareness of similarities between following Hinduism and following some other religions ▪ Recognise similarities/differences between their own values and Hindu values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which being a Hindu affects how people live within their families, local communities and the wider world; why and how Hindus learn from the example of influential Hindus ▪ Recognise similarities/differences between following Hinduism and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being a Hindu affects how people live within their families, local communities and the wider world; why and how Hindus learn from the example of influential Hindus ▪ Describe similarities/differences between following Hinduism and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which being a Hindu affects how people live within their families, local communities and the wider world, why and how Hindus learn from the example of influential Hindus ▪ Show they understand ways in which following Hinduism is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world
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Core Sikhism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ Who were the ten Gurus of the Sikh religion and why are they so important to Sikhs? ▪ What, why and how do Sikhs learn from the lives of the Gurus? ▪ What, why and how do Sikhs learn from the lives of more recent inspiring Sikhs? ▪ What is expected of a Sikh who has committed him/herself to their religion? ▪ How is Sikhism practised and passed on in families and communities? ▪ In what ways do Sikhs make a difference to their local communities? ▪ How do Sikhs respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<p>Find out about the ten Gurus with particular emphasis on Guru Nanak and Guru Gobind Singh. Learn the meaning of the term, 'Guru'</p> <p>Explore stories from the lives of the Gurus and how they inspire and teach Sikhs to live as their religion requires</p> <p>Find out about more recent Sikhs who have inspired others eg Baljit Singh, Puran Singh, Baldav Singh</p> <p>Learn about Sikh values eg Nam Simran (meditation on the Sikh idea of God), Kirat karna (supporting oneself by honest means), Sewa (service), Vand chhakna (helping others) and how Sikhs live them out in their lives</p> <p>Explore the significance of the Amrit ceremony marking commitment to Sikhism</p> <p>Learn about Sikh symbols of identity eg the 5Ks, use of the names Kaur and Singh</p> <p>Find out about your most local Sikh communities and examples of Sikh contributions to society locally and farther afield, past and present and their influence on others. Draw on local examples where possible. Make links between beliefs and practice.</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell narratives about the Gurus which show their importance to Sikhs ▪ Identify ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs ▪ Begin to show awareness of similarities between following Sikhism and following some other religions ▪ Recognise similarities/differences between their own values and Sikh values they have learned about; how they respond to global issues <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs ▪ Recognise similarities/differences between following Sikhism and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs ▪ Describe similarities/differences between following Sikhism and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which being a Sikh affects how people live within their families, local communities and the wider world, what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs ▪ Show they understand ways in which following Sikhism is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world
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Optional Buddhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ Why and how are Buddhists inspired and influenced by Gotama Buddha? ▪ Why and how are Buddhists inspired and influenced by Buddhist teachers? ▪ What is expected of a Buddhist who has committed him/herself to Buddhism? ▪ How is Buddhism practised and passed on in families and communities? ▪ In what ways do Buddhists make a difference to their local communities? ▪ How do Buddhists respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<p>Explore the life of Gotama Buddha and what Buddhists learn from his example and teachings. Explore the role of monks as inspirational Buddhist teachers. Find out about influential Buddhists and their significance for Buddhists eg the Dalai Lama Consider the impact of following the Eightfold Path, the Five Precepts, giving alms and developing the quality of compassion Find out about how some Buddhist boys spend time in monasteries learning about Buddhism Explore the interdependence of the monastic and lay Buddhist communities Research Buddhist responses to and involvement in local and global issues eg the work of the Karuna Trust, Buddhist declaration about the environment, Assisi in 1986</p>	<ul style="list-style-type: none"> ▪ Identify ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists learn from Gotama Buddha and other Buddhist teachers ▪ Begin to show awareness of similarities between following Hinduism and following some other religions ▪ Recognise similarities/differences between their own values and Hindu values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which being a Hindu affects how people live within their families, local communities and the wider world; why and how Hindus learn from the example of influential Hindus ▪ Recognise similarities/differences between following Hinduism and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being a Hindu affects how people live within their families, local communities and the wider world; why and how Hindus learn from the example of influential Hindus ▪ Describe similarities/differences between following Hinduism and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which being a Hindu affects how people live within their families, local communities and the wider world, why and how Hindus learn from the example of influential Hindus ▪ Show they understand ways in which following Hinduism is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world
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Optional Islam	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ Who was Muhammad (pbuh) and why is he so important to Muslims? ▪ What, why and how do Muslims learn from the life of the Prophet Muhammad (pbuh)? ▪ What, why and how do Muslims learn from the lives of other prophets and inspiring leaders? ▪ What is expected of a Muslim who has committed him/herself to their religion? ▪ How is Islam practised and passed on in families and communities? ▪ What difference do Muslims make to their local communities? ▪ How do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<p>Learn about key events in the life of the Prophet Muhammad (pbuh) and Muslim belief that he was God's final prophet</p> <p>Hear stories from the life of Muhammad from which Muslims learn how best to live their lives.</p> <p>Hear stories about other prophets eg Ibrahim, Isa and consider what Muslims learn from these examples</p> <p>Explore the Five Pillars of Islam, dress conventions, dietary regulations, ways of living encouraged by the Prophet Muhammad (pbuh) (Sunnah and Hadith) and how young Muslims learn about these</p> <p>Find out about your most local Muslim communities</p> <p>Examples of Muslim contributions to society locally and further afield, past and present and their influence on others.eg the Red Crescent, Muslim Aid; Islamic declaration about the environment, Assisi in 1986.</p> <p>Draw on local examples where possible. Make links between beliefs and practice.</p>	<ul style="list-style-type: none"> ▪ Identify ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad (pbuh) and other prophets and teachers ▪ Begin to show awareness of similarities between following Islam and following some other religions ▪ Recognise similarities/differences between their own values and Muslim values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad (pbuh) and other prophets and teachers ▪ Recognise similarities/differences between following Islam and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad (pbuh) and other prophets and teachers ▪ Describe similarities/differences between following Islam and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which being a Muslim affects how people live within their families, local communities and the wider world, what, why and how Muslims learn from the Prophet Muhammad (pbuh) and other prophets and teachers ▪ Show they understand ways in which following Islam is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world
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Optional Judaism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How do beliefs about G-d and the ways in which G-d wants people to live make a difference to Jewish home/family life? ▪ How do beliefs about G-d and the ways in which G-d wants people to live make a difference to the way Jews live their communities? ▪ How do Jews respond to global issues of human rights, fairness, social justice and the importance of the environment? ▪ Why and how do Jews learn from the example of others? 	<p>The Shema used in the mezuzah and tefillin Kosher food laws Keeping Shabbat Synagogues incorporating shops selling kosher foods and Jewish artefacts The saying of blessings Responsibility to live by G-d's laws and planned giving Examples of Jewish contributions to society locally and further afield, past and present and their influence on others.eg Helen Suzman: rabbis eg Akiva, Rabbi Abraham Joshua Herschel; Jewish charities such as Jewish Care, Tzedek, JCORE, Jewish National Fund (JNF), World Jewish Relief, Chai Cancer Care, Jewish Women's Aid. Draw on local examples where possible. Make links between beliefs and practice. Examples can also be taken from scriptures eg Elisha, Esther, Jonah, Ruth. Jewish declaration about the environment, Assisi in 1986 Laws of Kashrut</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others ▪ Begin to show awareness of similarities between following Judaism and following some other religions ▪ Recognise similarities/differences between their own values and Jewish values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others ▪ Recognise similarities/differences between following Judaism and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others ▪ Describe similarities/differences between following Judaism and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which being Jewish affects how people live within their families, local communities and the wider world, why and how Jews learn from the example of others ▪ Show they understand ways in which following Judaism is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world
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EXPRESSIONS OF FAITH – KS2

Why, where and how do people worship?

Why are some occasions sacred to believers?

How do people's beliefs about life after death influence the way they live?

How and why are religious and spiritual ideas expressed and in what ways?

<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>Can you think of a place that has inspired you in some way? What impact did it have on you?</i> ▪ <i>Why do people find it important to meet with others who share similar ideas?</i> ▪ <i>How do people express feelings like thankfulness, joy, guilt etc</i> ▪ <i>How do you remember/commemorate important events?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>What have been the turning points in your life and how have they been marked?</i> ▪ <i>Is it important to mark significant times in people's lives? Why?</i> ▪ <i>Do you think it is important to mark a person's death?</i> ▪ <i>In what way do you think a person's death should be marked?</i> ▪ <i>How should people be remembered?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>What do you believe happens to a person when they die? Why?</i> ▪ <i>What difference does this make to the way you live your life?</i> ▪ <i>What does the word 'heaven' mean to you?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>How do you respond to the expressions of religious beliefs you have explored?</i> ▪ <i>How do you express ideas that are most important to you?</i> ▪ <i>How could you represent yourself symbolically?</i> ▪ <i>Do you think it is important for people to be able to express their ideas and beliefs in a wide variety of ways? Why?</i>
Learning about religion	Content		Exemplar Expectations

