

AGREED SYLLABUS
for
RELIGIOUS EDUCATION
in
DARLINGTON

2015

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Darlington Borough Council has entered into a contractual agreement with Durham County Council and has been granted the right to adopt and adapt the Agreed Syllabus for Religious Education. This document, Agreed Syllabus for Religious Education in Darlington 2015 has been revised for use in Darlington schools. These schools may store this document in electronic and/or paper form and can only use it within their school.

FOREWORD

We are pleased to commend the new Agreed Syllabus for Religious Education that has been adopted by Darlington Children's Services.

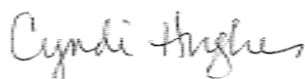
It is the outcome of a five-year statutory review process carried out by Darlington Agreed Syllabus Conference.

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 enhance 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.



Jenni Cooke
Service Director for Children's Services



Councillor Cyndi Hughes
Portfolio Holder for Children and Young People

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 cooperation in this review, I especially thank Isobel Short, Religious Education Inspector for Durham County Council for her personal support and wise counsel and for the preparation and writing of the document.

I would also like to thank all Members of the representative Groups on the Agreed Syllabus Conference who attended meetings and who gave their thorough consideration and comments on the Agreed Syllabus.

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 spiritual, moral, social and cultural development of all pupils.

Chair of the Agreed Syllabus Conference

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Section 1

What is RE?

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SECTION 1

What is RE?

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THE LEGAL REQUIREMENTS FOR RELIGIOUS EDUCATION

Religious Education must be provided for all registered pupils in maintained schools, including those in Reception classes and the sixth form. (*See footnote 1*)

Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. In all maintained schools, other than voluntary aided schools with a religious character, it must be taught according to a locally Agreed Syllabus, (*see footnote 2*) which is the statutory order.

Each Local Authority (LA) must have a SACRE (Standing Advisory Council on Religious Education) to advise the LA on matters connected with RE. The SACRE may require a review of the Agreed Syllabus at any time. This is in addition to the requirement on LAs to convene an Agreed Syllabus Conference (ASC) to reconsider the Agreed Syllabus every five years.

The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must 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 is not prohibited.

The Agreed Syllabus sets out what pupils should be taught. The key focus and learning outcomes for each key stage, along with the RE levels, set out the expected standards of pupils' performance at different ages.

The headteacher must ensure the provision of Religious Education and ensure that sufficient time and resources are given to Religious Education to meet statutory requirements. For LA maintained schools, the governing body and the LA must also exercise their functions in securing this provision.

Footnotes

1. The legal requirements for teaching Religious Education were set out in the Education Act 1988 and confirmed by the Education Acts of 1996 and School Standards and Framework Act 1998. Parents have the right to withdraw their children from all or part of Religious Education lessons.
2. See School Standards and Framework Act 1998 for variations on this requirement.

To Note

In ‘A Review of Religious Education in England’ (published by the Religious Education Council of England and Wales, October 2013), the phrase ‘religions and worldviews’ is used to refer to Christianity, other principal religions represented in Great Britain, smaller religious communities and non-religious worldviews. This Agreed Syllabus uses the word ‘religion’ (e.g. knowledge and understanding of religion) to include the beliefs and practices that underpin all of these.

THE IMPORTANCE OF RELIGIOUS EDUCATION

RE develops pupils' **knowledge and understanding** of what religion is and of the beliefs and practices of a range of religions and worldviews. RE gives pupils the opportunity to consider how religions and beliefs have an impact on individuals and communities in local, national and global contexts.

RE provokes **challenging questions** about the ultimate meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. RE gives pupils the opportunity to explore and consider different answers to these questions, analysing, evaluating and critically responding to the claims that religions and worldviews make.

RE offers opportunities for **personal reflection and spiritual development**. It encourages pupils to examine the significance of religion in relation to themselves and others and to explore their own beliefs (whether they are religious or not) in the light of what they learn, examine issues of religious beliefs and faith, and consider their own responses to questions raised. RE encourages empathy and enables pupils to develop their own sense of identity and belonging.

RE encourages **respect for all**, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world. RE helps to challenge prejudice, discrimination and racism. RE can encourage pupils to express viewpoints and agree or disagree respectfully.

RE is an academically rigorous subject providing the opportunity to attain external accreditation, including GCSE full course and A Level Religious Studies.

RE and the Whole School Curriculum

Every school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils for the opportunities, responsibilities and experiences of later life¹.

RE plays a significant role in pupils' spiritual, moral, social and cultural development (see pages 20-21), as pupils consider a range of beliefs, ideas and values raised through their study of religion.

Through RE pupils can develop life-long skills e.g. discernment, critical thinking and reasoning. RE gives opportunities for pupils to listen to others, hear and analyse conflicting viewpoints and develop empathy and respect.

¹ Section 78, Education Act 2002

THE THREE ELEMENTS OF RELIGIOUS EDUCATION

By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. They should also have been given opportunities to develop positive attitudes to their own and others' beliefs and values, recognising and respecting difference.

Pupils will develop religious literacy by:

- developing knowledge and understanding of religion
- becoming increasingly able to respond to religions in an informed and insightful way (Critical Thinking)
- reflecting on their own ideas and the ideas of others (Personal Reflection).

RE in this Agreed Syllabus is, therefore, based on:

- **Knowledge and Understanding of Religion**
- **Critical Thinking**
- **Personal Reflection**

In this Agreed Syllabus these are called the 3 elements of RE. They are interlinked and enable pupils to make good progress in RE.

Knowledge and Understanding of Religion

Knowledge and understanding is about what religion is and the impact it has for individuals and communities. It involves investigation of and enquiry into the nature of religion and beliefs through the four RE concepts:

- Belief
- Authority
- Expressions of Belief
- Impact of Belief

Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions, and apply this to considering ways in which religions are similar to and different from each other. Older students will be able to connect significant features of religion together in a coherent pattern. All pupils will enquire into ultimate questions and ethical issues through their study of religious traditions.

Critical Thinking

Critical thinking (*impersonal evaluation*) requires pupils to use reason to analyse and evaluate the claims that religions make. Through learning in this way pupils have the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions.

Critical thinking requires pupils to be open minded and to value the varied reasons and ideas people use when exploring an issue and giving their views. These views can be based on a variety of resources and can include personal experience and intuition.

Critical thinking in RE is accessible to pupils of all ages and can be formally assessed.

Pupils can demonstrate progress through the quality of their ability to analyse various viewpoints, explain or justify their opinion and evaluate the opinions of others. It is not the opinion itself which is assessable (e.g. some pupils may state opinions which affirm or deny religious faith; both are acceptable in the RE classroom) but the process of developing and justifying opinions. This is at the heart of Philosophy for Children.

Personal Reflection

Personal reflection (*personal evaluation*) develops pupils' ability to reflect on religion in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions.

Personal evaluation is introspective, subjective and private. Pupils can make personal progress through reflection, empathy, developing respect and appreciation of others but **this should not be assessed by teachers**. Pupils could partake in some private self assessment if they wished, but this would not be included in reporting their progress in RE.

Example 1

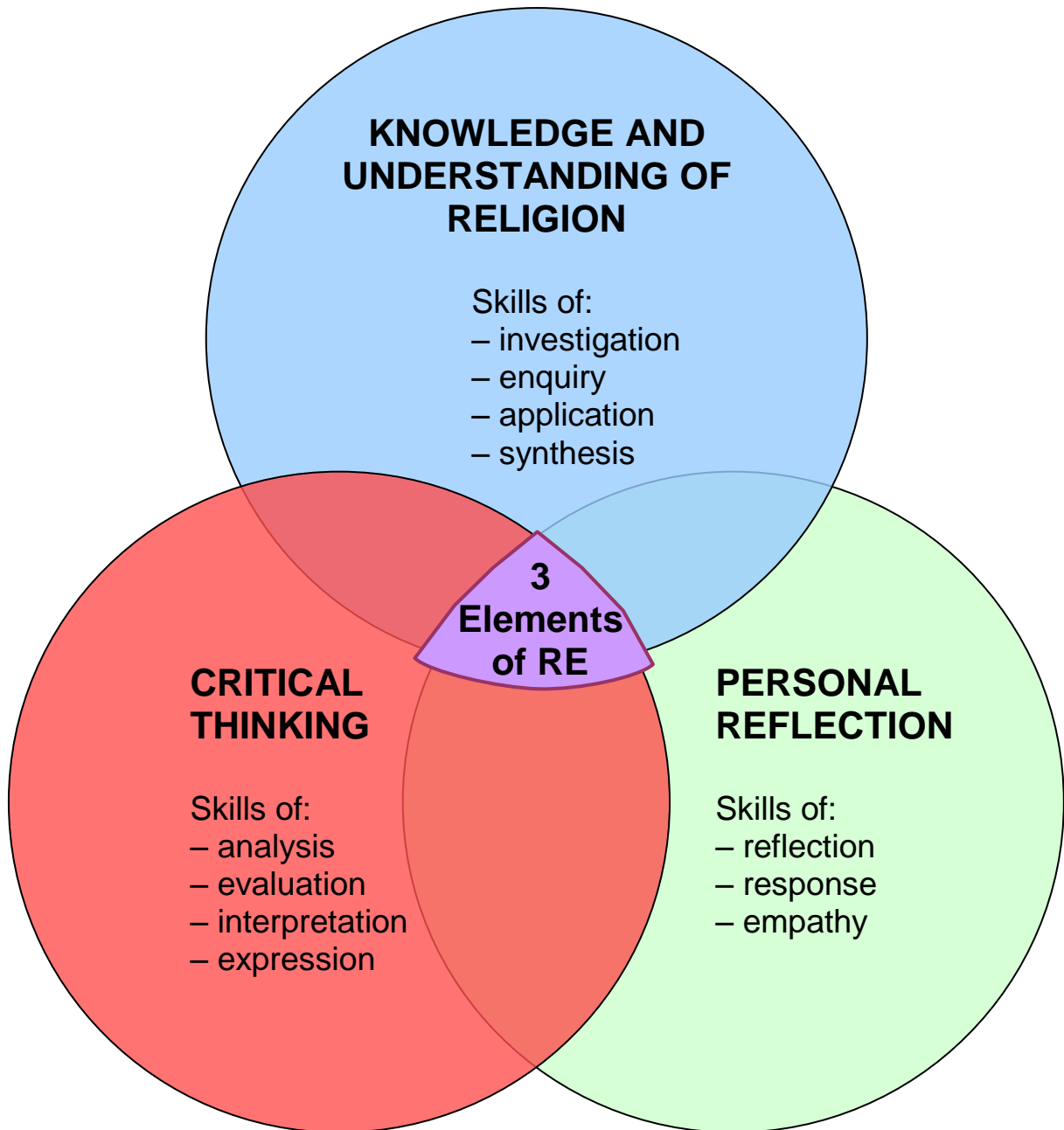
Pupils learn about the story of Rama and Sita and how this tells Hindus that good triumphs over evil. Pupils are asked to think about other stories that illustrate this theme and events and experiences in their own lives when good triumphs over bad.

