



AGREED SYLLABUS
FOR
RELIGIOUS
EDUCATION
2008

FOREWORD

We are pleased to commend the new Agreed Syllabus for Religious Education that has been adopted by Darlington Children's Services. It is the outcome of a five-year statutory review process carried out by Darlington Agreed Syllabus Conference.

The revision of the Agreed Syllabus provides a framework for Darlington schools to take Religious Education forward in the next five years. We believe this Agreed Syllabus will not only help teachers as they deliver good quality Religious Education in our voluntary controlled and community schools, but will also make a positive contribution to the Every Child Matters agenda, and the enhancement of the spiritual, moral, social and cultural development of all pupils. We are particularly pleased to note the emphasis put on continuity and progression within and between key stages, inclusion, and the vital role Religious Education plays in encouraging race equality and community cohesion.

May we take this opportunity to thank all those involved in the process of revision, particularly all the teachers who made such valuable contributions to the review and consultation process.

Murray Rose
Director of Children's Services

Councillor Chris McEwan
Portfolio Holder for Children's Services

PREFACE

It is always a delight and a privilege to commend a fresh working document, especially one that is designed to aid and develop a particular aspect of the school curriculum. The Darlington Agreed Syllabus for the teaching of Religious Education has been revised and renewed. This document is the final outcome of a five-year statutory review process, which in itself called for a rigorous and objective assessment of current practice. The practical value of the Agreed Syllabus has been recognised and encouraged by all concerned – from the initial teacher consultations through to approval by the Council.

I am convinced that Head Teachers, RE Coordinators and their classroom colleagues will discover many innovative and sound teaching exemplars that will encourage and inspire them to develop and expand their pupils' understanding and appreciation of all religions in local, national and global settings.

In recording my thanks and appreciation to schools for their wholehearted cooperation in this review, I especially thank Eunice Greenslade (Senior School Development Officer, Darlington Borough Council) for her personal support and wise counsel; Marilyn Longstaff (Educational Consultant), who prepared and wrote the document; and Darlington Children's Services Department for many hours' reading, typing and retyping the document prior to its distribution.

I look forward to future links with schools as this Agreed Syllabus is introduced to the pupils in our voluntary controlled and community schools – I feel certain that it will make a positive contribution to the Every Child Matters agenda and enhance the spiritual, moral, social and cultural development of all pupils.

Peter King
Chair of Darlington SACRE and Agreed Syllabus Conference

INTRODUCTION – THE REVIEW

This newly revised Agreed Syllabus for Religious Education is the product of several months of consultation, deliberation and discussion, and was formally adopted by the Agreed Syllabus Conference in March 2008.

The Hartlepool Agreed Syllabus 2006 and the first national non-statutory framework for Religious Education, published in October 2004, have been used as the basis of this revision. Also, of great value has been the contribution of teachers who have taken part in a comprehensive consultation process.

What will stay the same?

- The Structure based on Concepts, Skills, Attitudes and two Attainment Targets
- The study of specified religions as core at each key stage
- The recommendation of 5% of curriculum time to meet the programmes of study

Main changes

- A clear distinction between the statutory section and guidance material
- Links to whole school curriculum aims, and Every Child Matters and Personal Development
- Four concepts (instead of five) linked to key-stage specific themes, and strands in the Levels of Attainment
- More emphasis on continuity and progression
- New levels of Attainment are in the statutory section – to help teachers with planning and assessment
- The section for the Early Years Foundation Stage contains links to the Early Learning Goals and provides examples of activities
- Long-term exemplar plans for each key stage, with key unit questions
- A KS2/3 bridging unit to aid smooth transition and transfer of pupils between primary and secondary schools
- Detailed recommendations for post-16 provision
- P levels for use with pupils with special educational needs
- More detail on the contribution Religious Education makes to whole school values, Citizenship, PSHE, key skills, personal learning and thinking skills, race equality and community cohesion
- Clearer guidance on assessment, planning, AT2, leadership and management

It is hoped that the revised Agreed Syllabus will provide a basis for teachers to build on as they engage pupils in the challenges of learning about and learning from religion in the 21st Century.

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THE LEGAL REQUIREMENTS

Religious Education (now referred to as RE) must be taught to all registered pupils in maintained schools, including those in sixth form, except to those withdrawn by their parents (1). This requirement does not apply to nursery children in maintained schools but does apply to all children in reception.

RE is a component of the basic curriculum and is to be taught alongside the National Curriculum in maintained schools. In all maintained schools, other than voluntary aided schools with a religious character, RE must be taught in accordance with the locally agreed syllabus (2)

A Local Authority (LA) is responsible for the provision of statutory orders for RE in a locally determined agreed syllabus and must convene an Agreed Syllabus Conference (ASC) to produce a syllabus. The LA is required to review this agreed syllabus every five years.

The law states that an agreed syllabus must:

- reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain; and
- be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. Teaching about denominations in different religions is not prohibited.

The Headteacher must ensure the provision of RE in their school and must ensure that sufficient time (refer to page 46) and resources are given to RE in order for statutory requirements to be met. The governing body and the LA are also responsible for ensuring the provision of RE.

Each LA must have a SACRE (Standing Advisory Council on RE). The SACRE may require a review of the Agreed Syllabus at any time. This is in addition to the requirements on LAs to convene a conference to reconsider the Agreed Syllabus every five years.

The legal requirements for teaching RE are set out in the 1988 Education Reform Act, The Education Act 1996, and the School Standards and Framework Act 1998.

(1) Parents have the right to withdraw their children from all or part of RE lessons. Parents are not obliged to state their reasons for seeking withdrawal. Although it is not a legal requirement to put requests for withdrawal in writing, headteachers may wish to advise parents to do this.

(2) See School Standards and Framework Act 1998 for variations on this requirement.

THE IMPORTANCE OF RE (AIMS)

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 celebrates diversity within society through understanding similarities and differences in what people believe and how that belief is expressed.

It provides opportunities for pupils to:

- acquire and develop knowledge and understanding of Christianity, other principal religions represented in Great Britain, other religious traditions and world views that offer answers to the challenging questions above;
- enhance their awareness and understanding of the influence and impact of religion on individuals, families, communities and cultures, locally, nationally and globally;
- develop a positive attitude towards people, respecting, and being sensitive to, their right to hold beliefs that are different from their own;
- reflect on their own beliefs, values, questions of meaning and experiences, in the light of their learning;
- consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics, and communicate their responses;
- develop socially, morally, culturally and spiritually;
- develop their own sense of identity, self-worth and value, and reflect on their uniqueness as human beings;
- develop their sense of belonging within their local communities and as citizens of a multicultural, multi-religious, multi-ethnic and global community;
- appreciate the importance of forming and maintaining positive relationships.

RE has a vital role to play in promoting discernment, combating prejudice, challenging stereotyping and encouraging respect. It plays an important role in preparing pupils for adult life, life-long learning and employment.

EVERY CHILD MATTERS AND PERSONAL DEVELOPMENT

Personal development is a vital part of the curriculum, and RE has a distinctive contribution to make. The programmes of study provide opportunities to plan units of work, learning outcomes and teaching approaches that support personal development through the five Every Child Matters dimensions.

Enjoy and Achieve

RE is a subject with academic rigour and offers pupils the opportunity to achieve an externally credited qualification whilst at secondary school. Pupils of all ages should investigate the place and impact of religion in the modern world in a stimulating, challenging and enjoyable way. They should have the opportunity to experience, for example, analysing texts; discovering places of worship; meeting people of different beliefs and cultures; vigorous debates; and sharing of beliefs and ideas.

RE offers opportunities for personal development as pupils consider their sense of self-worth, identity and belonging. It contributes to pupils' spiritual development and provokes curiosity, imagination and reflection on challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, right and wrong, and what it means to be human. Attitudes such as respect for all, appreciation and wonder, and open-mindedness are encouraged.

Stay Safe

RE highlights the importance of developing good relationships and respecting differences between people. It offers pupils opportunities to evaluate the safety of ideas, relationships and practices, and to reflect on the feelings, needs and concerns of themselves and others. RE enables pupils to learn about the destructive power of prejudice, racism, offending behaviour and bullying.

By learning about religious and ethical rules governing the care of children, respect for friends and neighbours, and responsibility for crime, pupils widen their understanding of safe and unsafe situations. By learning from themes such as religion, family and community, ethics and relationships, and rights and responsibilities, pupils can deepen their understanding of, and commitment to, safer lifestyle choices.

Be Healthy

RE emphasises the promotion of pupils' self-worth and the importance of learning about the impact of religious beliefs and teachings on ways of life. Pupils should consider ethical issues in relation to topics such as drug use and misuse, food and drink, advertising, medical research, relationships and sexuality, and how the environment has an impact on health.

Make a Positive Contribution

RE promotes respect for all and racial and interfaith harmony. It contributes to the combating of prejudice and discrimination, and contributes to the development of community cohesion and awareness of how interfaith co-operation can support the pursuit of the common good. RE encourages pupils to investigate, discuss and build reasoned arguments, giving them experience of dealing with difference respectfully. By engaging with themes such as belief in action and interfaith dialogue, and topics such as justice and the environment, through local community involvement, pupils learn they can make a difference.

This Agreed Syllabus requires pupils to develop knowledge and understanding of religion locally, nationally and globally, and to consider their own contributions to a range of communities.

Achieve Social and Economic Well-Being

RE promotes pupils' social development through opportunities to investigate social issues from religious perspectives and consider how religious beliefs might lead to particular actions and concerns.

Pupils should use their understanding of beliefs and teachings to evaluate how economic activity can help or harm humanity, other species and the planet. Pupils should develop their knowledge and understanding of equality and justice, prejudice and discrimination, human rights, fair trade, the environment and climate change, and religious rules on financial matters. By considering and responding to these, pupils will be able to develop their awareness of how economic wellbeing connects to beliefs, attitudes and lifestyle choices. RE informs pupils about how specific religious issues, such as diet, clothing, use of money, use of time for prayer, or values and attitudes, have implications for the workplace.

THE CONTRIBUTION OF RE TO WHOLE SCHOOL CURRICULUM AIMS

Primary

The National Curriculum sets out two aims for the primary curriculum:

Aim 1:

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

The knowledge, skills and understanding outlined in the programmes of study for each key stage are designed to promote the best possible progress and attainment of all pupils in RE. As teachers plan work using the relevant programmes of study, the appropriate levels of attainment and a variety of stimulating and interactive learning experiences, pupils are given the opportunity to learn in a challenging and interesting way, and achieve to the best of their capability.

Aim 2:

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

RE has a significant role in the promotion of pupils' spiritual, moral, social and cultural development. It seeks to develop pupils' awareness of themselves and others, appreciate their own and others' beliefs, spirituality and cultures and how these impact on individuals, communities, societies and cultures. For further guidance, please refer to pages 138-141.

Secondary

The secondary curriculum sets out three aims that pupils will become:

Successful Learners

RE is a subject with academic rigour and offers pupils the opportunity to achieve an externally accredited qualification whilst at secondary school. RE helps to develop successful learners by asking life's largest questions and presenting interesting, important conceptual challenges to pupils. Learning about religion and learning from religion has the capacity to motivate and empower pupils, enabling them to enjoy and value learning.

By investigating beliefs and teachings, explaining practices, reflecting on questions of truth, analysing ideas and evaluating answers, pupils can enhance their skills and confidence as learners. Pupils are able to engage with spiritual and moral concepts, some of which may be new to them, by reflecting on, analysing, interpreting and evaluating sources, questions, practices or ideas. Understanding the complexity of questions about truth, meaning, purpose, identity, values or commitments, and analysing possible answers, can contribute to successful learning individually and collaboratively.

As pupils interpret sources and texts with increasing skill, they begin to ask questions about truth and meaning, and to understand the importance of communicating ideas accurately and respectfully. Applying vocabulary, explaining commitments, and evaluating beliefs enhance pupils' skills and confidence as group learners as they work with others to give expression to their understanding and response.

Confident Individuals

RE helps to create confident individuals by promoting self-awareness and self-esteem as pupils articulate questions and explore responsibility. RE provides a forum for young people to voice their questions about identity and meaning, contributing to their personal development. It can inspire pupils to search for and deepen their sense of personal meaning in their lives. As young people reflect on ultimate questions and on the ideas and practices of belief systems, they are helped to understand more about themselves and others, and how to communicate. They are encouraged to develop their ideas and express them appropriately. They can use beliefs, practices and values to deal confidently with challenges and setbacks. Evaluating practices, ways of life and values empowers pupils to make informed choices. They learn to take increasing responsibility for their attitudes and actions.

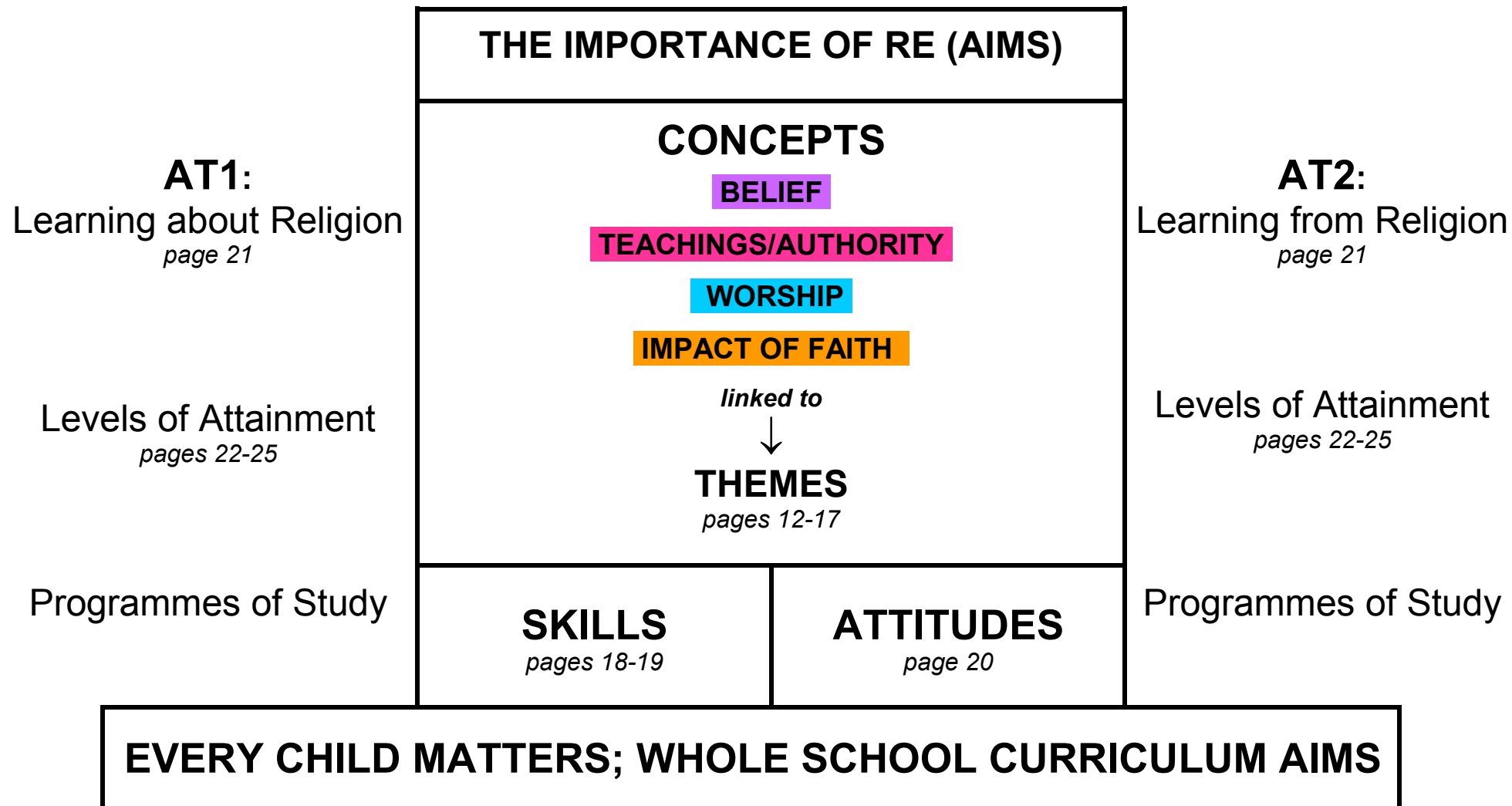
These processes also strengthen pupils' realistic confidence in themselves and each other, and help them to make decisions with increasing autonomy and discernment. This enables them to deal with the demands of adult life sensitively and competently.

Responsible Citizens

RE helps prepare pupils to become responsible citizens by raising issues of local, national and global concern and placing them in spiritual and moral contexts. By understanding the beliefs and practices of religions and world views, pupils can make connections between belief and action. Through considering the beliefs behind environmental action, the needs of refugees or the work of aid agencies, pupils can become aware of the connections between beliefs, lifestyles and ultimate questions. Understanding the right to hold different beliefs enables pupils to see diverse religions and beliefs as a significant part of the local, national and global community, and of human experience. They can develop as reflective and responsible citizens in a plural society and global community, with a strong awareness of religious and ethical diversity.

By evaluating ethical issues, and expressing views using reasoned arguments, pupils can enhance their capacity and desire to make a positive contribution to debates and decisions in society.

A STRUCTURE FOR RE



CONCEPTS AND THEMES

The Darlington Agreed Syllabus is based on four key concepts linked to themes in religion.

CONCEPTS

Belief

Teachings and Authority

Worship

Impact of Faith

These four concepts:

- convey a fundamental idea in religion;
- are distinctive but relate to each other;
- can be explored at any key stage at differing depths.

THEMES (KS1-KS3)

The themes explore the key concepts and:

- provide the context for 'learning about religion' and 'learning from religion';
- exemplify the four concepts;
- are distinctive but relate to each other;
- enable continuity and progression within and across the key stages.

CONCEPTS AND THEMES KS1–KS3

Concepts	BELIEF	TEACHINGS/ AUTHORITY	WORSHIP	IMPACT OF FAITH
KS 1 Themes	Believing	Story Leaders and teachers	Celebrations Symbols	Belonging Myself
KS2 Themes	Beliefs and questions The journey of life and death	Teachings and authority Inspirational people	Worship, pilgrimage and sacred places Symbols and religious expression The journey of life and death	Religion and the individual Religion, family and community Beliefs in action in the world
KS3 Themes	Beliefs and concepts Religion and science	Authority	Expressions of spirituality	Ethics and relationships Rights and responsibilities Global issues Interfaith dialogue

BELIEF

Belief is central to a person of faith, affecting daily life, values, attitudes and behaviour. Belief may be about God, creation, the meaning of life, good and evil, forgiveness, equality, truth claims, life after death. It is belief which is fundamental to differences both within and between faiths (e.g. belief about Jesus, oneness of God, reincarnation). Beliefs may be expressed through credal statements and prayers (e.g. Shahadha, Nicene Creed, Shema prayer), and moral codes.

The key belief for most religions is the belief in a deity (not in Buddhism) as a power or being beyond human comprehension, but who is ultimate creator and sustainer of this world and after-life, and who can be experienced through faith. Deity cannot be experienced through the senses and is beyond the natural world or scientific explanation. Deity can be explored through language, metaphor, imagery, story, art, prayer life and worship.

Exploration of belief in deity would lead to arguments in relation to theism (belief in God) and atheism (belief that there is no God).

Themes relating to Belief

KS1

- **Believing:** what people believe about God, humanity and the natural world.

KS2

- **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives;
- **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death (*also part of Worship*).

KS3

- **Beliefs and concepts:** the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life and life after death;
- **Religion and science:** issues of truth, explanation, meaning and purpose.

Links to strands in the Levels of Attainment

- **AT1** – beliefs, teachings and sources (what people believe)
- **AT2** – meaning, purpose and truth (making sense of life)

TEACHINGS AND AUTHORITY

This covers all aspects of how adherents of a faith know what to believe, what to do and how to behave. It may take the form of a holy book (e.g. Bible, Guru Granth Sahib), the teachings and examples of the founder of a faith (e.g. Jesus, the Buddha, Muhammad), the teachings and examples of religious leaders today (e.g. Pope, Dalai Lama, local priest, imam, rabbi) or experience of God (e.g. through prayer life, visions). This basis of authority can be interpreted differently by different religious communities within a faith (e.g. differing interpretations of the Bible) and can lead to diversity or division within and between faiths.

Themes relating to Teachings and Authority

KS1

- **Story:** how and why some stories are sacred and important in religion;
- **Leaders and teachers:** figures who have an influence on others locally, nationally and globally in religion.

KS2

- **Teachings and authority:** what sacred texts and other sources say about God, the world and human life (*this clearly overlaps with Belief*);
- **Inspirational people:** figures from whom believers find inspiration.

KS3

- **Authority:** different sources of authority and how they inform believers' lives;
- **Religion and science:** issues of truth, explanation, meaning and purpose (*also part of Belief*).

Links to strands in the Levels of Attainment

- **AT1** – beliefs, teachings and sources (what people believe)
- **AT2** – values and commitments (making sense of right and wrong)

WORSHIP

This can take many forms through prayer, praise, singing, music, ritual movements and actions, use of objects, drama, movement, art, practical activity. It is a way of communicating with the deity and expressing beliefs, spirituality, faith and commitment. Worship can be both public and private. Worship can demonstrate beliefs and emotions e.g. awe, reverence, submission, devotion, praise, thanksgiving, confession, sorrow, joy, unity of belief and commitment. Worship can be explored through the study of prayer, places of worship, pilgrimage, home life, ceremony, festivals, ritual, rites of passage, symbols, language.

Themes relating to Worship

KS1

- **Celebrations:** how and why celebrations are important in religion;
- **Symbols:** how and why symbols express religious meaning.

KS2

- **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites;
- **Symbols and religious expression:** how religious and spiritual ideas are expressed;
- **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death.

KS3

- **Expressions of spirituality:** how and why human self-understanding and experiences are expressed in a variety of forms.

Links to strands in the Levels of Attainment

- **AT1** – forms of expression (how people express their beliefs, thoughts, feelings and ideas)
– practices and ways of life (what people do)
- **AT2** – identity, diversity and belonging (making sense of who we are)

IMPACT OF FAITH

Holding a set of beliefs usually has an impact on the believer. This may be expressed through worship, moral behaviour, attitude, action, commitment to the faith community and commitment to others. Commitment to others may be concerned with other people from within the same faith tradition, those who follow a different tradition within the same faith (e.g. ecumenism), those with no religious faith and those who have a different faith tradition (interfaith dialogue). It may also be concerned with wider ethical and political issues that have a national or global impact.

In some cases, the impact of faith on a believer leads to a particular type of vocation, protest, resistance to pressure, manipulation of others and fanaticism.

Themes relating to Impact of Faith

KS1

- **Belonging:** where and how people belong and why belonging is important;
- **Myself:** who I am and my uniqueness as a person in a family and community.

KS2

- **Religion and the individual:** what is expected of a person in following a religion or a belief;
- **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life;
- **Beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

KS3

- **Ethics and relationships:** questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil;
- **Rights and responsibilities:** what religions and beliefs say about human rights and responsibilities, social justice and citizenship;
- **Global issues:** what religions and beliefs say about health, wealth, war, animal rights and the environment;
- **Interfaith dialogue:** a study of relationships, conflicts and collaboration within and between religions and beliefs.

Links to strands in the Levels of Attainment

- **AT1** – practices and ways of life (what people do)
- **AT2** – identity, diversity and belonging (making sense of who we are)
– values and commitments (making sense of who we are)

SKILLS IN RE

Progress in RE is dependent upon the development of general educational skills and processes. The following skills are central to RE and should be reflected in the planning.

- a) **Investigation and Enquiry** – this includes:
- asking relevant questions;
 - knowing how to use different types of sources to gather information;
 - knowing what may constitute evidence for understanding religion(s).
- b) **Interpretation** – this includes:
- drawing meaning from artefacts, works of art, poetry and symbolism;
 - interpreting religious language;
 - suggesting the meanings of religious texts.
- c) **Expression** – this includes:
- explaining concepts, rituals and practices;
 - communicating the significance of religious symbols, technical terms and religious imagery;
 - identifying and articulating matters of deep conviction and concern;
 - responding to religious issues through a variety of media.
- d) **Application** – this includes:
- making the association between religions and the individual community, national and international life;
 - identifying key religious values and their interplay with secular ones.
- e) **Analysis** – this includes:
- distinguishing between opinion, belief and fact;
 - distinguishing between the features of different religions.

f) **Evaluation** – this includes:

- debating issues of religious significance with reference to evidence and argument;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

g) **Synthesis** – this includes:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

h) **Reflection and Response** – this includes:

- thinking reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices, moral issues.

i) **Empathy** – this includes:

- considering the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- seeing the world through the eyes of others, and considering issues from their point of view.

ATTITUDES IN RE

RE helps pupils to learn about the beliefs, actions, practices, values and commitments of those with a religious faith, whilst also reflecting on their own. Teachers have the opportunity in RE, therefore, to help pupils develop positive attitudes to their learning and to their own and others' beliefs and values.

The following attitudes are essential for good learning in RE and should be developed in each unit of work at all key stages.

Self-awareness in RE – includes pupils:

- recognising a sense of their own self-worth and value;
- developing the capacity to consider their own beliefs, values and attitudes and feel confident to communicate these to others without fear of embarrassment or ridicule;
- developing personal, intellectual and moral integrity;
- acknowledging bias and prejudice in themselves;
- becoming increasingly sensitive to the impact of their ideas, attitudes and behaviour on others.

Respect in RE – includes pupils:

- recognising that others have a right to have beliefs and customs different from their own and that people's convictions are often deeply held;
- developing skills of listening and a willingness to learn from others, even when views are different from their own;
- valuing difference and diversity;
- being sensitive to the feelings, ideas, needs and concerns of others;
- discerning what is worthy of respect and what is not;
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society.

Open-mindedness in RE – includes pupils:

- being willing to learn and gain new understanding;
- engaging in argument and debate, and disagreeing with others in a reasonable and respectful way, without belittling or abusing others;
- being willing to go beyond surface impressions;
- distinguishing among opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in RE – includes pupils:

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

THE ATTAINMENT TARGETS

These two attainment targets are of equal importance and are closely related; this should be reflected in teachers' planning. The Levels of Attainment (pages 23-25) for both Attainment Targets should be used to pitch both planning and teaching

Learning about Religion (AT1)

This is an investigation into religions and a religious approach to life. It involves learning about:

- beliefs, teachings and sources (what people believe): BELIEF, TEACHINGS/AUTHORITY
- practices and ways of life (what people do): WORSHIP, IMPACT OF FAITH
- forms of expression (how people express their beliefs, thoughts, feelings and ideas): WORSHIP

Basic concepts and characteristics that are common to most religions will be explored, investigated and analysed e.g. beliefs about a deity, the nature of humanity, life after death; ways in which people worship, celebrate, show belonging to a religious community; teachings and sources of authority; how beliefs are expressed and commitment shown through attitudes, actions and behaviour. Pupils will be given the opportunity to recognise similarities and differences both within and between religions and will study the impact of religious faith on individuals, local and global communities. There will be opportunity to identify and develop an understanding of ultimate questions (e.g. Does God exist? Why do people suffer?) and ethical issues.

Learning about religion enables pupils to build up a coherent picture of each religion and explore and analyse how religions relate to each other.