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ Why do Christians believe it is important to worship and worship together? ▪ How are churches used for worship? ▪ Why and where do Christians go on pilgrimage? 	<p>The importance of worship for Christians. If possible speak with Christians about why it is important for them to worship with others.</p> <p>Explore different styles of Christian worship especially those represented in your area to include different styles of celebrating the eucharist</p> <p>Christian pilgrimage eg to Israel including Bethlehem and Jerusalem Lourdes, Rome, Taize, Canterbury, Iona, Walsingham</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify ways in which Christians worship; why and where Christians go on pilgrimage ▪ Ask, and respond sensitively to, questions about ways in which people express and share things that are very important to them; how people remember/commemorate important events <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe ways in which Christians worship ▪ Make links between Christian beliefs and why/where Christians go on pilgrimage ▪ Ask important questions about ways in which people express and share things that are very important to them; how people remember/commemorate important events <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which Christians worship; links between Christian beliefs and pilgrimage ▪ Raise, and suggest answers to, questions about ways in which people express and share things that are very important to them; how people remember/commemorate important events <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain a variety of ways in which Christians worship; links between Christian beliefs and pilgrimage ▪ Ask, and suggest answers to, questions about ways in which people express and share things that are very important to them; how people remember/commemorate important events
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Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How and why do Christians celebrate new life? ▪ How and why do Christians celebrate personal commitment to faith? ▪ How and why do Christians celebrate marriage? 	<p>Infant baptism and dedication ceremonies Confirmation Believers' baptism Marriage</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify how Christians celebrate new life, commitment to faith and marriage ▪ Recognise ways in which important times in their own and others' lives have been marked <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe how Christians celebrate new life, commitment to faith and marriage, making links with Christian beliefs ▪ Identify ways in which important times in their own and others' lives have been marked <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of different ways in which Christians celebrate new life, commitment to faith and marriage, making links with Christian beliefs; similarities and differences with these special occasions in other religions ▪ Describe ways in which important times in their own and others' lives have been marked and their significance <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain the diversity of ways in which Christians celebrate new life, commitment to faith and marriage, making links with Christian beliefs; similarities and differences with these special occasions in other religions ▪ Explain ways in which important times in their own and others' lives have been marked and their significance
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Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How and why do Christians mark a person's death? ▪ What do Christians believe about life after death? ▪ How do Christian beliefs about life after death influence the ways in which people live their lives? 	<p>Christian funerals and how they illustrate beliefs about life after death The impact of Christian beliefs about life after death</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify ways in which Christians mark death; what Christians believe about life after death; how these beliefs influence the way life is lived ▪ Recognise that questions about life after death are difficult to answer ▪ Ask, and respond sensitively to, questions about their own and others' beliefs about life after death and how death should be marked <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe ways in which Christians mark death; what Christians believe about life after death; how these beliefs influence the way life is lived ▪ Make links between their own beliefs about life after death and their approach to living <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which Christians mark death; what Christians believe about life after death; how these beliefs influence the way life is lived; similarities/differences between Christian beliefs about life after death and those of other religions ▪ Raise, and suggest answers to, questions about how their own beliefs about life after death might influence they way they live <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain ways in which Christians mark death; what Christians believe about life after death; how these beliefs influence the way life is lived ▪ Ask, and suggest answers to, questions about how their own beliefs about life after death might influence they way they live
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Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Christians express their beliefs through the annual cycle of festivals? ▪ How do Christians express their beliefs through symbols? ▪ How do Christians express their beliefs through the arts? 	<p>Ways in which Christian festivals remind people about central beliefs of their faith eg Advent, Christmas, Epiphany, Lent, Easter, Ascension, Pentecost, Harvest</p> <p>Significance and meaning of symbols used to express Christian beliefs eg</p> <p>Cross, crucifix, light, fish, dove, water, bread and wine, colours, dress, symbolic features of churches</p> <p>Examples of Christian beliefs expressed in eg art, architecture, drama, literature, music and the use of the Bible as the basis for songs, films etc</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify how Christian beliefs are expressed through festivals, symbols and the arts ▪ Ask, and respond sensitively to, questions about the importance for them of celebration and artistic expression <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe how Christian beliefs are expressed through festivals, symbols and the arts ▪ Ask important questions about the importance for them of celebration and artistic expression <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Make links between Christian festivals, symbols and Christian art and the beliefs which underpin them, suggesting meanings for the examples studied ▪ Raise, and suggest answers to, questions about the importance for them of celebration and artistic expression <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain how Christian beliefs are expressed in festivals, symbols and the arts ▪ Ask, and suggest answers to, questions about the importance for them of celebration and artistic expression
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Core Hinduism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Hindus worship at home and in the mandir? ▪ How do home shrines and features of mandirs illustrate key Hindu beliefs? ▪ Why and how do Hindus celebrate, or otherwise mark, important times in the year and life? ▪ What do Hindus believe about the purpose of life and life after death and how do these beliefs make a difference to their lives? ▪ Why is pilgrimage important to Hindus and what might it involve? ▪ How are Hindu beliefs expressed through symbols and the arts? 	<p>Learn about Hindu puja eg arti (welcoming ceremony), prashad (sacred food), use of lights, incense, bells etc Draw links between features of shrines and mandirs and some key beliefs of Hinduism eg how murtis express Hindu understanding of the nature of God Find out about samskars or Hindu rites of passage ceremonies eg birth, sacred thread, marriage and funerals Explore Hindu beliefs about the purpose of life including dharma, karma and moksha and their impact of life Find out about different paths within Hinduism eg bhakti yoga(devotion to God through worship), Karma yoga(devotion to God through serving others), Jnana yoga (renouncing the world to search for truth) Explore how Hindu beliefs about samsara, moksha and nirvana make a difference to the lives of Hindus Find out about places Hindus might visit on pilgrimage eg Gangotri (source of the Ganges), Rawashwar, Dwarika, Gaya, Varanasi (city on the Ganges associated with Shiva), Vrindavan (place associated with Krishna), Ayodhya (birthplace of Rama) why pilgrims go there and what they do Explore ways in which Hindus express their beliefs through symbols and art eg images of deities, gestures in worship</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Ask, and respond sensitively to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Make links between Hindu festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show understanding of the links between Hindu festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show they understand the links between Hindu festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art
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Core Sikhism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Sikhs worship in gurdwaras and elsewhere? ▪ How do features of gurdwaras illustrate key Sikh beliefs? ▪ How do Sikh symbols illustrate key beliefs? ▪ Why and how do Sikhs celebrate, or otherwise mark, important times in the year and life? ▪ What do Sikhs believe about life after death and how does this make a difference to their lives? ▪ Why is the Golden Temple or Harimandir (House of God) sacred for Sikhs and how do they show this? 	<p>Explore how Sikhs worship in gurdwaras eg kirtan (hymns), ardas (prayer), shoes removed, heads covered, offerings made, Karah Parshad, Arkand Path etc</p> <p>Find out about the significance of features of gurdwaras and symbols and their significance/meaning eg takht, chauri, no seats, langar, pictures of Gurus, the Nishan Sahib, Ik Onkar, Khanda etc</p> <p>Festival celebrations eg Baisakhi, Divali, Guru Nanak's Birthday – what and how they are celebrated Birth, Amrit, Marriage ceremonies and funerals</p> <p>Explore Sikh beliefs in Samsara (the cycle of birth, life and rebirth) and, with God's help, the achievement of union with God</p> <p>Find out about the Golden Temple, what happens there and why Sikhs might choose to visit it eg on pilgrimage</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Make links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show understanding of the links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show they understand the links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art
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Optional Buddhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How do Buddhist shrines illustrate key Buddhist beliefs? ▪ How and why are Buddhist shrines used? ▪ Why and how do Buddhists celebrate, or otherwise mark, important times in the year and life? ▪ What do Buddhists believe about death and the purpose of life? How do these beliefs make a difference to ways in which Buddhists live? ▪ Why might Buddhists go on pilgrimage? Where would they go and what might they do there and why? ▪ How are Buddhist beliefs expressed through symbols and the arts? 	<p>Learn about the extent to which Buddhists can be understood to worship. Find out about Buddhist shrines and how they are used. Find out about Buddhist festivals and how and why they are celebrated eg Wesak, Kathina etc Find out about ways in which Buddhists mark some key times in life Explore Buddhist understandings of life and death eg as illustrated in the story of Kisogotami and in a belief in rebirth Find out about Buddhist places of pilgrimage, why these places are regarded as sacred and what pilgrims might do there eg Lumbini (Gotama Buddha's birth place), Bodh Gaya (place of his enlightenment) Samath (site of his first sermon), Kusinara (place of his death) Explore ways in which Buddhists express their beliefs through symbols and art eg Buddha rupas, stupas, art etc</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Buddhist 'worship'; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Ask, and respond sensitively to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Buddhist 'worship'; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Make links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of features of Buddhist worship; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show understanding of the links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain features of Buddhist worship; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show they understand the links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art
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Optional Islam	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How do Muslims worship in mosques and elsewhere? ▪ How do features of mosques illustrate key Muslim beliefs? ▪ Why and how do Muslims celebrate, or otherwise mark, important times in the year and life? ▪ What do Muslims believe about life after death and how does this make a difference to their lives? ▪ Why and how do Muslims perform pilgrimage? ▪ What makes places of Muslim pilgrimage (Makkah, Medina, Iraq/Iran, Husan/Hussain, the sacred sites of Najaf and Kerbala) sacred? ▪ How and why is calligraphy used to express and celebrate Muslim beliefs? 	<p>Learn about worship and preparation for worship eg wudu, salah</p> <p>Learn about the key features of mosques and their significance</p> <p>Ramadan, Eid-ul-Fitr, Eid-ul-Adha etc</p> <p>Birth and marriage ceremonies. Funerals</p> <p>Explore Islamic beliefs about life after death</p> <p>Learn about Hajj and other forms of pilgrimage in Islam</p> <p>Explore use of calligraphy as an art form in Islam</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy ▪ Ask, and respond sensitively to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy ▪ Make links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them ▪ Ask important questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy ▪ Show understanding of the links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy ▪ Show they understand the links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art
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Optional Judaism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ When and how do Jews worship at home? ▪ When and how are synagogues used? ▪ Why and how do Jews celebrate, or otherwise mark, important times in the year and life? ▪ How are Jewish beliefs expressed through symbols? ▪ Why is Israel a special place for Jews and how do they show this? 	<p>Worship at home eg Shabbat, and festival observance Worship in the synagogue eg Shabbat and festival observance. Use of texts and prayer in worship. Exploration of key festivals eg Rosh Hashanah, Yom Kippur, Pesach, Sukkot , Simchat Torah, Shavuot Exploration of rites of passage eg Brit Milah, baby naming ceremonies in Reform and Liberal Judaism, Bar/Bat Mizvah, marriage, funerals Consider how practices reflect beliefs. Significance and meaning of Jewish symbolism eg items used in Shabbat and regular worship, festival celebrations Importance of Israel as a Jewish homeland and place of pilgrimage eg Western Wall, Yad Vashem</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Ask, and respond sensitively to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Make links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Ask important questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Show understanding of the links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Show they understand the links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols
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Religious Education in Key Stage 3

Throughout this key stage pupils extend their understanding of Christianity and at least Buddhism and Islam as other religions 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 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.