Example 2

Pupils are asked to think about times they may have acted to help others in the same way as in the story of The Good Samaritan.

To Note

- Knowledge and Understanding of Religion and Critical Thinking are assessable for all pupils (see The Key Focus of Learning on pages 28-29 which should be used in planning and can be used for assessment).
- **Personal reflection should not be assessed.**



N.B. These 3 elements incorporate what has previously been known as Attainment Target 1 and Attainment Target 2.

THE FUNDAMENTALS OF RELIGIOUS EDUCATION

Religious Education in this Darlington Agreed Syllabus is based on:

- The 3 elements of RE – this shows the main purpose of RE learning (pages 6–8)
- The 4 concepts in RE – used to develop key knowledge and understanding for each core religion (pages 10–11)
- The 5 enquiry questions – these show the different types of questions for enquiry and development of learning in RE (pages 12–13).

Through RE, particular attitudes and skills are developed (pages 17–19).

RE contributes to pupils' spiritual, moral, social and cultural development (pages 20–21).

CONCEPTS IN RELIGIOUS EDUCATION

Each concept:

- conveys a fundamental idea for understanding how religion works
- as well as being distinctive, also relates to other concepts
- is capable of exploration at different levels and depths

BELIEF

- What do people believe?
- Questions of meaning, purpose and truth e.g. in relation to God, human life, the natural world, life after death.
- Key beliefs of individuals and religious communities e.g. love, forgiveness, equality.

Students have the opportunity to:

- explore the beliefs of religious traditions and non-religious worldviews
- develop critical thinking e.g. are the beliefs true? Why are beliefs important?
- reflect on their own ideas and beliefs.

AUTHORITY

- How do people know what to believe and how to act?
- Questions about the importance of holy books, founders, leaders, teachings, tradition, spiritual encounters as sources of authority.
- How sources of authority may be understood differently by groups within a religion?

Students have the opportunity to:

- explore differing sources of authority within and across religions
- explore some religious teachings and stories
- develop critical thinking e.g. are the stories true? Why is there disagreement about where authority lies? Why are holy books interpreted differently?
- reflect on who/what inspires and influences them?

Knowledge and Understanding of Religion *Critical Thinking* *Personal Reflection*

CONCEPTS IN RELIGIOUS EDUCATION

EXPRESSIONS OF BELIEF

- How do people express beliefs, feelings and commitment through worship?
- What beliefs do they express e.g. love, devotion, awe, gratitude?
- Differing forms of expression e.g. creeds, prayer, ritual, ceremony, use of music, objects, art, drama, story, poetry.
- How identity, belonging and commitment are expressed through ceremonies, rituals and symbols.

Students have the opportunity to:

- describe and show understanding of differing forms of worship and make links to the beliefs and feelings behind them
- explain the way forms of expression can make a difference to the feelings and ideas of individuals and groups of people
- develop critical thinking e.g. does prayer matter? Do rituals have a role in 21st century multi-faith/secular Britain? Do you have to be religious to be spiritual?
- reflect on their own expressions of beliefs, values and commitments.

IMPACT OF BELIEF

- How does belief and worship affect what people feel and think and how they act and behave?
- Identity, belonging, commitment expressed e.g. through religious dress, ceremonies, work in religious and local communities.
- Values, attitudes and actions affected by beliefs e.g. how Sikh belief in equality and service may affect attitudes to ethical issues surrounding poverty, justice, war, relationships etc.
- Differing views on the impact of faith e.g. Orthodox/Reform Judaism, varying groups within Islam.
- Controversial issues affecting individuals, local and global communities e.g. diversity, living together, media portrayal, extremism, religious dress, prejudice.

Students have the opportunity to:

- show understanding of the link between beliefs and actions in religious traditions
- explain how the impact of religious beliefs can vary for individuals and differing religious communities
- develop critical thinking e.g. ask questions about identity, belonging and commitment to religious communities, ask questions about the link between religious and other beliefs and teaching, values and actions
- reflect on their own concept of identity, belonging, commitment and response to ethical issues and dilemmas.

ENQUIRY QUESTIONS

The following enquiry questions cover the main dimensions in the study of religion that are appropriate for school age pupils. Each type of enquiry question is distinctive but relates to the other enquiry questions.

Theological Questions

These are questions about the particular beliefs of faith traditions (and non-religious worldviews) e.g.

- What do Christians believe about God?
- Why is Jesus special to Christians?
- What do religions believe about life after death?

Phenomenological Questions

These are questions that focus on how the beliefs of a religion are expressed in practice and ways in which the beliefs make a difference to the lives of individuals and communities e.g.

- How do Buddhists express their beliefs?
- How do Christians celebrate Easter?
- How and why do people use ritual in their lives?
- How are the arts used to express spirituality and belief?

Philosophical Questions

These are ultimate questions of meaning, purpose and truth e.g. questions about the meaning of life, suffering, life after death, existence of God, validity of religious belief. They are the sort of questions that all humans may ask, whatever their religious or non-religious beliefs are e.g.

- Why do people suffer?
- Is death the end?
- Do miracles happen?
- What is the meaning of life?

Ethical Questions

These are questions about people's values and actions and how much moral decisions are made as a result of religious beliefs. Ethical questions may focus on particular moral issues and the religious and non-religious responses to these e.g.

- How and why do religious people care for others?
- Why should people with a religious faith care for the environment?
- How do people make moral decisions?
- Should religious people take part in wars?

Sociological Questions

These are questions about the impact of religion on society and the role of religion in communities, both locally and globally. These could include questions about how religions and beliefs affect people's sense of identity and belonging, questions about diversity of beliefs, interfaith harmony and conflict, and the role of religion in politics e.g.

- What does it mean to live in a religiously diverse country?
- How can religious beliefs affect identity? What issues does this raise?
- Do religions bring conflict or harmony?
- To what extent is the portrayal of religions in the media accurate?

How Schools Should Use Enquiry Questions

Enquiry questions should be used to help produce a balanced Scheme of Work that enables pupils to develop an understanding of the differing dimensions in the study of religion.

At Key Stage 1 and Lower Key Stage 2 units will focus on theological and phenomenological questions (see exemplar plans for these key stages) e.g.

What does it mean to belong to Christianity? (KS1)

What do Christians believe about Jesus? (KS2)

Some unit questions ask both theological and phenomenological questions e.g. What do Muslims believe and how are these belief expressed? The teacher should develop enquiry questions within this unit of work to ensure both types of enquiry questions are addressed.

At Upper Key Stage 2 units will mainly focus on theological and phenomenological questions. Philosophical questions may be raised within some units of work e.g. questions about miracles, existence of God, life after death are considered within units on Christianity.

At Key Stage 3 a Scheme of Work should be planned to ensure **all** enquiry questions are developed e.g. each type of enquiry question could be the focus of at least one unit of work. Some units will explore some or all of the enquiry questions.

At Key Stage 4 questions are addressed through examination specifications.

ENQUIRY BASED LEARNING

Enquiry Based Learning actively engages pupils in the learning process. It enables them to develop skills as they investigate issues surrounding religion and beliefs. Through the cycle of enquiry pupils have the opportunity to:

- generate and refine questions
- develop lines of enquiry using a range of methods and sources
- research complex issues and explore a range of viewpoints
- gather, compare and synthesise information, interpreting, analysing and evaluating findings
- develop knowledge and understanding of religion and belief and the impact these have on individuals and communities today
- use critical thinking and reasoning to draw conclusions
- reflect on their own ideas, beliefs, values, experiences and feelings in relation to what they have learnt through the enquiry.

Cycle of Enquiry

The enquiry process includes the following steps. Pupils can become less teacher-reliant and more independent in using these steps as they become older.

ENGAGE

- An engaging resource/activity is used to introduce the new enquiry.
- A key question for the enquiry is developed/shared.

EXPLORE

Pupils:

- explore the question as a class or in small groups
 - What do we know already about the question?
 - What are our initial ideas?
 - What more do we need to find out?
 - Are there any other questions we might want to ask?
- plan and organise how they will answer the question
 - How can we find out?
 - Who could we ask?
 - What sources can we use?
 - Where could we go?

ENQUIRE/INVESTIGATE

Pupils:

- carry out the enquiry using a variety of sources and methods as appropriate (younger pupils may have sources and methods provided for them)
- interpret what they find out and bring different pieces of information together.

EVALUATE

Pupils:

- draw conclusions from their findings
 - What have we found out?
 - Can we answer the question?
 - What are we still not sure about?
 - Are there further questions we need to ask?
 - Do we need to carry out more enquiries?
- consider how to present findings.

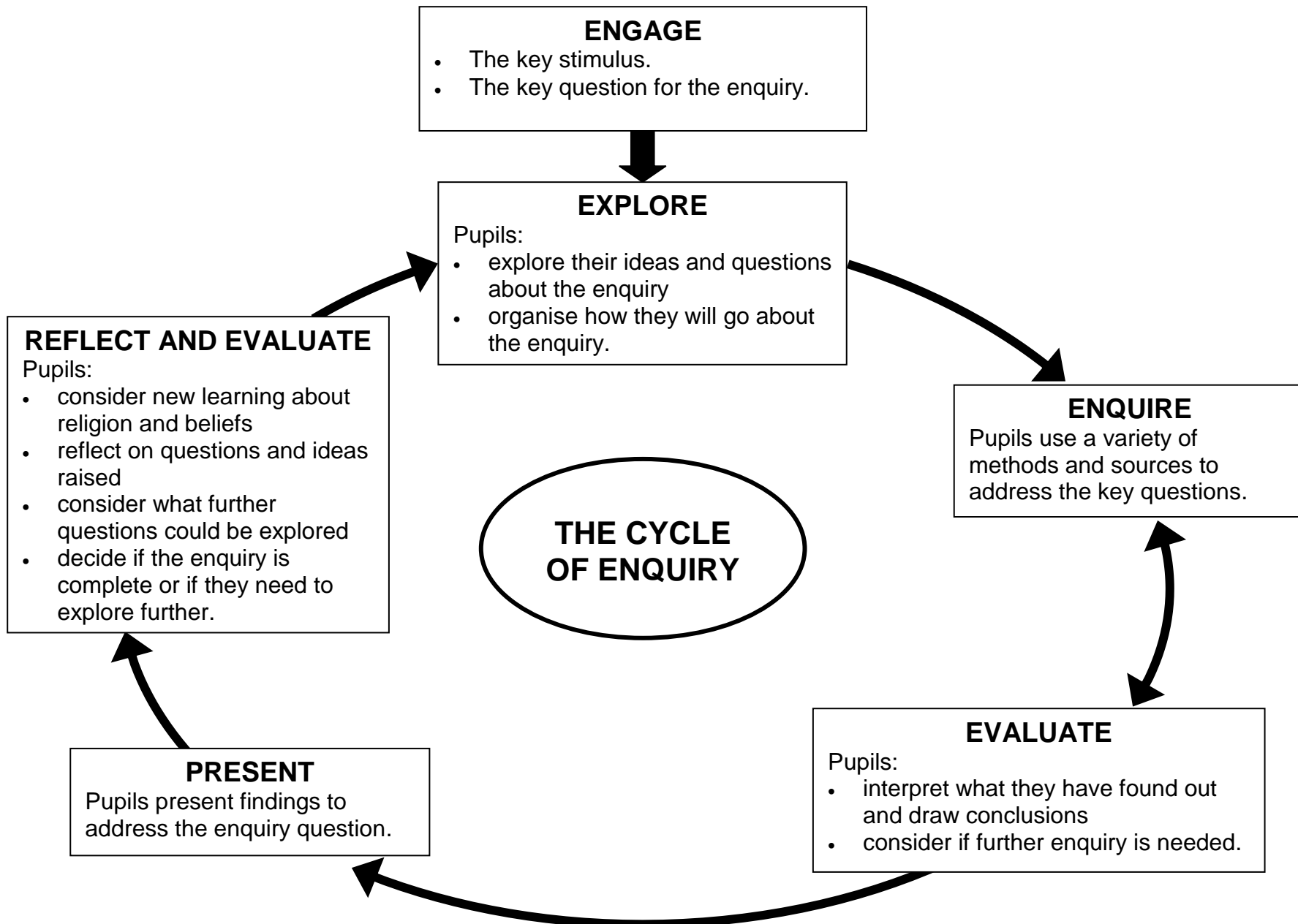
PRESENT

- Pupils present findings to address the enquiry question.