Learning from Religion (AT2)

This is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It involves:

- questions of identity, diversity and belonging (making sense of who we are): WORSHIP, IMPACT OF FAITH
- meaning, purpose and truth (making sense of life): BELIEF
- values and commitments (making sense of right and wrong): TEACHINGS/AUTHORITY, IMPACT OF FAITH

Learning from Religion gives pupils the opportunity to develop the skill of empathy and communicate their ideas as they consider personal beliefs, values, attitudes and experiences, and consider the impact these have on daily life and behaviour; become aware of themselves as individuals and consider their relationships with others and what it means to belong to a community; apply, interpret and evaluate, through adopting a questioning approach to ultimate and challenging questions and a range of moral and ethical issues. Pupils will be given the opportunity to consider a spiritual dimension to life and recognise its existence for many human beings.

Learning from Religion plays a vital role in pupils' spiritual, moral, social and cultural development.

For further guidance on planning for AT2 refer to pages 167-169.

THE LEVELS OF ATTAINMENT

The Levels of Attainment for RE set out the **Knowledge, Skills and Understanding** that pupils of different abilities are expected to have at the end of Key Stages 1, 2 and 3. Each level description describes the type and range of performance that pupils working at that level should characteristically demonstrate.

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

Teachers must use the above range of levels to plan and pitch work appropriately for the age and range of abilities of their pupils. Levels above or below the expected range should be used where necessary, to meet the individual needs of pupils.

The level descriptions provide the basis to make judgements about pupils' performance at the end of Key Stages 1, 2 and 3. The levels should be used to assess achievement throughout the key stages, report to parents and pass on information to partner schools to aid progression.

In the Early Years Foundation Stage, work should be planned and children's attainment assessed, in relation to the Early Learning Goals.

At Key Stage 4, national qualifications are the main means of assessing attainment in RE.

Learning about Religion and Learning from Religion

The level descriptors in RE cover the two closely related attainment targets:

AT1: Learning about Religion

AT2: Learning from Religion

Planning and assessing in RE should relate to both these attainment targets.

LEVELS OF ATTAINMENT

AT1: Learning about Religion

Knowledge, skills and understanding in relation to:

- beliefs, teachings and sources (BELIEF, TEACHINGS/AUTHORITY)
- practices and ways of life (WORSHIP, IMPACT OF FAITH)
- forms of expression (WORSHIP)

AT2: Learning from Religion

Responses and insights in relation to:

- identity, diversity and belonging (WORSHIP, IMPACT OF FAITH)
- meaning, purpose and truth (BELIEF)
- values and commitments (TEACHINGS/AUTHORITY, IMPACT OF FAITH)

AT1	Level	AT2
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.	1	Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others.
Pupils use religious words and phrases to identify some features of religion and its importance for 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.	2	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.
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.	3	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.

AT1	Level	AT2
<p>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 religions on people's lives. They suggest meanings for a range of forms of religious expression.</p>	4	<p>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.</p>
<p>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.</p>	5	<p>Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose, 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.</p>
<p>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 they 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.</p>	6	<p>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.</p>

AT1	Level	AT2
<p>Pupils use a wide range of 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.</p>	7	<p>Pupils articulate personal and critical responses to questions of meaning, purpose, truth, 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.</p>
<p>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.</p>	8	<p>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.</p>
<p>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 religions and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.</p>	EP	<p>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.</p>

INCLUSION

RE and Inclusion

RE can make a significant contribution to Inclusion, particularly in its focus on promoting respect. RE provides many opportunities for challenging prejudice and stereotypical views, positively appreciating differences in others and celebrating diversity.

Effective inclusion involves teaching RE in a lively stimulating way that:

- builds on and is enriched by the differing experiences pupils bring to their learning;
- meets the learning needs of all pupils, including those with learning difficulties, those 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.

Planning in RE for Inclusion

1. Three Principles for Inclusion

The statutory requirements and guidance on inclusion apply equally to RE as well as to all subjects of the National Curriculum.

The National Curriculum (2000) emphasises the provision of effective learning opportunities for all learners. It sets out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

2. The Levels of Attainment

This Agreed Syllabus requires teachers to use the levels of attainment in RE for both planning and assessing. Whilst a range of expected levels for each key stage are set out (refer to page 22), it is recognised that there will be some pupils whose attainment will fall out of this expected range, because their attainment is significantly higher (gifted and talented pupils) or significantly lower (pupils with special needs or learning difficulties). For these pupils, teachers should use a wider range of the levels of expectation, allowing for greater differentiation and thus enabling all pupils to achieve as high a standard as possible in RE. For some pupils in special schools and for those pupils in mainstream schools with particular special educational needs, P levels may be used for planning and assessment – refer to pages 29-31.

3. Attainment Targets

All planning in RE for pupils with special needs or learning difficulties should include both attainment targets in RE:

Learning about Religion (AT1)

Teaching this Attainment Target across key stages can help pupils with special needs to:

- encounter religious ideas expressed in a variety of ways e.g. through pictures, sounds, smells;
- explore special elements in religions e.g. through music, food, artefacts;
- meet and communicate with people from faiths;
- find out about religion in their community;
- discover how religions deal with loss and bereavement;
- become familiar with stories from religions.

Learning from Religion (AT2)

Teaching this Attainment Target across key stages can help pupils with special needs to:

- appreciate the world;
- explore the things, times and events that are special in their lives through food, music, celebrations;
- explore feelings of loss and bereavement;
- share feelings and experiences with others;
- appreciate the value of others and being part of a group;
- develop an understanding of moral values.

Special Schools

RE is part of the basic curriculum and should be taught to all pupils on the school roll, including those in special schools, except those withdrawn by their parents.

Staff in special schools are required to use the Agreed Syllabus programmes of study but modify the curriculum in RE, in order to meet the range of the needs of their pupils by:

- choosing material from earlier key stages, if appropriate;
- maintaining, consolidating, reinforcing and generalising, as well as introducing new knowledge, skills and understanding;
- focusing on one aspect, or a limited number of aspects, in depth or in outline;
- accessing RE through personal exploration and contact with a range of people.

Staff should ensure that pupils are given the opportunity to encounter Christianity plus at least one other principal religion at each key stage.

Attainment in RE – P Levels

Guidance for Teachers in Special Schools and for Those With Pupils With SEN in Mainstream Schools

Early Development

- P1** Pupils are **beginning to show sensory awareness** in relation to a range of people, objects and materials in **everyday contexts**. They show **reflex responses** to sensory stimuli, e.g. startle response.
- P2** Pupils **perform some actions using trial and error, and show reactive responses to familiar** people and objects such as reaching and holding objects, smiling and turning to familiar voices. They **make sounds or gestures to express simple needs, wants or feelings in response** to their immediate environment, e.g. protesting or requesting, using facial expressions to enhance meaning.
- P3** Pupils **show anticipation in response to familiar** people, routines, activities and actions, and **respond appropriately** to them. They **explore or manipulate** objects, toys, artefacts or other equipment. They are able to **communicate simple choices, likes and dislikes**. They can **communicate** using different tones and sounds and use some vocalisations and/or gestures to communicate.

P LEVELS FOR RE

AT1 – Learning about Religion Knowledge, Skills and Understanding of			
Level	Beliefs and Teachings and Sources <i>(what people believe)</i>	Practices and Ways of Life <i>(what people do)</i>	Forms of Expression <i>(how people express themselves)</i>
P4	show some awareness that particular religious stories are linked with particular books, pictures, signs or symbols; can listen to and respond to familiar stories e.g. by being involved in drama activities.	demonstrate an awareness of cause and effect for familiar religious objects and activities e.g. observing lighting a candle.	show interest in religious artefacts, rhymes, songs, other music, colours, food, textures, chants, prayers, dance.
P5	show curiosity about the content of stories at a simple level and may answer basic questions about the story; derive some meaning from the stories.	can match, with help, objects and pictures; can group or sort sets of objects or pictures by characteristics.	match objects to pictures and symbols; select a few familiar words, signs or symbols.
P6	can listen and respond to stories and prayers etc. by being involved in drama activities.	can select and recognise key objects and pictures in the religious topic.	can select and recognise several familiar religious materials, symbols, signs, spoken words, music, artefacts, etc; can copy simple patterns or sequences.
P7	can listen to and follow stories, messages, instructions, prayers.	can sort key objects and pictures, choosing which artefacts are relevant to the topic e.g. infant baptism.	can begin to use and/or understand religious language as relevant to the topic, using phrases and statements to recount events and experiences.
P8	can listen attentively to religious stories and sequence main events, with support.	can take part in a role-play with confidence in some of the religious festivals and ceremonies e.g. Divali, wedding.	can use/follow a growing religious vocabulary to describe what they have learned; can begin to associate sounds, smells, textures, colours etc., with religious activity e.g. call to prayer, incense, clothes.

Expected Levels of Attainment in RE in the Agreed Syllabus (AT1)

1.	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.
2.	Pupils use religious words and phrases to identify some features of religion and its importance for 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.
3.	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.

P LEVELS FOR RE

AT2 – Learning from Religion			
Expression of responses and insights with regard to questions/issues about			
Level	Identity and Belonging (making sense of <i>who we are</i>)	Meaning, Purpose and Truth (making sense of <i>life</i>)	Values and Commitments (making sense of <i>right and wrong</i>)
P4	communicate by making representational sound and/or looking e.g. when handling artefacts and responding to religious songs, rhymes, music, being involved in drama.	are able to follow simple instructions in familiar situations which contain one key word, sign, symbol; show an understanding of names of familiar objects e.g. religious artefacts.	show some positive awareness of others.
P5	communicate choices about the artefacts, songs, music, sensory materials.	can begin to produce some meaningful print, sounds, signs or symbols, associated with artefacts and stories.	experience stories which contain values such as right and wrong.
P6	can ask and/or respond to simple questions about information, and communicate simple ideas, events, stories to others.	are able to respond, through emotions, to a variety of religious stimuli.	are able to attend to and respond positively to others, demonstrating an understanding of simple questions about religious stories, events or experiences.
P7	can communicate ideas, adding information from their own experience.	can respond (by showing interest in their preferred mode of communication) to a variety of religious stimulus.	can contribute appropriately, one-to-one and in small group situations, including in role-play.
P8	can compare religious material directly with their own experience e.g. what do we eat?	can use pictures, symbols, words, music, stories, songs, poems etc., to communicate meaning, for example, in relation to awe and wonder.	can begin to become familiar with values in stories and the ways that religious people live.

Expected Levels of Attainment in RE in the Agreed Syllabus (AT2)

1.	Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others.
2.	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.
3.	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.

EARLY YEARS FOUNDATION STAGE

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Exemplar Long-Term Plan	37
Exemplar material with links to Early Learning Goals	38-43

RE IN THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage describes the phase of a child's education from birth to the end of reception at the age of five. RE is statutory for all pupils on the school roll and is therefore **compulsory for all reception children** unless withdrawn by their parents. Children in reception at community and controlled schools in Darlington must be taught RE in accordance with this Agreed Syllabus, and sufficient time must be given to meet these requirements (approximately five per cent of curriculum time, however the school organises this).

The statutory requirement does not extend to nursery classes or nursery schools. However, RE can provide valuable educational experiences and does make a significant contribution towards meeting the requirements of the Early Learning Goals. This Darlington Agreed Syllabus **highly recommends the inclusion of RE at Nursery**.

During the Early Years Foundation Stage, children may begin to explore the world of religion in terms of belonging, special people, books, times, places and objects, and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and concepts 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. Traditional **topics** such as Special Times, Special Objects, Special People, Special Books, Special Stories, Belonging, the Natural World, New Life, Growth, Colour, Clothes, New Places, provide excellent opportunities for Foundation work with children in Nursery and Reception and can be successfully built on at Key Stage 1.

The particular contribution of RE to the Early Learning Goals:

- **Knowledge and understanding of the world** – children begin to know about their own and other cultures and beliefs;
- **Personal, social and emotional development** – children understand that people have different needs, views, cultures and beliefs that need to be treated with respect, and consider the consequences of their words and actions for themselves and others;
- **Communication, language and literacy** – children listen to and retell stories, extend their vocabulary, exploring the meanings and sounds of new words, use language to imagine and recreate roles and experiences, use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- **Creative development** – children engage in music, senses, role-play, dance, art.

Some Points to Note

- Whilst there are clearly strong links between RE and personal, social and emotional development, it must be noted that RE must contain appropriate and explicit references to religions, through the study of religious beliefs and practice.
- Planning in RE at the Early Years Foundation Stage should take account of the relevant Early Learning Goals. Children should be given opportunities to engage with religious material and reflect on their own experiences and feelings.
- A wide range of experiences and learning activities should be offered that will support the achievement of Early Learning Goals, e.g. using pictures, objects, videos, visitors and visits, stories and poems, circle time, role-play, dance, music, art, craft, ICT.
- All children should be included in RE, whether they belong to a faith community or not. Care should be taken in the use of language, activities and materials to ensure that all children can be included and any stereotyping is challenged (e.g. avoid saying, 'We all believe').
- Whilst children will take part in role-play and re-enactments and will learn about religious practices in an interactive way, it must be made clear that they are not 'celebrating' a religious practice at school or taking part in the worship of a faith community whilst at school. Role-play and empathy are not the same as a celebration within a religious community, and RE in school is not about nurturing children into a faith (see legal requirements on page 3).
- Pages 38-43 give some examples of a focus for RE for Nursery and Reception, with suggestions for appropriate activities and links to Early Learning Goals. These demonstrate progress by the end of Reception, and teachers should use the stages of learning and development from the Early Years Foundation Stage framework.

Links to Concepts of Religion

The four concepts of religion which underpin this Agreed Syllabus are exemplified in the topics for the Early Years Foundation Stage, (refer to page 36):

Belief	Beliefs about God shown in creation stories and special times
Teachings/Authority	Special Books Special Stories Special People
Worship	Special Times Special Places Special Objects Special Music
Impact of Faith	Belonging Special Objects

EARLY YEARS FOUNDATION STAGE TOPICS

Teachers can select from this material. It is not expected that all aspects will be covered. Topics **highlighted** are exemplified.

Special Times (Belief and Worship)

- Christianity – Christmas, Easter, Harvest (including creation story and caring for our world)
- Buddhism – Wesak
- **Hinduism – Divali**
- Islam – Eid
- Judaism – Sukkot, (including creation story and caring for our world), Hanukkah, Shabbat
- Sikhism – Baisakhi

Special Books (Teachings/Authority)

- **How holy books are treated –** Bible, **Qur'an**, Torah, Guru Granth Sahib
 - Introduction to the word 'sacred'.
 - How sacred books teach believers about God and how to live
- #### Special Stories
- Stories Jesus told
 - The Monkey King; Siddhattha and the Swan (Buddhism)

Special People (Teachings/Authority)

- **Jesus as special to Christians – stories about Jesus**
- People with a special role/ vocation in Christianity today e.g. vicar, minister, priest, Salvation Army officer, nun, monk
- Guru Nanak as special to Sikhs – stories about the Guru
- The Buddha as special to Buddhists – stories about the Buddha and his teaching
- Muhammad as special to Muslims – Muhammad as the prophet of God

Special Objects, Special Music (Worship)

An introduction to objects and music used in faith communities e.g.

- Christianity – cross, vestments, colours, Salvation Army uniform, different types of church music
- Hinduism – murtis e.g. Ganesh, arti lamp, puja tray, decorations, music
- Sikhism – 5 Ks, music
- **Buddhism – prayer wheels, prayer flags, Buddha rupa, home shrine**
- Judaism – objects used at Shabbat, mezuzah

Special Places (Worship)

- **Christianity – an introduction to a local church (any denomination)**
- Hinduism – the mandir
- Buddhism – the vihara
- Islam – the mosque
- Judaism – the synagogue
- Sikhism – the gurdwara

Belonging (Impact of Faith)

- **Christianity – infant baptism, other ceremonies to welcome babies, weddings**
- Hinduism – Raksha Bandhan, weddings
- Islam – ceremonies connected with welcoming and naming a baby
- Sikhism – baby naming
- Judaism – weddings

EARLY YEARS FOUNDATION STAGE – EXEMPLAR LONG-TERM PLAN

This plan could work as a rolling programme, if required, for Nursery and Reception e.g in a Early Years Foundation Stage unit. Topics generally are repeated each year to allow for flexibility and continuity with mixed age classes. The plan for Reception will work for children in a KS1 class

	Autumn Term	Spring Term	Summer Term
Nursery	<p>Special Times</p> <p>Autumn and Harvest festivals in school and church; caring for our world.</p> <p>Diwali (Hinduism)</p> <p>The Christmas Story – who came to visit Jesus?</p>	<p>Special Books</p> <p>How holy books are treated e.g. Bible, Guru Granth Sahib, Qur'an, Torah</p> <p>Special People</p> <p>Jesus being special to Christians – stories about Jesus</p> <p>Special Times</p> <p>Easter – signs of new life</p>	<p>Belonging</p> <p>Raksha Bandhan (Hinduism) Infant baptism, dedication of babies (Christianity)</p> <p>Special People</p> <p>Religious leaders e.g. vicar, priest, minister, imam, monk, nun, Salvation Army Officer.</p> <p>Special Objects</p> <p>Buddhist artefacts (introduction to the Buddha through the Buddha rupa)</p>
Reception	<p>Special Times</p> <p>Harvest and beliefs about God as creator – Christianity and Judaism (Sukkot)</p> <p>Shabbat (Judaism)</p> <p>The Christmas Story – Jesus the special baby</p>	<p>Special Books</p> <p>The Bible as a special book for Christians</p> <p>Special Stories</p> <p>Stories Jesus told (e.g. The Lost Sheep) Other stories from the Bible</p> <p>Special Times</p> <p>Easter – new life and celebration</p>	<p>Special Places and People</p> <p>Church visit through the senses (and/or visitor)</p> <p>Special Stories</p> <p>The Monkey King; Siddhattha and the Swan (Buddhism)</p>

Knowledge and Understanding of the World:**Exploration and investigation**

- Investigate objects and materials connected with Divali (e.g. murtis, divas, wall hangings, new clothes) by using all their senses as appropriate.

Designing and making

- Make a diva, Divali card, or wallhanging using a wide range of objects, selecting appropriate resources, and adapting their work where necessary.

A sense of time

- Find out about past and present events in their own lives and in those of their families and other people they know e.g. times of celebration for the family and community.

Cultures and Beliefs

- Begin to know about their own cultures and beliefs and those of other people.

Personal, Social and Emotional**Development:****Self-confidence and self esteem**

- Respond to significant experiences, showing a range of feelings where appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Have a developing respect for their own cultures and beliefs and those of others.

Sense of Community

- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Listen to the story of Rama and Sita.

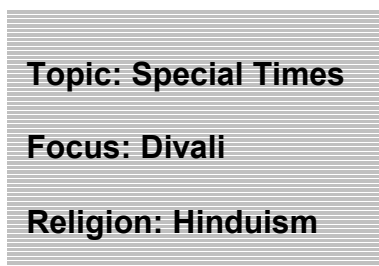
Look at and talk about the murtis connected with the story
- Rama and Sita, Hanuman, Lakshmi.

Colour in masks of the characters.

Listen to and sing Divali songs.

Take part in role-play or re-enactment of the story.

Develop empathy by imagining themselves in the story – talk about feelings of characters.



Look at Divali cards.

Light a diva and ask children how they feel.

Make diva lamps.

Dress up in Hindu clothes and costumes

Colour or fill in rangoli patterns and door hangings.

Look at pictures or video about how Divali is celebrated today.

Dance to Hindu music.

Talk about how they feel when fireworks are lit.

Invite a Hindu visitor to talk about Divali, children to ask questions

Visit a mandir.

Make chocolate coconut sweets.

Eat Divali food.

Learn new words – Divali, rama, Sita, good, bad, evil, Hindu, Mandir, celebration.

Sequence pictures and simple sentences of the story.

Make Divali cards.

Talk about parties and special events they have been to.

Communication, Language and Literacy:**Language for communication**

- Listen with enjoyment, and respond to the story of Rama and Sita, Divali songs and other Hindu music, rhymes and poems.
- Extend their vocabulary, exploring the meanings and sounds of new words e.g Divali, Hindu, mandir, Rama, Sita, Hanuman, celebration, good, bad.

Reading

- Retell story of Rama and Sita in the correct sequence
- Show an understanding of the elements of the story of Rama and Sita, such as the main characters, sequence of events.

Writing

- Write things such as labels and captions for the Divali story, objects connected with Divali and ways in which Divali is celebrated, and begin to form simple sentences, sometimes using punctuation.

Creative Development:**Music**

- Sing simple Divali songs from memory, recognise repeated sounds and sound patterns and match movement to music.

Imagination

- Use their imagination in art and design, music, dance, imaginative and role-play and stories.

Respond to experiences, expressing and communicating their ideas

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts, feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs.

Knowledge and Understanding of the World:

Exploration and investigation

- Investigate objects and materials by using all their senses as appropriate.
- Find out about, and identify, some features of objects and events they observe e.g. Qur'an stand and cover, preparation for reading from Qur'an.

Designing and making

- Select the tools and techniques they need to shape, assemble and join materials they are using e.g. to make a Qur'an stand or book cover.

Information and communication technology

- Use information technology to support their learning.

Cultures and Beliefs

- Begin to know about their own cultures and beliefs and those of other people.

Personal, Social and Emotional

Development:

Self-confidence and self-esteem

- Have a developing respect for their own cultures and beliefs and those of others.

Making relationships

- Work as part of a class or group, taking turns and sharing fairly.

Sense of Community

- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Talk about what books are special to them and why.

Show a Qur'an stand, children to touch and investigate. Talk about how it is used for the Qur'an and why.

Read some sayings from the Qur'an.

Make a model of a Qur'an stand and put a piece of their work on it.

Make a class book with photographs of children and special events in the life of the class e.g. nativity play, class assembly, etc. and talk about how we could treat that with care.

Topic: Special Books

Focus: Qur'an

Religion: Islam

Look at pictures of the inside of a mosque with copies of the Qur'an kept on high shelves and covered.

Draw and label pictures about the Qur'an.

Show copies of a Qur'an cover.

Show a copy of an interpretation of the Qur'an (i.e. one with English as well as Arabic so that it can be handled easily in the classroom without causing offence).

Think about why books are important to people.

Role-play preparing to read from the Qur'an.

Show pictures (story board) of Muslims preparing to read from the Qur'an and showing how they treat the Qur'an.

Children to make (from felt or paper) and decorate a special cover for one of their own special books.

Communication, Language and Literacy:

Language for communication

- Extend their vocabulary, exploring the meanings and sounds of new words e.g. Qur'an, holy, Islam, mosque, special.

Language for thinking

- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Writing

- Write things such as labels and captions and begin to form simple sentences, sometimes using punctuation.

Reading

- Retell narratives (how Muslims will prepare to read from Qur'an) in the correct sequence.

Creative Development:

Imagination

- Use their imagination in art and design, music, dance, imaginative and role-play and stories.

Respond to experiences, express and communicating their ideas

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts, feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making.

**Knowledge and Understanding of the World:
Exploration and Investigation**

- Investigate objects and materials by using all their senses as appropriate.
- Find out about, and identify, objects, and pictures they see e.g. statues and pictures of Jesus.

Information and communication technology

- Use information technology to support their learning.

Cultures and beliefs

- Begin to know about their own cultures and beliefs and those of other people e.g. Christian groups and how they portray Jesus.

Children to make masks for the sheep to re-enact the parable of Lost Sheep

Tell a parable that Jesus told e.g. Lost Sheep, Lost Coin and talk about what this means to Christians.

Circle time: How do children show love to others? How do people show love to children?

Circle time: What people are special to them? Bring in pictures of special people for them and say why they are special.

Topic: Special People

Focus: Jesus

Religion: Christianity

Tell children what Jesus preached about – I love.

Play some hymns/songs that Christians sing about Jesus e.g. Shine Jesus Shine.

Personal, Social and Emotional Development:

Making relationships

- Form good relationships with adults (visitors).

Sense of Community

- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.

Show Easter eggs, cross, pictures of Easter and make links to any previous work.

Show nativity scene or pictures of nativity and make links to any previous work on

Show pictures, statues, icons of Jesus from around the world. What do children see? What kind of a person do they think Jesus was?

Tell a story about Jesus e.g. calming the storm, walking on water, healing the paralysed man, and talk about why Christians see Jesus as special.

**Communication, Language and Literacy:
Language for communication**

- Interact with others, negotiating plans and activities and taking turns in conversation
- Listen with enjoyment, and respond to stories, songs and other music connected with Jesus.
- Extend their vocabulary, exploring the meanings and sounds of new words e.g. Jesus, miracle, parable, icon, statue, Christ.

Language for thinking

- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Reading

- Retell narratives in the correct sequence, drawing on language patterns of stories
- Show an understanding of the elements of the stories, such as main character, sequence of events, and openings.

Creative Development:

Music

- Sing simple Christian songs from memory, recognise repeated sounds and sound patterns and match movement to music.

Imagination

- Use their imagination in art and design, music, dance, imaginative and role-play, and stories.

Respond to experiences, expressing and communicating their ideas

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts, feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs.

Knowledge and Understanding of the World:**Exploration and investigation**

- Investigate Buddhist objects by using all their senses as appropriate.

Design and make

- Build and construct prayer wheels and flags, selecting appropriate resources, and adapting their work where necessary.

Cultures and Beliefs

- Begin to know about their own cultures and beliefs and those of other people.

Personal, Social and Emotional**Development:****Self-confidence and self esteem**

- Respond to experiences of quietness, stillness, calm, showing a range of feelings where appropriate.
- Have a developing respect for their own cultures and beliefs and those of Buddhism.

Sense of Community

- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Make prayer flags and write kind thoughts on them.

String flags together and watch them moving in the wind.

Listen to the story about the Buddha as a prince growing up, e.g. Siddhattha and the Swan.

Listen to questions about the rupa.

Touch prayer wheel and flags and ask questions.

Light a candle, burn incense and have a time of quiet and stillness – ask the children how they felt.

Explore the Buddah rupa through a feely bag.

Look at special clothes that Buddhist monks wear

Topic: Special Objects

Pass round the singing bowl.

See video of Buddhist worship using some of the artefacts

Think about why special objects are important.

Focus: Artefacts

Sit quietly in a circle as the teacher rings Buddhist bell or singing bowl every few seconds for about a minute; talk about what they were thinking while they took part in this reflection – did the bell ringing help?

Religion: Buddhism

Listen to some Buddhist chanting

Invite a Buddhist monk to talk about some special objects for Buddhists and ask questions.

Dance to religious music.

Label artefacts and write simple sentences about them.

Talk about special objects that children have. Children to bring in an object that is special to them.

Explore a class table of Buddhist objects and pictures – interactive table.

Communication, Language and Literacy:**Language for communication**

- Listen with enjoyment, and respond to stories about the Buddha, Buddhist music and chanting.
- Extend their vocabulary, exploring the meanings and sounds of new words e.g. Buddha, prayer wheel, wisdom.

Writing

- Write things such as labels and captions and begin to form simple sentences about the artefacts.

Creative Development:**Music**

- Listen to Buddhist music and chanting and recognise repeated sounds and sound patterns and match movement to sounds.

Imagination

- Use their imagination in making prayer wheels and flags, and moving to music and sounds.

Respond to experiences, expressing and communicating their ideas

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts, feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making.