Key aspects of Religious Education:

Learning about religion

Pupils should be taught to:

- a) investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- b) analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- c) investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- d) analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- e) discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
- f) 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
- g) interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- h) interpret a variety of forms of religious and spiritual expression.

Learning from religion

Pupils should be taught to:

- a) reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments

- b) evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas
- c) express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
- d) 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
- e) express their own beliefs and ideas, using a variety of forms of expression.

All pupils should have the chance to experience some or all of the following opportunities:

- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues
- visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion
- discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in

- Religious Education, using reasoned, balanced arguments
- using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully
- exploring the connections between Religious Education and other subject areas such as the arts, humanities, literature, science.

Breadth of study

During this key stage pupils should engage with the following key questions:

- How do religions and, where appropriate, secular philosophies understand God, the world and the purpose/nature of human life?
- How do religions help believers decide what is right and wrong?
- Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?
- How do religions understand one another?
- How do people live as believers in the modern world applying their beliefs to everyday life and relationships?
- How do religions, and where appropriate secular philosophies, promote a balance between rights and responsibilities?

- Why and how might believers accept they have responsibilities to care for the world in which they live?
- How and why do people of different faiths engage together in activities to help the wider community and sometimes come into conflict?
- How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

Interfaith Dialogue focused questions must be addressed and appear separately within the Truth and Ethics themes of the Key Stage 3 programme of study (see pages 65 and 72).

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Buddhism and Islam
- other religions, as appropriate
- a secular world view, where appropriate

Questions form the heart of this syllabus to highlight for all its readers that Religious Education is an exploration and enquiry which can give rise to diverse answers and beliefs. The theme-related questions have been grouped into three main areas of focus: *Truth*, *Ethics* and *Expression*. Although presented in this thematic format, readers should be aware that a Religious Education course does not need to be structured in this way. Religions can be approached as

discrete areas of study by recombining questions.

It is important to remember when using the following units of study that all the key questions detailed for the exploration of Christianity must be addressed. A selection must be made from the questions outlined for the study of Buddhism and Islam. They must be drawn from each of the three areas of focus. Schools may choose to extend their enquiry into religion by including other religions (found in the units of study and in the appendix at the end of the document). In this case, questions can be freely selected from those outlined – it is not necessary to address each area of focus.

In planning Religious Education courses, it is essential that sufficient emphasis is given to the *Learning from religion* aspect of the subject. Suggestions for appropriate questions are made in relation to each area of focus on the following pages.

For the units of study relating to the three areas of focus, each of the Key Stage 3 key questions has been interpreted in relation to each of the six principal religions (and others in the appendix at the end of the document). These questions should be used creatively. They can be broken down into ones that are more tightly focused eg 'What do Christians understand to be the purpose of human life?' from *Truth* might become a series of

questions which includes ones such as, 'Why do some Christians believe that God wants them to live a life of service to others?' 'What are the main ideas/beliefs that influence your responses to other people?' In addition, questions from one area of focus can be linked with others from a different area. This might mean that alongside the question suggested above related to *Truth*, pupils might engage with others emerging from *Ethics* such as: 'How does Christian Aid put the teachings of Christianity into practice?' 'Why do so many people think it is important to help others?' This example shows how questions can be drawn from different areas of focus and reworded to create a mini unit of study.

Although the content of the Religious Education exploration has also been outlined, the purpose of this is to support teachers and learners address the key questions.

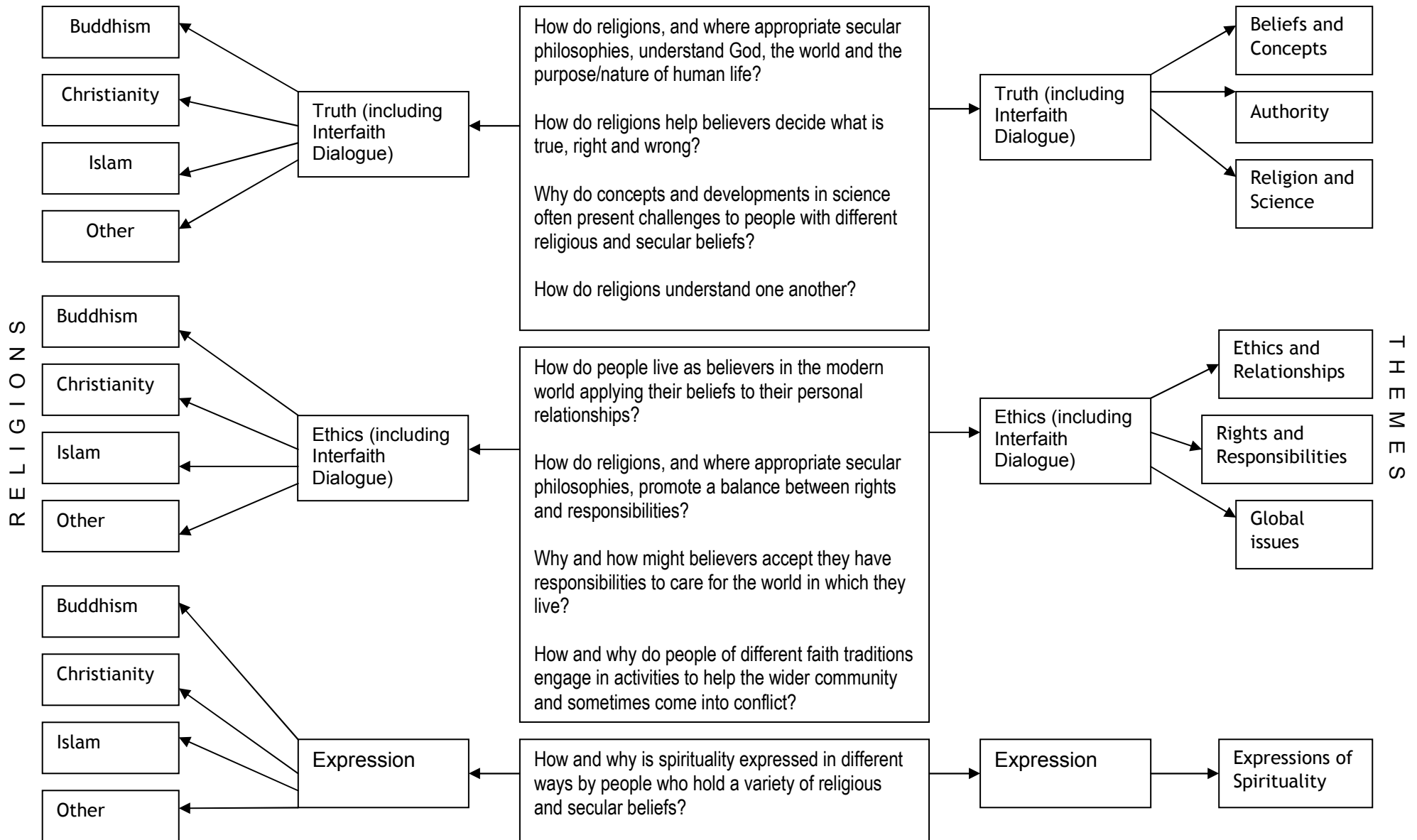
In the light of what has been said above about using questions creatively, it will be clear that the exemplar expectations are exactly that and may need modifying to reflect the work covered.

Attainment in Religious Education

It is expected that the majority of pupils will work between levels 3-8 during Key Stage 3 and by the age of 14 most will attain at least level 5. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages 12-17 for level descriptions in detail)

Time recommendation

Reflecting the guidance of Circular 1/94 this agreed syllabus has been based on the expectation that pupils in Key Stage 3 will receive 45 hours per year of Religious Education.



This diagram sets out the key questions which form the heart of **Key Stage 3** Religious Education. It shows how they have emerged from the themes suggested for the Key Stage in the Non-statutory National Framework for RE. These themes have been grouped under three areas of focus which shape the units of study found on the following pages and build on those outlined in earlier key stages. The diagram also highlights the idea that schools/teachers may choose to address the key questions from either a religion specific or a thematic perspective, or, indeed, a mix of the two approaches

TRUTH – KS3

How do religions, and where appropriate secular philosophies, understand God, the world and the purpose/nature of human life?	How do religions help believers decide what is true, right /and wrong	Why do concepts and developments in science often present challenges to people with different religious and secular beliefs?	How do religious traditions understand one another?
<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>What are the main arguments for the existence of God?</i> ▪ <i>What do you believe about God and why?</i> ▪ <i>What is your response to what you know of the person of Jesus?</i> ▪ <i>What do you consider to be the purpose of human life and why?</i> ▪ <i>How similar/different are your beliefs about God, Jesus and the purpose of life to any you have learnt about?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>Is it important to be able to tell if something is true or not? Why?</i> ▪ <i>How do you decide what is true, right and wrong?</i> ▪ <i>What is meant by conscience?</i> ▪ <i>Is it important to you that other people share the same ideas about truth, right and wrong?</i> ▪ <i>What part does the media play today in influencing ideas of truth, right and wrong?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>To what extent are you influenced by scientific and/or religious thinking in working out what is true, right and wrong? Why?</i> ▪ <i>Does it matter whether you have thought about what science and religion say about issues? Why?</i> ▪ <i>Is time something that goes in circles or straight lines?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>What do you think are the advantages and disadvantages of there being different ways of belonging to each religion?</i>
Learning about religion	Content		Exemplar Expectations