REFLECT and EVALUATE

Pupils consider the following questions:

- What do we think about our findings?
- How has this enquiry helped us make more sense of the key question and our understanding of religion and beliefs?
- What further questions do we now want to ask and reflect on?
- What could we find out next?



ATTITUDES IN RELIGIOUS EDUCATION

RE encourages pupils to develop positive attitudes to their own and others' beliefs and values, in a classroom climate that recognises and respects difference.

The following attitudes can be developed and should be planned for in units of work at every key stage.

Self-awareness

RE can give the opportunity for pupils to:

- recognise their own sense of self-worth and value
- develop the capacity to consider their own beliefs, values and attitudes, and feel confident to communicate these to others without fear of embarrassment or ridicule
- develop personal, intellectual and moral integrity as they consider their own religious, moral and spiritual ideas
- acknowledge bias and prejudice in themselves
- become increasingly sensitive to the impact of their ideas, attitudes and behaviour on others.

Respect

RE can give the opportunity for pupils to:

- recognise that others have a right to have different beliefs and practices to their own
- recognise that people's convictions are often deeply held
- be sensitive to the feelings, ideas, needs and concerns of others
- listen to and learn from others, even when views are different from their own
- value difference and diversity
- discern what is worthy of respect and what is not
- appreciate that some beliefs are not inclusive and consider the issues that this raises for individuals and society.

Open-mindedness

RE can give pupils the opportunity to:

- learn and gain new understanding
- look beyond surface impressions
- recognise that people hold a wide range of opinions
- listen to the views of others without prejudging their response
- consider evidence and argument, disagreeing reasonably and respectfully, about religious, moral and spiritual questions
- develop the ability to live with uncertainty and ambiguity.

Appreciation and Wonder

RE can give the opportunity for pupils to:

- appreciate the wonder of the world in which we live – its beauty, order, shape, pattern, mystery
- value insight, imagination, curiosity and intuition as ways of perceiving reality
- recognise that knowledge is bounded by mystery
- develop their capacity to respond to questions of meaning and purpose
- develop their imagination and curiosity.

SKILLS IN RELIGIOUS EDUCATION

Throughout the key stages the pupils should increasingly have opportunities to develop a range of skills. Skills that are essential for pupils to learn and make progress in Religious Education can be developed through the 3 elements of RE in this syllabus:

Knowledge and Understanding of Religion, Critical Thinking, Personal Reflection.

These skills are outlined below and in the overview pages for each key stage. The skills should be considered at the start of Medium Term Planning.

Knowledge and Understanding of Religion

- | | |
|---|---|
| Investigation and Enquiry e.g. | <ul style="list-style-type: none">• asking relevant questions• knowing how to use different types of sources as a way of gathering information• knowing what may constitute evidence for understanding religion(s)• ascertaining facts |
| Application e.g. | <ul style="list-style-type: none">• making the association between religions and individual, community, national and international life• identifying key religious values and their interplay with secular ones |
| Synthesis
(how things relate to each other) e.g. | <ul style="list-style-type: none">• linking significant features of religion together in a coherent pattern |

Critical Thinking

- | | |
|---|--|
| Analysis e.g. | <ul style="list-style-type: none">• exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith• distinguishing between the features of different religions |
| Evaluation e.g. | <ul style="list-style-type: none">• debating issues of religious significance, with reference to evidence, factual information and argument• weighing the respective claims of self interest, consideration for others, religious teaching and individual conscience |
| Interpretation e.g. | <ul style="list-style-type: none">• drawing meaning from artefacts, art, poetry and symbolism• interpreting religious language• suggesting meanings of religious texts• explaining why people belong to faith communities |
| Expression (learning to communicate) e.g. | <ul style="list-style-type: none">• pursuing a line of enquiry or argument• identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media• giving an informed opinion and expressing a personal viewpoint |

Personal Reflection

Reflection and Response e.g.

- thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices
- developing a personal interest and curiosity in puzzling, searching and challenging questions

Empathy e.g.

- considering the thoughts, feelings, experiences, beliefs, attitudes 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 issues arising from their point of view

THE CONTRIBUTION RE MAKES TO PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

All schools are required to promote pupils' spiritual, moral, social and cultural (SMSC) development and prepare pupils for adult life (Section 78, Education Act 2002).

Religious Education has a vital role to play in providing opportunities for SMSC development.

Spiritual Development

RE contributes to pupils' spiritual development as it enables pupils to learn about and reflect on beliefs, religious or otherwise, which inform people's perspective on life. RE gives pupils the opportunity to consider what is meant by the intangible and to recognise and appreciate that there is more to life than the routine and everyday, the material/physical. RE asks ultimate questions and considers issues of truth and meaning.

RE provides opportunities for pupils' spiritual development through:

- developing knowledge and understanding of what 'spiritual' means in the religions studied
- discussing, evaluating 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
- discussing and evaluating the importance of values such as justice, honesty and truth in developing the spiritual life
- considering how religions and other worldviews perceive the nature of the soul, the value of human beings, and their relationships with one another, with the natural world, and with God
- appreciating the beauty/order of the natural and human-made world
- developing their own views and ideas on religious and spiritual issues and evaluating the ideas and beliefs of others
- learning about and reflecting on important concepts, rituals, experiences and beliefs at the heart of religions and other worldviews
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences
- expressing their thoughts and ideas creatively e.g. through art, music, creative writing.

Moral Development

RE contributes to pupils' moral development as it provides opportunities for investigating and discussing how people make moral decisions and what people mean by the terms right and wrong. Pupils are given the opportunity to learn about how religious and non-religious beliefs can affect the values and actions of people and how these can differ. They are given the opportunity to critically evaluate people's values and actions and reflect on their own views about a range of moral and ethical issues.

RE provides opportunities for pupils' moral development through:

- learning to value diversity and engage in issues concerning truth, justice and trust
- exploring how the behaviour of individuals and society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- investigating key themes in religious stories e.g. good and evil
- considering what is of ultimate value to 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 and moral dilemmas within and across religions
- considering the importance of rights and responsibilities and developing a sense of conscience

- learning how to make reasoned and informed judgements on moral issues
- evaluating religious stances on moral issues in relation to their own values and attitudes
- reflecting on their own attitudes, values and actions.

Social Development

RE contributes to pupils' social development as it enables pupils to use a range of social skills whilst visiting places of worship and meeting people from differing religious and non-religious backgrounds. RE gives pupils the opportunity to develop interest in, and understanding of the role religion plays in the way communities and societies function.

RE provides opportunities for pupils' social development through:

- meeting people with differing religious beliefs
- learning about different religious communities and how they work together
- exploring what binds religious communities together e.g. moral codes, ceremonies and festivals
- considering how religious and other beliefs lead to particular actions and concerns
- valuing how British society is enriched by a variety of religions and belief systems
- investigating social and environmental issues from religious perspectives, recognising the diversity of viewpoints both within and between religion, and where there is common ground
- articulating their own and others' ideas on a range of contemporary issues
- valuing relationships and developing a sense of belonging.

Cultural Development

RE contributes to pupils' cultural development as it enables pupils to explore, understand and develop respect for religious and cultural diversity in the local, national and global context. Pupils have the opportunity to develop understanding about the role and influence of religion on shaping their own heritage and evaluate the issues surrounding interfaith dialogue and harmony. RE provides opportunity to explore and reflect on how literature and the arts are used to express beliefs and spirituality, locally, nationally and globally.

RE provides opportunities for pupils' cultural development through:

- developing understanding of the cultural contexts in which they live
- exploring Britain as a multi-faith and multicultural society
- evaluating how British culture has been shaped by Christianity
- encountering people, literature, the arts and resources from differing religious traditions
- exploring how religion is expressed in a variety of artistic media
- considering the relationship between religion and cultures and how differing religions and beliefs contribute to cultural identity and practices
- encouraging racial and interfaith harmony, respect for all and community cohesion
- promoting awareness of the value of interfaith co-operation.

THE CONTRIBUTION RE MAKES TO PROMOTING FUNDAMENTAL BRITISH VALUES

The Department for Education (DfE) produced guidance in November 2014 “Promoting fundamental British values as part of SMSC in schools”. The guidance makes clear that:

- all maintained schools must promote spiritual, moral, social and cultural (SMSC) development of their pupils
- through ensuring pupils’ SMSC development, schools can also demonstrate they actively promote fundamental British values.

The fundamental British values are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

RE has a contribution to make in promoting these values in schools, particularly in exploring with pupils an understanding that other people have different faiths or beliefs (or have none) and that this should not be the cause of prejudicial or discriminatory behaviour. This Agreed Syllabus encourages pupils to explore a range of differing faiths and beliefs, and understand religious diversity locally, nationally and globally. Pupils should be given the opportunity to encounter people from a wide range of faith backgrounds and explore a range of questions which religion and belief raises.

Section 2

Continuity and Progression

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SECTION 2

Continuity and Progression

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OVERVIEW

This syllabus provides for a developmental approach to RE. Continuity and progression is achieved by building on the knowledge, understanding and skills that pupils gain across and between key stages.

Pupils make progress in RE through:

- developing knowledge and understanding of the beliefs and practices within religion
- developing skills e.g. of critical thinking, evaluation, analysis, reflection in relation to the religious material they learn about.

This syllabus enables teachers to plan for continuity and progression in RE through:

The RE Concepts – Belief, Authority, Expressions of Belief, Impact of Belief

These underpin the Programmes of Study KS1–3. Throughout the key stages pupils have the opportunity to deepen their understanding of these concepts and make increasingly complex studies of religion. Please see relevant pages in Section 1.

The Programmes of Study

These indicate appropriate learning about each religion across the key stages. This enables teachers to refer to other key stages to ensure they plan for progression in learning. Please see relevant pages in Section 2.