Knowledge and Understanding of the World:

Exploration and investigation

- Investigate objects and materials found in a church by using all their senses as appropriate.
- Find out about and identify some objects and events they observe e.g. altar, cross, stained glass windows, church music, church worship, colours, font, candles.
- Look closely at patterns found in church art work.
- Ask questions about what they see and what they experience through their visit to a church.

Designing and making

- Build and construct replicas of various features found in a church e.g. cross, chalice, paten, vestments, selecting appropriate resources and adapting their work where necessary.

Information and communication technology

- Use information technology to support their learning e.g. virtual visit to a church.

Personal, Social and Emotional

Development:

Confidence and self esteem

- Have a developing respect for their own cultures and beliefs and those of others.

Sense of Community

- Understand that people have different cultures and beliefs, that need to be treated with respect.

Look at church noticeboard and talk about what other activities take place on church premises.

Talk about what they felt and what they saw.

Ask vicar/priest to talk about church and why people go to church.

Show virtual visit of various churches.

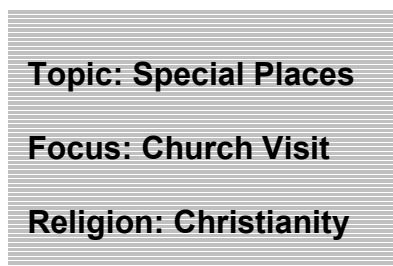
Talk about why people go to church.

Visit local church and ask children to sit quietly in pew or seat on their own and look around.

Look at other rooms in a church and how they are used. e.g. church hall, Sunday school, meeting rooms, kitchen (community place).

Look at objects found in church e.g. cross, chalice, paten, Bible.

Children explore key features of church e.g. altar, lectern, pulpit, font, organ.



Dress up in vestments/clerical clothes.

Light a Christian incense and votive candle. Have period for quiet reflection (not prayer). Children to talk about how they felt

Look at variety of artwork found in churches, exploring colour, shape, texture e.g. stained glass windows, statues, banners, paintings.

Dance to Christian music.

Watch video clips of Christians worshipping in church e.g. singing, praying, taking Communion/Eucharist.

Show children vestments/altar cloths in various colours.

Make some models of objects found in a church e.g. cross, chalice, paten, vestments.

Listen to Christian music played in various churches e.g. organ, choir, Latin, modern music.

Make class model of a church and label.

Make class stained glass window/banner collage.

Write simple sentences about what they saw in church.

Make wall display of key words and features of a church.

Communication, Language and Literacy:

Language for communication

- Listen with enjoyment to Christian hymns and music.
- Extend their vocabulary, exploring the meanings and sounds of new words e.g. church, altar, lectern, cross, stained glass window etc.

Language for thinking

- Use talk to clarify thinking, ideas, feelings and events in relation to the church visit.

Writing

- Write things such as labels and captions to show features of a church and begin to form simple sentences about their church visit.

Creative Development:

Music

- Recognise repeated sounds and sound patterns in Christian music and match movement to music.

Respond to experiences, expressing and communicating their ideas

- Respond in a variety of ways to what they see, hear, smell, touch and feel.

Knowledge and Understanding of the World:

Exploration and investigation

- Find out about and identify objects and events they observe e.g. baptismal robe, font, candle.

Designing and making

- Select the tools and techniques they need to shape, assemble and join materials they are using e.g. to make a baptismal card.

A sense of time

- Find out about past and present events in their own lives and in those of their families and other people they know.

Cultures and Beliefs

- Begin to know about their own cultures and beliefs and those of other people.

Personal, Social and Emotional Development:

Confidence and self esteem

- Respond to significant experiences, showing a range of feelings where appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Have a developing respect for their own cultures and beliefs and those of others.

Sense of Community

- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.

Show pictures/video of baptism and talk about what children see.

Listen to a baptism song and join in.

Talk about how they show belonging to family, school, clubs, religious groups etc.

Show a christening gown, baptismal candle, baptism certificate, cards.

Topic: Belonging/Family

Learn new words – baptism, belonging, Christian.

Focus: Infant Baptism

Role-play a baptism

Make baptism cards.

Religion: Christianity

Visit a church and see font, listen to the minister/vicar.

Learn about how some Christian churches have other ways to welcome babies into the church family.

Learn about promises made at a baptism.

Think about what promises they may make.

Talk about own family celebrations e.g. birthday parties, weddings, Christmas etc.

Invite vicar/minister into school to talk about baptismal ceremony.

Think about why families are important.

Communication, language and literacy:

Language for communication

- Listen with enjoyment, and respond to stories and songs about baptism
- Extend their vocabulary, exploring the meanings and sounds of new words e.g. belonging, baptism, special, candle, promises

Language for thinking

- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Reading

- Retell narrative about baptism of baby in the correct sequence.
- Show an understanding of the elements of the story about the baptism of Jesus, such as Jesus as main character, sequence of events.

Creative Development:

Music

- Sing simple songs from memory, recognise repeated sounds and sound patterns and match movement to music.

Imagination

- Use their imagination in art and design, music, dance, imaginative and role-play and stories.

Respond to experiences, expressing and communicating their ideas.

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts, feelings by using a widening range of materials, suitable tools, imaginative and role play, designing and making.

THE PROGRAMMES OF STUDY

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THE PROGRAMMES OF STUDY

Overview

The programmes of study (Key Stages 1-3) outline core religions, key content, key questions, suggested learning activities and an exemplar plan. The programme of study for Key Stage 4 enables schools to choose appropriate Religious Studies or RE courses.

All the programmes of study have been designed to enable pupils to:

- gain a coherent understanding of each religion and its distinctive beliefs and features;
- appreciate what characteristics and concepts religions share;
- build on previous knowledge and make progress across the key stages.

The programmes of study are part of the statutory requirements of this Agreed Syllabus. They indicate what religions and content should be taught at each key stage and schools must ensure that they use them in their planning.

QCA units of work can be incorporated only where they match the appropriate programme of study. **They cannot be adopted as a complete scheme of work as they do not match the requirements of this Agreed Syllabus.**

Whilst the content of the programmes of study must be used as the basis of planning for each key stage, teachers should note that the learning opportunities and experiences are **examples** and are not intended to be prescriptive or exhaustive. Teachers should make use of a full range of resources and activities, including ideas from their own experience of classroom work.

Time Allocation

In order to fulfil the requirements of the Agreed Syllabus, it is vital that adequate time is allocated for the teaching of RE. RE should be taught continuously throughout the key stage and with sufficient time allocated to cover the programme of study, assumed to be not less than 5% at every key stage.

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

Key Stage 3: 45 hours per year

Key Stage 4: 5% of curriculum time (minimum):

GCSE Short Course: one hour per week } over two years
GCSE Full Course: two hours per week }

Generally, RE will be taught weekly, although it may be appropriate, on occasion, to teach RE in a concentrated block of time (e.g. whole afternoon, whole day).

These time allocations do not include Collective Worship as this is not part of RE.

Breadth of Study

To ensure that the legal requirements are met and that RE is broad and balanced:

- Christianity should be taught throughout each key stage;
- the other principal religions represented in Great Britain (Buddhism, Hinduism, Islam, Judaism, Sikhism) should be studied across the key stages and all pupils at the end of KS3 must have encountered all of these five principal religions in sufficient depth.

Darlington's Agreed Syllabus requires that the following religions are studied at each key stage:

Focus of Religions at Each Key Stage

Key Stage	Core study (prescribed by the syllabus)	Supplementary study (chosen by the school)
1	Christianity, Buddhism	One from the remaining principal religions
2	Christianity, Hinduism, Sikhism	One from the remaining principal religions
3	Christianity, Islam, Judaism	Reference should be made to remaining principal religions
4	Christianity plus one other principal religion	Reference can be made to the remaining principal religions

RE should also include:

- the study of a religious community with a **significant local presence**:
 - any of the principal religions (e.g. local Muslim community, Christian denominations such as Catholic, Quaker, Salvation Army)
 - any other religious community (e.g. Bahá'í).
- consideration of secular world views, where appropriate (e.g. Humanism)

Continuity and Progression

If pupils are to make good progress in RE, it is vital that schools plan for continuity and progression within and across key stages. The following sections of this syllabus will help:

- Levels of Attainment: the eight-level scale in both AT1 and AT2 helps to plan and pitch work that is appropriate to the age and ability of pupils, enabling them to make progress. **It is crucial that these are used when producing Medium-Term Plans.**
- Concepts – the four concepts underpin all programmes of study in KS1-3, enabling continuity between year groups and key stages.
- Themes – these explore the four concepts and are developmental across Key Stages 1-3, enabling continuity and progression e.g.:

KS1 Believing: what people believe about God, humanity and the natural world

KS2 Beliefs and questions: how people's beliefs about God, the world and others impact on their lives

KS3 Beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life and life after death

- The two Attainment Targets – common to all key stages, which enable continuity and development
- Skills and Attitudes – can be developed within and across key stages.

Progression is achieved by building on the knowledge, skills and understanding that pupils gain and develop in prior units of work. For example, units of work on Christian belief in God enable continuity and progression to take place.

KS1: How and why do Christians celebrate Harvest? (*God as one, creator, loving, caring, having authority, link to worship*);

KS2: What do Christians believe about God? (*The nature of God and metaphors for God e.g. father, rock, potter, shepherd; introduction to Trinity, how belief in God is expressed through symbols, stories, language etc.*);

KS3: Why do some people believe in God? (*How Christians find evidence of God in natural world, human experience, scripture; questions that belief in God raises e.g. problem of evil and suffering; belief in nature of God as omnipotent, omniscient, transcendent*).

The development of these ideas about God enables continuity but avoids repetition with no progression.

It is crucial, in planning for continuity and progression that teachers

- be aware of the Long-Term Plan for the whole key stage and, where relevant, previous key stages; and
- talk with other teachers within their key stage and be aware of the knowledge, skills and understanding covered.

The RE Subject Leaders must liaise with their colleagues in partner schools to ensure effective transition which promotes continuity and progression can take place. It is expected that schools will give the necessary time and resources needed for this vital work.

Learning in RE

Teachers at all key stages should adopt a variety of learning experiences and activities that enable both Attainment Targets to be met. These should be identified in medium and short term planning (refer to pages 162-164).

The learning experiences on pages 51-52 enable pupils to be engaged and actively involved in the learning process and encourage them to see the relevance of religion to believers and to many areas of life. Many of the learning experiences give pupils opportunity to learn from religion through reflecting on and evaluating their own ideas, beliefs, feelings and experiences, and those of others.

Teachers should note that all learning experiences must link to the relevant programme of study and be appropriate for the age and ability of pupils. For example, when asking a representative from a faith community to visit RE lessons, the teacher must ensure that the purpose of the visit is clear and that the visitor knows how their contribution will fit in with the unit of work. Likewise, all visits must fit in with the Long-Term and Medium-Term Planning in the school and this should be made clear to all those involved.

Learning in RE

Visitors:

Members of faith communities to talk about their faith, answer questions. Could be linked to a particular unit e.g. celebrating Diwali, importance of 5 Pillars, attitudes to environment, life after death.

Visits:

- places of worship
- places of religious interest (e.g. Bede's World)
- art galleries and museums

Writing:

Extended and creative writing including poetry, reports, information booklets, ICT presentations, posters, instructions, journals, newspaper articles, diary extracts, instructions.

ICT:

Using a variety of ICT e.g. present work, communicate with members of faith communities, explore places of worship, explore photographs and other visual images, recall, annotate, produce graphics.

Literature:

Exploring language, meaning, symbolism and power of variety of religious and non-religious literature for individuals and faith communities: story (religious and non-religious) parables, myths, novels, legends, sagas, psalms, prayers, hymns, proverbs and sayings, liturgy, creeds, vows, technical terms and religious vocabulary.

Intrapersonal:

Periods of stillness and reflection; thinking about their own experiences and feelings; responding to music, pictures, experiences, artefacts, nature and the environment; developing own ideas and beliefs about a range of issues; asking questions.

Interpersonal:

Working in groups e.g. to produce work, make presentations, categorise information, ask questions, respond to stories.
Taking part in discussion by talking about questions of meaning.

Learning in RE (continued)

Community of Enquiry:

Using an appropriate story to enable pupils to ask questions and discuss issues related to the particular unit of work e.g. life after death, moral dilemmas.

Artefacts from Faith Communities:

Pupils touch, explore, research artefacts linked to particular unit e.g. how objects are used in Christian worship and how they express beliefs, symbolism in Hindu murtis, Seder plate.

Thinking Skills:

Using a variety of strategies to engage in exploration and reflection e.g. odd one out (through pictures, music, artefacts), map from memory.

Events:

Media coverage of religious events showing local, national, global impact of religion, charitable organisations, national days with links to RE, e.g. Remembrance Day, Holocaust Memorial Day, events in schools which link to RE e.g. India Week.

Kinaesthetic:

Touching, exploring, sorting artefacts, and pictures; making artefacts, foods, cards, models, displays; exhibitions, producing symbols, badges.

Drama, Role-Play, Dance:

Using imagination to respond to stories and beliefs e.g. hot seating, group and class plays, symbolising ideas, beliefs and feelings of significant religious events and stories through movement, taking part in Indian dance, exploring symbolic gestures in ritual and worship.

Visual:

Exploring beliefs, ideas, feelings and emotions in posters, photographs, religious art, colours, video extracts, artefacts e.g. church interior, forms of worship, symbolism in paintings.

Using the Senses:

Visual
Auditory
Smell – e.g. incense, candles, Shabbat spice box
Touch – artefacts
Taste – food with religious significance e.g. kara prashad, charoset, festival foods.

Auditory:

Listening to religious music, e.g. Shabbat songs, Jewish cantor music, hymns, Gregorian chants; listening to religious sounds e.g. puja ceremony, Muslim call to prayer; exploring evocative and thought provoking music

KEY STAGE ONE

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OVERVIEW OF KEY STAGE 1

Throughout Key Stage 1, pupils 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 how beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religious belief.

Most pupils at this age have a natural curiosity and are able to ask relevant questions and develop a sense of wonder about the world, using their imagination. RE should provide opportunities for them to do this and enable them to talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Some pupils will have direct experience of belonging to a faith community, others will have none at all. It is important that teachers take into account the pupils' varied background and experiences when devising a Scheme of Work.

Knowledge, Skills and Understanding

Learning about Religion (AT1)

1. Pupils should be taught to:
 - explore a range of religious stories and sacred writings and talk about their meanings;
 - name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
 - identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
 - explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
 - identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from Religion (AT2)

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

Breadth of Study

Throughout KS1, pupils should become familiar with:

- Christianity and Buddhism (core);
- **one** other principal religion (supplementary: Hinduism, Islam, Judaism, Sikhism);
- a religious community with significant local presence in Darlington, where appropriate (this could be from one of the principal religions or another religion; see page 47);
- a secular world view, where appropriate.

Concepts and Themes

Four concepts are identified in this Agreed Syllabus, that underpin religion:-

- **Belief**
 - **Teachings/Authority**
 - **Worship**
 - **Impact of Faith**
- } **Refer to pages 12-17**

Themes at KS1 show how these concepts can be explored in the religious material studied:

- **Believing**
 - **Story**
 - **Leaders and teachers**
 - **Celebrations**
 - **Symbols**
 - **Belonging**
 - **Myself**
- } **Refer to pages 12-17
and diagram on page 57**

Both concepts and themes are not mutually exclusive and do overlap. A Scheme of Work should cover all concepts and themes. Refer to page 161.

Planning at KS1

RE should be taught continuously throughout KS1 and with **sufficient curriculum time** allocated to cover the programme of study, assumed to be no less than 5% (minimum 36 hours per year).

When planning a Scheme of Work, teachers should devise an overall **key question for each unit** (refer to Exemplar Long-Term Plan on page 72). **Key content** from the relevant KS1 programme of study should then be identified.

The Levels of Attainment (pages 22-25) should be used at the start of Medium-Term Planning for each unit of work in order to identify the appropriate pitch (what pupils will be expected to know, understand and do). Pupils at KS1 are *generally* working around levels 1-3, with most pupils attaining level 2 at the end of KS1.

Lesson Questions should be devised for each lesson, which help answer the key unit question and take account of skills and attitudes.

Guidance on planning can be found on pages 161-163.

QCA units of work can be used only **where they meet Agreed Syllabus specifications (this includes KS1 programme of study content)**.

The exemplar Long-Term Plan for KS1 on page 72 has a one single religion focus for each unit. This avoids confusion for young pupils and enables them to learn what is distinctive about a religion.

Some Experiences and Opportunities

Pupils at KS1 should be given the opportunity to:

- visit places of worship, focusing on symbols and feelings;
- listen and respond to visitors from local faith communities;
- encounter and respond to a range of stories, artefacts and other religious materials;
- use their senses and have times of quiet reflection;
- use art and design, music, dance and drama to develop their creative talents and imagination;
- share their own beliefs, ideas and values and talk about their feelings and experiences;
- begin to use ICT, for example, to explore religious and beliefs as practised in the local and wider community.

KS1 CONCEPTS AND THEMES (exemplified through Christianity)

Concepts	BELIEF	TEACHINGS/ AUTHORITY	WORSHIP	IMPACT OF FAITH
Themes	<p>BELIEVING: what people believe about God, humanity and the natural world</p>	<p>STORY: how and why some stories are sacred and important in religion</p> <p>LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion</p>	<p>CELEBRATION: how and why celebrations are important in religion</p> <p>SYMBOLS: how and why symbols express religious meaning</p>	<p>MYSELF: who I am and my uniqueness as a person in a family and community</p> <p>BELONGING: where and how people belong and why belonging is important</p>
Examples	<ul style="list-style-type: none"> • The natural world as God's creation • God as one, God as creator, God as loving, God as Father • How humans need to look after the world • Jesus as special to God and Son of God 	<ul style="list-style-type: none"> • Bible as a sacred book. • Jesus shown as special through Christmas and Easter stories • Stories Jesus told • Stories about St. Cuthbert as a key figure • The story of St. Francis • Story of Creation 	<ul style="list-style-type: none"> • Sunday Worship – Church • Prayer – kneeling, raising hands, rosary • Objects seen in a church • Christmas, Easter, Harvest • Cross, Crucifix, Star, Stable, Crib, Gifts, Egg, Easter Garden 	<ul style="list-style-type: none"> • Christian values, e.g. love, forgiveness • Uniqueness and equal value of all • Lives of Christians in local community • Baptism, services of dedication, weddings, promises made • Leaders in the local community

KS1 CHRISTIANITY (core)

<p>BELIEF</p> <p>Theme: Believing</p>	<ul style="list-style-type: none"> • God as one, creator, loving, caring, having authority • The natural world as creation of God, human responsibility to care for the world • Names for God – Father, Loving Parent • Jesus as special to God and the Son of God
<p>TEACHINGS / AUTHORITY</p> <p>Themes: Story Leaders and teachers</p>	<ul style="list-style-type: none"> • The Bible as the holy book for Christians, how it is treated with respect • Jesus as special to God and Son of God, shown through the Christmas and Easter story • Stories Jesus told (parables), stories about Jesus: choosing disciples, as healer, miracle worker, teacher, one who helped and cared for others • Teaching of Jesus: love God, love your neighbour • Creation story • Stories about saints e.g. in the North East – St. Cuthbert; St Francis of Assisi • Leaders and teachers in the local community, e.g. vicar, priest, minister, nun, monk
<p>WORSHIP</p> <p>Themes: Celebrations Symbols</p>	<ul style="list-style-type: none"> • How Christians celebrate Christmas, Easter, Harvest • Symbols connected with Christmas and Easter e.g. star, stable, crib, gifts, cross, crucifix, paschal candle, egg, Easter garden • Church building as place of worship • Sunday worship in church – e.g. reading Bible, singing, prayers, Eucharist • Symbols and artefacts connected with worship e.g. cross, statues, banners, rosary, stained glass windows, lectern, candles, special clothes • Symbolic actions in worship e.g. praying hands, kneeling, raising hands
<p>IMPACT OF FAITH</p> <p>Themes: Belonging Myself</p>	<ul style="list-style-type: none"> • Infant baptism and services of dedication, weddings – symbols, actions, words and promises • Christian values: following example of Jesus, love, care, forgiveness, uniqueness and equal value of all individuals, helping others • Lives of Christians and Christian organisations, including in the local community (e.g. how the local Christian community shows love and care; life of religious leaders e.g. vicar, priest, minister, nun, monk)

CHRISTIANITY KS1 – KEY QUESTIONS:

How and why do Christians celebrate Harvest?

Why is Christmas special for Christians?

How and why is light important at Christmas?

Why is Easter special to Christians?

How do Christians celebrate Easter?

Why is the Bible special to Christians?

Why is Jesus special to Christians?

What can we learn from visiting a church?

What might it mean to belong in Christianity?

What can we learn from the story of Saint Cuthbert?

How and why do Christians care for others?

KS1 CHRISTIANITY

Examples of Learning Activities and Experiences

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| <ul style="list-style-type: none">• Read the Genesis story of creation.• Children talk about the different seasons and what they like about them and the natural world.• Produce a class frieze to show what is good about natural world.• Play Harvest hymns; watch video of Harvest Service in church.• Visit a church at Harvest/Easter/Christmas time.• Ask a local vicar/minister to visit and talk about their role.• Read a parable Jesus told e.g. Lost Sheep, Lost Coin.• Re-enact stories about Jesus e.g. Zacchaeus.• Sequence stories Jesus told e.g. Lost Sheep.• Read children's stories that have meaning and talk about meaning.• Show different versions of the Bible.• Show video of infant baptismal service.• Explore objects connected with baptism e.g. candle, font, white robe, baptismal cards. | <ul style="list-style-type: none">• Make baptismal cards.• Look at how other churches welcome babies.• Talk about who we belong to and how we show this.• Talk about special objects we have.• Children bring in a book which is special to them and say why.• Listen to Christian music.• Make Easter Garden.• Talk about special events and times in school community and home.• Talk about what promises we make.• Children draw pictures of how a Christian may picture God (do not do this with Muslim children).• Decorate Easter eggs/cards with Christian symbols.• Make a display/collage of signs of spring/new life.• Explore Christian artefacts.• Look at pictures/icons of Jesus and talk about how Jesus is shown as special e.g. halo.• Make special class book and agree how it will be treated by everyone. |
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KS1 Christianity – school ideas for additional activities and experiences

KS1 BUDDHISM (core)

<p>BELIEF</p> <p>Theme: Believing</p>	<ul style="list-style-type: none"> • The Buddha: who is not a god but transcended all limitations and faults • Values of kindness, compassion, respect for all living things • The path to true happiness
<p>TEACHINGS / AUTHORITY</p> <p>Themes: Story Leaders and teachers</p>	<ul style="list-style-type: none"> • Stories about the life of Siddhattha Gotama, who became the Buddha – his birth and upbringing as a prince, how he gave up his wealth to search for truth, enlightenment and how he reached perfection • Buddhist teaching – e.g. kindness, compassion, harm no living thing, no stealing or telling lies • Buddhist stories which illustrate values – e.g. the Monkey King, Siddhattha and the Swan
<p>WORSHIP</p> <p>Themes: Celebrations Symbols</p>	<ul style="list-style-type: none"> • The importance of reflection, stillness, meditation, peace, tranquillity • Buddhist home shrine: rupa (Buddha image), incense, flowers, candles, water, food • Symbols and aids to worship e.g. prayer wheels, prayer flags, lotus flower, mandalas, prayer beads • Wesak – celebration of the birth and enlightenment of the Buddha
<p>IMPACT OF FAITH</p> <p>Themes: Belonging Myself</p>	<ul style="list-style-type: none"> • The whole community – lay people, monks, nuns, priests, mutual support and responsibility • Sangha – special clothes, customs, symbols e.g. the robe, alms bowl, shaven head • The natural world – humanity is in union with the natural world and the environment. No one should harm any living thing.

KEY QUESTIONS:

How is the Buddha special to Buddhists?

How do Buddhists worship at home?

How do Buddhists express their beliefs in practice?

KS1 BUDDHISM

Possible Learning Activities and Experiences

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| <ul style="list-style-type: none">• Watch a video showing Buddhists celebrating Wesak• Invite a Buddhist visitor• Hear some stories about the life of the Buddha e.g. his birth, why he left home, the Buddha and the Bodhi tree.• Give examples to explain the words 'kindness' and 'compassion'. Ask children to think about how they show kindness.• Think about what it means to 'harm no living thing'.• Listen to some Buddhist stories/or watch video e.g. Monkey King and talk about what the stories tell us.• Explore Buddhist artefacts and symbols – talk about their meaning.• Look at a Buddhist home shrine and discuss the meaning of the symbols; watch worship on video/film/Internet; listen to music, light incense• Listen to Buddhist chanting.• Have a period of stillness, quietness and reflection.• Make prayer flags or wheels and put kind thoughts on them.• Find out about special clothes, customs and objects connected with living in a Buddhist monastery. | <ul style="list-style-type: none">• Make a class Bodhi tree – each pupil to be responsible for one leaf• Talk about what children like about the natural world• Talk about their ideas of a perfect person• Think about what it would be like for a prince today to give up everything he owned.• Think about what makes us happy or sad.• Think about the times when they may hurt others or animals, steal or tell lies and why it is believed these things are wrong.• Discuss their own values for living in a community – school – e.g. agree a School Code or rules for the classroom, talk about special clothing, customs and why they are important. Think about the school badge or motto and what it means. |
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KS1 HINDUISM (supplementary)

BELIEF Theme: Believing	<ul style="list-style-type: none"> • One God represented in many forms and images e.g. Ganesh as God of wisdom and remover of obstacles • How God is depicted through murtis
TEACHINGS / AUTHORITY Theme: Story	<ul style="list-style-type: none"> • Ramayana (story of Rama and Sita's exile and return to Ayodha)
WORSHIP Themes: Celebrations Symbols	<ul style="list-style-type: none"> • Devotion to God shown through worship in the home and mandir: puja (offerings of prayers, food, water, light, incense, flowers), the shrine, arti ceremony • Divali – preparations and celebrations in the home, celebrations in the community and mandir
IMPACT OF FAITH Themes: Belonging Myself	<ul style="list-style-type: none"> • Baby naming ceremony, Raksha Bandhan, prashad • Importance of beliefs and values in Hindu life – honesty and truthfulness, respect for all living things, love and loyalty between all members of the extended family e.g. respect for grandparents, the Hindu community as family, contact between British Hindus and India

KEY QUESTIONS:

How do Hindu families express their beliefs in home life?

How do Hindus celebrate their beliefs in festivals?

What does it mean to belong to Hinduism?

KS1 HINDUISM

Possible Learning Activities and Experiences

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| <ul style="list-style-type: none">• Explore some murtis.• Play Hindu music.• Light diva lamp and burn incense.• Tell story of Rama and Sita.• Children to sequence story of Rama and Sita.• Make divas.• Make Divali cards.• Produce class frieze on how Hindus celebrate Divali.• Put shrine in classroom and talk about objects.• Re-enact Divali story.• Tell stories about Ganesh and other Hindu deities. | <ul style="list-style-type: none">• Talk about objects that are special to them.• Talk about special times of celebration e.g. birthdays.• Identify different emotions/roles they have.• Explore how all senses are used in Hindu worship.• Show video of baby naming ceremony.• Talk about who they belong to and how they may show this.• Produce poster to show what happens at Raksha Bandhan.• Make rakhis.• Make Divali sweets.• Talk about importance of honesty, love, loyalty in Hinduism.• Talk about who they love/are loyal to and how they show this. |
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KS1 ISLAM (supplementary)

BELIEF Theme: Believing	<ul style="list-style-type: none"> • The nature of Allah: One God, no partners, Creator who provides all good things.
TEACHINGS / AUTHORITY Themes: Story Leaders and teachers	<ul style="list-style-type: none"> • The Qur'an as sacred book containing guidance from Allah. • Ways in which the Qur'an is treated with respect. • Muhammad as the prophet of God. • Traditional stories from the life of Muhammad.
WORSHIP Themes: Celebrations Symbols	<ul style="list-style-type: none"> • Introduction to salah – in home and mosque. • Celebration of Ramadan and Id-ul-Fitr.
IMPACT OF FAITH Themes: Belonging Myself	<ul style="list-style-type: none"> • Welcoming babies: whisper adhan in baby's ear, honey on lips, aqiqah (cutting baby's hair, baby naming). • Family life: bringing up children in the faith at home, respect for each other, parents and elders; respect and kindness to guests, honesty and good manners.