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What do Christians believe about the nature of God as revealed in the Doctrine of the Trinity? Why? ▪ What do Christians understand to be the purpose of human life? ▪ What do Christians believe about their place in the world? 	<p>Beliefs about God articulated in Christian creeds ie God the Father; God the Son incarnate, wholly divine and wholly man revealed in the birth, life, death, resurrection and ascension of Jesus; God the Holy Spirit, comforter and guide</p> <p>Christian beliefs about life eg grace, salvation, redemption, resurrection of the dead, everlasting life</p> <p>Christian beliefs about stewardship</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪
Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Christians use the Bible to help them decide what is true, right and wrong? ▪ How do Christians use Christian writings to help them decide what is true, right and wrong? ▪ What is the role of Christian leaders in helping people to understand what is true, right and wrong? 	<p>Beliefs about the authority of the Bible</p> <p>The different forms of writing found within the Bible and use made of them by Christians; its history, translations (many languages and different versions through time)</p> <p>Variety of ways in which the Bible is used by different groups of Christians eg in worship and study; the Bible as the basis for hymns and prayers</p> <p>Writings of Christians through the ages and their impact on worldwide Christianity eg Augustine, Thomas Aquinas, Teresa of Avila, Luther, George Fox, William Booth, Julian of Norwich, Hilda of Whitby, constitutions resulting from the Second Vatican Council</p> <p>Impact of Christian leaders eg Popes, Bishops, local clergy, TV evangelists</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Christians resolve the conflict between theories of evolution and the creation narratives found in Genesis? ▪ In what ways have modern advances in medicine and other sciences challenged Christians? 	<p>Literal and non-literal Christian interpretations of the Genesis narrative</p> <p>Examples of tension between what science has made possible/explained and Christian understandings of life and ways of living eg abortion, euthanasia, stem cell research etc, genetically predetermined characteristics eg to belief in God</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Pupils working at level 4 will be able to use a developing religious vocabulary to ▪ Pupils working at level 5 will be able to use increasingly wide religious vocabulary to ▪ Pupils working at level 6 will be able to use religious and philosophical vocabulary to ▪ Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to ▪
Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Christians understand and respond to denominational diversity? 	<p>Inter-denominational understandings 'unity in diversity'</p> <p>The Ecumenical movement</p> <p>Churches Together</p> <p>Denominational conflict eg Northern Ireland</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Pupils working at level 4 will be able to use a developing religious vocabulary to ▪ Pupils working at level 5 will be able to use increasingly wide religious vocabulary to ▪ Pupils working at level 6 will be able to use religious and philosophical vocabulary to ▪ Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to ▪

Core Buddhism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What does Buddhism teach about the nature of life? ▪ What do Buddhists believe about death and the purpose of life ▪ Why does Buddhism have little to teach about God? ▪ How do Buddhists decide what is true, right and wrong? ▪ How do the teachings of Gotama Buddha relate to scientific enquiry? ▪ How do Buddhists respond to diversity within Buddhism? 	<p>Explore the three marks of existence: anicca, anatta, dukkha, the Four Noble Truths and the Eightfold Path</p> <p>Explore the concepts of kamma, rebirth, enlightenment, nibbana</p> <p>Consider the Buddha's idea that the Buddha nature is in everyone</p> <p>The Buddha claimed it was impossible to know whether there is a God or not</p> <p>Explore ways in which Buddhists use the example and teachings of Gotama Buddha to help them decide what to believe is true, right and wrong</p> <p>Explore ways in which the Sangha, Bodhisattvas and Buddhist teachers (eg the Dalai Lama) contribute to the understanding of Buddhists about what is true, right and wrong</p> <p>Consider how Gotama Buddha's encouragement to his followers to verify his teachings through their own experiences compares with scientific enquiry. Consider how Buddhist beliefs in impermanence and compassion relate to scientific issues</p> <p>Explore diversity within Buddhism eg Theravadan, Mahayanan, Tibetan, Pure Land and Western forms of Buddhism</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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Core Islam	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ What beliefs do Muslims hold about God and why? ▪ How are Muslim beliefs about God similar to and distinct from the beliefs of other religions about God? ▪ What do Muslims believe about the purpose of life and the world and why? ▪ What do Muslims believe about life after death and why? ▪ How are Islamic sources of authority used by different Muslims to decide what is true, right and wrong? ▪ How do Muslims understand and respond to diversity within Islam? ▪ How might Muslims approach scientific advances in the light of the teachings of their religion? 	<p>The Oneness of Allah (Tawhid) as stated in the Shahadah Shirk – the sin of claiming Allah has any equal or partner Attributes of Allah revealed in the 99 names Consider key beliefs that inform Muslim living eg submission to Allah, Ummah, jihad Consider Muslim beliefs about life after death, the Day of Judgement and their impact of Muslim living Significance and role of sources of authority within Islam eg Qur’an, Hadith, Sunnah, Prophets, Imams, mosques and madrassah as places of education and guidance Find out about diversity in Islam and reasons for it Muslim responses to the creation/evolution debate Muslim involvement in scientific developments and continuing responses to scientific advances Diversity of Islamic practice through time, through dispersion and in different movements</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Hinduism</p>	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What beliefs do Hindus hold about God and why? ▪ How are Hindu beliefs about God similar to and distinct from the beliefs of other religions about God? ▪ What do Hindus believe about the purpose of life and the world and why? ▪ How do Hindu beliefs in reincarnation make a difference to the ways in which they live? ▪ How are Hindu scriptures and other sources of authority used by different Hindus to decide what is true, right and wrong? ▪ How do Hindus understand and respond to diversity within Hinduism? ▪ How do Hindu beliefs and teachings influence Hindu responses to scientific understandings of the world and scientific advances? 	<p>God personal and impersonal revealed in many forms Consider the extent to which Hinduism is understood to be a monotheistic religion Consider concepts of avatar and incarnation in Hinduism Consider the concept of atman and the idea of God in everyone Consider Hindu beliefs that this life is one of many resulting from one's karma Explore the significance and interpretation of Hindu scriptures and teachers Find out about diversity within Hinduism and reasons for it Hindu involvement in religion related conflicts Explore the impact of Hindu teachings and a cyclical understanding of time/life on the creation/evolution debate Consider Hindu responses to advances in science</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Judaism</p>	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What beliefs do Jews hold about G-d and why? ▪ What do Jews believe about the purpose of life and the world and why? ▪ What do Jews believe about life after death and why? ▪ How do Jews understand and respond to diversity within Judaism and other religions? ▪ How are different sources of authority used by different Jews to decide what is true, right and wrong? ▪ How might Jews approach scientific advances in the light of the teachings of their religion? 	<p>Titles given to G-d and found in the Tenakh. Monotheism illustrated in the Shema How Jews make sense of their relationship with G-d in the light of the Holocaust Covenants between G-d, Noah, Abraham and Moses; the chosen people Jewish beliefs about life after death and their impact on Jewish living. Find out about diversity within Judaism and reasons for it Significance and role of sacred texts (Torah, Tenakh, Talmud), rabbis, traditions as sources of authority for different groups of Jews eg Orthodox, Reform, Liberal, Chassidim and the Lubavitch movement Jewish responses to the creation/evolution debate Jewish responses to scientific advances</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Sikhism</p>	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What beliefs do Sikhs hold about God and why? ▪ How are Sikh beliefs about God similar to and distinct from the beliefs of other religions about God? ▪ What do Sikhs believe about the purpose of life and the world and why? ▪ What do Sikhs believe about life after death and why? ▪ How are Sikh sources of authority used by different Sikhs to decide what is true, right and wrong? ▪ How do Sikhs understand and respond to diversity within Sikhism? ▪ How might Sikhs approach scientific advances in the light of the teachings of their religion? 	<p>There is only one God whose nature is described in the Mool Mantar.</p> <p>Sikh belief in Samsara and, with God's help, eventual union with God and impact of these beliefs on Sikh living</p> <p>The origins of Sikhism</p> <p>The significance and importance of the Guru Granth Sahib and how it is used to help Sikhs decide what is true, right and wrong</p> <p>Find out about diversity within Sikhism and reasons for it</p> <p>Sikh responses to scientific understandings and advances eg creation/evolution, advances in medical research and treatments etc</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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INTERFAITH DIALOGUE – KS3 (TRUTH ASPECT)

How do religions understand one another?

Learning from religion: some possible questions

- *Can all religions be true?*
- *One God, many or none – what do you think and why?*
- *What is the value of discussion with people who have very different ideas from your self?*
- *Is it important for spouses/partners to share the same faith? Why?*
- *Are everyone’s views about religion/religious beliefs equally important?*
- *What is the significance of similarities within different faith traditions you have studied?*
- *What causes religious intolerance?*
- *To what extent does religious disagreement and religious intolerance influence the world around us?*

Learning about religion		Content	Exemplar Expectations
Multifaith	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Christians and members of other religions understand/respond to other faiths? ▪ Why and how might people choose to meet together with others of different religious persuasions to exchange understandings of each others beliefs and practices? 	<p>Ways in which religions/people understand/respond to religions/secular belief systems other than their own eg different beliefs about who Jesus was; Islamic understandings about ‘religions of the book’; beliefs about exclusive truth, intolerance, evangelism, acceptance of different paths to one end</p> <p>Explore examples of people of different faiths talking and learning from one another eg in local, national and international interfaith initiatives eg Reading Inter-Faith Group, World Congress of Faiths, Inter Faith Network of the UK, Council of Christians and Jews etc ‘Building Good Relations With People Of Different Faiths and Beliefs’ from the Inter Faith Network</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Pupils working at level 4 will be able to use a developing religious vocabulary to ▪ Pupils working at level 5 will be able to use increasingly wide religious vocabulary to ▪ Pupils working at level 6 will be able to use religious and philosophical vocabulary to ▪ Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to ▪