Key Focus of Learning

The key focus for each key stage helps teachers to plan work that is appropriate for the age and ability of their pupils.

The key focus for learning at each key stage is indicated through the 3 elements:

- Knowledge and Understanding of Religion
- Critical Thinking
- Personal Reflection

Each element builds on knowledge and skills from the previous key stage. For example, the table below shows the key words of progression across the key stages for Knowledge and Understanding of Religion:

Key focus of learning for	KS1	Lower KS2	Upper KS2	KS3	KS4
Knowledge and Understanding of Religion	identify	describe	understand	connect	coherent understanding

Teachers can use the key focus to build on previous knowledge and skills developed through the 3 elements, so enabling pupils to make progress. They could also be used to assess pupil progress in Knowledge and Understanding of Religion and Critical Thinking. Please see following pages.

Learning Outcomes

These can be found for each key stage (KS1, LKS2, UKS2, KS3) in the relevant key stage sections. The learning outcomes indicate the specific knowledge and understanding and development of skills which the majority of pupils should be expected to attain.

RE Levels

In line with National Curriculum subjects, this Agreed Syllabus does not require schools to assess pupil progress using levels. Some schools may, however, still choose to use RE levels to aid planning and develop learning outcomes/key performance indicators. The levels have, therefore, been revised to reflect the 3 elements that comprise RE in this Agreed Syllabus. They will be available in supplementary guidance which will accompany this Agreed Syllabus.

Unit Questions

The exemplar plans for Key Stages 1–3 use questions as the focus for units of work. These are designed to enable pupils to develop and extend their learning about religious beliefs and practices across the key stages e.g.

Why is Jesus special to Christians? (Key Stage 1)

What do Christians believe about Jesus? (Lower Key Stage 2)

So what do we now know about Christianity? (Upper Key Stage 2)

What does it mean to live as a Christian today? (Key Stage 3 to include the impact of belief in Jesus)

Attitudes

These are developed across all key stages. Please see pages 17.

Skills

These are common to all key stages but can be developed with and across key stages. Please see pages 18-19.

THE KEY FOCUS OF LEARNING

The following shows the key focus of learning for the majority of pupils across each key stage.

Each is indicated through:

- Knowledge and Understanding of Religion
- Critical Thinking
- Personal Reflection.

	Knowledge and Understanding of Religion	Critical Thinking	Personal Reflection
Key Stage 1	Children are able to identify and name some beliefs and features of religion. Children show some awareness of similarities between religions. Children can retell religious stories and suggest what they mean to believers.	In response to the religious material they learn about, children are able to ask questions, express their views and give simple reasons to support these.	In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others.
Lower Key Stage 2	Pupils can describe some of the beliefs and features of religion. Pupils can recognise similarities and differences of beliefs and practice within a religion. Pupils can make links between religious stories and teachings and the beliefs and ideas that underline them. Pupils can identify the impact belonging to a religion has on believers.	In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons . They show some awareness of other people's views.	In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.
Upper Key Stage 2	Pupils will demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them. Pupils can describe some similarities and differences within a religion and between religions. Pupils show how religious beliefs and teachings, including religious stories, can make a difference to how religious believers act and behave. Pupils can describe how belonging to a faith has an impact on people.	In response to the religious material they learn about, pupils can express their own views using sound reasons . Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.

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	Knowledge and Understanding of Religion	Critical Thinking	Personal Reflection
Key Stage 3	<p>Students will demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) connect in order to show understanding of what religion is.</p> <p>Students can explain why there is diversity of beliefs and practices within and between religions.</p> <p>Students can explain and interpret a range of sources within religious traditions, showing how and why they are used differently to provide answers to ideas and questions connected with religion.</p> <p>Students can explain how and why the impact of religion varies for individuals and communities, making reference to religious sources, traditions, history and culture.</p>	<p>In response to the religious material they learn about, students can evaluate their own and differing views, distinguishing between belief, opinion, fact, experience, and recognising bias. They can give cogent reasons for a range of views using evidence, factual information and persuasive argument (i.e. this is about quality of evidence and reasoning).</p>	<p>In relation to religious material studied, students are able to reflect on their own beliefs, ideas, feelings and values and appreciate how their beliefs may have an impact for others.</p>
Key Stage 4	<p>Students will demonstrate coherent understanding of what is meant by religion illustrating this through coherent knowledge and understanding of more than one religion.</p> <p>Students use a wide range of enquiry questions, sources and principal methods by which religion is studied to develop learning about religion and belief.</p>	<p>In response to the religious material they learn about, students recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to make a persuasive case, using coherent arguments to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.</p>	<p>In relation to religious material studied, students will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.</p>

DEFINITIONS

Reason: the power of the mind to think, understand and form judgements logically

Plausible: reasonable or probable without necessarily being so, persuasive

Sound: reliable, competent, unbroken

Cogent: clear, logical, convincing

Coherent: consistent, connected, making sense

BREADTH OF STUDY

This syllabus is designed to ensure that pupils develop knowledge and understanding of the principal religions in Great Britain (Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism) in at least one key stage during their school life. In addition, schools are encouraged to study any other religious communities with a significant local presence.

Aspects of other religious traditions and beliefs, where appropriate, can also be studied, for example, in response to pupils' own enquiry questions. RE should also include consideration of non-religious worldviews (e.g. Humanism) where appropriate.

Pupils should be able to develop and extend their knowledge and understanding of religions and worldviews in their local, national and global contexts.

Core religions must be studied in the key stage stated on the following page.

Supplementary religions can be chosen by the school as shown on the following page.

Coverage at each Key Stage

Key Stage	Core religion to be studied	Supplementary religions which can be chosen by the school
1	Christianity Hinduism	At the discretion of the school: <ul style="list-style-type: none"> - Buddhism - Islam - Judaism - Sikhism - another religious community with a significant local presence - non-religious worldviews where appropriate e.g. Humanism.
Lower 2	Christianity Sikhism	At the discretion of the school one religion and/or aspects of: <ul style="list-style-type: none"> - Buddhism - Hinduism - Islam - Judaism - another religious community with a significant local presence - non-religious worldviews where appropriate e.g. Humanism.
Upper 2	Christianity Islam	At the discretion of the school one religion and/or aspects of: <ul style="list-style-type: none"> - Buddhism - Hinduism - Judaism - Sikhism - another religious community with a significant local presence - non-religious worldviews where appropriate e.g. Humanism.
3	Christianity Buddhism Judaism	At the discretion of the school one religion and/or aspects of: <ul style="list-style-type: none"> - Hinduism - Islam - Sikhism - other religious traditions and beliefs e.g. with a significant local presence or in response to students' own enquiry questions - non-religious worldviews where appropriate e.g. Humanism.
4	Christianity and one other religion in relation to examination specifications	Schools can choose to supplement the core religions in line with exam specifications.

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INTRODUCTION TO THE PROGRAMMES OF STUDY

By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The following pages contain an outline of appropriate knowledge to be taught at Key Stages 1–3 for the six principal religions taught in this syllabus: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism.

They contain key content in relation to the four RE concepts which underpin this syllabus:

Belief

Authority

Expressions of Belief

Impact of Belief

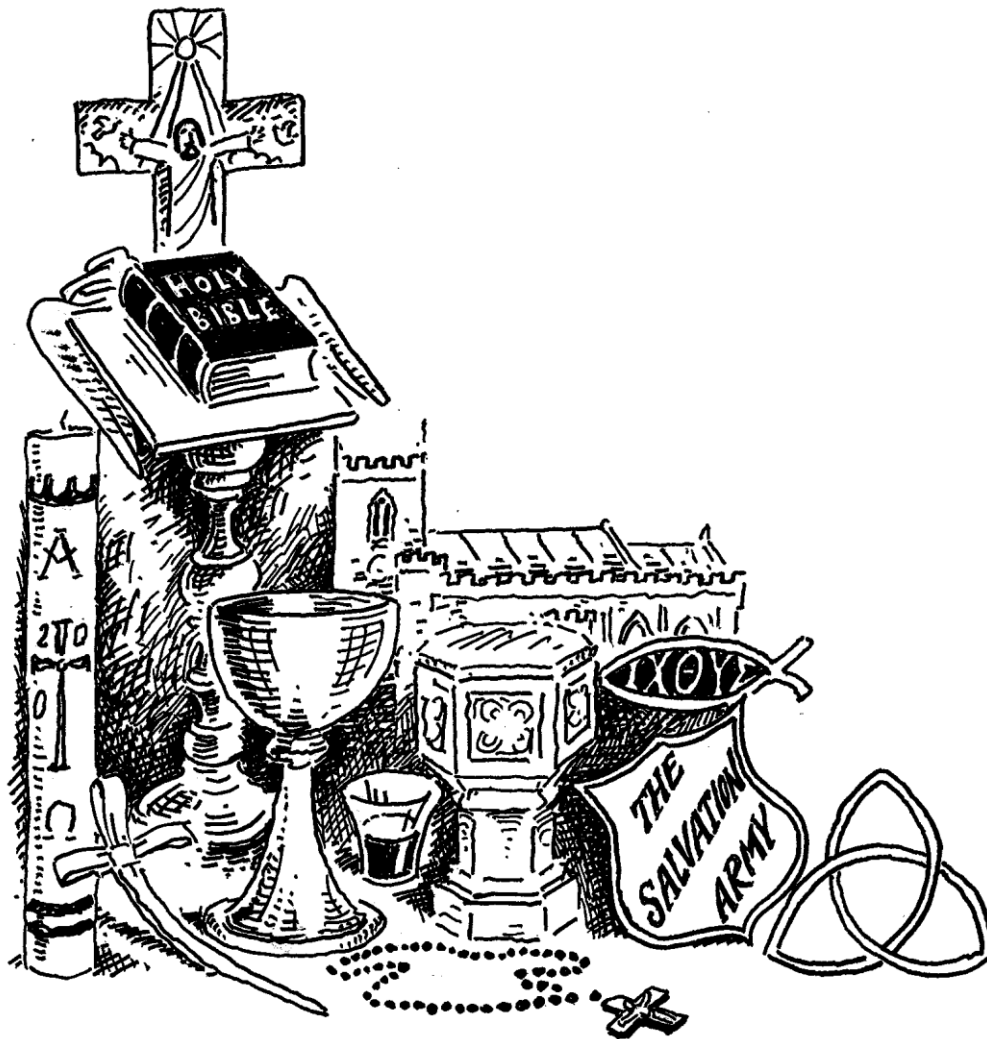
For further information on these RE concepts please see pages 10-11.

Content is outlined for each concept across Key Stages 1–3. This enables teachers to see how pupils' learning can progress as they develop deeper knowledge and understanding of the religious traditions and the RE concepts, apply skills and processes and develop attitudes.

Teachers should use the relevant programme of study when developing a Scheme of Work.

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Concepts in Christianity



CONCEPTS IN CHRISTIANITY



BELIEF

Key Stage 1

- Belief in God as shown in the Bible: God as One, creator, loving, caring, having authority; God as Father, loving parent. The natural world as God's creation; human responsibility to care for the world.
- Belief in Jesus as special to God; introduction to Jesus as Son of God through special birth. Death and resurrection of Jesus as important to Christians.