KEY QUESTIONS:

What does it mean to belong to Islam?

How is the Qur'an treated as sacred?

How is Muhammad important to Muslims?

KS1 ISLAM

Possible Learning Activities and Experiences

<ul style="list-style-type: none">• Talk about key beliefs about the nature of Allah.• Show Qur'an stand and explore.• Show picture story board of how Muslims prepare before reading from the Qur'an e.g. wash, cover heads.• Talk about what books are special to them and why.• Make a class book and agree how it will be treated by everyone.• Make Qur'an stands.• Read some stories about Muhammad.• Show a video or invite a Muslim visitor to show prayer positions for salat and preparation for salat.• Talk about how a baby is welcomed into the Muslim family.• Talk about how children welcome babies into their family/community.• Ask children to think about ways they show kindness and good manners.	<p>School Ideas for Additional Activities and Experiences</p>
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KS1 JUDAISM (supplementary)

BELIEF Theme: Believing	<ul style="list-style-type: none"> • God as One, God as Creator, cares for all people • Shema prayer
TEACHINGS / AUTHORITY Themes: Story Leaders and teachers	<ul style="list-style-type: none"> • Torah: how the Torah teaches Jews about God and how to live, how the sacred scrolls are treated with respect • Story of Hanukkah • Story of creation
WORSHIP Themes: Celebrations Symbols	<ul style="list-style-type: none"> • Shabbat – how Shabbat is celebrated in the home, symbolic objects of Shabbat • Other Jewish symbols e.g. menorah, mezuzah, kippah, tallit, cover and decorations of Torah scrolls • How Hanukkah is celebrated
IMPACT OF FAITH Themes: Belonging Myself	<ul style="list-style-type: none"> • Values and way faith is expressed in the home e.g. Friday Shabbat meal, way in which Shabbat is spent with family, food laws, special clothes (kippah, tallit), ways in which children learn about their faith in the home

KEY QUESTIONS:

How do Jews celebrate their beliefs in festivals?

How do Jews express their beliefs in home life?

What is the Torah and why is it so important to Jews?

KS1 JUDAISM

Possible Learning Activities and Experiences

<ul style="list-style-type: none">• Listen to the Genesis story of creation.• Talk about the natural world and what they like about it.• Handle and explore artefacts e.g. menorah, tallit, mezuzah.• Re-enact the story of Hanukkah.• Watch a video showing how a family celebrate Shabbat.• Invite a Jewish visitor to talk about how they prepare for and celebrate Shabbat in the home.• Listen to and sing Shabbat songs.• Talk about special times and special meals that they enjoy.• Read the Shema prayer and talk about what it means.• Make a mezuzah and put special message inside.• Identify what objects are special to them and talk and write about them.	<p>School Ideas for Additional Activities and Experiences</p>
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KS1 SIKHISM (supplementary)

<p>BELIEF</p> <p>Theme: Believing</p>	<ul style="list-style-type: none"> • One God: Creator of all things, the Supreme Truth. • Symbol of Ik Onkar.
<p>TEACHINGS / AUTHORITY</p> <p>Themes: Story Leaders and teachers</p>	<ul style="list-style-type: none"> • Stories about Guru Nanak - the first of the ten human gurus. • Guru Granth Sahib: sacred book and living guru, how it is treated with respect.
<p>WORSHIP</p> <p>Themes: Celebrations Symbols</p>	<ul style="list-style-type: none"> • Celebration: birthday of Guru Nanak. • Introduction to gurdwara. • Symbol of Ik Onkar.
<p>IMPACT OF FAITH</p> <p>Themes: Belonging Myself</p>	<ul style="list-style-type: none"> • Baby naming ceremony. • Family life: bringing children up in the faith. • Outward signs of belonging – e.g. uncut hair, vegetarianism, receiving a kara prashad in gurdwara.

KEY QUESTIONS:

How do Sikhs treat the Guru Granth Sahib as sacred?

Why is Guru Nanak special to Sikhs?

How do Sikhs show belonging?

KS1 SIKHISM

Possible Learning Activities and Experiences

<ul style="list-style-type: none">• Explore the IK Onkar artefact.• Listen to stories about Guru Nanak.• Sequence or re-enact some stories.• Watch a video of life of Guru Nanak (e.g. Animated Tales).• Visit the gurdwara or use virtual visit to see how Guru Grath Sahib is treated as special.• Make a model canopy and cover for Guru Grath Sahib.• Talk about what books are special to them.• Identify objects that are special to them and talk about how they treat them.• Learn about how Sikhs prepare (take off shoes, cover head) to enter the gurdwara.• Watch a video of the baby naming ceremony in the gurdwara.• Look and talk about pictures showing how Sikhs celebrate Guru Nanak's birthday.	<p>School Ideas for Additional Activities and Experiences</p>
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KS1 EXEMPLAR LONG-TERM PLAN

Based on Christianity and Buddhism (core) and Judaism (supplementary)

	AUTUMN	SPRING	SUMMER
Y1	<p>How and why do Christians celebrate harvest? <i>(Belief, Worship)</i> 5-6 weeks</p> <p>What does it mean to belong to Christianity? <i>(Worship, Impact of Faith)</i> 5-6 weeks</p> <p>How and why is Christmas special for Christians? <i>(Worship, Belief, Teachings/Authority)</i> 3 weeks</p>	<p>Why is Jesus special to Christians? <i>(Belief, Teachings/Authority)</i> 7-8 weeks</p> <p>Why is Easter special for Christians? <i>(Teachings/ Authority, Worship Belief)</i> 3 weeks</p>	<p>How is the Buddha special to Buddhists? <i>(Belief, Teachings/Authority)</i> 6-7- weeks</p> <p>How do Buddhists worship at home? <i>(Belief, Worship)</i> 6-7 weeks</p>
Y2	<p>How and why do Christians care for others? <i>(Teachings/Authority, Impact of Faith)</i> 5-6-weeks</p> <p>How do Jews express their beliefs in home life? <i>(Belief, Worship, Impact of Faith)</i> 5-6 weeks</p> <p>How and why is light important at Christmas? <i>(Worship, Belief, Teachings/Authority)</i> 3 weeks</p>	<p>What can we learn from visiting a church? <i>(Belief, Worship)</i> 5 weeks</p> <p>Why is the Bible special for Christians? <i>(Teachings/Authority)</i> 5 weeks</p> <p>How do Christians celebrate Easter? <i>(Teachings/Authority, Worship, Belief)</i> 3 weeks</p>	<p>How do Buddhists express their beliefs in practice? <i>(Belief, Impact of Faith)</i> 8 weeks</p> <p>What can we learn from the story of St Cuthbert? <i>(Teachings/Authority, Impact of Faith)</i> 4 weeks</p>

KEY STAGE TWO

	Page
Overview	74-76
Diagram of Concepts and Themes	
Christianity: content, key questions, learning activities and experiences	78-81
Hinduism: content, key questions, learning activities and experiences	82-83
Sikhism: content, key questions, learning activities and experiences	84-85
Buddhism: content, key questions, learning activities and experiences	86-87
Islam: content, key questions, learning activities and experiences	88-89
Judaism: content, key questions, learning activities and experiences	90-91
Exemplar Long-Term Plan	92-93

OVERVIEW OF KEY STAGE 2

Throughout Key Stage 2, pupils build on their learning at KS1, deepening and broadening their factual knowledge of religions and developing their ability to investigate and enquire. Pupils recognise the impact of religion and belief, locally, nationally and globally, as they become more aware of the wider world in which they live. Pupils 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.

Pupils begin to recognise diversity in religion, learning about similarities and differences both within and between religions, and the importance of dialogue between them. They begin to question issues raised by life, beliefs and religions, and 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 RE.

Knowledge, Skills and Understanding

Learning about Religion (AT1)

1. Pupils should be taught to:
 - describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
 - 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;
 - identify and begin to describe the similarities and differences within and between religions;
 - investigate the significance of religion in the local, national and global communities;
 - consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
 - describe and begin to understand religious and other responses to ultimate and ethical questions;
 - use specialist vocabulary in communicating their knowledge and understanding;
 - use and interpret information about religions from a range of sources.

Learning from Religion (AT2)

2. Pupils should be taught to:
 - reflect on what it means to belong to a faith community, communicating their own and others' responses;
 - 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;
 - discuss their own and others' views of religious truth and belief, expressing their own ideas;
 - reflect on ideas of right and wrong and their own and others' responses to them;
 - reflect on sources of inspiration in their own and others' lives.

Breadth of Study

Throughout KS2, pupils should become familiar with:

- Christianity, Hinduism and Sikhism (core);
- **one** other principal religion (supplementary: Buddhism, Islam, Judaism)
- a religious community with a significant local presence in Darlington, where appropriate (this could be from one of the principal religions or another religion; see page 47);
- a secular world view, where appropriate.

Concepts and Themes

Four concepts are identified in this Agreed Syllabus, that underpin religion:

- **Belief**
 - **Teachings/Authority**
 - **Worship**
 - **Impact of Faith**
- } **Refer to pages 12-17**

Themes at KS2 build on the KS1 themes and show how the concepts can be explored in the religious material studied:

- **Beliefs and questions**
 - **Teachings and authority**
 - **Worship, pilgrimage and sacred places**
 - **The journey of life and death**
 - **Symbols and religious expression**
 - **Inspirational people**
 - **Religion and the individual**
 - **Religion, family and community**
 - **Beliefs in action in the world**
- } **Refer to pages 12-17 and diagram on page 77**

Both the concepts and themes are not mutually exclusive and do overlap. A Scheme of Work should cover all concepts and themes. Refer to page 161.

Planning at KS2

RE should be taught continuously throughout Key Stage 2 and with **sufficient curriculum time** allocated to cover the programme of study, assumed to be no less than 5% (minimum 45 hours per year).

When planning a Scheme of Work, teachers should devise an overall **key question for each unit** (refer to exemplar Long-Term Plan on pages 92-93). **Key content** from the relevant KS2 programme of study should then be identified.

The Levels of Attainment (pages 22-25) should be used at the start of Medium-Term Planning in order to identify the appropriate pitch of work (what pupils will be expected to know, understand and do). Pupils at KS2 are *generally* working around levels 2-5 with most pupils attaining level 4 at the end of the key stage.

Lesson Questions should be devised for each lesson which help answer the key unit question and take account of skills and attitudes.

Guidance on planning can be found on pages 161-163.

QCA units of work can be used **where they meet Agreed Syllabus specifications (this includes KS2 programme of study content)**.

The exemplar Long-Term Plan for KS2 on pages 92-93 has some single religion focus units, enabling the continuation of pupils' understanding of the distinctive beliefs and features of the religions studied. In other units, content can be drawn from more than one religion, in order to illustrate common themes and practices, enabling pupils to consider similarities and differences.

Some Experiences and Opportunities

Pupils at KS2 should have the opportunity to:

- encounter religion through visitors and visits to places of worship;
- focus on the impact and reality of religion on the local and global community;
- discuss religious and philosophical questions, giving reasons for their own beliefs and those of others;
- consider a range of human experiences and feelings;
- reflect on their own and others' insights into life and its origins, purpose and meaning;
- express and communicate their own and others insights through art and design, music, dance, drama and ICT;
- develop the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally;
- make links with other subjects as appropriate e.g. in a local study

KS2 CONCEPTS AND THEMES (exemplified through Christianity)

Concepts	BELIEF	TEACHINGS/ AUTHORITY	WORSHIP	IMPACT OF FAITH
Themes	<p>BELIEFS AND QUESTIONS: how beliefs about God, the world and others impact on their lives</p> <p>THE JOURNEY OF LIFE AND DEATH: why some occasions are sacred to believers and what people think about life after death</p>	<p>TEACHINGS AND AUTHORITY: what sacred texts and other sources say about God, the world and human life.</p> <p>INSPIRATIONAL PEOPLE: figures from whom believers find inspiration</p>	<p>THE JOURNEY OF LIFE AND DEATH: why some occasions are sacred to believers</p> <p>WORSHIP, PILGRIMAGE AND SACRED PLACES: where, how and why people worship</p> <p>SYMBOLS AND RELIGIOUS EXPRESSION: how religious and spiritual ideas are expressed</p>	<p>BELIEFS IN ACTION IN THE WORLD: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment</p> <p>RELIGION, FAMILY AND COMMUNITY: how religious families and communities practise their faith and the contributions this makes to local life</p> <p>RELIGION AND THE INDIVIDUAL: what is expected of a person in following a religion or belief</p>
Examples	<p>Nature of God: provider, just ruler, loving, the ‘otherness of God’</p> <p>Metaphors for God</p> <p>How belief in God is expressed in symbols, stories, music</p> <p>Life after death</p> <p>How Christians show belief in God through worship and actions</p>	<p>Jesus as Son of God; key events in the life of Jesus.</p> <p>Teaching of Jesus</p> <p>Bible as a Sacred Book</p> <p>Church leaders</p> <p>Saints of the North East and their influence</p>	<p>Church as place of worship and community</p> <p>Diversity of Christian worship</p> <p>Types of prayer, aids to prayer</p> <p>Symbolic colours and objects</p> <p>Festivals and Christian calendar</p> <p>Pilgrimage – Lourdes, Holy Land, Lindisfarne</p> <p>Ceremonies to mark journey of faith: First Communion, Confirmation, Believers’ Baptism</p>	<p>Christian values and ways of living</p> <p>Christian Aid, Cafod, Salvation Army</p> <p>Christian perspectives on poverty, environment, war</p>

KS2 CHRISTIANITY (core)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and questions • The journey of life and death 	<ul style="list-style-type: none"> • The nature of God as Creator, Provider, Just, Ruler, Loving, the 'otherness' of God who inspires awe and wonder. • Introduction to the Trinity: Creator God, Loving God, Powerful God. • How belief in God is expressed e.g. symbols, stories, language, music, icons, art. • Metaphors for God e.g. Father, Rock, Potter, Shepherd, Shield. • Jesus as Son of God, resurrection. • Life after death.
<p>TEACHINGS/AUTHORITY</p> <p>Themes:</p> <ul style="list-style-type: none"> • Teachings and authority • Inspirational people 	<ul style="list-style-type: none"> • Significance of Jesus as the Son of God for Christian belief as shown in key events in his life e.g. birth, baptism, temptation, miracles, death and resurrection, power to change lives, including disciples • Teaching of Jesus including the greatest commandments and selected parables (e.g. Prodigal Son, Good Samaritan). • The Bible as a sacred book, types of writing, literal and non-literal truth, importance for Christians, how it is used. • Saints of the North-East and their significance e.g. St. Hild, St. Cuthbert, St. Aidan, St. Bede. • The role of church leaders
<p>WORSHIP</p> <p>Themes:</p> <ul style="list-style-type: none"> • Worship, pilgrimage and sacred places • Symbols and religious expression • The journey of life and death 	<ul style="list-style-type: none"> • The Church as a place of worship and community. • Symbolic objects and colours found in churches, symbolism in arts – windows, banners, statues, sculptures, paintings. • Introduction to diversity of Christian worship within the local and global Christian community including Holy Communion, liturgical and non-liturgical worship, use of symbols, objects, rituals for private and corporate worship. • Types of prayer, aids to prayer, Lord's prayer. • Festivals – stories, symbols, rituals associated with Advent, Christmas, Epiphany, Lent, Palm Sunday, Last Supper, Good Friday, Easter Day, Pentecost (The Church Year). • Pilgrimage e.g. Lourdes, Holy Land, Lindisfarne. • Ceremonies, which mark commitment to faith (e.g. First Communion, adult baptism, confirmation) and the journey of life and death (funerals).

KS2 CHRISTIANITY (core)

<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Religion and the individual • Religion, family and community • Beliefs in action in the world 	<ul style="list-style-type: none"> • Christian values and ways of living: love, forgiveness, living by moral codes e.g. Ten Commandments, teaching of Jesus to love God, love your neighbour as yourself. • Living in a religious community. • Christian love in action e.g. local faith communities, Christian organisations such as Christian Aid, Cafod, work of Salvation Army. • Christian perspective on moral issues e.g. poverty, environment, war.
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KEY QUESTIONS:

What do Christians believe about Jesus?

What do Christians believe about God?

What is the Bible and why it is important to Christians?

What can we learn about Christian symbols and faith through visiting church buildings?

How do Christians express their beliefs through worship?

How do the beliefs of Christians affect their actions?

Which figures may be inspirational in Christianity?

What can we learn from religious communities in our local area?

How do religious teachings affect the way some people make moral decisions?

Why should people with a religious faith care about the environment?

Why do millions travel to sacred places?

Why are symbols important in religions?

KS2 CHRISTIANITY

Possible Learning Activities and Experiences

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| <ul style="list-style-type: none"> • Explore a variety of images/art of Jesus, learn about symbols shown and what they mean. • Produce creative and extended writing about the parables of Jesus. • Produce a timeline for life of Jesus. • Think about modern day stories that have a moral or message. • Take part in drama/role-playing e.g. hot seating for characters in stories about Jesus (e.g. healing of paralysed man). • Explore Christian metaphors for God through pictures/poetry/art. • Listen to a variety of Christian music and discuss similarities and differences. • Explore a variety of Christian artefacts connected with worship. • Visit local Christian church and compare with other denominations through a virtual tour. • Explore the use and significance of colour in the church year. • Think about how colour can signify our feelings/emotions/experiences and ideas. • Consider the importance of ritual in our lives. • Ask questions that Christian beliefs about God raise. | <ul style="list-style-type: none"> • Explore how the Ten Commandments may be understood by Christians today. • Think about and discuss moral decisions they make. • Discuss ways in which humans can look after the natural world today. • Produce creative work in response to work on the environment. • Explore different types of literacy genres in the Bible. • Make a Bible library of books for display. • Classify what they know about Jesus. • Consider life as a journey and think about important times. • Ask a Christian visitor to talk about their faith/role/response to issues such as environment, making moral decisions. • Explore artefacts connected with prayer. • Look at types of prayer: thanksgiving, praise (adoration), confession, supplication/intercession (asking). • Explore the Lord's Prayer and what it means. • Look at Christian prayers around the world. • Watch a video of Christian worship from another country/continent. |
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KS2 CHRISTIANITY

Possible Learning Activities and Experiences (continued)

<ul style="list-style-type: none">• Use creative and extended writing to explore events in Holy Week e.g. Palm Sunday.• Explore ideas of despair, sorrow, grief, joy and hope and link to the Easter story.• Think about times when they have been betrayed or tempted and discuss.• Visit place of significance in the local area e.g. Durham Cathedral, Whitby Abbey, Lindisfarne, Bede's World.• Consider the value and significance of symbols and objects in their life.	<p>School Ideas for Additional Activities and Experiences</p>
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KS2 HINDUISM (core)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and questions • The journey of life and death 	<ul style="list-style-type: none"> • One God in many forms Trimurti (Brahma, Vishnu, Shiva). • Concept of avatars e.g. Rama, Krishna. • Nature of God as expressed in murtis (images), pictures, symbols, dance, Aum. • Atman (individual soul), Karma. • Reincarnation.
<p>TEACHINGS/AUTHORITY</p> <p>Themes:</p> <ul style="list-style-type: none"> • Teachings and authority • Inspirational people 	<ul style="list-style-type: none"> • Sacred scriptures and how they are used by adherents. • Stories e.g. with a moral, about good and evil. • Ramayana story (Divali). • Mahatma Gandhi.
<p>WORSHIP</p> <p>Themes:</p> <ul style="list-style-type: none"> • Worship, pilgrimage and sacred places • Symbols and religious expression • The journey of life and death 	<ul style="list-style-type: none"> • Worship at home and in the mandir. • Puja, arti ceremony. • Importance of pilgrimage e.g. to the River Ganges, Varanasi. • Festivals e.g. Divali, Holi. • Samskars e.g. initiation (sacred thread), funeral rites.
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Religion and the individual • Religion, family and community • Beliefs in action in the world 	<ul style="list-style-type: none"> • Importance of family and home, where values and ritual are learned. • Respect for forms of life, non-violence (ahimsa), importance of karma. • Food laws/vegetarianism.

KS2 HINDUISM

KEY QUESTIONS:

What do Hindus believe about God?

How do Hindus celebrate Divali?

How do Hindus worship at home and in the mandir?

How do the beliefs Hindus affect their actions?

Why do Hindus travel to sacred places?

Why should people with a religious faith care about the environment?

Why are symbols important to religions?

Possible Learning Activities and Experiences

<ul style="list-style-type: none"> • Explore symbols of murtis and their meanings. • Produce a diagram (e.g. calligram) to show belief in reincarnation. • Produce poster to describe key beliefs in atman, karma. • Discuss some Hindu stories which have a moral. • Produce their own story on moral theme e.g. 'It never pays to be hurtful!', 'Good will always triumph over evil'. • Produce extended writing on Divali story e.g. character analysis. • List modern stories (cartoons, films, book, TV) which show good defeating evil. • Produce a poster to show how Hindus celebrate Divali both at home, the mandir and the community. • Reflect on the importance of light as a symbol. • Visit/virtual tour of a temple. • Ask a Hindu visitor to talk about the importance of worship in the home and at the mandir. • Watch excerpt from film about Mahatma Gandhi. • Discuss what makes someone a good leader/good role model. • Produce an annotated timeline for Hindu journey of life to include Sacred Thread and funeral. • Learn about Hindu belief in non-violence. • Discuss use of violence/non-violence to solve problems in our world. 	<p>School Ideas for Additional Activities and Experiences</p>
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KS2 SIKHISM (core)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and questions • The journey of life and death 	<ul style="list-style-type: none"> • One God: Creator, Sustainer, without image, Truth, without fear, timeless • Description of God in the Mool Mantar, symbolised in the Ik Onkar • Equality – all human beings are equal in the sight of God; how this affects behaviour • Life after death
<p>TEACHINGS/AUTHORITY</p> <p>Themes:</p> <ul style="list-style-type: none"> • Teachings and authority • Inspirational people 	<ul style="list-style-type: none"> • The Guru Granth Sahib: how the importance of the holy book as a living guru is shown through the way it is treated, some teachings from the Granth Sahib • The lives of the 10 Gurus with special reference to Guru Nanak, Guru Har Gobind, Guru Gobind Singh (formation of Khalsa)
<p>WORSHIP</p> <p>Themes:</p> <ul style="list-style-type: none"> • Worship, pilgrimage and sacred places • Symbols and religious expression • The journey of life and death 	<ul style="list-style-type: none"> • The Gurdwara – place of worship and community; removal of shoes, covering heads; langar (shared meal), where the Guru Granth Sahib is kept • Worship – music, prayers, led by the Granthi • Pilgrimage to the Golden Temple, Amritsar • Symbols of Sikhism – 5 Ks, Khanda, amrit, names, Nishan Sahib • Expression of faith through festivals e.g. Baisakhi, Divali • The journey of life: baby naming, amrit, marriage, funerals
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Religion and the individual • Religion, family and community • Beliefs in action in the world 	<ul style="list-style-type: none"> • Individual commitment through initiation (amrit) wearing the 5 Ks • Values shown by individuals, family and community: equality, • Nam Simran (thinking about God based on scriptures), Kirat Karna (earning a living by one's own honest efforts), Vand Chhakna (sharing), Sewa (selfless service). • How the community expresses these values e.g. langar • Global issues e.g. respect for natural world and environment, social justice

KS2 SIKHISM

KEY QUESTIONS:

- Why are the Gurus important for Sikhs?**
- Why is the Gurdwara important to Sikhs?**
- How do Sikhs celebrate Divali?**
- How do Sikhs show commitment to their faith?**
- What can we learn about religious communities in our local area?**
- Why should people of a religious faith care about the environment?**
- Why do millions travel to sacred places?**
- Why are symbols important to religions?**

Possible Learning Activities and Experiences

<ul style="list-style-type: none"> • Produce extended writing in response to story behind Sikh Divali. • Consider stories (films, books, cartoons) about good triumphing over evil. • Consider how light is used as a symbol. • Produce poster to show how Sikhs celebrate Baisakhi. • Visit gurdwara or use virtual visit. • Research (using ICT) how Sikhs worship in the gurdwara. • Explore pictures/artefacts about Guru Granth Sahib and how it is treated. • Discuss ways in which we show respect in society today. • Discuss what equality means and how it is shown/not shown in our society today. • Find out how Sikhs show equality in the langar meal. • Explore the 5 Ks and what they mean. • Reflect on key ideas behind the 5 Ks in pupils' lives e.g. what do they believe is eternal? • Find out about amrit ceremony and explore objects/symbols associated with it. • Explore significance of rituals/symbols in our lives. 	<ul style="list-style-type: none"> • Discuss the importance of living and working in a supportive community. • Produce creative/extended writing in response to stories about gurus. • Ask a Sikh visitor to come and talk about what it means to belong to Sikhism. • Learn about the different ways Sikhs show service: material, physical, mental. • Work on class project to serve community and explore how children can help: material, physical, mental. • Produce a poster about the 5 Ks. • Discuss ways in which people show respect today and who and what they show respect to. • Annotate copy of Mool Mantar with symbols/words to describe and explain key ideas. • Visit gurdwara/virtual tour to show how Guru Granth Sahib is treated. • Read some portions of the Guru Granth Sahib and discuss. • Listen to music played in a gurdwara. • Learn about Sikh respect for natural world and relate to own experiences of natural world.
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KS2 BUDDHISM (supplementary)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and questions • The journey of life and death 	<ul style="list-style-type: none"> • The Buddha • Importance of the mind in the search for true happiness • Rebirth, kamma (karma – law of actions and effects) and nibbana (nirvana – liberation from suffering) • Importance of the Buddha, the Dhamma (teaching), the Sangha (community) • Life after death
<p>TEACHINGS/AUTHORITY</p> <p>Themes:</p> <ul style="list-style-type: none"> • Teachings and authority • Inspirational people 	<ul style="list-style-type: none"> • The Buddha: his birth, upbringing as a prince, the four signs and the great renunciation, years in the forest, enlightenment, teaching, death • Buddhist teaching: the Four Noble Truths, the Eightfold Path, the Five Moral Precepts, kamma and rebirth • Stories which illustrate these teachings
<p>WORSHIP</p> <p>Themes:</p> <ul style="list-style-type: none"> • Worship, pilgrimage and sacred places • Symbols and religious expression • The journey of life and death 	<ul style="list-style-type: none"> • Significance of Buddhist home shrine and importance of the Buddha image, offerings made to Buddhas • Ways of worship: meditation, chanting, mantras, beads, prayer wheels, prayer flags • Festival of Wesak • Ceremonies connected with birth and death • Symbols: the three treasures, the wheel, the lotus, the Bodhi tree
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Religion and the individual • Religion, family and community • Beliefs in action in the world 	<ul style="list-style-type: none"> • Following the teachings of the Buddha – the middle way • The importance of: the Sangha (community) and the monastic community; ordination and dharma centres to the lay community • Values and action based on moral codes (e.g. giving to others, harm no living thing, environment, suffering, poverty, justice) – linked to teachings on kamma and the Buddhist path to nibanna

KS2 BUDDHISM

KEY QUESTIONS:

What are the key beliefs of Buddhism?