ETHICS – KS3

How do people live as believers in the modern world applying their beliefs to their personal relationships?	How do religions, and where appropriate, secular philosophies, promote a balance between rights and responsibilities?	Why and how might believers accept they have responsibilities to care for the world in which they live?	How and why do people of different faith traditions engage in activities to help the wider community and sometimes come into conflict?
<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>What influences you in your relationships with others?</i> ▪ <i>To what extent are these influences similar/different from those of Christianity?</i> ▪ <i>How important are loyalty and forgiveness in relationships?</i> ▪ <i>What might your responses to relationships reveal about you?</i> ▪ <i>What influence do you have on others?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>How important is it to you to care for yourself? Why?</i> ▪ <i>How important is it to you to make the most of all your rights? Why?</i> ▪ <i>What importance do you give to your responsibilities?</i> ▪ <i>How do you decide/know what your responsibilities are? Are they different at different times?</i> ▪ <i>Do you think it is important to protect the rights of others? Why?</i> ▪ <i>Is it important to you to play a part in your community? Why? How can you do this?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>Is it important to be aware of global issues? Why?</i> ▪ <i>What do you think are the most important current global issues and why?</i> ▪ <i>Is it important to do 'one's bit' in relation to global issues? Why?</i> ▪ <i>To what extent do you agree with the idea that 'one person can make a difference'?</i> ▪ <i>Do you believe all people are equal? Why?</i> ▪ <i>What responsibilities do humans have towards animals?</i> ▪ <i>Do you think worldwide peace is a possibility?</i> 	<p>Learning from religion: some possible questions</p> <ul style="list-style-type: none"> ▪ <i>Why might it be beneficial to have people with diverse ideas in a team? How might this cause difficulties?</i> ▪ <i>What makes a good team?</i> ▪ <i>What could be done to improve your local community and how could you contribute?</i>
Learning about religion	Content		Exemplar Expectations

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How might being a Christian influence your family life? ▪ How might being a Christian influence your relationships with friends and partners? ▪ How might being a Christian influence your approach to caring for yourself? 	<p>Ceremonies Christians might choose related to family life eg Infant Baptism or Dedication, Church/Christian marriage.</p> <p>Christian beliefs about everyone being children of God, forgiveness, repentance, love, service</p> <p>Christian ethics relevant to relationships eg</p> <p>Christian responses to divorce</p> <p>Sexual ethics</p> <p>Ethics of abortion, in vitro fertilisation, surrogacy etc</p> <p>Ethics of euthanasia</p> <p>Moral decisions about personal well-being eg use/abuse of drugs, alcohol etc, commitment to personal worship life</p> <p>Responses to personal talents/skills etc</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪
Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How might Christian beliefs influence approaches to the rights and responsibilities of being a citizen? ▪ Why do Christians believe it is important to protect the rights of others? ▪ Should Christians take active roles in their communities? If yes, how? Why? 	<p>Christian teachings about rights and responsibilities eg Matthew 25:31-46, The Sermon on the Mount inc Matthew 7:12 <i>Treat others as you want them to treat you</i>, The Good Samaritan; Matthew 25:31-45 etc</p> <p>Christian involvement in community issues eg care of the elderly, homeless etc</p> <p>Examples of Christians who have lived out their beliefs in the service of others and by taking roles within society eg examples of Christian monastic life; Simon Hughes, Eddie Stobart, Roy Castle, Rosemary Conley, Corrie Ten Boom, Jackie Pullinger, William Booth, Martin Luther King, Desmond Tutu, Archbishop Romero, Mary Seacoll, Edith Cavell, Gladys Aylward</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪

Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ Why and how might Christians get involved with global issues? 	<p>Christian responses to eg war, and particular wars, world poverty, health issues, environmental issues eg Christian declaration about the environment, Assisi in 1986</p> <p>Examples of the work of Christian individuals, organisations, charities working in these fields. What they do and why they do it as they do. Eg</p> <p>Christian Aid Oxfam Tear Fund CAFOD Leprosy Mission</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Pupils working at level 4 will be able to use a developing religious vocabulary to ▪ Pupils working at level 5 will be able to use increasingly wide religious vocabulary to ▪ Pupils working at level 6 will be able to use religious and philosophical vocabulary to ▪ Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to ▪
Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ Why and how might Christians from different denominations choose to work together? ▪ Why might Christians find it difficult to live and work alongside people whose Christian beliefs are different from their own? 	<p>Christians working for social and religious harmony</p> <p>The Ecumenical Movement, Churches Together</p> <p>Examples of religious intolerance and conflicts involving Christians eg Northern Ireland</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Pupils working at level 4 will be able to use a developing religious vocabulary to ▪ Pupils working at level 5 will be able to use increasingly wide religious vocabulary to ▪ Pupils working at level 6 will be able to use religious and philosophical vocabulary to ▪ Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to ▪

Core Buddhism	<p>(Some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How might being a Buddhist influence a person's relationships with partners, wider family and friends? ▪ How might being a Buddhist influence a person's approach to being a citizen, their rights and responsibilities? ▪ How and why might Buddhists respond to global issues? 	<p>Consider how the Eightfold Path, the Five Precepts and the qualities of compassion (karuna), loving kindness (metta), sympathetic joy (mudita) and equanimity (upekkha) influence the ways in which Buddhists relate to others and live as citizens within communities and of the world eg Buddhist declaration about the environment, Assisi in 1986</p> <p>Explore the interdependent relationships of the monastic and lay Buddhist communities</p> <p>Buddhist responses to eg war, and particular wars, world poverty, health issues, environmental issues eg Buddhist declaration about the environment, Assisi in 1986</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
Core Islam	<p>(Some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How might being a Muslim influence your approach to family life? ▪ How might being a Muslim influence your relationships with friends and partners? ▪ How might Islamic teachings and experiences influence approaches to being a citizen, considering especially social justice, prejudice and discrimination? ▪ How and why might Muslims respond to global issues? 	<p>Distinctive features of the Muslim home, and the conduct of family members, including hygiene, diet, modesty and sexual relations. Sources?</p> <p>Importance of honesty and good manners in personal relationships. Sources??</p> <p>Jihad as personal, individual struggle to achieve self-improvement; campaigning for truth; helping the oppressed; defending faith and community.</p> <p>Significance of the Ummah</p> <p>Zakah</p> <p>Islamic teachings on and Muslim responses to social and global issues eg war, world poverty, loaning/borrowing and gambling money, health issues, environmental issues eg Islamic declaration about the environment, Assisi in 1986</p> <p>Muslim organisations working for social justice eg Muslim Aid, Red Crescent</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Hinduism</p>	<p>(Some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How might being a Hindu influence your approach to family life? ▪ How might being a Hindu influence your relationships with friends and partners? ▪ How might Hindu teachings and experiences influence approaches to being a citizen, considering especially social justice, prejudice and discrimination? ▪ How might Hindus respond to global issues? 	<p>Explore the impact of the concepts of dharma and karma on Hindu life (at different stages) and decision making</p> <p>Explore teachings from Hindu writings about ethics and relationships</p> <p>Consider Hindu responses to arranged/assisted marriages</p> <p>Consider Hindu values (eg self-discipline, seva – service, ahimsa – non-violence) and their impact on Hindu approaches to citizenship</p> <p>Consider a contemporary Hindu response to the caste system</p> <p>Find out about Hindu individuals and organisations who worked or are working for social justice eg Gandhi, examples???</p> <p>Hindu responses to global issues eg war, world poverty, health issues, environmental issues eg Hindu declaration about the environment, Assisi in 1986</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Judaism</p>	<p>(Some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How might being Jewish influence your approach to family life? ▪ How might being Jewish influence your relationships with friends and partners? ▪ How might Jewish teachings and experiences influence approaches to being a citizen, considering especially social justice, prejudice and discrimination? ▪ How and why might Jews respond to global issues? 	<p>Explore teachings from Jewish writings about ethics and relationships</p> <p>Explore the importance of forgiveness and reconciliation as illustrated in the festival of Yom Kippur</p> <p>Examine teachings found in Leviticus ch 19</p> <p>Consider how issues of prejudice and social justice are illustrated in the celebration of some Jewish festivals eg Pesach, Hanukkah, Purim</p> <p>Effects of anti-semitism</p> <p>Jewish organisations working for social justice eg Tzedek, Jewish Care</p> <p>Jewish responses to global issues eg war, world poverty, health issues, environmental issues eg Jewish declaration about the environment, Assisi in 1986</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Optional Sikhism</p>	<p>(Some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How might being a Sikh influence your approach to family life? ▪ How might being a Sikh influence your relationships with friends and partners? ▪ How might Sikh teachings and experiences influence approaches to being a citizen considering especially social justice, prejudice and discrimination? ▪ How might Sikhs respond to global issues? 	<p>Explore teachings from Sikh writings about ethics and relationships</p> <p>Consider Sikh values of Nam Simran (meditation on the Sikh idea of God), Kirat karna (supporting oneself by honest means), Sewa (service), Vand chhakna (helping others) and their impact on a Sikh approach to citizenship</p> <p>Find out about Sikh individuals and organisations working for social justice eg examples????</p> <p>Sikh responses to global issues eg war, world poverty, health issues, environmental issues</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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INTERFAITH DIALOGUE – KS3 (ETHICS ASPECT)

How and why do people of different faiths engage together in activities to help the wider community and sometimes come into conflict?