Key Stage 2

- The nature of God as creator, ruler, provider, just, loving, powerful. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield.
- The otherness of God (transcendent) who inspires awe, wonder, devotion.
- Introduction to Trinity (Father, Son, Holy Spirit); creator God, loving God, powerful God.
- Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians.
- Life after death.



Key Stage 3

- Belief in God as omnipotent, omniscient, omnipresent, transcendent, immanent, immortal, trinity.
- Evidence for existence (non-existence) of God; theism, atheism, agnosticism.
- Questions that belief in God raises e.g. existence of evil and suffering, religion and science, meaning of life, life after death, truth claims.
- Significance of belief in Jesus as Son of God, Messiah, Saviour (from sin, death, evil).
- Key Christian beliefs – forgiveness, love and compassion, salvation, reconciliation, good and evil, justice, life after death (differing views about physical/spiritual resurrection, purgatory).

CONCEPTS IN CHRISTIANITY



AUTHORITY

Key Stage 1

- The Bible as the holy book for Christians, treated with respect e.g. read from in church worship, lectern, special Bibles.
- Some stories from the Bible (Genesis 1 and 2: Creation).
- Jesus as important shown through Christmas, Easter stories; stories showing Jesus as healer, miracle worker, one who helped and cared for others, Jesus as teacher (introduction to parables), special teaching of Jesus – love God, love your neighbour (link to Belief concept).
- Leaders – introduction to local church leader e.g. vicar/priest/minister.



Key Stage 2

- The Bible as the sacred book; its importance and impact for Christians today.
- Different types of writing – Old and New Testament.
- How the Bible is used in private and communal worship and everyday living.
- Introduction to literal and non-literal interpretations of the Bible.
- Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection).
- Jesus as teacher – teachings of Jesus including selected parables.
- The power of Jesus to change lives.
- Leaders – how clergy support and influence their church and local communities.



Key Stage 3

- Differing sources of authority e.g. the Bible, Jesus, Holy Spirit, church leaders, Pope, priesthood, reason, tradition and their influence on differing traditions and practices.
- The Bible as a source of authority for beliefs, practices, actions, behaviour.
- Differing ways of interpreting the Bible (literal and non-literal): diversity across and within Christian traditions.
- Impact of differing views within Christian traditions about authority e.g. women priests, creationism, teaching on relationships, marriage, divorce.

CONCEPTS IN CHRISTIANITY

EXPRESSIONS OF BELIEF



Key Stage 1

- How Christians celebrate Christmas, Easter, Harvest.
- The church building as a place of worship and belonging – introduction to some features of churches e.g. cross, lectern, pulpit, altar.
- Sunday worship in church e.g. vicar, reading the Bible, singing, prayers, sermon, Eucharist, words and actions.
- How religious identity and belonging are expressed through baptism, services of dedication (symbols, actions, words, promises).

It is anticipated that pupils will visit their local church (any denomination). Opportunities can be given to visit other church buildings in the area e.g. Durham Cathedral.



Key Stage 2

- Understanding of significance of rituals/symbols associated with Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Harvest, Pentecost.
- How buildings, symbolic objects and actions are used to express beliefs and feelings e.g. praying hands, kneeling, raising hands, liturgical colours, special clothes, cross, candle, the rosary, windows, banners, statues.
- Introduction to Eucharist – ritual and meaning.
- Prayer and its importance for Christians, including the Lord's Prayer, individual prayer, aids to prayer.
- Introduction to diversity of practice in Sunday worship in the local area.
- How commitment, belonging and religious identity are expressed through ceremonies e.g. first communion, adult baptism, confirmation, membership.
- How beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land.

It is anticipated that pupils will visit at least 2 local churches in order to compare features and aspects of worship in different denominations. Other church buildings in the local area e.g. Durham Cathedral could also be visited.



Key Stage 3

- How differences in denominational worship express differing beliefs.
- The impact of worship (communal, private, formal, informal) on individuals and communities.
- How worship varies in differing countries and cultures.
- How the arts are used to express spirituality.
- The role of the Church in local and national expressions of emotion, spirituality and beliefs (e.g. at the Cenotaph, times of national mourning) including the significance of nationally important Christian buildings in 21st century Britain e.g. Durham Cathedral, Westminster Abbey.
- How beliefs in life after death are expressed in funerals.
- A local cathedral or minster could be visited to focus on how the arts are used to express beliefs and spirituality; how the cathedral is used as a place of local and national significance.

CONCEPTS IN CHRISTIANITY



IMPACT OF BELIEF

Key Stage 1

(Links should be made to Belief concept)

- Christian values: individual love, care, forgiveness, helping others, following example of Jesus. Some examples of how Christians would show these values e.g. the work of local vicar/priest in helping others in church and local community; attitude and work of individual Christians in the community.
- How Christians care for God's creation (link to Worship concept – Harvest).
- Stories about St Cuthbert - how his Christian faith affected his life and the impact of his Christian faith for others, then and now.



Key Stage 2

- How belief in God will affect Christians e.g. prayer to God, belief in life after death, meaning of life.
- How Christians today follow the commandments of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities (e.g. Salvation Army, CAFOD) and individual Christians.
- How Christians show commitment and belonging to faith community e.g. regular church worship, voluntary work within the church (e.g. Sunday School, music group, church magazine), giving money.
- Commitment shown through life in a religious order/monastic community.
- Introduction to how Christian values will affect views on moral issues – the environment.
- Stories about the northern saints – how their faith affected their lives and their significance then and now e.g. St Cuthbert, St Aidan, Venerable Bede and St Hild.



Key Stage 3

- How beliefs affect a person's feelings and understanding of their life e.g. how belief in life after death affects attitudes to their life, how religious beliefs and values influence personal political standpoints.
- The relationship between religious groups, local concerns and political movements.
- The impact of local religious communities on the lives of people in the past and today.
- How ethical and moral choice, behaviour, attitudes and action of Christians are based on key Christian beliefs and sources of authority (Belief, Authority concepts).
- Varied Christian responses to moral issues e.g. war, social justice, equality, relationships, wealth and poverty, peace, the environment, animal rights.
- Questions connected with religious identity, belonging and commitment and how this varies within Christianity.
- Issues affecting Christian groups and individuals e.g. portrayal of Christian faith in media and society, Great Britain as multi-faith/secular and the role of Christianity within that, diversity within Christianity (and its impact on the lives of individuals and communities), interfaith dialogue (could include Jerusalem) and disagreement, religious identity.

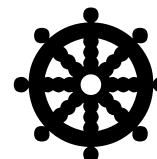
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Concepts in Buddhism



CONCEPTS IN BUDDHISM

BELIEF



Key Stage 1

- Belief in Buddha as an enlightened teacher (not a God).
- Importance of the natural world.
- Values of compassion, respect for all living things.



Key Stage 2

- Characteristics of Buddha: wisdom, courage, compassion.
- Dharma, or Law of Life, as a law of cause and effect: karma (kamma).
- Buddhists are people who 'take refuge' in three treasures (or jewels): Buddha, Dharma (or Law of Life), Sangha (Buddhist community); symbol of the three jewels.
- Purpose of Buddhist practice is to be free from suffering and experience happiness.



Key Stage 3

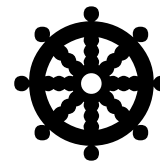
- Two major branches of Buddhist belief and practice: Theravada (School of the Elders) and Mahayana (The Great Vehicle). Within these branches there are many different Buddhist schools, which vary in belief and practice.
- Theravadan emphasis on practice to attain liberation (nirvana or nibbana).
- Mahayana emphasis on practice to enable others as well as self to be free from suffering and experience happiness.
- Range of beliefs from belief in Buddha as the unique awakened one to the belief that the state of Buddhahood is eternally inherent in all life.

Key concepts:

- Karma (kamma) – cause and effect. Causes are actions (thought, speech, deeds) all of which result in effect.
- Wheel of life.
- Three marks of existence: impermanence (anicca), suffering (dukkha or dunkha); not-self (anatta or anatman).
- Dependent origination – no beings or phenomena exist on their own; they exist or occur because of their relationship with other beings or phenomena.
- Questions that beliefs raise, e.g. religion and science, meaning of life, life after death, nature of faith without belief in God.

NB Different traditions use different names e.g. the Buddha, Buddha, Gotama Buddha, Shakyamuni Buddha.

CONCEPTS IN BUDDHISM



AUTHORITY

Key Stage 1

- Example of Buddha's life – his birth, growing up as Prince Siddharta, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree.
- Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies.
- Buddhist stories illustrating these values, e.g. Siddharta and the Swan, The Monkey King.



Key Stage 2

- Background – Buddha's life: the four signs/sights and the renunciation, years in the forest, enlightenment and teaching of the middle way, his death.
- Buddha as one who is looked to as an example.
- Buddha's first teachings: Four Noble Truths, Eightfold Path and Five Moral Precepts.



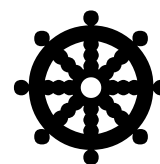
Key Stage 3

- Concept of reliance on the Dharma (or Law of Life), i.e. on the teachings, not on the person.
- No single central text that is referred to by all Buddhist traditions: predominant Theravadan texts are Pali Tipitaka; Mahayana sutras written later e.g. the Lotus Sutra.
- How differing sources of authority/tradition/interpretation have influenced different traditions today.
- Key Buddhist leaders today, their influence and teaching.
- Key teaching in Buddhism e.g. Four Noble Truths, Eightfold Path, Five Moral Precepts.

NB Different traditions use different names e.g. the Buddha, Buddha, Gotama Buddha, Shakyamuni Buddha.

CONCEPTS IN BUDDHISM

EXPRESSIONS OF BELIEF



Key Stage 1

- Worship in the home: Buddhist home shrine – statue of Buddha (rupa) or mandala, incense, candles, water, food, bell – engaging all the senses.
- Introduction to meditation as a form of Buddhist worship.
- Symbols and aids to worship, e.g. prayer beads, prayer wheels, prayer flags, lotus flower.



Key Stage 2

- Meditation as worship, and different types of meditation (including chanting).
- Importance of Buddhist study – reading and reciting the sutras.
- Engaging with the Buddhist community: monks, nuns and laity.
- In some Buddhist communities, particularly Theravadan, there is a celebration called Wesak – Buddha's birth, enlightenment and death.
- Ceremonies connected with becoming a monk or a nun.

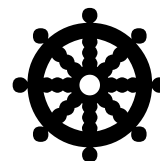


Key Stage 3

- Daily ritual of meditation in worship, how meditation can change lives. Different types of meditation.
- Differences in practices between different Buddhist schools – extent of involvement of lay community.
- How beliefs in the cycle of life and death are expressed in funerals.
- Impact of culture on development of Buddhist practice as Buddhism spread around the world.
- How the arts are used to express spirituality in Buddhism.

NB Different traditions use different names e.g. the Buddha, Buddha, Gotama Buddha, Shakyamuni Buddha.