What does Buddhism say about the environment?

What do symbols mean to religions?

How do Buddhist teachings affect the way Buddhists live their lives?

What can we learn about religious communities in our local area?

Possible Learning Activities And Experiences

- Discuss meaning of some stories about the Buddha.
- Produce a poster of Four Noble Truths, Eightfold Path.
- Talk about ways in which people can follow the Eightfold Path today e.g. through right actions etc.
- Produce a booklet for younger children on the life of Buddha.
- Explore objects in a Buddhist home shrine and their significance.
- Explore the symbolism of variety of Buddhist rupas.
- Explore what is meant by happiness. Why do we experience problems?
- Produce a presentation on how and why Buddhists celebrate Wesak.
- Visit a Buddhist monastery and ask questions about way of life.
- Produce posters to show Buddhist teaching on care for living things and the environment.
- Produce questions to ask a Buddhist visitor.
- Consider the importance of compassion and respect for all.

KS2 ISLAM (supplementary)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and questions • The journey of life and death 	<ul style="list-style-type: none"> • The nature of Allah revealed in the Qur'an, oneness of God, Creator, provides all things, gives guidance through messengers and books • 99 names for Allah • Shahadah: declaration of belief and faith • Islam means submission. • Life after death
<p>TEACHINGS/AUTHORITY</p> <p>Themes:</p> <ul style="list-style-type: none"> • Teachings and authority • Inspirational people 	<ul style="list-style-type: none"> • The Qur'an as the true word of God; how the Qur'an was revealed to Muhammad • Passages from the Qur'an and how it is treated with respect • Muhammad: his key role as the final prophet, use of pbuh (peace be upon him), stories about Muhammad
<p>WORSHIP</p> <p>Themes:</p> <ul style="list-style-type: none"> • Worship, pilgrimage and sacred places • Symbols and religious expression • The journey of life and death 	<ul style="list-style-type: none"> • Five pillars – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting during Ramadan) and Id-ul-Fitr, Zakah (alms giving); Hajj (pilgrimage) • Mosque, Friday prayer (Jumu'ah) • The role of the imam • Symbols e.g. ritual washing, (wuzu), removing shoes, covering head • The journey of life: rituals connected with birth, funerals
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Religion and the individual • Religion, family and community • Beliefs in action in the world 	<ul style="list-style-type: none"> • Showing commitment through obedience and following the five pillars • Family life e.g. home life for children, leadership, roles of parents, respect for leaders • Values – honesty, good manners, giving alms (zakah), sadaqah (voluntary payment/good actions for charity), Muslim Aid • Ummah – worldwide community of Islam • Mosque as a social welfare centre for the community

KS2 ISLAM

KEY QUESTIONS:

What is the Qur'an and why is it important to Muslims?

Why is Muhammad important to Muslims?

What can we learn from visiting a mosque?

What can we learn about religious communities in our local area?

What do Muslims believe about God and how do they show this in salah?

How do Muslim beliefs affect their actions?

Why do millions travel to sacred places?

Why are symbols important to religions?

Possible Learning Activities and Experiences

- Explore the 99 names for God and discuss what the words mean.
- Produce extended writing based on story of Muhammad receiving the Qur'an.
- Show video/pictures of how the Qur'an is treated.
- Talk about how symbols can be actions, objects, language etc.
- Explore some teachings of the Qur'an.
- Look at picture/virtual visit to mosque and describe key features.
- Visit local mosque and talk to Muslims about why they remove shoes/cover head.
- Find out about salat (ritual prayer) and explore symbols and objects associated with it.
- Discuss why some people pray and what issues this raises.
- Introduce the five pillars and learn the key words.
- Produce poster on importance of zakah.
- Invite Muslim to visit school and talk about faith/take part in question/answer session.
- Explore and respond to Islamic art.
- Ask questions about belief in God and discuss the issues raised.
- Interview a Muslim about fasting during Ramadan, and Eid celebrations.
- Produce a diary journal for Muslim performing hajj.
- Discuss different forms of community (local, national, global) and some of the rights and duties of belonging to a community.

School Ideas for Additional Activities and Experiences

KS2 JUDAISM (supplementary)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and questions • The journey of life and death 	<ul style="list-style-type: none"> • Beliefs about God as one, Creator, provider for all as expressed through the Shema prayer, first four Ten Commandments, Psalms, song and prayers, stories from the Torah • God as provider in life; after-life
<p>TEACHINGS/AUTHORITY</p> <p>Themes:</p> <ul style="list-style-type: none"> • Teachings and authority • Inspirational people 	<ul style="list-style-type: none"> • The importance of the Torah • Sefer Torah • Ten Commandments and 613 commandments • The place and significance of the Torah in the synagogue • Giving of Torah to Moses on Mount Sinai • Importance of Moses, receiving the Ten Commandments, leading the Israelites out of slavery (Passover)
<p>WORSHIP</p> <p>Themes:</p> <ul style="list-style-type: none"> • Worship, pilgrimage and sacred places • Symbols and religious expression • The journey of life and death 	<ul style="list-style-type: none"> • The synagogue as place of worship, study, community • Sabbath worship in the synagogue • Passover (story and celebrations today) • Symbols: wearing of kippah, tallit, tefillin, menorah, Star of David, mezuzah • The importance of Jerusalem • Bar/Bat Mitzvah, funeral rites
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Religion and the individual • Religion, family and community • Beliefs in action in the world 	<ul style="list-style-type: none"> • Ten commandments and laws – impact on individual and community values and actions • Family life: the Jewish home, kosher, food laws • Importance of community life – synagogue, tzedaka (charity) • Care for the world and environment, responses to global issues

KS2 JUDAISM

KEY QUESTIONS:

How and why do Jews celebrate Passover?

Why is the synagogue important?

What is the Torah and why is it important?

Why do millions travel to sacred places?

Why should people of a religious faith care about the environment?

Why are symbols important to religion?

What can we learn about religious communities in our local area?

Possible Learning Activities and Experiences

- Annotate the Shema prayer and some Psalms.
- Put the Ten Commandments in everyday language.
- Discuss modern day situations concerning the Ten Commandments.
- Watch a video showing Ark and how Torah scrolls are treated and read from during Synagogue service.
- Produce extended writing on the giving and receiving of the Ten Commandments to Moses.
- Discuss the importance of remembering the past.
- Produce a cartoon strip to show the sending of plagues and exodus from Egypt.
- Re-enact the Passover meal.
- Produce work to show how own ideas/feelings/beliefs can be expressed through symbols.
- Visit a synagogue/virtual tour.
- Ask a Jewish visitor to talk about importance of home in Jewish life.
- Learn about Jewish beliefs concerning the environment, linking to the Genesis creation story.
- Produce posters called 'Save Our Planet'.

KS2 EXEMPLAR LONG-TERM PLAN

Based on Christianity, Hinduism and Sikhism (core) and Islam (supplementary)

	AUTUMN	SPRING	SUMMER
Y3	<p>What do Hindus believe about God? <i>(Belief)</i> <i>8 weeks</i></p> <p>How and why do Hindus and Sikhs celebrate Divali? <i>(Teachings/Authority, Worship)</i> <i>4 weeks</i></p> <p>Christmas How and why is Advent important to Christians? <i>(Worship, Teachings/Authority, Belief)</i> <i>3 weeks</i></p>	<p>What do Christians believe about Jesus? <i>(Belief, Teachings/Authority)</i> <i>7-8 weeks</i></p> <p>Easter What do Christians remember on Palm Sunday? <i>(Belief, Teaching/Authority, Worship)</i> <i>3 weeks</i></p>	<p>How and why do Hindus worship at home and in the Mandir? <i>(Worship, Impact of Faith)</i> <i>6 weeks</i></p> <p>How do the beliefs of Hindus affect their actions? <i>(Belief, Impact of Faith)</i> <i>6 weeks</i></p>
Y4	<p>Why are the Gurus important for Sikhs? <i>(Belief, Teachings/Authority)</i> <i>5-6 weeks</i></p> <p>Why is the Gurdwara important to Sikhs? <i>(Worship, Impact of Faith)</i> <i>5-6 weeks</i></p> <p>Christmas Why do Christians call Jesus the 'light of the world'? <i>(Worship, Teachings/Authority, Belief)</i> <i>3 weeks</i></p>	<p>What is the Bible and why is it important to Christians? <i>(Belief, Teaching/Authority, Worship)</i> <i>7 weeks</i></p> <p>Easter Why is Lent such an important period? <i>(Belief, Worship, Teachings/Authority)</i> <i>3 weeks</i></p>	<p>How do Sikhs show commitment to faith? <i>(Impact of Faith, Worship)</i> <i>6 weeks</i></p> <p>What can we learn about symbols and beliefs from visiting church buildings? <i>(Belief, Worship)</i> <i>6 weeks</i></p>

KS2 EXEMPLAR LONG-TERM PLAN (continued)

	AUTUMN	SPRING	SUMMER
Y5	<p>What is the Qur'an and why is it important to Muslims? <i>(Belief, Teachings/Authority, Impact of Faith,)</i> 6 weeks</p> <p>What can we learn from visiting a mosque? <i>(Belief, Worship, Impact of Faith,)</i> 6 weeks</p> <p>Christmas What are the themes of Christmas? <i>(Belief, Worship, Teachings/Authority)</i> 3 weeks</p>	<p>What do Christians believe about God? <i>(Belief)</i> 7- 8 weeks</p> <p>Easter What happened at the Last Supper? <i>(Belief, Worship, Teachings/Authority)</i> 3 weeks</p>	<p>Why do millions travel to sacred places? <i>(Worship, Impact of Faith)</i> 6 weeks</p> <p>What religious communities are there in Darlington? <i>(All concepts)</i> 6 weeks</p>
Y6	<p>How do the beliefs of Christians affect their actions? <i>(Belief, Impact of Faith)</i> 6 weeks</p> <p>What figures may be inspirational in Christianity? <i>(Teachings/Authority, Impact of Faith)</i> 8 weeks</p> <p>Christmas What do the gospel stories tell us about the birth of Jesus? <i>(Belief, Teachings/Authority)</i> 3 weeks</p>	<p>How do Christians express their beliefs through worship? <i>(Worship, Belief)</i> 7-8 weeks</p> <p>Easter Why are Good Friday and Easter Day the most important days for Christians? <i>(Belief)</i> 3 weeks</p>	<p>What do religions say about the environment? <i>(Impact of Faith)</i> 6 weeks</p> <p>Why are symbols so important in religions? <i>(All concepts)</i> 6 weeks</p>

KEY STAGE 2/3 – TRANSITION AND TRANSFER

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TRANSITION AND TRANSFER – OVERVIEW

If pupils are to make good progress in RE at KS3, it is crucial that effective liaison has taken place between partner KS2 and KS3 schools. Transfer between primary and secondary can be problematic as pupils' experience of RE in primary school will be varied. However, the Agreed Syllabus, with its requirement for religions to be covered as core at KS1 (Christianity and Buddhism) and KS2 (Christianity, Hinduism, Sikhism), as shown in the exemplar Long-Term Plans, does enable a common core of experience for secondary schools to build on. It is important that schools give the necessary time and resources to RE subject leaders to ensure that effective liaison and planning can take place. This is particularly important for a secondary Head of Department who has several partner primary schools.

The smooth transition between KS2 and KS3 is vital and this bridging unit aims to promote continuity and progression between the two. It will provide:

- Year 6 teachers with opportunities to consolidate and reinforce prior learning;
- Year 7 teachers with a starting point and establishes a framework to build on and develop in KS3.

It is anticipated that Year 6 and Year 7 teachers will plan together. Whilst it is appreciated that this cannot always take place through meetings, contact can be made through e-mail, letters, the phone, so that each teacher feels part of the planning process.

The KS2/3 Bridging Unit – Symbols in Religion

This unit is concerned with the meaning, importance and use of symbols to help believers explore, affirm and express their faith.

Pupils should have the opportunity to experience a variety of symbolic forms including objects, colours, music, art, ritual, language.

Planning for both phases should enable pupils to learn about and learn from religion and be pitched at the appropriate **levels of attainment** (usually levels 3-5 with majority of pupils working at level 4 by the end of Year 6). This will enable continuity and progression to take place, giving pupils a 'bridge' for their learning.

The Year 6 element should enable every pupil to produce a piece of work that can be taken with them to the secondary school.

The unit **must** be taught in the second half of the Summer Term in Year 6 and the first half of the Autumn Term in Year 7. Each half should be based on a key question (see below) and take **at least six hours** of curriculum time. The key questions for each half (the same or different) will be developed through lesson questions and will provide the focus for learning throughout. Content from any of the six religions can be used.

Examples of key questions:

- How can symbols help religious people express beliefs about God?
- How do religious believers use symbols in practice?
- How do symbols help religious people to remember the past?
- How and why are symbols important?
- How might music, art, drama, colour and food express religious ideas and feelings?
- How can religious language be symbolic?
- How do symbols express beliefs and spirituality?

KS 2/3 BRIDGING UNIT PROGRAMME OF STUDY

Belief	<ul style="list-style-type: none"> How symbols express religious belief in God, meaning of good and evil, life after death e.g. colours in the Church Year, language used to describe God in Hinduism, Sikhism and Christianity, Jewish funeral rituals, Hindu murtis, main symbols of Islam, Buddhism and Sikhism, light as a symbol, mandalas as expressions of belief and human experience
Teachings/Authority	<ul style="list-style-type: none"> Symbols used to convey the significance of and beliefs about key religious figures e.g. Buddha rupa, 'I am' sayings of Jesus, Jesus as the 'light of the world', the cross, Muhammad and pbuh, halo, angels Symbolic actions and objects that demonstrate respect for sacred scriptures e.g. lectern, yad, chauri, Qur'an stand, Torah scrolls and Ark, how the Guru Granth Sahib is treated Non-literal language in sacred text e.g. myth, legend, parable, fable, poetry
Worship	<ul style="list-style-type: none"> Symbolic objects, actions, rituals, language, music, colour used in prayer, liturgy, festivals, story, sacred texts, sacred buildings, rites of passage e.g. <ul style="list-style-type: none"> prayer: prayer beads, kneeling, votive candles, prostration, washing, covering heads food: Holy Communion, Passover meal, kara prashad
Impact of Faith	<ul style="list-style-type: none"> Symbols that demonstrate commitment and vocation e.g. the 5 Ks, the dress of monks and nuns, the Salvation Army uniform, mezuzah, cross, fish, rituals of pilgrimage Language of vows and promise Symbolic stories

**Key Themes for KS2 and KS3: Beliefs and questions;
Beliefs and concepts; Symbols and religious expression; Expressions of spirituality**

KEY STAGE THREE

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OVERVIEW OF KEY STAGE 3

Throughout Key Stage 3, pupils extend their understanding of Christianity and at least two other principal religions in a local, national and global context. They deepen their understanding of important beliefs and concepts and consider issues of truth and authority in religion.

Many pupils at this stage become more critical of religion and begin to question its relevance. This provides teachers with the opportunity to engage pupils in a range of ultimate questions; theological, philosophical and ethical; and develop reasoned, evaluative and critical thinking. Where appropriate, pupils will consider secular world views.

Teachers should ensure that pupils can build on knowledge, understanding and experiences gained in the primary years by deepening their understanding of important religious beliefs and concepts and by introducing them to a more complex study of religion. Pupils should have the opportunity to 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 will interpret religious texts and sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They will have opportunity to 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.

Pupils should be given the opportunity to use their growing self-awareness to consider their own beliefs, values and relationships whilst appreciating and respecting others responses to religious, philosophical, spiritual and ethical issues.

Knowledge, Skills and Understanding

Learning about Religion (AT1)

1. Pupils should be taught to:

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

Learning from Religion (AT2)

2. Pupils should be taught to:

- reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments;
- evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas;
- express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;
- 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;
- express their own beliefs and ideas, using varied of forms of expression.

Breadth of Study

Throughout KS3, pupils should become familiar with:

- Christianity, Islam and Judaism (core study)
- Aspects of the three remaining principal religions (supplementary study)
- A religious community with a significant local presence, where appropriate (this could be from one of the principal religions or another religion; see page 47)
- Secular world views, where appropriate

Concepts and Themes

Four concepts are identified in the Agreed Syllabus that underpin religion:

- **Belief**
 - **Teachings/Authority**
 - **Worship**
 - **Impact of Faith**
- } **Refer to pages 12-17**

Themes at KS3 build on the KS1 and KS2 themes and show how the concepts can be explored in the religious material studied:-

- **Beliefs and concepts**
 - **Religion and science**
 - **Authority**
 - **Expressions of spirituality**
 - **Ethics and relationships**
 - **Rights and responsibilities**
 - **Global issues**
 - **Interfaith dialogue**
- } **Refer to pages 12-17 and diagram on page 103**

Both the concepts and themes are not mutually exclusive and do overlap. A Scheme of Work should cover all concepts and themes.

Planning at KS3

RE should be taught continuously throughout KS3 and with **sufficient curriculum time** allocated to cover the programme of study, assumed to be no less than 5% (minimum 45 hours per year).

When planning a Scheme of Work, teachers should devise an overall **key question for each unit** which will enable pupils to deepen their understanding of beliefs and concepts and engage in evaluative and critical thinking (refer to pages 116-117 for examples of key questions and page 118 for an exemplar Long-Term Plan. **Key content** from the relevant KS3 programmes of study should then be identified.

A Long-Term Plan at KS3 should consist of several single religion units (e.g. What is the significance of the Bible to Christians?) from the core religions, Christianity, Islam and Judaism, and some units which will draw content from more than one religion (core, supplementary and other world views), e.g. Is death the end? What do religions teach about the after-life? These units illustrate common theological, philosophical and spiritual ideas within religions and enable pupils to consider similarities and differences between religions.

The Levels of Attainment (pages 22-25) should be used at the start of the Medium-Term Planning process for each unit of work in order to identify the appropriate challenge (what pupils will be expected to know, understand and do). Pupils at KS3 are *generally* working around levels 3-7, with most pupils attaining levels 5/6 at the end of the key stage.

Lesson Questions should be devised for each lesson or group of lessons which help answer the key unit question, and take account of skills and attitudes.

Further guidance on planning can be found on pages 161-163. QCA units of work can be used **where they meet Agreed Syllabus specifications** (this includes KS3 programme of study content).

Some Experiences and Opportunities

Pupils at KS3 should have the opportunity to:

- encounter people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues;
- visit, where possible, places of religious significance, using opportunities in ICT to enhance pupils' understanding of religion;
- discuss, question and evaluate important issues in religion and philosophy, including ultimate questions and ethical issues;
- reflect on and carefully evaluate their own beliefs and values and those of others in response to their learning in RE, using reasoned, balanced arguments;
- use a range of forms of expression (e.g. art and design, music, dance, drama, writing, ICT), to communicate their ideas and responses creatively and thoughtfully;
- explore the connections between RE and other subject areas such as the arts, humanities, literature, science.

KS3 CONCEPTS AND THEMES (exemplified through Christianity)

Concepts	BELIEF	TEACHINGS/ AUTHORITY	WORSHIP	IMPACT OF FAITH
Themes	<p>BELIEFS AND CONCEPTS: the key ideas and questions of meaning in religious beliefs, including issues related to God, truth, the world, human life and life after death</p> <p>RELIGION AND SCIENCE: issues of truth, explanation, meaning and purpose</p>	<p>AUTHORITY: different sources of authority and how they inform believers' lives</p>	<p>EXPRESSIONS OF SPIRITUALITY: how and why human self-understanding and experiences are expressed in a variety of forms</p>	<p>ETHICS AND RELATIONSHIPS: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil</p> <p>RIGHTS AND RESPONSIBILITIES: what religions and beliefs say about human rights and responsibilities, social justice and citizenship</p> <p>GLOBAL ISSUES: what religions and beliefs say about health, wealth, war, environment, animal rights</p> <p>INTERFAITH DIALOGUE: a study of relationships, conflicts, collaboration within and between religions and beliefs</p>
Examples	<p>How Christians find evidence of God e.g. scripture, natural world, human experience</p> <p>Jesus as human and divine</p> <p>Problem of evil and suffering</p> <p>Relationship between science and religion e.g. creation, miracles</p> <p>Nature of God – omnipotent, omniscient, benevolent, transcendent, trinity</p>	<p>Nature of Jesus as Messiah</p> <p>Priesthood, church leaders, Pope, scripture, tradition</p> <p>Teaching of Jesus about Kingdom of God</p> <p>Bible as source of authority and revelation</p> <p>Issues connected with authority e.g. role of women</p>	<p>Diversity within Christianity for forms of expression</p> <p>Use of arts in worship e.g. music, dance, art</p> <p>Rites of passage</p> <p>Sacred places e.g. cathedrals, monastic communities</p>	<p>Wealth and poverty</p> <p>Prejudice and discrimination</p> <p>How moral choices can be made e.g. scripture, tradition, belief in love, forgiveness, justice</p> <p>Ecumenical Movement today</p> <p>Role of Christianity in interfaith dialogue</p> <p>Peace and conflict</p>

KS3 CHRISTIANITY (core)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • How Christians find evidence for existence of God in human experience, the natural world, scripture, tradition, reason • The Trinity and the presence of the Holy Spirit • The nature of God: omnipotent, omniscient, omnipresent, benevolent, transcendent, imminent – what issues these beliefs raise for Christians • The nature of truth, evidence, belief, expression in Christian thinking • The nature of Jesus as human and divine (incarnation and resurrection) • The relationship between religion and science in Christian thinking e.g. creation, miracles. • Life after death • Humans are made in God's image – the purpose of life • The existence of evil and suffering
<p>TEACHINGS/AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • The nature of Jesus; Jesus as Messiah; teaching of Jesus about the Kingdom of God; beliefs about incarnation, resurrection and ascension • The Bible as a source of authority and revelation; differing ways of interpreting the Bible (literal and non-literal); a guide for living as a Christian and making moral decisions; as a source of inspiration and comfort; as account of the development of Church • Differing views on the nature of authority in the Church today e.g. Pope, Church leaders, priesthood, reason, scripture, tradition, Holy Spirit. Connected issues e.g. women priests
<p>WORSHIP</p> <p>Theme:</p> <ul style="list-style-type: none"> • Expressions of spirituality 	<ul style="list-style-type: none"> • Diversity in expressions of spirituality between denominations and traditions both locally and <i>globally</i> in the present and in the past • Use of the arts – music, art, sculpture, drama, dance as worship • Forms of worship e.g. Eucharist, prayer, liturgical and non-liturgical • Rites of passage particularly funerals as expressions of belief and spirituality • Sacred places e.g. cathedrals, abbeys, sites of pilgrimage, retreats, monastic communities

KS3 CHRISTIANITY (core)

<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • How ethical and moral choices may be made by Christians based on: scripture; tradition, Christian belief in forgiveness, compassion, love, justice, good and evil • Attitudes to: human rights and responsibilities, social justice, citizenship including service to others, prejudice and discrimination, equality, family life • Responses to contemporary and global issues e.g. wealth and poverty, suffering, peace and conflict, animal rights, environment • The Ecumenical Movement today – locally, nationally, globally • Interfaith dialogue between religions
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Possible Learning Activities and Experiences

SEE KEY QUESTIONS ON PAGES 116-117

- Produce a questionnaire on belief in God/reasons for belief/disbelief and make a presentation of findings.
- Invite a Christian visitor to answer questions e.g. life after death, belief in God, miracles, view of creation, suffering.
- Organise a debate on 'Science has proved that God does not exist'.
- Compare the gospel accounts of the resurrection.
- Discuss different ways in which Christians interpret the Bible and how they refer to it in making decisions about contemporary issues e.g. family life.
- Research ways in which Christians try to combat prejudice and discrimination and make a presentation.
- Produce a poster/PowerPoint presentation/DVD to show how different Christians are trying to work together.
- Look at different images/pictures of Jesus to explore what the artists are trying to communicate.
- Produce artwork to explore beliefs about life after death.
- Collect newspaper articles showing the presence of suffering in the world, and distinguish between moral and non-moral evil.
- Explore how beliefs are expressed in Christian funeral service.
- Create a spider diagram in response to the word 'justice'.
- Compare different attitudes towards the role of women in Christianity and discuss.

KS3 ISLAM (core)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • Allah as the one True God; Tawhid – the unity of Allah: all-powerful, creator, provider, no partners or equals (Shirk – the worst sin for a Muslim, to associate anything as being equal or partner to Allah); 99 names for God in the Qur’an; Surah 1; 112; 59:22-24. The Shahadah – the declaration of faith. • 6 beliefs: One God (tawhid), guidance through angels, prophets, holy books (risalah), Judgement Day and life after death (akirah). • The relationship between religion and science. • Evil and suffering.
<p>TEACHINGS/AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • The Qur’an – the revealed book, unchanging nature. • Muhammad – the final prophet, his role and significance. • Other sources of authority: Hadith (sayings of the prophet), Sirah (biographical writings about the conduct and example of the Prophet), Sunnah (actions of the prophet), Shari’ah law, imams. • Different views of authority in Sunni and Shi’ah Islam.
<p>WORSHIP</p> <p>Theme: Expressions of spirituality</p>	<ul style="list-style-type: none"> • Five pillars as expressions of belief and spirituality through worship and action. • Prayer – salah, Friday prayers (Jumu’ah), Du’a (personal prayer and supplication). • Rites of passage as expressions of belief and spirituality. • Sacred sites including Mecca, Medinah, Jerusalem.
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • Making moral decisions based on the Qur’an and the Hadith. • Attitudes to human rights and responsibilities, social justice, citizenship, including concept of ummah (worldwide community), charity (zakah, khwms and sadaqah), prejudice and discrimination, equality, family life (including diet, modesty, sexual relations), jihad (personal struggle in the way of Allah to achieve self-improvement, campaign of truth, defence of faith, helping the oppressed). • Responses to contemporary environmental and global issues e.g. wealth and poverty, peace and conflict, suffering, animal rights, environment. • Interfaith dialogue and respect for people of other faiths.

KS3 Islam – Possible Learning Activities and Experiences
SEE KEY QUESTIONS ON PAGES 116-117

- Produce a poster to explain key beliefs in Islam.
- Invite Muslim visitor to talk about living as a Muslim in Britain today.
- Visit a local mosque and explore symbols and rituals.
- Make a presentation linking beliefs with the practice of the Five Pillars.
- Find out how local Muslims are involved in interfaith projects.
- Research the importance of the Hadith and the Qur'an.
- Collect newspaper articles showing suffering and distinguish between moral and non-moral evil, discussing Muslim responses to suffering.
- Ask questions and explore answers to questions about truth, existence of God, life after death, commitment.
- Produce a poster to show how beliefs have an impact on behaviour.
- Find out about Muslim charities and their work and produce booklet for younger child.
- Discuss attitudes to environment, wealth, war and Muslim responses.