Learning from religion: some possible questions

- *Have you ever benefited from being with/working with people who are very different from yourself? How?*
- *What might be the benefits of people getting to know others from different backgrounds, cultures and religions? What might be the challenges?*
- *Is it always possible to solve differences through talking or is fighting sometimes inevitable?*
- *Do you think social and religious harmony are possible locally, nationally and globally?*

Learning about religion		Content	Exemplar Expectations
Multifaith	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How and why do people of different faith traditions engage together in activities to help the wider community? ▪ How and why do people from different faiths sometimes come into conflict? 	<p>Explore examples of people from different faith groups working together for the good of the community in local, national and global contexts eg project in Maidenhead (more detail needed) Multifaith gathering in Trafalgar Square post 7/7</p> <p>Explore examples of conflicts associated with religious difference eg Israel/Palestine, social unrest in Britain linked with religious difference</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Pupils working at level 4 will be able to use a developing religious vocabulary to ▪ Pupils working at level 5 will be able to use increasingly wide religious vocabulary to ▪ Pupils working at level 6 will be able to use religious and philosophical vocabulary to ▪ Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to ▪

EXPRESSION – KS3

How and why is spirituality expressed in different ways by people who hold a variety of religious and secular beliefs?

Learning from religion: some possible questions

- *How effectively do religions express their beliefs through the arts? Use particular examples to illustrate your answer*
- *Why are the arts so often used to express religious beliefs?*
- *How might the wearing of religious symbols help someone?*
- *Do you think human beings have a spiritual 'side'?*
- *What is worship? Is all worship religious?*
- *Which of the styles of worship you have learned about might most attract/interest/inspire you and why?*
- *What might be the value of doing things on a regular basis and in set ways?*

Learning about religion		Content	Exemplar Expectations
Core Christianity	<p>(all questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Christians express their beliefs in worship? ▪ How do Christians express their beliefs and experiences through the arts? 	<p>Ways in which different styles/forms of worship express Christian beliefs eg sacraments, extemporary worship, meditation, prayer, use of music, serving others etc</p> <p>Christian beliefs expressed through eg art, architecture, dance, drama, film, literature, music etc.</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Pupils working at level 4 will be able to use a developing religious vocabulary to ▪ Pupils working at level 5 will be able to use increasingly wide religious vocabulary to ▪ Pupils working at level 6 will be able to use religious and philosophical vocabulary to ▪ Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to ▪

Core Buddhism	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ Why and how do Buddhists meditate? ▪ How are the key beliefs of different Buddhist groups expressed in the symbolism and art of the Buddhist tradition? 	<p>Explore a variety of Buddhist meditation practices eg chanting, walking, archery, tea ceremony, flower arranging etc</p> <p>Explore the symbolism and art of different Buddhist traditions and their significance and meaning eg Buddha rupas, Bodhisattvas, shrines, ceremonies, the wheel of life, mandalas etc</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
Core Islam	<p>(some or all of these questions must be addressed)</p> <ul style="list-style-type: none"> ▪ How do Muslims express their beliefs in worship in and beyond the mosque? ▪ How is Islamic art used to celebrate faith and focus believers on the importance of the holy Qur'an? 	<p>Ways in which Islamic worship practices and traditions express key beliefs eg the centrality of the Qur'an, Qiblah, Salah, Hajj, Ramadan</p> <p>Explore use of different styles of art as an expression of Islamic spirituality</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪

Optional Hinduism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How do Hindus express their beliefs in worship at home and in the mandir? ▪ How is spirituality expressed in diverse ways within Hinduism? ▪ How are Hindu beliefs expressed through symbolism and the arts? 	<p>Ways in which Hindu worship practices and traditions express key beliefs eg reverence for God, personal and impersonal concepts of God, male and female nature of God</p> <p>Explore different paths within Hinduism eg bhakti yoga(devotion to God through worship), Karma yoga(devotion to God through serving others), Jnana yoga (renouncing the world to search for truth)</p> <p>Explore the significance of pilgrimage for Hindus</p> <p>Explore how Hindus use the arts to express their beliefs eg in murtis, paintings, dance, drama, music</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
Optional Judaism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How do Jews express their beliefs in worship at home and in the synagogue? ▪ How do Jews express their beliefs and experiences through the arts 	<p>Ways in which Jewish worship practices and traditions express key beliefs eg importance given to the Torah as the Word of G-d</p> <p>Jewish beliefs expressed through the arts eg cantorial music</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪

Optional Sikhism	<p>(some or all of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How do Sikhs express their beliefs in worship in and beyond the Gurdwara? ▪ How do Sikhs express their beliefs and experiences through the arts? 	<p>Explore how Sikh beliefs about God, the Gurus, service, and equality are expressed in the Gurdwara and what takes place there</p> <p>Explore Sikh art eg pictures of the Gurus and music used in worship</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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Religious Education 14 - 19

Throughout this phase, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally. They understand the importance of dialogue between and among different religions and beliefs. They gain a greater understanding of how religion and belief contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion in the world.

Key aspects of Religious Education:

Learning about religion

Students should be taught to:

- a) investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments
- b) think rigorously and present coherent, widely informed and detailed arguments

about beliefs, ethics, values and issues, drawing well-substantiated conclusions

- c) develop their understanding of the principal methods by which religions and spirituality are studied
- d) draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
- e) use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning from religion

Students should be taught to:

- a) reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
- b) develop their own values and attitudes in order to recognise their rights and responsibilities in the light of their learning about religion
- c) relate their learning in Religious Education to the wider world, gaining a sense of personal autonomy in preparation for adult life
- d) develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.

Requirements in Key Stage 4

All students must follow an externally accredited course leading to a qualification in 'Religious Studies' approved under Section 96 of the Learning and Skills Act 2000.

Examinable courses which include elements of religious studies but are not primarily about religious studies will **not** meet the statutory requirements of this syllabus.

There is no requirement that students must sit public examinations but following such courses provides as many as possible with an opportunity to have their learning in the statutory curriculum subject of Religious Education accredited.

Post-16 requirements

The aims of Religious Education given on page 10 of this syllabus continue to apply with post 16 students. Students should be encouraged to continue to develop the attitudes outlined in the introduction through their learning about and learning from religion.

Students in the 16-19 age range will have a wide range of abilities, experiences and interests and account should be taken of the fact that they are in post-compulsory education. Courses will vary in nature and length with some students on one-year and others on two-year courses. There is great potential for Religious Education to enhance and broaden the post-16 curriculum and to support and complement other subjects. It should provide opportunities for the continuing spiritual, moral, social and cultural development of students.

Schools could consider a variety of ways in which students' entitlement to Religious Education might be organised. In so doing they should ensure that:

- a) a minimum of 6 hours per year is provided for all students
- b) the Religious Education provided gives all students an opportunity to build on and beyond what they have already achieved.

Ideally students should be able to gain some form of accreditation for their post-16 religious studies. In order to achieve this a wider diversity of accredited courses than is currently available would need to be developed. However, students might be able to follow a Key Stage 4 short course GCSE with a full course qualification post-16. Some will choose to take AS and/or A2 courses. GNVQ may also offer interesting possibilities. To fulfil the requirements of this syllabus, students may follow a course leading to some form of accreditation without necessarily being entered for any associated examination.

Schools may choose to timetable Religious Education as a discrete subject on a weekly/fortnightly basis.

Some schools will provide Religious Education as part of a general studies course. This might be through a modular arrangement with Religious Education contributing a number of units of study alongside modules from other subjects. An externally accredited general studies course which includes modules identifiable as Religious Education will be deemed to fulfil the statutory requirements of this syllabus.

Other schools will prefer to offer day-long conferences focused on Religious Education. Keynote speakers can be selected for their specialist contributions. Such conferences

should focus on aspects of units outlined in this syllabus.

When deciding what aspects of the syllabus to incorporate in what the school offers to students, it will be necessary to take into account the interests and areas of expertise of staff involved. It might also be appropriate and desirable to consult students about their interests as well.

Post-16 Religious Education programme

Teaching with post-16 students should draw upon Christianity, other religions and secular belief systems. The course should build upon existing knowledge, understanding and skills. Planning should take account of the need for breadth and balance in Religious Education provision. Unless working on an externally accredited course, students should have the opportunity to study aspects of some of these units outlined in the following pages:

- Christianity and the Bible as inspiration for literature, art, music and film
- Evil and suffering
- Gender, Relationships and Religion
- Reasons for Belief in God
- Religious Diversity in the Twenty-First Century
- Religious Responses to Ethical and Social Issues
- Science and Religion
- Study of a Religion or Ideology

Study Units for Post-16 Religious Education

Christianity and the Bible as inspiration for literature, art, music and film	
Key Questions	Content
<ul style="list-style-type: none"> ▪ Is any interpretation of the Bible and Christian ideas acceptable in literature, art, music and film? ▪ How do literature, art, music and film reflect the influence of the beliefs and cultural backgrounds of individuals and communities? ▪ What are my views about the religious issues raised through the literature, art, music and films studied and why? 	<p>This unit should involve an exploration and comparison of examples of literature and/or art and/or music and/or films which have been inspired by Christian beliefs and/or Biblical texts</p>
Evil and Suffering	
Key Questions	Content
<ul style="list-style-type: none"> ▪ How do religious and secular belief traditions explain the existence of evil and suffering in the world? ▪ How convincing do you find these explanations? 	<ul style="list-style-type: none"> ▪ The problem of evil and suffering ▪ How the problems of evil and suffering can challenge religious belief ▪ A range of religious and non-religious responses to faith and suffering <p>The above areas may include an exploration of the following:</p> <ul style="list-style-type: none"> ▪ The questions: how can a loving, all-powerful God allow evil and suffering? ▪ Ideas/beliefs about the origin of evil? ▪ Freewill and determinism ▪ Religious and Humanist responses to suffering and the human condition eg Four Noble Truths, experiences of Job ▪ Types of suffering