CONCEPTS IN BUDDHISM



IMPACT OF BELIEF

Key Stage 1

- How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty, patience.
- Belonging and commitment demonstrated in monastic communities through special clothing, shaven head, alms bowl.
- The importance of the Buddhist community – lay people, monks, nuns, priests. How mutual support and responsibility is shown.



Key Stage 2

- In some communities, observing strict rules of behaviour (precepts), such as being vegetarian.
- In some communities, people may choose to become monks/nuns.
- Introduction to how Buddhist values will affect views on moral issues e.g. the environment.
- How Buddhists follow and live by Buddhist moral codes (e.g. Eightfold Path, Five Moral Precepts) and how these are shown by individuals and the community.
- Symbol of the Wheel (see symbol at top of page).



Key Stage 3

- How Buddhist beliefs affect a person's feelings and understanding of their life, e.g. how belief in rebirth affects attitudes towards this life, how belief in karma (kamma) affects behaviour.
- Different Buddhist responses to moral issues such as social justice, equality (including the role of women), relationships, wealth and poverty, war and peace, the environment, animal rights.
- In some communities, people change their names to indicate their belonging.
- Examples of Buddhist movements and institutions and their activities in the world today.
- The impact of living in Great Britain as a Buddhist in a non-Buddhist country e.g. portrayal of Buddhism in the media, interfaith dialogue, employment issues, community cohesion.
- Questions connected with religious identity, belonging and commitment and how this varies in Buddhism.

NB Different traditions use different names e.g. the Buddha, Buddha, Gotama Buddha, Shakyamuni Buddha.

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Concepts in Hinduism



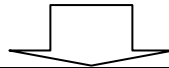
CONCEPTS IN HINDUISM



BELIEF

Key Stage 1

- 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.



Key Stage 2

- One God (Brahman) worshipped in many forms:
 - Trimurti (Brahma, Vishnu, Shiva)
 - Concept of avatars e.g. Rama, Krishna
 - Nature of God as expressed in murtis (images), pictures, symbols, Aum
 - Male, female and animal representations of God.
- Introduction to belief in atman (individual soul), karma.
- Ahimsa: respect for forms of life.
- Reincarnation.



Key Stage 3

- Overview of key beliefs in Hinduism:
 - Brahman as ultimate reality, atman, karma, samsara, moksha, seva, dharma, three gunas.
 - Beliefs about the universe.
 - Life after death, reincarnation.
 - 4 ashramas and 4 varnas
- Questions that Hindu beliefs raise e.g. about meaning of life, life after death, truth, the created world, nature of reality.

CONCEPTS IN HINDUISM



AUTHORITY

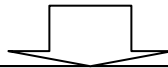
Key Stage 1

- Stories from Hindu scriptures associated with Diwali, Raksha Bandhan.



Key Stage 2

- Introduction to sacred scriptures and how they are used by adherents.
- Stories from Hindu scriptures with a moral e.g. Rama and Sita (good wins over evil, loyalty, sacrifice, love).



Key Stage 3

- Names and nature of sacred texts and their importance in Hindu life e.g. The Vedas, The Puranas, The Bhagavad Gita.
- The role of Hindu scriptures in promoting and sustaining Hinduism e.g. in dance, drama, festivals, private worship.
- Key figures/leaders and their influence on Hindus today e.g. Mahatama Gandhi.
- How differences in beliefs and practices amongst different Hindu traditions are based on differing sources of authority e.g. leaders, tradition.

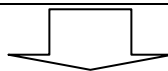
CONCEPTS IN HINDUISM

EXPRESSIONS OF BELIEF



Key Stage 1

- Worship in the home (private and family devotion).
- Introduction to worship in the mandir - arti ceremony.
- How Hindus celebrate Divali at home and in the mandir.
- How religious identities and belonging are expressed through baby naming ceremony.
- How Hindus celebrate Raksha Bandhan.



Key Stage 2

- Worship in the mandir: puja, arti, the role of murtis, imagery and symbolism in the mandir, importance of community worship.
- How beliefs and feelings are expressed through communal celebration of Divali, Holi.
- How beliefs are expressed through visits to sacred sites.
- How commitment, belonging, religious identity are expressed through sacred thread initiation ceremony.



Key Stage 3

- The purpose and importance of daily meditation/devotion for individuals.
- How the arts are used to express spirituality in Hinduism.
- How beliefs in life after death are expressed in funerals.
- How expressions of beliefs may differ amongst differing Hindu traditions.

CONCEPTS IN HINDUISM

IMPACT OF BELIEF



Key Stage 1

- The importance of the home and family in developing Hindu beliefs and values e.g. care for all living things; honesty; truthfulness; love, loyalty and respect within the extended family.



Key Stage 2

- How belief and respect for all living things (ahimsa) has impact on behaviour and actions e.g. vegetarianism/food laws, non-violence.
- How belief in karma has impact on behaviour and actions e.g. seva (service for others).
- Introduction to how Hindu values will affect views on moral issues – the environment.

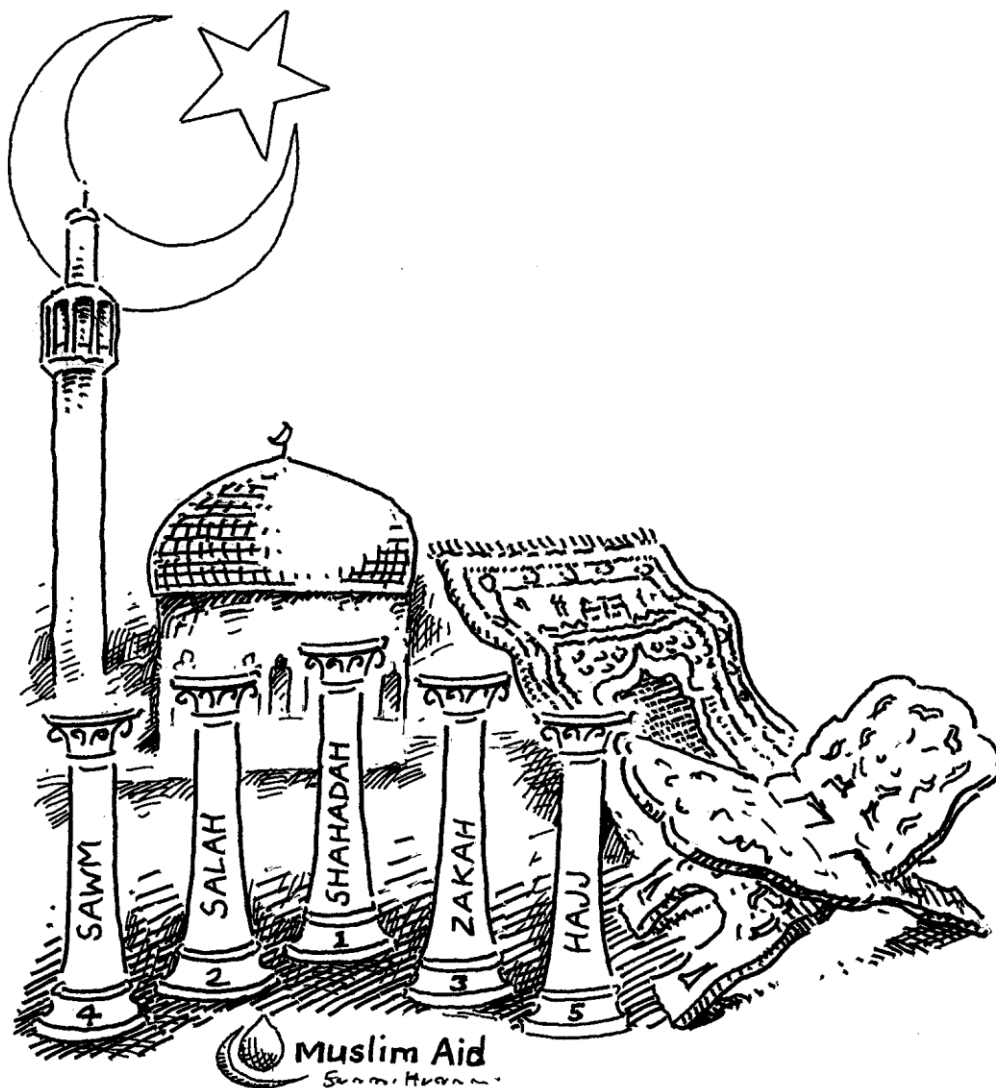


Key Stage 3

- How Hindu beliefs affect a person's feelings and understanding of life e.g. belief in varnas, karma, moksha, atman.
- The impact of living in Great Britain as a Hindu in a non-Hindu country and how this differs for individuals and differing Hindu communities e.g. dress, food laws, employment issues, role of women, prejudice and discrimination, role of the media, religious freedom, interfaith dialogue, community cohesion.
- How links to India have an impact on individuals and communities and how this differs for individuals and different Hindu traditions.
- How ethical and moral choices, behaviour, attitudes and actions for Hindus are based on Hindu beliefs, authority and community influence. Varied responses to moral issues e.g. war, social justice, equality (including role of women), relationships, wealth and poverty, peace, the environment, animal rights.

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Concepts in Islam



CONCEPTS IN ISLAM

BELIEF



Key Stage 1

- God is known as Allah.
- The nature of Allah: One God, no partners and who provides everything.



Key Stage 2

- The nature of Allah revealed in the Qur'an: oneness of God, 99 names of Allah, gives guidance through messengers and books.
- Concept of shirk (not associating anything or anyone with Allah).
- Beliefs expressed in Shahadah (One God, Muhammad as prophet of Allah).
- Islam means submission, peace, obtained by submitting to the will of Allah.



Key Stage 3

- The 6 beliefs in Islam:
 - Oneness of God, nature of Allah, as shown in 99 names, Surah 1, Surah 59 (22-24), Surah 112 of the Qur'an. (*Tawhid*). Shirk is the worst sin.
 - Belief in how Allah communicates with humans through prophets (Muhammad as the last prophet of Allah), angels, holy books (the Qur'an as final and complete revelation). (*Risalah*)
 - Judgement day and life after death. (*Akirah*)
 - Pre-destination. (*Qadr/AI-Qadar*)
- Other key beliefs: ummah (worldwide community of Islam), submission to Allah, obedience, jihad (personal struggle in the way of Allah to achieve self-improvement, campaign for truth, defence of faith).
- How 5 Pillars express beliefs (see Expressions of Belief).
- Questions that Muslim beliefs raise e.g. about meaning of life, truth, life after death, role of humanity.

**When Muhammad's name is stated, Muslims will say "peace be upon him".
The original Qur'an in Arabic should not be handled without ablution.**

CONCEPTS IN ISLAM

AUTHORITY



Key Stage 1

- The Qur'an as the Muslim sacred book, the last divine book containing guidance from Allah.
- How the Qur'an is treated with respect.
- Introduction to Muhammad as the final prophet of Allah; some stories from his life.



Key Stage 2

- Beliefs about the Qur'an as the final revelation of Allah, how it was revealed to Muhammad, passages from the Qur'an, its use by Muslims today.
- Muhammad as the final prophet, use of pbuh (peace be upon him), stories about Muhammad.
- The role of the imam as spiritual leader and a teacher.