KS3 JUDAISM (core)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • Jewish beliefs about God – one creator, the justice and mercy of God. • Covenant and 'Chosen People'. • What it means to be Jewish. • The importance of Israel and Jerusalem in Jewish history and faith; political significance today. • Responses to existence of evil and suffering. • Life after death. • Religion and science.
<p>TEACHINGS/AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • The Torah – the contents of the Torah and its importance as shown through worship, Shavuot, study, revelation and authority in Orthodox and Progressive traditions e.g. observance of Shabbat, kashrut laws. • The Tenakh: authority and importance. The Talmud: ongoing interpretation and application. • The Sefer Torah: its symbolism and the work of the scribe. • The role of the rabbi today.
<p>WORSHIP</p> <p>Theme:</p> <ul style="list-style-type: none"> • Expressions of spirituality 	<ul style="list-style-type: none"> • How beliefs about God are expressed e.g. through the Shema, psalms, songs, prayers, stories, the Ten Commandments, Rosh Hashanah, Yom Kippur. • The importance of festivals as an expression of belief, faith, community e.g. Passover, Shavuot, Sukkot. • Ways in which Orthodox and Progressive traditions express beliefs through worship at home and in the synagogue, beliefs and teaching. • Rites of passage as expressions of belief and spirituality. • Sacred sites – Jerusalem.

KS3 JUDAISM (core)

<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • Jewish law, beliefs and teaching as a basis for living and making ethical and moral choices. • How Jewish belief in tzedaka (social justice) is reflected in responses to contemporary issues, human rights, citizenship, prejudice and discrimination. • Responses to contemporary global issues e.g. wealth and poverty, peace and conflict, suffering and animal rights, environment. • Interfaith dialogue, varying Jewish responses to Zionism and Israel.
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Possible Learning Activities and Experiences SEE KEY QUESTIONS ON PAGES 116-117

- Produce an acrostic poem to illustrate Jewish understanding of term 'Chosen People'/'covenant'.
- Produce a poster/diagram to demonstrate how the question, 'What is a Jew?' can be answered in different ways.
- Watch a DVD showing the use of the Torah in the synagogue and explore how this expresses beliefs and spirituality.
- Invite a Jewish visitor to answer questions e.g. on the meaning of life, belief in God, the importance of community, life after death, responses to suffering and persecution.
- Compare the role of the rabbi with people of authority in other faiths e.g. imam, priest.
- Produce a poster demonstrating the various ways Jews express their spirituality.
- Discuss the question: Where does authority lie?
- Find out about the importance of Israel and discuss the political and religious difficulties encountered in Israel today.
- Explore how the funeral service expresses Jewish beliefs in life after death.
- Consider their own answer to the question – Is death the end?
- Compare Orthodox and Reform views and practices e.g. role of women, food laws, Shabbat and discuss reasons for differences.
- Find out about local interfaith initiatives and whether or not there is any involvement of the Jewish community
- Research a Jewish charity and produce booklet for younger child.
- Discuss views on contemporary issues e.g. environment, war, poverty and explore Jewish views.

KS3 BUDDHISM (supplementary)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • The three marks of existence: dukkha (suffering); annica (impermanence); anatta (no self) • Life and Death: samsara (cycle of rebirth); kamma (actions); nibbana (nirvana – release) • Bodhisattvas • The importance of the natural world.
<p>TEACHINGS/AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • The Three Jewels: The Buddha; the Dhamma (teachings); the Sangha (community) • The Four Noble Truths, The Eightfold Path, The Five Moral Precepts. • Buddhist scriptures. • Religious leaders today e.g. Dalai Lama.
<p>WORSHIP</p> <p>Theme:</p> <ul style="list-style-type: none"> • Expressions of spirituality 	<ul style="list-style-type: none"> • Meditation and its purpose. • Symbols which express beliefs and spirituality - the wheel, lotus, prayer beads, shrines, mandalas. • The diversity and significance of images of Buddha in different traditions. • The Sangha – how all Buddhists try to learn and practise the Dhamma; become free from greed, hatred and ignorance; develop loving kindness and compassion; support the ordained community. • The Sangha, special obligations for the ordained to: obey the rules of their order; study texts, teach and counsel; conduct services and the daily office, ceremonies and rites of passage, particularly funerals as expressions of belief and spirituality. • Sacred sites.
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • How Buddhists try to alleviate suffering by giving hospitality, being sympathetic, giving generously, teaching by example. • How Buddhist teaching has impacted on attitudes, behaviour and moral decision-making, the importance of compassion. • Attitudes to human rights and responsibilities, social justice and citizenship including attitudes to work and leisure, relationships with others, prejudice and discrimination, family life. • Responses to contemporary environmental and global issues e.g. wealth and poverty, suffering, war, animal rights, environment. • Theravada, Mahayana, Zen – what is common and distinctive; interfaith dialogue. • Striving to achieve enlightenment e.g. Bodhisattvas who postpone their final attainment of Buddhahood to help living beings (compassion)

KS3 Buddhism – Possible Learning Activities and Experiences
SEE KEY QUESTIONS ON PAGES 116-117

- Make responses to questions about why people meditate.
- Consider why people want to join a monastic community.
- Invite a Buddhist visitor to answer questions e.g. about meaning of life, life after death, following Buddhist teaching.
- Visit a Buddhist abbey/priory and explore symbols.
- Find out about the Buddhist belief in rebirth and compare it with beliefs from another faith.
- Compare two Buddhist traditions e.g. Theravada and Zen.
- Make a presentation about Buddhist teaching and its impact on how a Buddhist lives their life.
- Produce a poster on the Five Moral Precepts.
- Discuss how Buddhist teaching affects beliefs about the environment, animal rights, peace and war, wealth.
- Explore Buddhist symbols and their meaning.
- Produce artwork on beliefs about life after death in Buddhism and one other religion.
- Find out about the life of the Dalai Lama and put it in its political context.

KS3 HINDUISM (supplementary)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • Brahman – the ultimate reality; all aspects, images and attributes (trimurti, shakti, popular deities) as forms of one God • Avatars – especially the human descents of Vishnu • Core concepts – e.g. atman, karma, three gunas, dharma, samsara, moksha • The universe – origin, nature and purpose • Life after death • Ashramas – the four different stages of life and their associated duties
<p>TEACHINGS/AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • Names and nature of sacred texts and how they are used e.g. The Vedas (shruti – revealed); Bhagavad Gita (smriti – remembered) • Stories from sacred texts to illustrate core concepts and truths e.g. the Ramayana, the Panchatantra • The role of Hindu scriptures in promoting and sustaining Hinduism e.g. stories told through dance/drama
<p>WORSHIP</p> <p>Theme:</p> <ul style="list-style-type: none"> • Expressions of spirituality 	<ul style="list-style-type: none"> • Rites of passage as expressions of belief and spirituality (Samskars) • Different forms used in public worship e.g. art, dance, drama, music, food, sacred fire, sermon. • Personal expressions of spirituality – e.g. meditation, home shrine • The importance of the mandir for the religious community • The importance of India and sacred sites e.g. River Ganges • Festivals as expressions of belief, faith, community e.g. Shivaratri, Holi, Navarati

KS3 HINDUISM (supplementary)

<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • Hindu values as basis for living and making ethical and moral choices - seva (service to others), ahimsa (non-violence), self discipline, fasting • Social structure of the community (varna), within which traditionally there is a caste system • Attitudes to human rights and responsibilities, social justice, citizenship, prejudice and discrimination, family life, roles defined by gender and age • Responses to contemporary global issues e.g. wealth and poverty, peace and conflict, suffering, animal rights, environment • Interfaith dialogue
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Possible Learning Activities and Experiences

SEE KEY QUESTIONS ON PAGES 116-117

- Produce a poster to illustrate Hindu belief in God.
- Produce a glossary of key Hindu words.
- Invite a Hindu visitor to answer questions on the meaning of life, belief in God, life after death, the caste system.
- Visit a mandir and explore the symbolism of worship.
- Devise a questionnaire to find out views about life after death and compare with Hindu beliefs.
- Make a PowerPoint presentation on the stages of life (ashramas).
- Discuss views on contemporary issues e.g. environment, animal rights and compare with Hindu beliefs.
- Find out about local interfaith developments and the role of Hindus.
- Produce a booklet entitled: Living as a Hindu in Britain today.
- Compare their own values, on issues such as violence, self-discipline, with Hindu values.
- Invite a Hindu dance company to visit and talk about Hindu expressions of spirituality through dance.
- Research and make a presentation on the importance of India for Hindus today.

KS3 SIKHISM (supplementary)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • God as described in the Mool Mantar (gender-free language) – one, truth, creator, without fear, without enmity, beyond time, not incarnated, self-existent; Ik Onkar • The purpose of human life to do God's will (hukam) • Equality • Life after death
<p>TEACHINGS/AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • The Guru Granth Sahib – the divine word revealed by the gurus • The Gurus – significant events in their lives; contribution of the Gurus to Sikh teaching on: equality, religious tolerance, service to the sick, human rights
<p>WORSHIP</p> <p>Theme:</p> <ul style="list-style-type: none"> • Expressions of spirituality 	<ul style="list-style-type: none"> • Worship in the home – before sunrise and in the evening, morning prayer (Japji Sahib), Nam Simran (meditation on divine name using passage of scripture) • Worship in the gurdwara as expression of belief and spirituality – music: hymns (shabads) and devotional singing (kirtan), the importance of the Guru Granth Sahib (e.g. the Arkhand path; its use in public worship) and Ardas(prayers) • Rahit – obligation: keep the 5 Ks • Sacred places e.g. Golden Temple at Amritsar

KS3 SIKHISM (supplementary)

<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • Sikh values as basis for living and making ethical and moral choices - hukam (to do God's will), seva (service to others), Vand Chhakna (sharing with the less fortunate), kirat karna (earning one's livelihood by one's efforts) • Attitudes to human rights and responsibilities, social justice, citizenship: what the gurus taught about human rights, the importance of equality, prejudice and discrimination, respect the the oneness of the human race, tolerance, moral code – prohibitions (kurahit): no tobacco, alcohol, drugs, adultery, meat which has been ritually slaughtered • Responses to contemporary global issues e.g. wealth and poverty, peace and conflict suffering, animal rights, environment • Interfaith dialogue, Sikh teaching on equality and tolerance
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Possible Learning Activities and Experiences

SEE KEY QUESTIONS ON PAGES 116-117

- Produce a mind map and classify on what they already know about Sikhism.
- Annotate a copy of the Mool Mantar and write paragraphs to describe the key terms and beliefs e.g. self-existent.
- Produce a poster to illustrate the belief in hukam.
- Invite a Sikh visitor to answer questions about e.g. belief in God, the purpose of life, life after death, suffering, equality.
- Make a presentation on what equality means, how Sikhs express equality in a variety of ways, equality in our world today.
- Discuss Sikh responses to the presence of suffering, asking questions and discussing own ideas.
- Produce a booklet for young children on Sikh beliefs in the Guru Granth Sahib and how these beliefs are expressed.
- Discuss responses to contemporary issues e.g. environment, war, wealth and how Sikh beliefs impact on their views.
- Find out about local interfaith activity and role of Sikhs.
- Visit a gurdwara and explore how Sikh beliefs are expressed.
- Make a PowerPoint presentation to show the key contributions of each of the ten human gurus.
- Show video/virtual tour of the Golden Temple at Amritsar.

KS3 KEY QUESTIONS

(KS3 themes in brackets)

Key questions which can be explored through more than one religion. This can include:

- a religious community with a significant local presence
- a secular world view

Belief

- What is religion all about? *(Beliefs and concepts, Expressions of spirituality, Authority)*
- Why do some people believe in God? *(Beliefs and concepts)*
- What do religions say about evil and suffering? *(Beliefs and concepts)*
- Is death the end? What do religions teach about after life after death? *(Beliefs and concepts)*
- What does truth mean in science and religion? Are religion and science incompatible? *(Beliefs and concepts, Religion and science)*
- Can miracles happen? *(Beliefs and concepts, Religion and science)*

Authority

- What is meant by “authority” in religion? *(Authority)*

Worship

- How do sacred sites help believers to express their faith? *(Expressions of spirituality)*
- How do believers express their spirituality through ceremonies? *(Expressions of spirituality)*
- Why do some people live in religious communities? *(Expressions of spirituality)*

Impact of Faith

- What is the place of religion in our world? *(Beliefs and concepts, Interfaith, Global issues)*
- Is there any value in interfaith dialogue? *(Interfaith dialogue)*
- What does community mean in religions? *(Ethics and relationships, Expressions of spirituality)*
- How might people make moral decisions? *(Beliefs and concepts, Authority, Ethics and relationships)*
- What do religions say about service to others? *(Ethics and relationships)*
- What does justice mean to people with a religious faith today? *(Rights and responsibilities, Ethics and relationships, Global issues)*
- What do religions say about war and peace? *(Global issues)*
- What do religions say about wealth and poverty in our world? *(Global issues)*
- What do religions say about environmental issues? *(Global issues)*

Key Questions which focus on one religion

Christianity

- Why do Christians call Jesus Son of God? Why is Jesus unique for Christians? *(Beliefs and concepts, Authority)*
- What is the significance of the Bible for Christians? *(Authority)*
- Is it possible to be a Christian and believe in the Big Bang? *(Beliefs and concepts, Religion and science)*
- How does Christian worship reflect belief and diversity? *(Expressions of spirituality)*
- Do differences matter within Christianity? *(Interfaith dialogue)*
- What does justice mean for Christians? *(Ethics and relationships, Rights and responsibilities, Global issues)*

- How do the beliefs of Christians affect the way they live their lives? (*Rights and responsibilities, Global issues*).

Islam

- What does it mean to be a Muslim? (*Beliefs and concepts, Authority, Expressions of spirituality*)
- How do Muslims express submission through the way they live their lives? (*Beliefs and concepts, Expressions of spirituality, Rights and responsibilities*)
- What does the concept of ummah (worldwide community) mean to Muslims? (*Rights and responsibilities, Interfaith dialogue*)
- How do the beliefs of Muslims affect the decisions they make? (*Global issues, Ethics and relationships*)

Judaism

- Who are the Jewish people? (*Beliefs and concepts*)
- What do Jewish people believe and how do they express those beliefs? (*Beliefs and concepts*)
- Why are Torah and Tenakh so important to Jewish people? (*Authority*)
- Why are festivals so important in Judaism? (*Beliefs and concepts, Expressions of spirituality*)
- Why is Israel significant to Judaism? (*Beliefs and concepts, Interfaith dialogue*)
- How do Jews express their spirituality within the home and the community? (*Expressions of spirituality*)
- Do differences matter within Judaism? (*Interfaith dialogue*)

Buddhism

- How and why is the Buddha so significant to Buddhists? (*Beliefs and concepts, Authority*)
- How do Buddhists express their spirituality? (*Expressions of spirituality*)
- What is the significance of the Dalai Lama for Buddhism? (*Authority*)
- What is common and distinctive in the Buddhist traditions? (*Interfaith dialogue*)
- How do the beliefs of Buddhists affect the way they live their lives? (*Rights and responsibilities, Global issues*)

Hinduism

- What do Hindus believe about God? (*Beliefs and concepts*)
- How do the beliefs of Hindus affect the way they live their lives? (*Beliefs and concepts; Expressions of spirituality, Rights and responsibilities*)
- How do Hindus express their spirituality through the arts? (*Expressions of spirituality*)
- What does Hinduism say about community and social structures? (*Ethics and relationships*)

Sikhism

- What do Sikhs believe? (*Beliefs and concepts*)
- How does Sikh belief in equality affect the way Sikhs live their lives? (*Beliefs and concepts, Expressions of spirituality, Ethics and relationships*)
- How do Sikhs express their spirituality both at home and at the gurdwara? (*Beliefs and concepts, Expressions of spirituality*)

KS3 EXEMPLAR LONG-TERM PLAN

based on Christianity, Islam and Judaism (core) with reference to other religions and a secular world view

AUTUMN		SPRING		SUMMER		
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	6 weeks
Y7	<p>Why are symbols so important in religion? Bridging unit with Year 6 partner schools</p> <p><i>(All concepts)</i></p>	<p>What is religion all about?</p> <p><i>(All concepts)</i></p>	<p>Why do some people believe in God?</p> <p><i>(Belief)</i></p>	<p>What does it mean to be a Muslim?</p> <p><i>(All concepts)</i></p>	<p>What is meant by 'authority' in religions?</p> <p><i>(Teachings/Authority)</i></p>	<p>What is the significance of the Bible for Christians?</p> <p><i>(Teachings/Authority)</i></p>
Y8	<p>Who are the Jewish people?</p> <p><i>(All concepts)</i></p>	<p>Do differences matter within religions?</p> <p>Christianity Judaism</p> <p><i>(Belief, Teachings/Authority, Impact of Faith)</i></p>	<p>How do two religions express their faith locally, nationally and globally?</p> <p>Christianity Islam</p> <p><i>(Worship, Impact of Faith)</i></p>	<p>What does community mean in religions?</p> <p><i>(Belief, Impact of Faith, Worship)</i></p>	<p>How do sacred sites help believers to express their faith?</p> <p><i>(Worship)</i></p>	<p>Is death the end? What do religions teach about life after death?</p> <p><i>(Belief)</i></p>
Y9	<p>What does truth mean in religion and science?</p> <p><i>(Belief)</i></p>	<p>How might people of faith make moral decisions?</p> <p><i>(Teachings/Authority, Belief, Impact of Faith)</i></p>	<p>What does justice mean to people with a religious faith?</p> <p><i>(Impact of Faith)</i></p>	<p>What do religions say about evil and suffering?</p> <p><i>(Belief, Teachings/Authority, Impact of Faith)</i></p>	<p>Is there any value in interfaith dialogue?</p> <p><i>(All Concepts)</i></p>	<p>What do religions teach about war and peace?</p> <p><i>(Belief, Teachings/ Authority, Impact of Faith)</i></p>

KEY STAGE FOUR

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OVERVIEW OF KEY STAGE 4

RE remains statutory throughout the whole of Key Stage 4. Schools should continue to provide RE to every student in accordance with legal requirements. They should plan for continuity of provision of RE that enables progression from KS3 and is rigorous.

Throughout this phase, students should be given the opportunity to analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They should 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.

Whilst many students at this age remain critical of religion, they continue to enjoy grappling with questions of meaning and purpose. Teachers can use this enthusiasm to enable students to deepen their evaluative skills and exercise balanced and critical judgement of the religious, philosophical and ethical material studied. Students can expand and balance their evaluation of the impact of religions and non-religious views of the world on individuals, communities and societies, locally, nationally and globally. They can understand the importance of dialogue between and among different religions and beliefs.

Students should be given the opportunity to gain a greater understanding of how religion and belief can contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion in the world.

Knowledge, Skills and Understanding

Learning about Religion (AT1)

1. Students should be taught to:
 - 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;
 - think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions;
 - develop their understanding of the principal methods by which religions and spirituality are studied;
 - draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life;
 - use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning from Religion (AT2)

2. Students should be taught to:
 - 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;
 - develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion;
 - relate their learning in RE to the wider world, gaining a sense of personal autonomy in preparation for adult life;
 - develop skills that are useful in a wide range of careers and in adult life generally, especially the skills of critical enquiry, creative problem-solving, and communication in a variety of media.

PROGRAMME OF STUDY

Schools should ensure that all students follow at least one course in RE or Religious Studies leading to a qualification approved under Section 96. (*Section 96 of the Learning and Skills Act 2000 requires maintained schools to provide only qualifications approved by the Secretary of State*). This could be:

- Short Course GCSE in RE/Religious Studies.
- Full Course in Religious Studies.
- Entry Level Course in RE/Religious Studies.

Schools can choose any specifications and examining bodies in England and Wales which fulfil the above requirements **but must ensure that these cover the requirement to cover Christianity and at least one other religion.**

RE should be taught **continuously** throughout the key stage (**both in Y10 and Y11**) and with sufficient curriculum time (**not less than 5%**):

Short Course GCSE: One hour per week over a two-year period

Full Course GCSE: Two hours per week over a two-year period

GUIDANCE SECTION**CURRICULUM:**

- Post 16
- Learning Across the Curriculum

POLICY AND PLANNING:

- The Role of the RE Subject Leader
- Policy and Guidance
- Development Plan
- Scheme of Work
- Assessment
- AT2

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POST 16

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OVERVIEW OF POST 16

RE is a legal requirement for all students in community and controlled schools with a sixth form.

Although there are no non-aided schools in Darlington with a sixth form, post-16 providers (Darlington College and Queen Elizabeth Sixth Form College) are encouraged to consider the following provision:

- Examination courses (*qualification approved under Section 96 of the Learning and Skills Act 2000 – approved by the Secretary of State*) which show progression from Key Stage 4 e.g. Religious Studies at GCSE (possibly converting Short Course already obtained into full GCSE), AS or A Level.
- RE as part of General Studies leading to examination.
- Distinct non-examinable RE lessons (possibly as part of a Complementary Studies Programme).

Students should be provided with learning experiences and opportunities which will allow them to develop their own thinking on religious, philosophical, social and moral issues, drawing on distinctive features of Christianity, other principal world religions and secular viewpoints. Teachers should present materials in such a way that students have the opportunity to deepen their insight into their own beliefs values and attitudes and are enabled to interpret religious and non-religious views and perceptions on life, purpose and world order.

Teachers can build on knowledge, skills and understanding gained in previous key stages and give opportunity for further development of skills and attitudes, including key skills. All planning should ensure that students continue to learn about and learn from religion and that issues of current interest and perennial concern are addressed.

The following categories in the programme of study can be selected from and incorporated into a Scheme of Work. These categories allow for continuity and progression from Key Stage 4.

- A Religion in Life**
- B Religion in Society**
- C Religion in Philosophy and Ethics**
- D Religion in the Community**

POST 16 – UNITS OF WORK

A – RELIGION IN LIFE	B – RELIGION IN SOCIETY	C – RELIGION IN PHILOSOPHY AND ETHICS	D – RELIGION IN THE COMMUNITY College-Designed
A1 Religion and Sexuality	B1 Religion and Conflict	C1 Atheism, Humanism and Existentialism	<ul style="list-style-type: none"> • Post-16 conference • Action research on religion in the community • A field study at a local site of religious interest • Portfolios of photographs depicting religious life in the community • Multicultural activities day • Video presentation/newspaper, religions in the community • Speakers' Corner: debate with local religious figures • A local issue: response from the local religious communities
A2 Myth, Symbol and Story	B2 Religion and the Environment	C2 Free Will and Determination	
A3 Faith and Commitment	B3 Religion and Politics	C3 Ethical Dilemmas in Medicine	
A4 Religion and the Arts	B4 Religion and Secularisation	C4 Post-Modernism	
A5 Religion and Literature	B5 Religion and Social Justice	C5 Happiness and the Meaning of Life	
A6 Religion and the Media	B6 Religion and Women	C6 Religion and Science	
A7 Religious Experience	B7 Religion and Race	C7 Evil and Suffering	
A8 Death: The Final Frontier	B8 New Religious Movements	C8 Arguments For and Against the Existence of God	

A. Religion in Life

<p>A1 Religion and Sexuality</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Is sex outside marriage a sin? • Should the church allow gay priests? • Is celibacy realistic in today's world? • Is it religion, culture or tradition that defines men's and women's roles? • Should the church affirm homosexual relationships? • Is God male or female? • Does it matter whether religious leaders are male or female? • Do all religions say the same about sexuality? <p>Suggested Content</p> <ul style="list-style-type: none"> • Male gender dominance in religion • Sexuality in the New Age religions • Religious attitudes to homosexuality • Attitudes to sexual relationships among young people • Attitudes to sexuality in major world religious traditions 	<p>A2 Myth, Symbol and Story</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Beliefs, opinions, truth, fact: what is the difference? • Genesis: fact, myth or plagiarism? • What are myths and legends? • What's the point in fairy tales? • Is truth more important than meaning? • What makes a symbol powerful? • Was Jesus God? <p>Suggested Content</p> <ul style="list-style-type: none"> • The meanings behind the ideas in creation stories in world faiths • The inadequacy of language when describing the transcendent • Ethics, good and evil in folklore • Symbolism in religion and fiction e.g. the heroic voyage; sacrifice; Tolkien; CS Lewis; <i>Star Wars</i>. • Philosophical parables and their meanings • A personal response to a story • Different types of religious writing e.g. symbolic, allegory, historical, prophecy, teaching, poetry etc
<p>A3 Faith and Commitment</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Why do people believe without proof? • Why does religion inspire commitment? • How influential is faith in life? • Is faith difficult today? • Does it make sense to have faith in something we cannot fully understand? • What do people have faith in besides religion? • How is faith understood? • What about sin? • Why do people take a 'leap of faith'? • Is there a purpose to life? • Are religious ideas/beliefs worth dying for? • Is fundamentalism dangerous or beneficial? <p>Suggested Content:</p> <ul style="list-style-type: none"> • Analysis of the nature of faith • Faith and deception/verification • Faith and healing • Effects of fanaticism • Effects of religious fundamentalism in society • The place of ambiguity and contradictions within faith • Comparing faith with trust in relationships e.g. parents, friends, partner-based on the trust and not proof but central in our lives • People who have overcome obstacles through faith and commitment e.g. Gandhi, Mother Teresa, Martin Luther King, Terry Waite 	<p>A4 Religion and the Arts</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • How effectively is religion portrayed in the Arts? • Why has religion been a source of inspiration to the artist, dramatist and musician? • How and why is religious symbolism and allegory used? • What is special about medieval mystery plays? • Is it helpful to portray God in art form? • How is the Hindu temple a microcosm of the universe? • Is it right to dance in a place of worship? <p>Suggested Content</p> <ul style="list-style-type: none"> • Stained glass: the earliest form of storytelling • Sculptures and other carved images • Dance and drama in different religions traditions e.g. Indian Storytelling, Muslim Whirling Dervishes, Mystery Plays • Calligraphy • Paintings e.g. Pre-Raphaelites; Augustus Egg; religious paintings depicting scenes from the Bible; icons; tangkas and Hindu Gods etc • Music from different religious traditions and in popular culture (e.g. Hindu and Sikh music reflecting the cyclical nature of time; music in Christianity from the Messiah to Superstar) • A personal response to the Arts