Gender, Relationships and Religion	
Key Questions	Content
<ul style="list-style-type: none"> ▪ Does God have a gender? ▪ To what extent are the teachings of the world's religions on sexual behaviour relevant to life in the twenty-first century? ▪ What relevance do the teachings of the world's religions have in defining the roles of men and women in the twenty-first century? 	<ul style="list-style-type: none"> ▪ Gender related attributes of God eg Father, Mother Goddess, justice and wisdom, compassion and love, images of God ▪ Religious authority, conscience and personal choice on issues such as marriage and divorce, sexual ethics, celibacy, same sex relationships/partnerships ▪ The rights and roles of women in a variety of religious and secular belief traditions and communities
Reasons for Belief in God	
Key Questions	Content
<ul style="list-style-type: none"> ▪ What reasons do you have for belief or disbelief in God? ▪ How convinced are you by arguments put forward for the existence or non-existence of God and why? ▪ Can religious experience prove the existence of God? 	<ul style="list-style-type: none"> ▪ Philosophical arguments for the existence of God eg ontological, cosmological, teleological, design ▪ Arguments against the existence of God including the problem of evil ▪ Individual grounds for believing in God including religious experience
Religious Diversity in the Twenty-First Century	
Key Questions	Content
<ul style="list-style-type: none"> ▪ What influence have the movements you have studied had? ▪ How is it possible to evaluate truth claims and principles of religious movements? ▪ What is your evaluation of the movements you have studied? 	<ul style="list-style-type: none"> ▪ The study of a variety of religious groups. In each case consideration should be given to the group's: history and development; beliefs; rituals; lifestyle. Main activities; membership and organisation ▪ Groups for consideration might include: modern Christian movements such as ecumenism, the house church movement, new age etc; Jehovah's Witnesses; Paganism; some eastern movements eg Transcendental Meditation; sects/cults eg Moonies, Children of God

Religious Responses to Ethical and Social Issues	
Key Questions	Content
<ul style="list-style-type: none"> ▪ How can we know how to behave in the wide range of situations in which we find ourselves in life? ▪ How are believers helped by the teachings of their faiths to make ethical decisions? ▪ To what extent might the world benefit from the teachings of the world's religions and/or secular philosophies, eg Humanism, on ethical and social issues 	<ul style="list-style-type: none"> ▪ Personal rights and responsibilities ▪ Responsibilities of communities ▪ Global issues
Science and Religion	
Key Questions	Content
<ul style="list-style-type: none"> ▪ To what extent do the discoveries of modern science make religious belief impossible? ▪ Can the world's religions bring anything of value to the scientific enquiries of the twenty-first century? 	<ul style="list-style-type: none"> ▪ Nature of scientific proof and religious belief ▪ Theories of creation and evolution ▪ Dialogue between science and a variety of religions ▪ Issues arising from developments in science
Study of a Religion or Ideology	
Key Questions	Content
<ul style="list-style-type: none"> ▪ How has the religion or ideology studied responded to different cultural settings? ▪ What is, or has been, distinctive about the influence of the religion or ideology you have studied? ▪ How does your understanding of life compare with that of the religion or ideology you have studied? 	<ul style="list-style-type: none"> ▪ Religions previously studied in response to this syllabus eg Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism ▪ Other religions which might or might not have been studied previously eg Baha'i Faith, Taoism, Zoroastrianism ▪ Secular ideologies eg Humanism, Marxism <p>Study should include:</p> <ul style="list-style-type: none"> ▪ The history/origins of the religion/ideology ▪ Key teachings and practices of the religion/ideology ▪ Diversity of belief and practice within the faith ▪ Impact of the religion/ideology on the lives of individuals and communities

Acknowledgements

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Jenny Beeden – Clewer Green First School
Heather Greenfield McCray – New Scotland Hill Primary School
June Hardcastle – New Christ Church Primary School
Christine Isles – Parlaunt Park Primary School
Jenny Roberts – Early Education Service
Rosie Stewart – EP Collier Primary School
Suzanne Taylor – Early Years Advisory Teacher

Key Stage 1

Elizabeth Bryson – Clewer Green First School
Bethan Copley – Fox Hill Primary School
Sue Elbrow – James Elliman Primary School
Sue Nicell – Falkland Primary School
Gillian Scott – Whitley Park Infant School
Andrea Stephens – Willow Bank Infant School

Key Stage 2

Patricia Baud – Broadmoor Primary School
Jackie Copitch – Willow Bank Junior School
Liz Holloway – Fir Tree Lane Primary School
Saheen Kashmiri – Wessex Junior School
Chris Kilou – New Town Primary School
Katie Rhodes – Springfield Primary School

Key Stage 3

Lil Abdo – Langley Grammar School
Kittie Brewer – The Downs School
Helen Cairns – Langley Grammar School
Craig Ross – Newlands School
Sue Cresswell – The Piggott School
Sam Hunt – Sandhurst School
Jo Jamieson – Trinity School
Maria Pratico – St Bartholomew's School
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The Non-statutory National Framework for Religious Education

This syllabus is very heavily based upon the Non-statutory National Framework for Religious Education published by the Qualifications and Curriculum Authority (QCA) and the Department for Education and Skills (DfES) in October 2004

Key Stage 1 The Baha'i Faith - Optional area of study

	Questions	Content	Expectations
Learning about believing	<p>(Some or all questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What do Baha'is believe about God? ▪ What are the Baha'i holy books and how are they treated? ▪ What do Baha'is mean by "manifestations of God"? ▪ Why are The Bab and Baha'u'llah important for Baha'is 	<p>The belief that God is unknowable except through his manifestations. Manifestations are how Baha'is describe the great prophets who are "reflections of God". The two manifestations of the Baha'i Faith are the Bab and Baha'u'llah. Baha'is believe in the unity of God and ultimately in the unity of religion. The Writings of Baha'u'llah are the central Holy Books of the Baha'i Faith.</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following:</p> <ul style="list-style-type: none"> ▪ Recall some things Baha'is believe about God; what Baha'i holy books are called and how they are treated; that The Bab and Baha'u'llah are important to Baha'is ▪ Recognise the expression 'manifestations of God' ▪ Talk about their own ideas about God and how to care for special things <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following:</p> <ul style="list-style-type: none"> ▪ Identify Baha'i beliefs about God; Baha'i holy books and suggest why they are treated as they are; why the Bab and Baha'u'llah are important to Baha'is ▪ Recognise the expression 'manifestations of God'; that questions about God are difficult to answer ▪ Respond sensitively to the ways people like their special things cared for <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following:</p> <ul style="list-style-type: none"> ▪ Describe Baha'i beliefs about God; what is meant by 'manifestations of God'; how Baha'i holy books are cared for; why the Bab and Baha'u'llah are important to Baha'is ▪ Recognise similarities and differences between their own and Baha'i beliefs about God

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ways of Living</p>	<p>(Some or all questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What might it be like to belong to a Baha'i family? ▪ What happens at a Baha'i wedding or funeral? ▪ What lessons do Baha'is learn from the example of 'Abdu'l Baha 	<p>Look at shared customs and family centred worship. Community life and religious organisation without clergy.</p> <p>Examine the actions and symbols used in these two rites of passage, consider how they reflect Baha'i teachings about the family and life after death.</p> <p>Investigate the life of 'Abdu'l Baha, his visits to the U.K. and how he is understood to be an example to follow.</p>	<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise and name some features of Baha'i family life, and Baha'i weddings and funerals ▪ Recall some lessons Baha'is learn from the example of 'Abdu'l Baha ▪ Talk about what it feels like to belong/not belong; lessons they have learned from people they know <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Baha'i family life, weddings and funerals; some lessons Baha'is learn from the example of 'Abdu'l Baha ▪ Recognise feelings linked with belonging/not belonging; lessons they have learned from people they know <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Baha'i family life, weddings and funerals ▪ Make links between lessons Baha'is learn from the example of 'Abdu'l Baha and Baha'i beliefs; between lessons learned from the example of 'Abdu'l Baha and their own values and commitments ▪ Identify lessons they have learned from people they know
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<p style="text-align: center;">Sharing Faith</p>	<p>(Some or all questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What special times do Baha'is celebrate? ▪ How and why do they celebrate these special times? ▪ What symbols do Baha'is use to share their religion and why? 	<p>Find out about the Baha'i calendar of 19 months of 19 days and the feast they celebrate each month. Research information about the Baha'i Holy Days, the festivals of Naw-Ruz and Ridvan in particular, find out how they are celebrated.</p> <p>Find out about Baha'i symbols such as the "Greatest Name", the Ringstone symbol and the nine pointed star.</p>	<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise and name Baha'i special times; symbols used by Baha'is ▪ Recall how Baha'is celebrate special times ▪ Talk about ways in which they celebrate special times and symbols they use <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify some times that are special for Baha'is and ways in which they are celebrated ▪ Suggest meanings for Baha'i symbols ▪ Ask, and respond sensitively to, questions about their own and others' special times and symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe some times that are special for Baha'is and how they are celebrated; symbols used by Baha'is and how they express Baha'i beliefs ▪ Identify links between aspects of their own and Baha'i special times and use of symbols
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Key Stage 2 The Baha'i Faith - Optional area of study

	Questions	Content	Expectations
What People Believe	<p>(Some or all questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What beliefs do Baha'is hold about God? ▪ What do Baha'is believe about The Bab, Baha'u'llah and 'Abdu'l Baha? ▪ What are the Baha'i Writings and how are they used? 	<p>Explore beliefs about the oneness of God and how Baha'is believe God communicates with humanity. Look at the lives of The Bab, Baha'u'llah, 'Abdu'l Baha and Shoghi Effendi; understand the different stations they hold in relation to God. Find out about the Baha'i scriptures and how they are used.</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'l Baha; Baha'i writings and how they are used ▪ Recognise that questions about God are difficult to answer ▪ Ask questions and respond sensitively to their own and others beliefs about God and people who have influenced them <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'l Baha; how Baha'i writings are used ▪ Ask important questions about their own and Baha'i beliefs about God, identifying any links ▪ Identify people who have influenced them and compare this with the influence of The Bab, Baha'u'llah and 'Abdu'l Baha on Baha'is <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'l Baha; how Baha'i writings are used; similarities and differences between Baha'i beliefs and those of other religions they have studied ▪ Raise and suggest answers to questions about their own and Baha'i beliefs about God <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding that Baha'is have distinctive beliefs about God, The Bab, Baha'u'llah and 'Abdu'l Baha ▪ Explain how Baha'i writings are used to provide answers to ultimate questions and ethical issues; ▪ Explain what influences and inspires them; what they consider to be the challenges of belonging to the Baha'i faith