Key Stage 3

- The Qur'an as the final revelation, unchanging; its significance for Muslims today.
- The role and significance for Muhammad as the final prophet.
- Other sources of authority e.g. the Hadith (sayings and action of the prophet and to follow the hadith in sunnah).
- The role of the imam as teacher and in relation to the shariah law.
- Differing views of authority amongst Sunni and Shi'ah Muslims, including the Imam.

**When Muhammad's name is stated, Muslims will say "peace be upon him".
The original Qur'an in Arabic should not be handled without ablution.**

CONCEPTS IN ISLAM

EXPRESSIONS OF BELIEF



Key Stage 1

- Introduction to Id-ul-Fitr (the celebration following Ramadan), how this is celebrated in the home.
- Introduction to Salah in the home, including preparation for prayer.
- How religious identity and belonging are expressed through welcoming babies – whisper adhan in baby's ear, honey on lips, aqiqah (cutting baby's hair, naming).



Key Stage 2

- Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jumu'ah).
- How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan).
- Introduction to 5 Pillars as expressions of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).
- How beliefs are expressed through Hajj.



Key Stage 3

- 5 Pillars as expressions of belief and spirituality shown through worship and actions.
- How the arts are used to express spirituality in different groups within Islam (including Sufism).
- How beliefs in life after death are expressed in funerals.

**When Muhammad's name is stated, Muslims will say "peace be upon him".
The original Qur'an in Arabic should not be handled without ablution.**

CONCEPTS IN ISLAM
IMPACT OF BELIEF



Key Stage 1

- The importance of the home and family in bringing children up in the faith; developing Muslim values and showing commitment to Muslim way of life: e.g. respect for parents, elders, guests; honesty and good manners; obedience; watching parents perform ritual prayer (Salah), fasting (Sawm).



Key Stage 2

- How Muslim children show commitment to Islam through mosque school (learning the Qur'an).
- How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).
- Introduction to how Muslim values will affect views on moral issues – the environment.
- How Muslims show care for others e.g. through charitable organisations e.g. Muslim Aid.



Key Stage 3

- How Muslim beliefs and values affect a person's feelings, understanding of life and behaviour and how this may differ between individuals and differing communities.
- The impact of living in Great Britain as a Muslim in a non-Muslim country e.g. religious dress (including hijab/burkha), keeping 5 Pillars, shariah law, food laws, religious freedom, employment laws (including time off for Salah and festivals, prayer rooms in schools and public buildings), Islamophobia, portrayal of Muslims in the media, prejudice and discrimination, interfaith dialogue, community cohesion.
- Some of the issues which are affecting the British and worldwide community of Islam currently – the impact of 11th September 2001/7th July 2005 on attitudes and actions.
- How ethical and moral choices, behaviour, attitudes and actions for Muslims are based on Muslim beliefs and teachings. Varied responses to moral issues e.g. war, social justice, equality (including the role of women), relationships, wealth and poverty, peace, the environment, animal rights.

**When Muhammad's name is stated, Muslims will say "peace be upon him".
The original Qur'an in Arabic should not be handled without ablution.**

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Concepts in Judaism



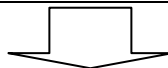
CONCEPTS IN JUDAISM



BELIEF

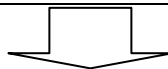
Key Stage 1

- Belief in God as One, Creator.
- Introduction to Shema prayer as expressing key beliefs in Judaism.



Key Stage 2

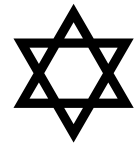
- God as One, Creator.
- God as provider in life; after life.
- Beliefs expressed through Shema, first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah.
- Beliefs about creation and natural world; responsibility to be thankful for and care for the created world (e.g. children's tree planting ceremony – Tu B'Shevat).



Key Stage 3

- Overview of key beliefs in Judaism:
 - God as Creator, law-giver, judge, redeemer. The justice and mercy of God.
 - God who judges and forgives (link to Rosh Hashanah and Yom Kippur).
 - Belief in covenant and concept of 'chosen people', the Messiah.
 - The importance of Israel and Jerusalem in Jewish history and faith, differing beliefs (religious and political) about Israel today e.g. Zionism.
- Questions that beliefs raise e.g. existence of evil and suffering, existence of God, religion and science, meaning of life, life after death, truth claims, relationships with other faiths and beliefs.

CONCEPTS IN JUDAISM



AUTHORITY

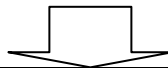
Key Stage 1

- The Torah: introduction to the sacred scrolls, what they are and how they are read from and treated with respect (their place in the synagogue).
- Moses as important: chosen by God (Burning Bush), leading Israelites out of Egypt, receiving Ten Commandments at Mount Sinai.
- Important stories in Jewish tradition – story behind Hanukkah.
- Introduction to role of rabbi as teacher.



Key Stage 2

- The importance of the Torah; its place, use and significance in the synagogue and importance for Jewish people today.
- Sefer Torah and work of the scribe.
- The giving of the Torah to Moses on Mount Sinai.
- Ten Commandments; 613 commandments.
- Significance of Moses in Judaism; beginnings of Judaism, importance for Jewish people today. (building on work from KS1 and links to Passover)



Key Stage 3

- The importance of the Torah in worship, celebration and study.
- How the Torah is interpreted differently; Orthodox and Progressive traditions.
- Tenakh (Torah, Nevi'im, Ketuvim) and Talmud: their importance and authority today; ongoing interpretation and application to changing situations.
- Role of the rabbi today within different traditions.

CONCEPTS IN JUDAISM
EXPRESSIONS OF BELIEF



Key Stage 1

- Shabbat – how Shabbat is celebrated in the home, symbolic objects of Shabbat.
- Jewish symbols as expressions of belief, e.g. mezuzah, menorah, kippah, tallit.
- Kosher kitchen.
- Introduction to the synagogue as a place of worship: introduction to main features of the synagogue.
- How Jewish people celebrate Hanukkah.



Key Stage 2

- How the synagogue is used as a place of worship, education, community.
- Beliefs and practices associated with daily prayer including significance of kippah, tallit.
- How beliefs and feelings are expressed through practices of Pesach, Sukkot.
- How commitment, belonging, religious identity are expressed through ceremonies e.g. Brit Milah (circumcision), girls' naming, Bar/Bat Mitzvah.



Key Stage 3

- Similarities and differences within and between Orthodox and Progressive traditions in worship e.g. synagogue worship, Shabbat practices, prayer, food laws.
- How key beliefs are expressed through Rosh Hashanah, Yom Kippur.
- Importance of Jerusalem today as centre for worship and expression of belief.
- How the arts are used to express spirituality within Judaism.
- How beliefs in life after death are expressed in funerals.

CONCEPTS IN JUDAISM



IMPACT OF BELIEF

Key Stage 1

- The importance of the home in developing beliefs and values and demonstrating commitment to Jewish way of life e.g. celebrating Shabbat at home, kosher kitchen, how belief shown in Shema prayer is central through the mezuzah.



Key Stage 2

- How Jewish people today follow scripture, Jewish laws including the Ten Commandments; the impact on an individual and community life.
- How Jewish people show commitment, belonging to faith community and care for others e.g. tzedaka (charity), contribution to the work of synagogue, helping others e.g. Jewish charities, caring for those in the community, Mitzvah Day.
- Introduction to how Jewish values will affect views on moral issues – the environment.



Key Stage 3

- How beliefs about covenant, 'chosen people', Israel, Jewish history (including persecution/diaspora) have an influence on feelings and practices within Judaism and how those differ amongst individuals and groups.
- Responses to anti-semitism in history e.g. the Shoah (Holocaust).
- The impact of living as a Jew in Great Britain today; opportunities and tensions through living as a Jew in a non-Jewish society and how this differs for individuals and differing Jewish communities e.g. Shabbat practices, food, laws, employment issues, community cohesion, dress, the role of women, commitment to Jewish community, prejudice and discrimination, religious freedom, portrayal of Judaism in the media, interfaith dialogue.
- How ethical and moral choices, behaviour, attitudes and actions of Jewish people are based on key beliefs and sources of authority. Varied responses to moral issues e.g. war, social justice, equality (including role of women), relationships, wealth and poverty, peace, the environment, animal rights.

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Concepts in Sikhism



CONCEPTS IN SIKHISM



BELIEF

Key Stage 1

- Belief in One God: Creator of all things, the Supreme Truth.
- Represented in Ik Onkar.



Key Stage 2

- One God: Creator, Sustainer, Truth, without image, without fear, timeless.
- Description of God in Mool Mantar/Mool Mantra, symbolised in Ik Onkar.
- Belief in equality: all human beings equal in the sight of God.
- Sikh beliefs expressed in the Khanda and 5 Ks (see Expressions of Belief).
- Belief in life after death.



Key Stage 3

- Understanding of the nature of God as described in Mool Mantar/Mool Mantra (gender free language) – One, Truth, Creator, not incarnated, self-existent, without enmity, without fear, beyond time.
- Attributes of God: transcendence, imminence, grace, benevolence.
- Purpose of human life (hukam – to do God's will).
- Karma and rebirth, mukti.
- Equality of all human beings, oneness of humanity.
- Importance of Sikh values – earning one's living by honest means, service to others, showing equality, justice and tolerance, peace, force as a last resort, defend the righteous and protect the oppressed, no alcohol, no tobacco.
- Questions that beliefs raise e.g. meaning of life, truth, the afterlife.

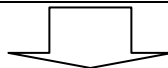
CONCEPTS IN SIKHISM



AUTHORITY

Key Stage 1

- Stories about Guru Nanak – the first of the 10 human Gurus.
- The Guru Granth Sahib: sacred book and living Guru, how it is treated with respect.



Key Stage 2

- Introduction to the 10 human Gurus with special reference to Guru Nanak, Guru Har Gobind, Guru Gobind Singh (formation of Khalsa).
- The Guru Granth Sahib: how the importance of the holy book as a living Guru is shown through the way it is treated (through ritual, ceremony, artefacts); some teachings from the Guru Granth Sahib.



Key Stage 3

- Concept of Gurbani (divine word revealed by the Gurus) in the Guru Granth Sahib, some of the key teachings in the Guru Granth Sahib, its significant for Sikhs today.
- Key teaching of the Gurus in the Guru Granth Sahib: equality, religious tolerance, service to the sick, human rights.

CONCEPTS IN SIKHISM



EXPRESSIONS OF BELIEF

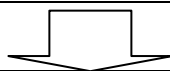
Key Stage 1

- How the birthday of Guru Nanak is celebrated.
- How religious identity and belonging are expressed through the baby naming ceremony.



Key Stage 2

- Worship in the Gurdwara: removing shoes, covering head, singing, listening to hymns, prayers, role of Granthi, congregation/community (sangat), prashad.
- How beliefs of equality and service are expressed through the shared meal (langar).
- How beliefs and feelings are expressed through the celebration of Baisakhi, Divali.
- How beliefs are expressed through symbols e.g. the Khanda, 5 Ks, Sikh names (Kaur, Singh).
- How commitment, belonging and religious identity are expressed through the amrit (initiation) ceremony.
- How beliefs are expressed through pilgrimage to The Golden Temple, Amritsar.