<p>A5 Religion and Literature</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • How influential is religion in literature? • How are religious believers portrayed? • How are religious minorities portrayed? • Are there any common stereotypes? • Is <i>The Hitchhiker's Guide to the Galaxy</i> a modern religious epic? • Is the <i>Mahabharata</i> just a long poem? • Can we understand western literature without knowledge of the Bible? <p>Suggested Content</p> <ul style="list-style-type: none"> • Appropriate literature and plays e.g. <i>The Narnia Chronicles</i>; Tolkien's books, Samuel Beckett's <i>Waiting for Godot</i>, Flaubert's <i>A Simple Heart</i>, etc. • The distinction between religious and secular literature. • Reference to, and use of religion in literature. • Literature and religious stereotypes. • The influence of the Bible on Western literature. 	<p>A6 Religion and the Media</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Is there a place for American style tele-evangelism on British TV? • What difference does/should the fact that we live in a multifaith society make to religious broadcasting and reporting? • Does religious reporting in the media deter or encourage faith commitment? • How is religion portrayed in the media – with sympathy or scorn? <p>Suggested Content</p> <ul style="list-style-type: none"> • Analysis of current newspaper treatment of religious issues • Consider the religious content of appropriate films e.g. <i>Sleepers</i>, <i>Star Wars</i>, <i>Ghost</i> • The treatment of religious issues and people in soap operas • Religious programmes/magazines/ newspapers
<p>A7 Religious Experience</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • What is religious experience? • Can experience be trusted? • How do people claim to have experienced God? • How would you authenticate religious experience? • What effect might the experiences have on others, or the experiences of others on me? • Can we believe in miracles? <p>Suggested Content</p> <ul style="list-style-type: none"> • Special revelation and general revelation • Life changing effects of conversion experiences and modern examples • The meaning and effects of prayer • Musical experience • Enlightenment • Visiting speakers, talking about their own experience • Psychological explanations for religious experience 	<p>A8 Death, The Final Frontier</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Can we look forward to death? • What is the evidence that life does not end with death? • Is death an end or a beginning? • What form does immortality take? • Resurrection or reincarnation? • Individual soul or rejoining the eternal? • What is meant by heaven and hell? • How do people express their beliefs in life after death? • Does a part of us survive after death? • Can we communicate with the dead? <p>Suggested Content</p> <ul style="list-style-type: none"> • The nature of the afterlife e.g. Christian ideas of heaven, hell, resurrection, purgatory; ideas of reincarnation/rebirth in Hinduism, Buddhism and Sikhism • Survival of death in films and popular culture • Near death experiences • The nature of the soul • Attitudes to death and beyond in contemporary society • Definitions of 'death'

B. Religion in Society

<p>B1 Religion and Conflict</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Is religion to disturb the comfortable or comfort the disturbed? • Whose side is God on? • Was Jesus a pacifist? • Is religion the cause or consequence of conflict? • Should you always obey the law? • Does any crime deserve death? • What do people mean by an educated conscience? • What makes some people more law abiding than others? • What did St. Augustine mean by "Love God and then do what you like" • Is a school with many rules better than a school with few? • Should religious teaching ever be used to justify a war? • Are pacifists cowards? • Are the means justified by the ends? <p>Suggested Content</p> <ul style="list-style-type: none"> • Northern Ireland • Middle East • Conflict with religion, e.g. role of women, Crusades, sectarian disputes • Biblical example of warfare and pacifism • Conscientious objectors • Concept of a just war and applications to modern welfare • Quakers and Peace Testimony • Jihad: What is its true meaning? 	<p>B2 Religion and the Environment</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Do Christians have a responsibility to care for the environment? • What can Nature teach us? • Why should we care if we won't feel the effects? • How far should people be prepared to go to defend the environment? • Does extinction of a species matter? • Who needs the rain forests anyway? • Do we take the world for granted? • Should everyone refrain from killing or harming living things? • I didn't drop it so why should I pick it up? • Does change depend on individuals or governments? <p>Suggested Content</p> <ul style="list-style-type: none"> • Explanation of planet, people and resources • Western/Christian abuse of resources • Native American and Native Australian beliefs about the environment • Jain/Buddhist attitudes to creation • Genesis and the concept of stewardship • Islamic idea of Khalifah (custodians) • Humanity's relationship to creation • Implications of God as Creator • Causes, effects and solutions of current environmental concerns
<p>B3 Religion and Politics</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Do religion and politics mix? • Why are religious fundamentalists often religious activists? • Can religion change politics or politics change religion? • How far should a secular state limit freedom? • Can people of different faiths be ruled effectively by the same government? • What did Rev. Tutu mean when he said: "When people say the Bible and politics don't mix, I am puzzled as to which Bible they are reading"? • Should faith communities make political demands on social issues? • How do you feel when you see a person sleeping in a doorway? • Should the monarch be 'Defender of Faith' or 'Defender of the Faith'? • Was Jesus political? <p>Suggested Content</p> <ul style="list-style-type: none"> • Religion and Political Parties • The state of Israel • 8th Century prophets (Amos, Micah) and their political challenge • Khalistan as a possible Sikh state • Church of England as an Established Church and questions of disestablishment • Fundamentalism in politics 	<p>B4 Religion and Secularisation</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • What does 'secular' mean? • Are there such things as secular values? • What is the key to happiness? • Can religions survive in a secular world? • Is the love of money the root of all evil? • Is secularisation a natural consequence of the decline of religion? • Have we outgrown religion? Has humanity 'come of age'? • What is the relationship between secularism and materialism? • Has token religious ritual become more important than faith? <p>Suggested Content</p> <ul style="list-style-type: none"> • Examples and effects of secularisation in society • Questions of ethics in a consumer society • Ways of achieving contentment • Rise of Humanism; its ideas and values • 'Death of God' philosophy • Marginalisation of religion from the centres of power in society • Place of religious ritual in secular society e.g. opening of Parliament, swearing on a Bible in court

<p>B5 Religion and Social Justice</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Why do religious believers have a responsibility to the poor and oppressed? • Have faith systems failed the poor? • Is charity welfare on the cheap? • Can a society uphold the Ten Commandments and the death penalty? • Discuss "All people are created equal but some are more equal than others." • Do politics affect religious duty? • Should society admit to miscarriages of justice? • What place has integrity in social management? • Should we interpret theology to meet the needs of the age? • What is freedom? <p>Suggested Content</p> <ul style="list-style-type: none"> • 8th Century prophets (Amos, Micah) • Ten Commandments • Buddhist precepts • Teaching of Jesus • Caste system in Hinduism • Class structure and the Church of England • Responsibility of religious believers: conversion or feeding people? • Types of injustice in society • Treatment of minorities • Liberation Theology 	<p>B6 Religion and Women</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • How would society and religions differ if we had a feminist government? • Why do people see God as male? • If God is feminine, what are the implications for femaleness in the world? • Are biological differences the only differences between men and women? • Why are women defined by relationships with men (spinster, titles, widow) whereas men are defined by their jobs? • How do culture, tradition and religious teaching define the role of women? • What is it like to be a woman in Islam/Hinduism/Sikhism, etc? • Are women permitted and capable to lead within faith communities? • Are role and status the same? • Are women's roles given equal value to men's roles? <p>Suggested Content</p> <ul style="list-style-type: none"> • Influence of perception of female figures in religion in the past and present • Place and treatment of women in history • Development of feminism in society and its effects on religious traditions • Reforms in law, society and expectations • Difference between 'equality' and 'sameness' • Messages about the sexes and their roles in the media • Issue of nature versus nurture • Role of women in the teaching and practices of world religions • Nature of God and the positive role of the female in religion and society • Role and status of women in Sikhism
<p>B7 Religion and Race</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • What are the causes and effects of racism? • What freedom is there for the economically deprived? • Are people naturally racist? • Why are mixed race churches so rare? • Can you legislate discrimination? • Is the identity of a racial group within or across state boundaries important? <p>Suggested Content</p> <ul style="list-style-type: none"> • Examples of racism: slavery, Holocaust, apartheid, right wing racism in Europe • The McPherson Report • Religion as a cause and victim of racism • Concept of 'chosen people' – chosen for what? • Campaigns for racial equality • Racial based civil war • Culture and religious expression 	<p>B8 New Religious Movements</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • What makes a cult a cult, a sect a sect? • Are all cults dangerous? • Can a sect be right? • Why do people feel threatened by religious minorities? • What makes some ideas 'orthodox' and others 'unorthodox'? • What measuring stick is used? Can this be justified? • How should we treat people we disagree with? • What is the New Age? How is it to be recognised? What are the effects? <p>Suggested Content</p> <ul style="list-style-type: none"> • Beliefs and practices of religious minority groups e.g. Jehovah's Witnesses, Mormons • Orthodox and unorthodox within religion • Differences between cults and sects • Analysis of conversion methods, dangers and possible consequences • Religious minorities seen from inside and outside a faith structure – differences in perception • New religious movements e.g. New Age

C. Religion in Philosophy and Ethics

<p>C1 Atheism, Humanism and Existentialism</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Did God ever exist? • Does life, the universe or anything have any meaning? • Is suicide the answer? • What hope is there? • Do Humanists believe in spiritual development? • Can you prove that you exist? • Is religion the root of all evil? • Why do some people find the occult fascinating? <p>Suggested Content</p> <ul style="list-style-type: none"> • Non-theistic world views, Humanism, Existentialism • 'Death of God' theology • The ideas of: Darwin, Marx, Freud, Kierkegaard, Sartre, Nietzsche, Russell, etc. and their influence on modern thought • Discuss why people are interested in the paranormal 	<p>C2 Free Will and Determination</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Is my future decided by my past? • Does freedom have limits? • Freedom from and for what? • Is freedom worth dying for? • 'There is a divinity that shapes our ends, rough hew them how we will'. True or false? • 'No man is an island'. True or false? • Am I an individual or part of a group? • Is freedom without responsibility like football without rules? • How would your actions and speech be different if you really believed in karmic consequences? <p>Suggested Content</p> <ul style="list-style-type: none"> • Predestination and theological determinism e.g. Calvin; Luther • 'Free will' arguments of Sartre, Camus and Freud. • Belief in karma • Achievements of freedom movements in history e.g. Jewish, ANC • Skinner and Behaviourism
<p>C3 Ethical Dilemmas in Medicine</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • What does the Hippocratic Oath say? • Should society be driven by technology or ethics? • Is abortion/euthanasia ever justified? • What do some of the world's religions say about medical issues? • Can we patent genes? • When does life begin? • Does a foetus have a soul? • Do we have the right to play God? • Is medical science out of control? <p>Suggested Content</p> <ul style="list-style-type: none"> • Situation ethics • Matters of life and death • Natural law • Genetic engineering, embryo experimentation, cloning • Decisions about funding in hospitals: who gets the transplant and why? • Abortion and euthanasia • Medical experimentation on animals • Utilitarianism 	<p>C4 Post-Modernism</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • What is the truth? • Can we make our own reality? • Is it right for people to believe whatever they like? • Do ultimate questions have absolute answers? • Has humanity made progress? • Do things have to be scientifically provable to be meaningful? • Is there a difference between literal and religious truth? • Can people get it wrong and live their lives under an illusion? <p>Suggested Content</p> <ul style="list-style-type: none"> • The rise of individualism and its effects e.g. diversity of ethical positions; rise of cults and sects; alienation from others, decline of traditional religious belief • Philosophical revolution e.g. authority of the Church, rise of modernism, logical positivists and early 20th Century view that science is infallible • View that there is no universal truth so people form their own philosophy of life and 'mix' beliefs • Recent scientific shift e.g. science is not infallible

<p>C5 Happiness and the Meaning of Life</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Can we ever be truly happy when everything is impermanent? • What makes you happy? • Why work? • Is God the answer? • Are happiness and meaning the same thing? • What is most important in your life? • Is love all we need? • What does it mean to be happy and successful? • What is the meaning of your life? • Is happiness the same as enlightenment? • Why do some people reject wealth and status? <p>Suggested Content</p> <ul style="list-style-type: none"> • Society's view of happiness; egoism; hedonism; wealth and fame; media messages • Analysis of what is fundamental to human happiness • Buddhist beliefs: the Four Noble Truths, the Eightfold Path and the Six Perfections • Christian beliefs about love • Muslim beliefs about submitting to Allah 	<p>C6 Religion and Science</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Does nature say anything about God? • Does scientific advancement negate faith? • Did God cause the big bang? • Why has the church denied scientific advances in the past? • Are science and religion on the same road? • Is atheism the inevitable consequence of scientific investigation? • Is 'why' more important than 'how'? • Is science about proof or theory? <p>Suggested Content:</p> <ul style="list-style-type: none"> • Scientific revolutions in history and effects on religious belief e.g. Copernicus, Kepler, Galileo, Darwin, Einstein, James Lovelock's Gaia Hypothesis • Creation versus evolution debate. • Interpreting Genesis • The changing place of humanity in the universe • Big bang theories and God: recent philosophy and physics • Miracles, the supernatural and science (e.g. David Hume, Nostradamus) • Similar aims of theologians and scientists in discovering the nature of the universe
<p>C7 Evil and Suffering</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • If God is omnipotent, he could prevent evil. If he is loving, he will want to. So why does evil exist? • Does TV violence cause or reflect real violence? Are we becoming immune? • Can you believe in God after the Holocaust? • Is suffering the result of sin? • Is suffering the will of God/Allah? <p>Suggested Content</p> <ul style="list-style-type: none"> • Natural disasters: why does God allow them to happen? • Faith offers meaning, not explanation • Human evil: is freedom worth it? Use examples from literature and history • Examples of people retaining faith despite suffering 	<p>C8 Arguments for and Against the Existence of God</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Can God's existence ever be proved? • Is seeing believing? Do we need to prove something to believe it? • Is there something of God in everyone? • How big is God? Can God be defined? • Either atheists or believers must be wrong – does it matter? • What do you gain and what do you lose by believing in God? • Does the possibility of life on other planets change anything? • Can a survivor of ethnic cleansing believe in God? • What do Buddhists worship if they don't believe in God? <p>Suggested Content</p> <ul style="list-style-type: none"> • Buddhism – faith without God • Arguments against God's existence: criticisms of these arguments, the problem of evil, the challenge of science • Arguments for God's existence: ontological, cosmological, teleological, moral, experience • Concept of God in the world's faiths

LEARNING ACROSS THE CURRICULUM

This section will set out in general terms how RE can promote Learning Across the Curriculum in a number of areas.

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WHOLE SCHOOL VALUES

The National Curriculum outlines a broad set of values that underpin the whole of the school curriculum. These are based on:

- The Self
- Relationships
- Society
- The Environment

For more detail, refer to the National Curriculum Handbook KS1/2 or KS3, 1999.

RE actively promotes these values and the values of truth, justice and respect. Pupils in RE have opportunities, for example, to

- think about how and why they value themselves and others;
- reflect on their own beliefs and the ethical decisions they make;
- consider the role of the family and the community in religious belief and practice;
- consider the importance of positive relationships for themselves and the wider community;
- celebrate diversity within societies through understanding similarities and differences;
- consider issues of truth and justice;
- evaluate the importance of sustainable development of the earth;
- consider the influence of religion in the local, national and global community.

RE 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.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Along with other subjects in the National Curriculum, RE makes a valuable contribution to spiritual, moral, social and cultural development (SMSCD) of pupils in all key stages:

RE provides opportunities to promote

Spiritual development through:

- becoming familiar with what 'spiritual' means in the religions they study and how religions harness the spiritual
- 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 through:

- learning to value diversity and engage 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 through:

- considering how religious and other beliefs lead to particular actions and concerns;
- exploring a range of what binds religious communities together e.g. moral codes, ceremonies, festivals;
- 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 through:

- developing an understanding of the cultural contexts in which they live;
- 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.

SOME EXAMPLES OF HOW SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT CAN BE ENCOURAGED IN RE UNITS

Key Stage	1	2
Question	<i>How and why do Christians celebrate Harvest?</i> Pupils should be given the opportunity to:	<i>How do the beliefs of Hindus affect their actions?</i> Pupils should be given the opportunity to:
Spiritual	<ul style="list-style-type: none"> learn about and reflect on experiences and beliefs for Christians in the celebration of Harvest; develop their own views and ideas about celebrations they enjoy and experience. 	<ul style="list-style-type: none"> develop their own views on religious and spiritual issues e.g. obedience, non-violence.
Moral	<ul style="list-style-type: none"> consider what is of value to them by studying key beliefs and ideas in the celebration of Harvest e.g. care of the environment; value diversity. 	<ul style="list-style-type: none"> discuss issues such as honesty, trust, justice, as pupils consider laws about stealing, lying, hurting others; consider importance of valuing ourselves and our families, consider how behaviour and actions have impact on ourselves and others; study a range of ethical issues e.g. lying, stealing, killing, helping others, attitude to animals; explore how society is affected by religious teaching and guidance, e.g. ahimsa.
Social	<ul style="list-style-type: none"> consider how beliefs lead to particular actions. 	<ul style="list-style-type: none"> consider how belief in God, belief in sacred texts, following religious teachers will lead to particular attitudes (e.g. kindness, compassion) and actions (e.g. helping others).
Cultural	<ul style="list-style-type: none"> developing an understanding of the cultural contexts in which they live; promote respect for people's religions and traditions. 	<ul style="list-style-type: none"> think about importance of respect for all, combating prejudice and discrimination and contributing positively to community cohesion as they consider how actions and attitudes affect people.

Key Stage	2	3
Question	<i>What do Christians believe about God?</i> Pupils should be given the opportunity to:	<i>Why do some people believe in God?</i> Pupils should be given the opportunity to:
Spiritual	<ul style="list-style-type: none"> consider how beliefs about God may be expressed through creative and expressive arts e.g. through music, colour, artefacts, symbolic actions, music; discuss and reflect on key questions of meaning and relate to beliefs about God. 	<ul style="list-style-type: none"> discuss and reflect on reasons why some people believe in God and some do not, questions of truth; consider how religions and other world views perceive the value of human beings and their relationship with the natural world and God.
Moral	<ul style="list-style-type: none"> value diversity about people's beliefs in God and engage in issues of truth. 	<ul style="list-style-type: none"> value diversity as they discuss people's differing response to the question: Does God exist?
Social	<ul style="list-style-type: none"> consider how beliefs about God may lead to particular actions and concerns. 	<ul style="list-style-type: none"> consider how belief/or non-belief in God can lead to particular actions and concerns.
Cultural	<ul style="list-style-type: none"> encounter ways in which people express beliefs in God from differing cultures. 	<ul style="list-style-type: none"> consider importance of promoting respect for all, including those with or without theistic belief; consider importance of combating prejudice and discrimination.

CITIZENSHIP AND PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Promoting Citizenship through RE

RE plays a significant part in promoting Citizenship 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 relevant spiritual, moral, social and cultural issues;
- enabling pupils to think about the importance of resolving conflict fairly;
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally;
- enabling pupils to consider and justify personal opinions about relevant issues, problems and events.

Promoting Personal, Social and Health Education through RE

RE plays a significant part in promoting *Personal, Social and Health Education* through pupils:

- developing confidence and responsibility and making the most of their abilities; learning about what is fair and unfair, developing principles for distinguishing right and wrong, 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 that are different from their own.

There are clear opportunities within the framework of this syllabus and the programmes of study to make links between RE and Citizenship and PSHE. Beliefs about nature of humanity and the world (a theme which runs through all key stages) influence how we organise ourselves and relate to others locally, nationally and globally. Consideration of the impact of religions on behaviour and lifestyle engages pupils in thinking about issues surrounding social justice, equality, community cohesion, and voluntary and charitable activities and organisations.

RE provides opportunities for pupils to become actively involved in society and increase their social and political awareness about: the local community in which they live, Britain as a multicultural and

multi-religious society, the global community. RE encourages pupils to become critical and evaluative thinkers, making reasoned and informed judgements. It can offer a critique of citizenship by asking questions e.g. What is a good citizen? Are we national citizens before global citizens? What do religions have to say about being a citizen? What does belonging to a community mean to me? What might a fair and just society look like? Why is there inequality in our world and society? Opportunities for pupils to reflect on learning and explore their own values, beliefs commitment and choices are offered through RE.

Some Examples of Links Between RE and Citizenship/PSHE

KS1 RE Focus: pupils to identify on what matters to them in the light of learning about what is important to Christians. They reflect on how Christian values of love, care and forgiveness relate to their own attitudes and behaviour.

Links: this builds on PSHE/Citizenship 1a-b, 2c and 2e, where pupils are taught about what is fair and unfair, right and wrong, to share their opinion on what matters to them, to recognise choices they make and to realise that people and other living things have needs and they have responsibilities to meet them.

KS2 RE Focus: pupils learn about key aspects and practices of Sikhism, in particular, the significance of the gurus, what Sikhs believe about God, the importance of the Gurdwara for worship and the community, expressions of commitment. They understand how the practices of Sikhism are closely connected to beliefs and values of Sikhism.

Links: this builds on PSHE/Ci4b where pupils are taught about the lives of other people in other places and times, and people with different values and customs.

KS3 Focus: pupils investigate and explain the differing impacts of the religious beliefs and teachings of Christianity and Islam on individuals, communities and societies.

Links: this builds on the key Citizenship concept *Identities and Diversity* (1.3) b. 'exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them', and content (3) i. 'the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared'. In addition it helps them to engage in the key process *Critical Thinking* (2.1) a. 'engage with and reflect on different opinions, ideas, beliefs and values when exploring topical issues'.

Focus: pupils consider how moral decisions are made by religious believers and how the values people hold affect their relationships with others.

Links: this builds on PSHE 3c, d, e, f and g, where pupils learn about the nature of friendship, the range of lifestyles and relationships, the role and importance of marriage in family relationships and the value of family life.

Whilst RE makes a significant contribution to Citizenship and PSHE, these subjects must **not** replace RE on the curriculum.

All three subjects complement each other but have special and unique contributions to make to pupils' Knowledge, Understanding and development of Skills and Attitudes.

RE AND THE USE OF LANGUAGE

Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. The 'Use of Language Across the Curriculum' statement in the National Curriculum (2000) requires that the following be included in all subject teaching:

- general accuracy in using language – writing, speaking, reading, listening and responding;
- use of technical and specialist vocabulary accurately;
- using patterns of language associated with the subject.

RE can make an important contribution to these areas and to pupil achievement in the use of language by enabling them to:

- acquire and develop a specialist vocabulary, spelling and using words, terms and concepts specific to religion e.g. scripture, reincarnation, theism, worship, artefacts, sacred, gurdwara, resurrection, Buddha;
- communicate their ideas about religious material studied 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 e.g. listen to and read stories, poetry, metaphors from sacred scriptures;
- develop their speaking and listening skills when considering religions, beliefs and ideas and articulate their responses;
- read, particularly religious texts;
- respond to material studied by writing in different styles such as poetry, diaries for key religious figures and characters from religious stories, extended writing and the synthesis of differing views, beliefs and ideas;
- evaluate religious ideas and issues clearly and rationally, using a range of reasoned, balanced arguments.

It should be noted that whilst teachers may use opportunities provided in RE to develop pupils' accuracy in reading, writing, listening and speaking, assessments in RE should only be made against criteria based on the RE Levels of Attainment.

Please refer to National Curriculum 2000, *General Teaching Requirement in Use of Language Across the Curriculum*:

- Key Stage 1/Key Stage 2, page 38
- Key Stage 3/Key Stage 4, page 40

See also *Literacy in Religious Education – Key Stage 3 National Strategy* (published in 2-04) ref DfES 0051-2004G (file) 0260-2004 (CD)

RE AND THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

RE provides opportunities for pupils to use and develop their information and communication technology (ICT) skills by enabling them to:

- make appropriate use of the internet, CD-Rom sources, e-mail and video conferencing to find out about, analyse and evaluate different aspects of beliefs, teachings and practices and their impact on individuals, communities and cultures.
- use e-mail and video conferencing in order to communicate with and build up respect for people from different religious backgrounds, cultures, countries, thus 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 stimulus for discussion.
- use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of the diversity of practice and belief 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.
- use equipment such as whiteboard (IWB) to annotate religious material such as stories, passages from scriptures, hymns and prayers, in order to analyse and evaluate different aspects of religious beliefs and practices.
- use spreadsheets and databases to handle and present data relevant to RE
- evaluate the impact of ICT on the world and the questions it raises for religious and secular groups

PROMOTING KEY SKILLS THROUGH RE

RE provides opportunities for pupils to develop the key skills of:

Communication

In RE, pupils encounter a range of distinctive forms of written and spoken language, including sacred texts, stories, history, poetry, creeds, liturgy and worship.

RE has distinctive concepts and terminology which stimulate pupils to use their language skills to reflect on their own experiences and to help them understand and appreciate their cultural backgrounds.

In particular, pupils learn to talk and write with knowledge, understanding and insight about religious and other beliefs and values; to discuss many of the ultimate questions of life; to construct reasoned arguments; to think reflectively and critically about spiritual, moral, social and cultural issues; and to present information and ideas about these issues in words and symbols. Moreover, RE emphasises that truly effective communication also includes an empathetic understanding of people and the issues that concern them.

Working With Others

RE provides opportunities for pupils to work co-operatively through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity.

Improving Own Learning and Performance

RE includes reflecting on taking responsibility for oneself and others. The beliefs and values studied are the foundation for personal integrity and choice. Such study is personally challenging and relevant to many aspects of learning and achievement throughout life, including future careers. Pupils should be involved in setting targets, reviewing their achievements and identifying ways to improve their work in RE (refer to Assessment for Learning on page 166).

Problem Solving

RE deals with religious and moral beliefs and values that underpin individual problem-solving and decision-making.

Pupils are given opportunities to consider and make personal decisions on religious issues and beliefs (e.g. good and evil, life after death, existence of God), ethical dilemmas (e.g. sexual relationships, use of money, war and conflict) and priorities in life.

Information Technology

A variety of equipment can be used to enable pupils to gain knowledge, understanding and insight into religious beliefs, teaching and practices (refer to page 145).

Application of Number

RE provides opportunities to support numeracy work through calendrical reckoning, collecting recording, presenting and interpreting data involving graphs, charts and statistical analysis.

PROMOTING PERSONAL, LEARNING AND THINKING SKILLS (PLTS) THROUGH RE

Independent Enquirers

RE promotes independent enquiry through investigation of the impact of beliefs and evaluation of the influence of religion. Independent enquiry can be particularly developed in using a range of forms of expression and in reflecting upon and evaluating beliefs and values. In developing reasoned arguments and reflecting on their experiences, pupils can choose an approach and present it in their chosen style. When considering solutions to problems in a local community, workplace or the wider world, RE encourages pupils to ask why, to use their imagination, to empathise and to listen to themselves and others reflectively.

Creative Thinkers

Pupils think creatively when given the challenge of understanding a belief or ideal and imagining how it could apply to life. They can use creativity to develop empathy for particular groups, to resolve ethical problems or to imagine, describe and present questions that concern them. When evaluating how beliefs inform answers to ultimate questions and ethical issues, pupils use creative thinking to imagine their way into the experiences of others. Pupils' creativity is also developed when they use reasoned arguments to express insights and beliefs. Creative thinking can be particularly required and developed in encountering people from different religious, cultural and philosophical groups, in visiting places of major religious significance and in using a range of forms of expression to communicate ideas and responses.

Team Workers

Pupils can be stimulated by working with each other's ideas and experiences in areas of life that matter to them. RE promotes team working through investigation of the impact of beliefs, explanation of beliefs, evaluation of how beliefs inform answers to ultimate questions and ethical issues, interpretation of sources and expression of insights. Team working can be particularly developed when pupils work together to organise visits, plan questions, take decisions about projects or prepare presentations.

Examining and evaluating beliefs develops analytical skills and diplomacy in selecting evidence and presenting opinions. Through developing and presenting a persuasive argument on a religious or ethical issue, pupils gain skills in working together and interpreting each other's responses. RE also

contributes to team working through its engagement with important work-related issues, such as international trade, discrimination or freedom of movement. On these and other issues, pupils can work together to understand their work-related experiences, clarify their ideas, participate in debates or discussions and feed back to each other in evaluating issues.

Self-Managers

RE creates contexts in which pupils can organise their own learning. It promotes self-management through investigation of the impact of beliefs, application of vocabulary, development of evidence and arguments, and expression of insights. RE offers pupils an inner journey: the chance to reflect on their beliefs, attitudes, presuppositions and values in the light of their learning about and from religions and beliefs. Self-management can be particularly required and developed in dealing with issues that may evoke strong emotional reactions and in engaging sensitively with varying values and issues of identity and belonging. Learning experiences reinforce appropriate self-management for positive behaviour in a variety of public contexts, including workplaces, religious centres and meetings.