Lifestyles	<p>(Some or all questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How do Baha'is organise their communities? ▪ What and how do Baha'is learn from the life of 'Abdu'l Baha. ▪ How does being a Baha'i affect a person's life? ▪ How does belief make a difference to the way Baha'is live in their own community and interact with the wider community ▪ How do Baha'is respond to global issues of human rights, justice and the environment. 	<p>Investigate the Baha'i administrative system, the role of the Local and National Spiritual Assemblies Consider the belief that 'Abdu'l Baha represents a perfect example to be followed, Investigate your local Baha'i community and find out some of the things they do. Look up stories about Baha'is who have suffered for their Faith e.g. Mona Mahmudnizhad. Find out about the Baha'i calendar. Learn about the Baha'i principles of unity, equality of races and sexes, education for all and the abolition of extremes of poverty and wealth. Practical examples such as involvement in Agenda 21, Assisi Declaration etc.</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which being a Baha'i affects a person's life within local communities and in the wider world; some lessons Baha'is learn from the life of 'Abdu'l Baha ▪ Ask and respond sensitively to questions about how their lives might be similar/different from those of Baha'is ▪ Recognise lessons they have learned from people they know <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which being a Baha'i affects a person's life within local communities and in the wider world ▪ Make links between lessons Baha'is learn from the life of 'Abdu'l Baha and Baha'i beliefs; lessons learned from the life of 'Abdu'l Baha and their own values and commitments ▪ Identify lessons they have learned from people they know <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact being a Baha'i has on a person's life within local communities and the wider world; how lessons learnt from the life of 'Abdu'l Baha are linked with important Baha'i beliefs ▪ Raise and suggest answers to questions about how their lives and the lives of Baha'is are affected by beliefs, values and influences <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain how the beliefs and practices of Baha'is have an impact on their lives within local communities and in the wider world; what lessons Baha'is learn from the life of 'Abdu'l Baha ▪ Ask and suggest answers to questions about how their lives and the lives of Baha'is are affected by beliefs, values and influences
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Expressions of faith	<p>(Some or all questions may be addressed)</p> <ul style="list-style-type: none"> ▪ When and how do Baha'is worship at home? ▪ When and how are Houses of Worship (Mashriqu'l-Adkar) used. ▪ Why do Baha'is perform pilgrimage and where do they go? ▪ What festivals do Baha'is celebrate and what do they do? ▪ How are Baha'i beliefs expressed through symbols? 	<p>Worship in the home, obligatory and personal prayer. The design and symbolism of the House of Worship, its purpose and functions Pilgrimage to the shrines in Baghdad, Shiraz and Haifa, it is Only possible to visit the latter at the present time. Find out about the nine Baha'i Holy Days and how they are Celebrated, especially Ridvan and naw-Ruz Investigate the use of the "Greatest Name", the Ringstone symbol and nine-pointed star, the importance of numbers especially nine and nineteen. Use of Arabic and Persian calligraphy.</p>	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Baha'i home worship, Houses of Worship, pilgrimages, festivals ▪ Suggest meanings for Baha'i symbols ▪ Ask and respond sensitively to questions about their own and Baha'i experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Baha'i home worship, Houses of Worship, pilgrimages, festivals ▪ Make links between Baha'i symbols and the beliefs they express ▪ Ask important questions about their own and Baha'i experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Baha'i worship, Houses of Worship, pilgrimages, festivals; similarities/differences between Baha'i worship, pilgrimages, festivals and symbolism and those of other religions studied ▪ Suggest meanings for Baha'i symbolism ▪ Raise, and suggest answers to, questions about their own and Baha'i identities as expressed in experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain features of Baha'i worship, Houses of Worship, pilgrimages, festivals and how they are similar/different to/from those of other religions they have studied, suggesting reasons for this; how Baha'i symbolism expresses the beliefs of the religion ▪ Ask, and suggest answers to, questions about their own and Baha'i identities as expressed in experiences of worship, celebration, expression of ideas through symbols and the challenges these can pose
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Key Stage 3 The Baha'i Faith - Optional area of study

	Questions	Content	Expectations
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<p style="text-align: center;">Truth</p>	<p>(Some or all questions may be addressed)</p> <ul style="list-style-type: none"> ▪ What beliefs do Baha'is hold about God and why? ▪ What do Baha'is believe about the purpose of life? ▪ What do Baha'is believe about life after death and why? ▪ How do Baha'is respond to diversity within the Baha'i Faith and how do they relate to other religions? ▪ How are different sources of authority used by Baha'is, both in deciding what is right and wrong and in the governance of the Baha'i community? <ul style="list-style-type: none"> ▪ How do Baha'is justify their belief in the unity of science and religion? 	<p>Know that Baha'is believe God is unknowable and can only be approached through Manifestations of God.</p> <p>Find out about Baha'i belief in the unity of humanity and the future world government.</p> <p>Compare the Baha'i belief in the progression of the soul with beliefs about life after death in other traditions.</p> <p>Understand the concept of progressive revelation and the belief that all religions emanate from a single Divine source.</p> <p>Explore the Writings of the Central Figures of the Baha'i Faith; evaluate the difference between revelation and interpretation of revelation. Consider the role of the Universal House of Justice as an elected religious authority.</p> <p>Consider the implications of the doctrine that science and religion must ultimately agree.</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion ▪ Ask important questions about their own and Baha'i beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; Describe and show understanding of similarities and differences between the Baha'i faith and other religions studied ▪ Raise, and suggest answers to, questions about their own and Baha'i understandings of the meaning, purpose and truth of life. <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand distinctive Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; similarities and differences between the Baha'i faith and other religions studied and suggest possible reasons for these ▪ Ask, and suggest answers to questions about their own and Baha'i understandings of the meaning, purpose and truth of life. <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; reasons for diversity within the Baha'i faith and between different religions ▪ Use reasoning and examples to express insights into their own and Baha'i understandings of the meaning, purpose and truth of life <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Baha'i beliefs about God, the purpose of life, life after death; how Baha'is respond to diversity within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion ▪ Evaluate their own and Baha'i understandings of the meaning, purpose and truth of life
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Ethics	<p>(Some or all questions may be addressed.)</p> <ul style="list-style-type: none"> ▪ How might being a Baha'i influence your approach to family life? ▪ How might being a Baha'i influence your relationships with friends and partners ▪ How might Baha'i Teachings and experiences influence approaches to being a citizen considering especially social justice, prejudice and discrimination? ▪ How do Baha'is respond to global issues? 	<p>Explore teachings from the Baha'i Writings about ethics and relationships</p> <p>Know about Baha'i teachings on marriage (Fortress of Wellbeing) and the family.</p> <p>Work as worship, non-violence and consultation.</p> <p>Persecution of Baha'is and reaction to it.</p> <p>Baha'i belief in global citizenship, equality of the sexes, opposition to racism, abolition of extremes of wealth and poverty, education as a path to equality</p> <p>Baha'is responses to environmental issues, Agenda 21, links to the Save the Children Fund</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how Baha'i beliefs and practices influence daily life in families and the wider community ▪ Identify what influences them ▪ Make links between their values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which Baha'i beliefs influence daily life in families and the wider community ▪ Raise, and suggest answers to, questions about what influences them and how their values and commitments are applied to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain how Baha'i beliefs influence daily life in families and the wider community in different ways ▪ Ask, and suggest answers to, questions about what influences them and how their values and commitments are applied to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of how Baha'i beliefs influence daily life in families and the wider community in different ways ▪ Use reasoning and examples to consider the challenges of belonging to a religion and applying their own values and commitments in daily lives <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Account for the variety of responses to Baha'i beliefs and their influences on daily life in families and the wider community ▪ Evaluate, using appropriate evidence and examples, Baha'i values and commitments
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<p style="text-align: center;">Expression</p>	<p>(Some or all of questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How do Baha'is express their beliefs in worship at home and in the House of Worship (<i>Mashriqu'l-Adhkar</i>) ▪ How Baha'is express their beliefs and experience through art 	<p>Ways in which Baha'i worship, practices and traditions express key beliefs e.g. the oneness of God and the oneness of humanity. Pilgrimage, obligatory prayer and fasting. The Nineteen Day Feast and its importance to community life.</p> <p>Explore the life of one or more famous Baha'i artist or musician e.g. Dizzy Gillespie, Bernard Leach. Investigate the importance and symbolism of Baha'i architecture e.g. at the Baha'i World Centre or Houses of Worship</p>	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how Baha'is express their beliefs in worship and art, making links with stories and texts ▪ Make links between their own and Baha'i ways of expressing beliefs/ideas <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for a range of Baha' expressions of their beliefs in worship and art ▪ Raise, and suggest answers to, questions about what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise and explain diversity in ways in which Baha'is express their beliefs in worship and art ▪ Ask, and suggest answers to, questions about what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different expressions of beliefs within Baha'i worship and art ▪ Use reasoning and examples to express insights into what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Apply some of the principal methods by which religion and spirituality are studied to their exploration of ways in which Baha'is express their beliefs in worship and art ▪ Use appropriate evidence and examples to articulate personal and critical responses to the expression of Baha'i beliefs through worship and art
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Key Stage 1 Humanism - Optional area of study

	Questions	Content	Expectations
Learning about believing			<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
Ways of living			<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
Sharing Faith			<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪

Key Stage 2 Humanism - Optional area of study

	Questions	Content	Expectations
What people believe			<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
Lifestyles			<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressions of faith</p>			<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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Key Stage 3 Humanism - Optional area of study

	Questions	Content	Expectations
Truth			<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
Ethics			<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪

Expression			<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪
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