Effective Participators

RE encourages pupils to participate through discussion, debate, group work and engagement with a diverse community. In RE, discussions about ultimate questions invite everyone's view on an equal basis, and pupils can work together to clarify, deepen or challenge each other's opinions. Investigating the impact of beliefs and evaluating the influence of religion can lead to successful participation in discussions of theological issues and responses to speakers or the media. When required to explain beliefs or express insights and ideas, pupils participate by contributing their own views and experiences. Effective participation can be particularly required and developed in encountering people from different religious, cultural and philosophical groups, in visiting places of major religious significance and in discussing, questioning and evaluating important issues.

Reflective Learners

Pupils develop as reflective learners when they grapple with complex issues and encounter the values and belief systems of others. Examining a belief or practice can enable pupils to analyse its resemblance to beliefs or practices from different times, cultures or contexts. Pupils develop their reflective learning through evaluating how beliefs inform answers to ultimate questions and ethical issues. Reflective learning is also promoted through interpretation of sources, analysis of beliefs, arguments and ideas, and reflection on

relationships between beliefs, world issues and ultimate questions. In exploring how religious communities organise their structures, deal with conflict and make a difference to environmental issues, pupils are encouraged to reflect on the lifestyles and work practices that religious and non-religious people choose to adopt, evaluating these in the light of their experience and learning.

Embedding Personal, Learning and Thinking Skills

With thoughtful planning, a range of PLTS can be embedded in any sequence of work. For example, pupils might be asked to investigate why worship is important to some people, and what difference it makes. This would involve pupils:

- considering the importance of worship for religious groups and the reasons why some people do not consider worship to be necessary or important (reflective learners, independent enquirers)
- researching the meanings and uses of words, gestures and symbols
- gathering information on people's views about the importance of worship, analysing it and presenting it to the class, and answering questions (team workers, reflective learners)
- deciding on what questions to ask a visiting faith representative (team workers, creative thinkers)
- allocating roles in welcoming, questioning and thanking the visiting speaker (team workers, self-managers)
- finding solutions to issues about the location and resources for a new place of worship or interfaith centre (creative thinkers)
- discussing different ways of presenting the information for maximum effect (team workers, self-managers, creative thinkers)
- taking responsibility for preparing different aspects of the presentation and then giving constructive feedback to others in the group (effective participators, team workers, reflective learners)
- delivering the presentation and answering questions (team workers, creative thinkers)
- organising a return visit to a place of worship, in which they discuss issues connected to worship and prayer, and feed back to the faith community (effective participators, self-managers)
- evaluating their performance, taking account of feedback from peers and teachers, and setting targets to improve (reflective learners).

PROMOTING OTHER ASPECTS OF THE CURRICULUM THROUGH RE

Racial Equality and Community Cohesion

Schools have a statutory responsibility to promote race equality and use the curriculum to celebrate cultural diversity and challenge prejudice and racism wherever pupils live.

RE has a significant role to play in education for racial equality and community cohesion as pupils are given the opportunity to study principal religions, developing understanding and respect for beliefs, religious ethnic and cultural diversity. This Agreed Syllabus encourages schools to make links with local faith communities and give pupils the opportunity to visit places of worship. Pupils should learn about religious and cultural diversity, locally, nationally and globally, through a variety of learning experiences and activities.

RE provides opportunities for studying the damaging effects of xenophobia and racial stereotyping, the impact of conflict in religions and the promotion of respect, understanding and co-operation through dialogue between people of different faiths and beliefs.

A Global Dimension

RE encourages pupils to develop awareness of, and respect for differing belief systems and points of view; learn about religious diversity within their own community and around the world; develop an understanding of the impact of differing beliefs, practices and cultures on global society; consider and evaluate the beliefs and teaching of religions to address a variety of global issues, such as care for the environment and sustainable development, peace and conflict, moral decision making, social justice, interdependence, the importance of charity giving, unity and diversity. Pupils are encouraged to reflect on their learning and consider their own role as global citizens.

Creativity and Culture

The range of beliefs, practices and values studied in RE enable pupils to consider the scope of human nature and personality, personal fulfilment and vocation, sources of inspiration and discovery, connections between beliefs, values and forms of artistic expression. RE provides opportunities for pupils to appreciate the value of cultural distinctiveness and reflect on beauty, goodness and ideas of truth in creative and expressive arts.

Education for Sustainable Development

In RE pupils explore how human beings care for each other, their environment and the use made of the world's resources. They do this in relation to beliefs and teachings, stories and practices of the principal world religions about the origin and value of life, and attitudes to the environment and other species.

Thinking Skills

RE is an academic subject, based on learning about and from Christianity and other principal religions of the United Kingdom, local faith communities and secular world views. The study of religion is a rigorous activity involving a variety of intellectual disciplines and skills. These include studying sacred texts and understanding their development, studying philosophy and ethics, history and other contemporary forms of believing, understanding phenomenological, psychological and sociological studies in religion. RE promotes thinking skills by helping pupils to research, select, interpret and analyse information from different religions and intellectual disciplines, reflect and question their own views and those of others, and communicate their ideas in a variety of ways. The Agreed Syllabus provides opportunities to use a range of thinking skills strategies at all key stages.

Scientific, Medical and Health Issues

RE provides opportunities to explore philosophical and ethical questions of the origin, purpose and destiny of the cosmos and life within it, and the nature of humanity and the interaction with the world. Pupils can consider the response of religions to the developments in genetics and medicine, their application and use, and explore concepts of health, well-being and their promotion.

Employment, Vocation and Work-Related Learning

RE provides opportunities for pupils to focus on their individual sense of purpose and aspiration in life as they reflect on their own and others' ideas, beliefs, values and experiences. Pupils will be able to consider the appropriateness and relevance of RE to a wide range of employment opportunities and the development of spiritual and ethical issues linked to the world of work.

Financial Capability

RE deals with issues surrounding the value and responsible use of personal property, including money. This includes the importance of charitable giving and the ethics of wealth, debt, poverty, gambling, business and investment.

LINKS WITH OTHER SUBJECTS

As well as making its own distinctive contribution to the school curriculum, RE contributes directly and indirectly to other curriculum subjects and areas such as the social and emotional aspects of literacy (SEAL) through its content, concepts, skills, attitudes and learning experiences. Whilst links to other subjects should be made where appropriate, and incorporated into planning, RE should remain clearly identifiable at all key stages. Parents who wish to withdraw their children from RE must be able to do so.

In RE pupils can apply skills and learning from other curriculum subjects. This could include:

- looking at issues such as truth claims, environment, medical ethics, in relation to religion and science (Science)
- developing an understanding of symbolism in religious art and music (Arts)
- investigating the arts from different cultural contexts (Arts)
- collecting and interpreting statistical data (Mathematics)
- exploring the design of religious buildings and making replicas of artefacts, cards, models, festival food (Design Technology)
- performing dances from different religious traditions and cultures (PE)
- diversity and community cohesion (PSHE and Citizenship)

It is important to note that whilst links should be made between RE and other curriculum areas, ***the programmes of study in this Agreed Syllabus must be used as the basis for subject content in RE.***

Primary

The Strategy for Primary Schools – *Excellence and Enjoyment* encourages schools to:

- design a broad and rich curriculum which makes the most of links between different areas
- be creative and innovative in how they teach and organise themselves
- stress creativity and the arts.

When looking at whole school planning, teachers should consider which curriculum areas can work together. Where schools are looking towards a more topic-based approach, care must be taken to ensure that RE is taught as a discrete subject where it does not fit into a more integrated approach e.g. RE could make a contribution to a topic on Belonging, but not one on Toys.

It would be appropriate to:

- teach a unit in RE on the local church and/or local faith communities whilst undertaking a local study in Geography and History
- make links between Y3 and Y5 spring term literacy with RE work on parables, stories and myths
- make links between the QCA Geography unit 'A Village in India' and RE work on Hinduism or Sikhism

Such planning across subjects will enable pupils to gain a more holistic picture of their learning.

Secondary

In secondary schools, teachers should be aware of what pupils are learning in other subject areas and plan with other subject disciplines to:

- look at wider issues e.g. diversity, poverty, prejudice and discrimination
- make links with topics in other curriculum subjects e.g. a unit in RE on the problem of suffering at the same time as a study of World War 2 and the Holocaust in History
- work with other departments on a joint project e.g. Creative Arts, Humanities, English

Where schools have adopted an integrated humanities course, the programmes of study in this Agreed Syllabus must be used as the basis for subject content in RE and the units should be planned using specialist RE input.

POLICY AND PLANNING

	Pages
The Role of the RE Subject Leader	157
Policy and Guidance	158-159
Development Plan	160
Scheme of Work	161-164
Assessment	165-166
Guidance on Learning from Religion (AT2)	167-169

THE ROLE OF THE RE SUBJECT LEADER

There should be a person in school with a designated responsibility for leading and co-ordinating the subject. Responsibilities should cover **some** or **all** of the following, according to the staffing and responsibilities structure in the school.

Leadership promote RE	Management implement RE	Monitoring and Review evaluate RE	Training lead curriculum development
<ul style="list-style-type: none"> • Become familiar with the requirements of the Agreed Syllabus. • Produce an RE file/handbook. • Represent RE to staff, parents, governors and within the LA e.g. by preparing statements about RE for parents and governors, as required. • Write school policy for RE. • Lead curriculum development in RE. • Prepare a Development Plan, including short-term and long-term targets and a funding policy. • Prepare teacher guidance and Long-Term Plan for Scheme of Work, in consultation with headteacher and the whole staff or department. 	<ul style="list-style-type: none"> • Ensure that there is a detailed Scheme of Work, which includes Medium-Term Plans. • Devise appropriate procedures for assessment, recording and reporting of pupils' work in line with whole school policy. • Work with teachers to set individual pupil, class, year group performance targets. • Ensure good liaison with partner schools, in particular transition and transfer. • Promote and arrange visits and visitors to the classroom. • Promote display of pupils' work in RE. • Audit resources regularly. • Order appropriate resources. • Enable staff to use resources effectively. 	<ul style="list-style-type: none"> • Scrutinise planning in relation to Agreed Syllabus requirements and implementation. • Support the headteacher in preparation of self-evaluation form (SEF) (contribution of RE) for Ofsted. • Interview teachers and pupils with regard to the provision of RE. • Observe RE lessons and give feedback. • Coordinate portfolio of pupils' work (primary). • Scrutinise samples of pupils' work in relation to levels of attainment. • Produce annual report on RE provision for the headteacher and governors. This should be in relation to the RE Development Plan. • Devise a departmental SEF for RE (secondary). 	<ul style="list-style-type: none"> • Keep up-to-date with new developments in RE, both locally and nationally. • Ensure staff development (for themselves and others) through courses and in-school meetings and training. • Run staff meetings on RE, for example in relation to new developments, resources, courses. • Act as a consultant and give support to non-specialist teachers.

POLICY FOR RE

All schools should have a policy for RE. This should be approved by governors and made available for parents. The policy should include:

A Rationale: a paragraph which contains a definition of RE, legal requirements, the place of RE in the basic curriculum, the statutory status of the Agreed Syllabus, pupil entitlement.

Please refer to page 3 (Legal Requirements) of this Agreed Syllabus.

Aims and Importance of RE: this should be taken from page 5 (The Importance of RE) of this Agreed Syllabus and should be linked to the school aims.

Organisation of RE: allocation of curriculum time (see page 46), how RE is delivered (e.g. mainly weekly lessons on blocks of time), how the subject is managed, monitored and evaluated (role of RE Subject Leader).

Scheme of Work for RE: a brief overview of which religions are taught at which key stage and the Long-Term Planning grids, indicating what units of work are covered and when.

Right of Withdrawal: a statement of the right of parents to withdraw their children wholly or partially from RE (see page 3) and how this is managed by the school.

GUIDANCE FOR TEACHERS

The RE Subject Leader should put together guidance for teachers that will enable them to implement the policy and the Agreed Syllabus. It should include:

- An overview of the Agreed Syllabus – concepts, themes, concepts and skills.
- A Long-Term Plan for each key stage and guidance on Medium-Term Planning with any existing Medium-Term Plans for particular year groups.
- Assessment, recording and reporting – the Levels of Attainment and their importance for planning and assessing, approaches and systems for recording pupils' progress and reporting to parents.
- Procedures for monitoring and the self-evaluation of RE – e.g. curriculum audit, lesson observation, scrutiny of pupil work, interviewing pupils, scrutiny of planning.
- A paragraph on the contribution RE makes across the curriculum (e.g. to spiritual, moral, social and cultural development, PSHE/Citizenship, literacy, ICT, key skills) and to other subject areas in the curriculum.
- Development Plan – annual Development Plan and progress made.
- Resources available in school.

Guidance may include relevant pages from the Agreed Syllabus.

DEVELOPMENT PLAN

Schools will need to ensure that RE is included in the School Improvement Plan. There should be an annual Development Plan that identifies priorities, sets clear objectives and is reviewed annually.

Below is an example of a pro forma that could be used or adapted which contains the key elements that should be in an RE Development Plan.

Priority	Tasks	Monitoring	Success Criteria
<p>Priority 1 A statement setting out clear objective <i>e.g. develop and improve creativity within RE teaching</i></p> <p>Aimed at: Which people will be involved <i>e.g. teachers, pupils, governors, parents</i></p> <p>Key People: Those who will help implement the priority <i>e.g. RE Subject Leader /RE teachers, advisory staff, Headteacher</i></p> <p>Timescale Costing <i>e.g. overall cost with key areas of costing e.g. buying artefacts, resources</i></p>	<p>Steps needed to achieve priority</p> <p><i>e.g.</i></p> <ul style="list-style-type: none"> • <i>Staff meeting with ideas for using a variety of creative learning and teaching strategies</i> • <i>Purchase of resources to support work e.g. music, artefacts, art materials</i> • <i>Asking teachers to identify some activities for particular units of work</i> • <i>Sharing of ideas in staff meeting with evaluation of lessons and units</i> • <i>Building up a file with ideas and suggestions</i> 	<p>Ways in which you will ensure that the priority is being met</p> <p><i>e.g.</i></p> <ul style="list-style-type: none"> • <i>All teachers highlighting some teaching and learning strategies in plans and evaluations: RE Subject Leader to regularly check this</i> • <i>Observation of lessons and lesson plans by RE Subject Leader and Headteacher</i> 	<p>Ways in which you can show that the priority has been met</p> <p><i>e.g.</i></p> <ul style="list-style-type: none"> • <i>Pupils more engaged in creative learning</i> • <i>File produced with variety of learning styles</i>

SCHEME OF WORK

A Scheme of Work is a planning framework which demonstrates how the school intends to implement the requirements of the Agreed Syllabus. It will show clearly how the programmes of study are to be covered at each key stage.

A Scheme of Work includes Long-Term and Medium-Term Plans.

Long-Term Plans: a programme of work which shows what units of work are being taught in each year group throughout the year and is based on a key question (see the exemplar Long-Term Plans on pages 72, 92-93, 118). Long-Term Plans must be based on the correct key stage programmes of study in the Agreed Syllabus and on the core religions indicated (refer to page 47). All concepts and themes should be covered. The Long-Term Plan should be appropriate for the key stage (e.g. focus on one religion per unit at KS1, allow for some comparisons between religions at upper KS2 and KS3) and allow for continuity and progression both between year groups and key stages.

Medium-Term Plans: units of work can then be used by teachers to prepare lesson planning (short-term planning). In many schools, class teachers produce their own Medium-Term Planning using an agreed structure.

The Medium-Term Plan should include:

- The title of the unit – the key question indicated on the Long-Term Plan
- Concepts and themes covered
- Overview of unit – what pupils will learn about (AT1) and have opportunity to reflect upon (AT2)
- Level of challenge in the unit – use Levels of Attainment to set expectations linked to unit content
- Concepts and themes for the key stage (pages 12-17), skills (pages 18-19) and attitudes (page 20)
- A sequence of questions which are based around enquiry into concepts and issues to be used in lessons that build on each other and help to answer the main unit question
- Learning objectives (what pupils should learn) and learning outcomes (what pupils can do)
- A sequence of suggested teaching activities that enable AT1 and AT2 learning to take place at a challenging level
- Key vocabulary and resources
- Assessment opportunities

The Medium-term Plan may also make links to other curriculum areas, including ICT, PSHE/Citizenship and SMSC.

Example of a Unit Question: How and why do Hindus and Sikhs celebrate Divali?

Lesson Questions:

- Why is Divali called the festival of light?
- How do Hindus celebrate Divali?
- How do Sikhs celebrate Divali?
- Why is it important that people have times of celebration?

Short-Term Plans: should be based on the Medium-Term Plans and should take account of the needs of pupils in their class. It may include ways in which Learning Support Assistants may be employed. A lesson evaluation could be included.

Medium-Term Planning Format

The following two pages give an example of a planning format. They are based on QCA recommendations.

Unit Question:				
Year Group:		Term:		Estimated Time of Unit:
About this Unit: (an overview in 2-3 sentences)				
Concepts:	Themes:	Skills:	Attitudes:	
Expectations (based on levels of attainment)				
Pupils working at level will		}	Statements based on levels but expressed in terms of unit content. To include both AT1 and AT2 statements. Please see page 22 for which levels are appropriate at each key stage	
Pupils working at level will				
Pupils working at level will				
Assessment Opportunities:				
Key Vocabulary			Resources	
Contributions to SMSC, other curriculum areas:				

Medium-Term Planning Format (continued)

Unit Question:				
Key Lesson Questions	Learning Objectives Pupils Should Learn:	Teaching and Learning Opportunities	Learning Outcomes Pupils Can:	Points to Note
<p>Lesson questions for one or two lessons</p> <p>A half-term unit would contain 4-6 questions which will help to answer the main unit question.</p>	<p>No more than two or three per lesson</p> <p>Should include AT1 and AT2 objectives throughout the unit</p>	<p>A variety of activities which enable pupils to meet learning objectives e.g.</p> <ul style="list-style-type: none"> • thinking skills • variety of writing activities • discussion • individual pair and group work • use of artefacts • pictures • music • videos • ICT • drama 	<p>No more than two or three per lesson</p> <p>Indicates what pupils have done (e.g. produced diary extract, spider diagram, given a presentation) in order to meet the learning objectives</p>	<p>Could include:</p> <ul style="list-style-type: none"> • Links to other curriculum areas • ICT opportunities • Areas of sensitivity • Homework opportunities • Specific resources • Assessment opportunities

Short-Term Plan

Year:		Date:	
Key Unit Question:			
Learning Objectives:		Learning Outcomes:	
Starter:			
Main Activity:			
Plenary:			
Key Vocabulary		Resources	
Notes on needs of individual or groups Learning Support Assistants		Assessment and Homework (if appropriate)	

ASSESSMENT

Regular assessment of all pupils at key stages is necessary in RE, so that:

- pupils know how well they are achieving and what they need to do to improve;
- teachers know how well pupils are achieving so that they can plan for further progress;
- teachers can evaluate the effectiveness of their teaching;
- teachers can report to parents.

Planning for Assessment

It is vital that **assessment is planned for at the start of the medium-term planning process and not tagged on at the end**. It should be based on the appropriate Levels of Attainment and linked to learning objectives and learning outcomes.

The key words for each Level of Attainment can be used to:

- set the focus of the assessment;
- set a suitable assessment task;
- give pupils clear criteria for what they need to do.

Over a series of assessment tasks, opportunities should be given for pupil assessment of both AT1 and AT2. Whilst not all aspects of AT2 are accessible (e.g. pupils' personal views, experiences, emotions), pupils can be assessed on their ability to demonstrate empathy, ask questions, suggest answers, evaluate and express insight. (See Levels of Attainment on pages 22-25).

Assessment for Learning

Assessment for Learning provides an effective way of assessing pupil performance in RE and enabling pupils to see what they need to do next to improve their work. Pupils are put at the centre of the process and are actively engaged in planning for their own learning. Assessment for Learning involves:

- using Levels of Attainment to set criteria for tasks;
- helping pupils to know and recognise the standards they are aiming for;
- sharing criteria with pupils – helping pupils to know and recognise the standards they are aiming for;
- modelling tasks with pupils, enabling them to see how criteria relates to a particular piece of work;
- participation of pupils in peer and self assessment;
- assessing pupils only against the criteria set;
- providing feedback that will help pupils know the steps they need to take to improve their work;
- using assessment information to set targets and inform future planning – both teachers and pupils involved in reviewing and reflecting on assessment information.

Points to Note:

- Assessment in RE should be realistic and manageable. Not every piece of work needs to be formally assessed. Teachers are engaged in continuous assessment and these need not necessarily be recorded.
- A variety of assessment strategies should be used e.g. extended and creative writing, presentations, posters, diagrams, calligrams, annotated pictures, drama, field of words.
- Assessment in RE should only be based on the Levels of Attainment for RE. Teachers may wish to comment on punctuation, presentation etc. as part of a whole school policy but assessment judgements and comments for improvement in RE must be made against RE criteria only.
- Assessment tasks should provide opportunities for achievement in both AT1 and AT2.
- Not all work in RE is assessable or measurable. It is not appropriate to assess pupil beliefs and emotions as this would be intrusive.
- The assessment and recording system in RE should contribute to whole school pupil performance tracking.

GUIDANCE ON LEARNING FROM RELIGION (AT2)

The purpose of this section is to clarify what is meant by Learning from Religion (Attainment Target 2) so that teachers may develop more confidence in promoting this area of study.

Planning for Learning from Religion

For pupils to Learn from Religion effectively there must be a positive ethos of learning in the classroom. Teachers and pupils need to feel safe to make responses and contributions from their own experience. A shared spirit of genuine enquiry, openness and respect is vital. The teacher's knowledge of, and relationship with their class is crucial in achieving this.

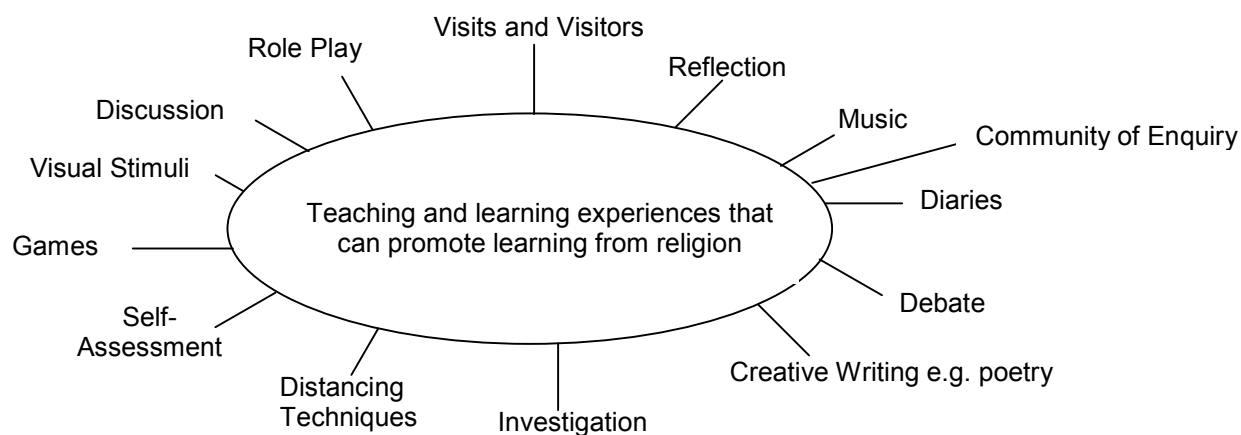
Pupils need to have opportunities to respond to what they are learning, to evaluate it and to relate it to their own experiences. Opportunities for Learning from Religion should be planned in relation to Learning about Religions (AT1). It should be remembered that spontaneity and 'catching the moment' are important in helping pupils to Learn from Religion.

The success of Learning from Religion depends on teachers being able to:

- set an appropriate classroom atmosphere;
- use subject knowledge confidently;
- use questioning techniques effectively to elicit responses from pupils;
- be flexible in linking work in Attainment Target 1 with work in Attainment Target 2 as opportunities arise;
- be flexible in response to pupils.

Teaching and Learning Opportunities and Experiences

There is a wide variety of teaching and learning methods that are appropriate to Learning from Religion. Many are also appropriate for learning about religions. Some are illustrated below:



The effective use of questioning, both of and by pupils is essential to secure learning from religion.

Learning from Religion (AT2): Practical Guidelines

1. Encourage the use of language such as *'in my opinion'* or *some 'Hindus would say'*. This allows belief statements to be made in the classroom without everyone feeling they have to agree. Never say *'we believe ...'*.
2. Value the importance of a pupil's contribution, even if you don't agree with it, with phrases like, *'That is an excellent question – I've often wondered about that too'* and *'You're not the only one who doesn't know the answer to that'*.
3. Help pupils to understand that diversity of opinion and the existence of unanswerable questions are aspects of life that we all have to live with. There are some questions to which there are no answers. Aim to keep the pupil pondering, rather than giving closed answers that seem clear-cut when the issue is anything but clear-cut. Uses phrases like *'What do you think?'* or *'What would happen if?'*. In this way, pupils can be helped to value uncertainty.
4. Allow for the possibility of a range of answers or opinions. For example, use *'most Christians would probably say..., but some Muslims would think differently....'* Encourage an awareness of diversity without undermining the pupil's own beliefs.
5. Encourage further exploration by suggesting some other people pupils could ask, e.g. faith community leaders, or places where they might find help, e.g. a resource centre.
6. Correct factual misinformation, where possible, without confrontation.
7. **Personal disclosure, if it occurs, should be dealt with sensitively. Pupils may want to talk about experiences and emotions but never intrude into a pupil's personal life. There should always be the freedom to remain silent in lessons where the discussion is intimate or deep. Teaching the whole class rather than small groups may reduce the risk of particular pupils being exposed in such intrusions.**
8. Teachers should try to avoid giving their own opinion. A better approach is to refer to views of the believers in response to questions.
9. Let a discussion develop if it is being taken seriously by the class, but have a quiet reflective technique ready to provide a suitable close to the discussion, e.g. a chance for the pupils to make a private diary entry or to make a personal resolution based on the lesson.
10. Establish ground rules with the class for discussing controversial issues. If a difficult issue arises, which is impossible to handle properly, return to it later when it can be dealt with in a more considered way.

Learning from Religion: Good and Bad Practice

Learning from religion is ...	Learning from religion is not ...
<ul style="list-style-type: none"> • relevant to all pupils, regardless of their religious (or non-religious) background • inextricably linked with Attainment Target 1, Learning about Religion • about the concepts in religion(s) • concerned with the active responses of pupils to what they are learning about • about helping pupils to apply the meaning and significance of religious ideas to their own lives • about valuing pupils' own ideas and concerns • about challenging pupils' own ideas and putting forward alternative views for consideration • about developing skills (e.g. empathy and reflection), and attitudes (e.g. open-mindedness and respect) • raising questions from religious teaching that speaks to pupils' personal experience • open-ended, allowing pupils to explore ideas • about enabling pupils to draw their own conclusions • assessable in terms of standards of pupils' skills in making responses and evaluating 	<ul style="list-style-type: none"> • confined to pupils with a faith background • free of religious content • simple thematic teaching • passive learning • about promoting a religious lifestyle • an invasion of pupils' privacy • intended to be an opportunity to practise counselling • value-free • about providing trite answers • dogmatic • concerned with measurable learning outcomes

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