Key Stage 3

- The importance of the Gurdwara for the Sikh community and how key values of the community are expressed here.
- The importance of prayer, meditation, daily routine and self-discipline in individual worship.
- How beliefs in life after death are expressed in funerals.
- How the arts are used to express spirituality in Sikhism.

CONCEPTS IN SIKHISM



IMPACT OF BELIEF

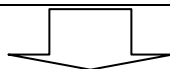
Key Stage 1

- The importance of home and family in bringing up children in the faith, developing Sikh beliefs and values and showing commitment to the Sikh way of life.
- Introduction to how belief has an impact on values and behaviour e.g. equality (eating together in Gurdwara), vegetarianism, uncut hair.



Key Stage 2

- How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community e.g. langar meal, kirat karna (earning a living by one's own honest efforts), vand chhakna (sharing), sewa (selfless service), nam simran (thinking about God based on scriptures).
- Introduction to how Sikh values will affect views on moral issues – the environment.



Key Stage 3

- How key Sikh beliefs and values affect a person's feelings, understanding of life and behaviour and how this may differ between individuals and differing communities.
- The impact of living in Great Britain as a Sikh in a non-Sikh country e.g. religious dress, religious freedom, portrayal of Sikhs in the media, interfaith dialogue, community cohesion, employment issues, prejudice and discrimination.
- How ethical and moral choices, behaviour, attitudes and actions of Sikhs are based on Sikh beliefs and teachings. Varied responses to moral issues e.g. war, social justice, equality (including the role of women), relationships, wealth and poverty, peace, the environment, animal rights.

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Section 3

Key Stages

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SECTION 3

Key Stages

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INTRODUCTION TO KEY STAGE SECTIONS

The following sections outline the requirements for RE from Early Years Foundation Stage to sixth form provision. Along with the Programme of Study they will assist schools in devising an appropriate Scheme of Work that will meet statutory requirements and enable all their pupils to make progress.

Early Years Foundation Stage

This section contains an overview outlining the legal requirements and key learning in RE at this stage, a Programme of Study which teachers can select from, an exemplar plan and some examples of appropriate topics in RE with teaching activities and links to the early learning goals.

Key Stages 1–3

There are separate sections for Key Stage 1, Lower Key Stage 2, Upper Key Stage 2 and Key Stage 3.

Each section provides the following:

- Overview pages with key learning, time allocation, which religions are to be taught, key focus, learning outcomes, skills and attitudes to be developed. Reference is made to the Programmes of Study and planning.
- Appropriate unit questions which can be used in devising a Scheme of Work and planning enquiry based learning.
- An exemplar plan for the year groups in the key stage.

Bridging Unit

This section contains information about the statutory bridging unit for Year 6/Year 7 students as they move from primary to secondary school.

Key Stage 4

This section contains an overview of the legal and syllabus requirements, key learning and key focus, religions to be taught, time allocation and external assessment.

Sixth Form

This section contains the legal requirements for community schools with a sixth form, and planning for RE in the sixth form. Examples of the type of units which can be explored with students at this age are included.

Teaching and Learning

The following page gives some examples of appropriate teaching and learning activities in RE.

Planning

When devising a Scheme of Work teachers should use the relevant key stage sections in this syllabus, the key focus and the appropriate Programmes of Study.

The section on enquiry based learning (pages 14-16) should be used along with the enquiry questions (pages 12-13).

Teaching and Learning Activities

The following offers a range of activities which can be used to develop good learning in RE. It is recommended that pupils are given the opportunity to visit at least one place of worship in every key stage and meet faith members through visits to school or use of technology (e.g. Skype, e-mail).

Artefacts from Faith Communities:

Pupils touch, explore, research artefacts linked to particular religions e.g. how objects are used in Christian worship and how they express beliefs, symbolism in Hindu murtis, significance of the Seder plate for Jewish people.

Interfaith Conference:

Inviting members from faith communities and non-religious traditions, as appropriate, to talk to pupils on a particular question e.g. life after death, what it means to belong. Invite members to take part in 'question time' panel.

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 the environment, life after death. Faith members can be invited to school or could talk to pupils through Skype.

Enquiry Based Learning:

Pupils are given opportunities to develop questions, undertake research, present and evaluate findings. Please see pages 14-16 for further guidance.

Community of Enquiry:

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

ICT:

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

Visits:

Places of worship
Places of religious interest (e.g. Bede's World)
Art galleries and museums

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.

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.

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.

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.

Interpersonal:

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

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, exploring symbolic gestures in ritual and worship.

Writing:

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

Visual:

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

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.

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.
Using senses in visiting a place of worship.

EARLY YEARS FOUNDATION STAGE

1. Overview of RE in the Early Years Foundation Stage	78-79
2. Programme of Study	80-81
3. Exemplar plan	83
4. Examples of Planning	84-92

Learning activities linked to Early Learning Goals:

- Infant Baptism
- Harvest
- Church visit

Suggested learning activities:

- The Qur'an
- Raksha Bandhan
- Mezuzah

OVERVIEW OF 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 the Reception year at the age of five. **Religious Education becomes compulsory when children enter Reception and are placed on the school roll.** Children in Reception should be following planning which meets Agreed Syllabus requirements. Sufficient time should be given to ensure that children receive their entitlement to RE: this can be organised to be in line with school planning for the Early Years Foundation Stage.

The statutory requirement for RE does not extend to the Nursery. RE may, however, form a valuable part of the educational experience of children throughout the key stage and does make a significant contribution towards meeting the requirements of the Early Learning Goals. This Agreed Syllabus, therefore, **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 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. Topics such as Special Times, Special Objects, Special People, Special Books, Belonging, The Natural World, New Life, New Places, Story, provide excellent opportunities for foundation work in Nursery and Reception and can be successfully built on at Key Stage 1.

The Contribution of RE to the Early Learning Goals

Apart from the worthwhile nature of RE itself, the subject can and does make a significant contribution to the Early Learning Goals, in particular:

- **Personal, social and emotional development** – children develop a positive sense of themselves and others to form positive relationships and develop respect for others. They learn how to manage their feelings and understand appropriate behaviour in groups
- **Communication and language** – children have opportunities to speak and listen in a range of situations and develop their confidence and skills in expressing themselves
- **Literacy** – children have access to a wide range of reading materials – books, poems and other written materials to ignite their interest
- **Understanding the World** – children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Expressive arts and design** – children explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Some Points to Note

- Planning in RE at the Foundation Stage should take account of the elements of RE (see pages 6-8). Children should be introduced to some practices and beliefs within religion (Knowledge and Understanding of Religion) and be given opportunities to reflect on their own experiences and feelings (Personal Reflection).
- 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 i.e. Personal Reflection in RE must be linked to Knowledge and Understanding of Religion.

- A wide range of experiences and learning activities can be offered e.g. using pictures, objects, film, stories and poems, circle time, role play, dance, music, art, craft, ICT. Schools should ensure that children have the opportunity to engage with faith communities e.g. through handling artefacts that belong within the faith traditions, watching DVDs of real children celebrating in different faiths, visiting local places of worship and meeting members of faith communities. In this way children have the opportunity to glimpse the religious world without being nurtured into a faith.
- 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 may take part in role play and re-enactments in RE lessons and can learn about religious practices in an interactive way, teachers should be clear that they are not asking children to 'celebrate' a religious practice or take part in worship within RE. Role play and developing empathy are not the same as worship within a religious community and RE in community schools is not about nurturing children into a faith (see legal requirements on page 3).
- Pages 84-92 give some examples of a focus for RE in Nursery and Reception, with suggestions for appropriate activities. Links to the Early Learning Goals are shown for some of the examples.
- Children are expected to achieve the Early Learning Goals by the end of the Reception year. Practitioners should use the 'Development Matters' column in the 'Practice Guidance for the Early Years Foundation Stage' document to pitch each activity at an appropriate level.

PROGRAMME OF STUDY Early Years Foundation Stage

Teachers should **select** material from the following sections. **It is not expected that all aspects of the Programme of Study will be covered.**

Special Times

Children are introduced to the idea of special days and festivals within religions, how these are celebrated by the faith communities both within the home and within the wider community e.g. at synagogue. Stories connected with the special times may be told.

- Christianity – Christmas, Easter, Harvest (including creation story and caring for our world).
- Buddhism – Wesak.
- Hinduism – Divali.
- Islam – Id-ul-Fitr, Id-ul-Adha.
- Judaism – Hanukkah, Shabbat.
- Sikhism – Baisakhi.

Please note: Christmas and Easter in RE may be part of a wider topic on these festivals. The focus in RE should be on how Christians celebrate these festivals in the church.

Special Objects, Special Music

Children are introduced to the idea of sacred music and artefacts within a faith community.

- Christianity – e.g. cross, statues, vestments, church colours, Salvation Army uniform, different types of church music.
- Buddhism – e.g. prayer wheels, prayer flags, Buddha rupa (statue).
- Hinduism – e.g. murtis (e.g. Ganesh, Rama and Sita), arti lamp, puja tray, decorations, music.
- Islam – e.g. prayer mats
- Judaism – e.g. objects used at Shabbat, mezuzah, menorah, Shabbat songs, Shabbat candles.
- Sikhism – e.g. 5 Ks, music.

Special Books

Children are introduced to sacred books within faith traditions, important sayings and stories from sacred texts and the particular ways that the sacred books are treated with respect by faith communities.

- How holy books are treated – e.g. the Bible, the Torah, the Qur'an, the Guru Granth Sahib.
- Introduction to the word 'sacred'.
- How most sacred books teach believers about God and how to live e.g. through stories and special sayings.

Please note: The original Qur'an in Arabic should not be handled without ablution.

Special People

Children are introduced to the founders of some religions. They are introduced to members within faith communities today who have a role within the faith tradition.

- Jesus as special to Christians – stories about Jesus, stories Jesus told.
- Buddha as special to Buddhists – stories about him and his teaching.
- Muhammad as special to Muslims – Muhammad as the prophet of God.
- Moses as special to Jewish people.
- Guru Nanak as special to Sikhs – stories about the Guru.
- People with a special role/vocation in religious communities today e.g. vicar, minister, priest, Salvation Army officer, nun, monk (Christianity), Jewish rabbi, Buddhist monk and nun, imam at the mosque, priest at the mandir.

Belonging

Children are introduced to ceremonies which show belonging to the faith community. Children are introduced to religious rituals and promises/commitment shown through religious wedding ceremonies.

- Christianity – infant baptism, weddings.
- Hinduism – Raksha Bandhan, weddings.
- Islam – ceremonies connected with welcoming and naming a baby.
- Sikhism – baby naming ceremony.
- Judaism – weddings.

Special Places

Children are introduced to religious buildings as sacred places and how they are used for worship.

- Christianity – an introduction to a local church (any denomination).
- Buddhism – the temple/centre/monastery.
- Hinduism – the mandir.
- Islam – the mosque.
- Judaism – the synagogue.
- Sikhism – the gurdwara.

If possible children should be given the opportunity to visit a local place of worship.

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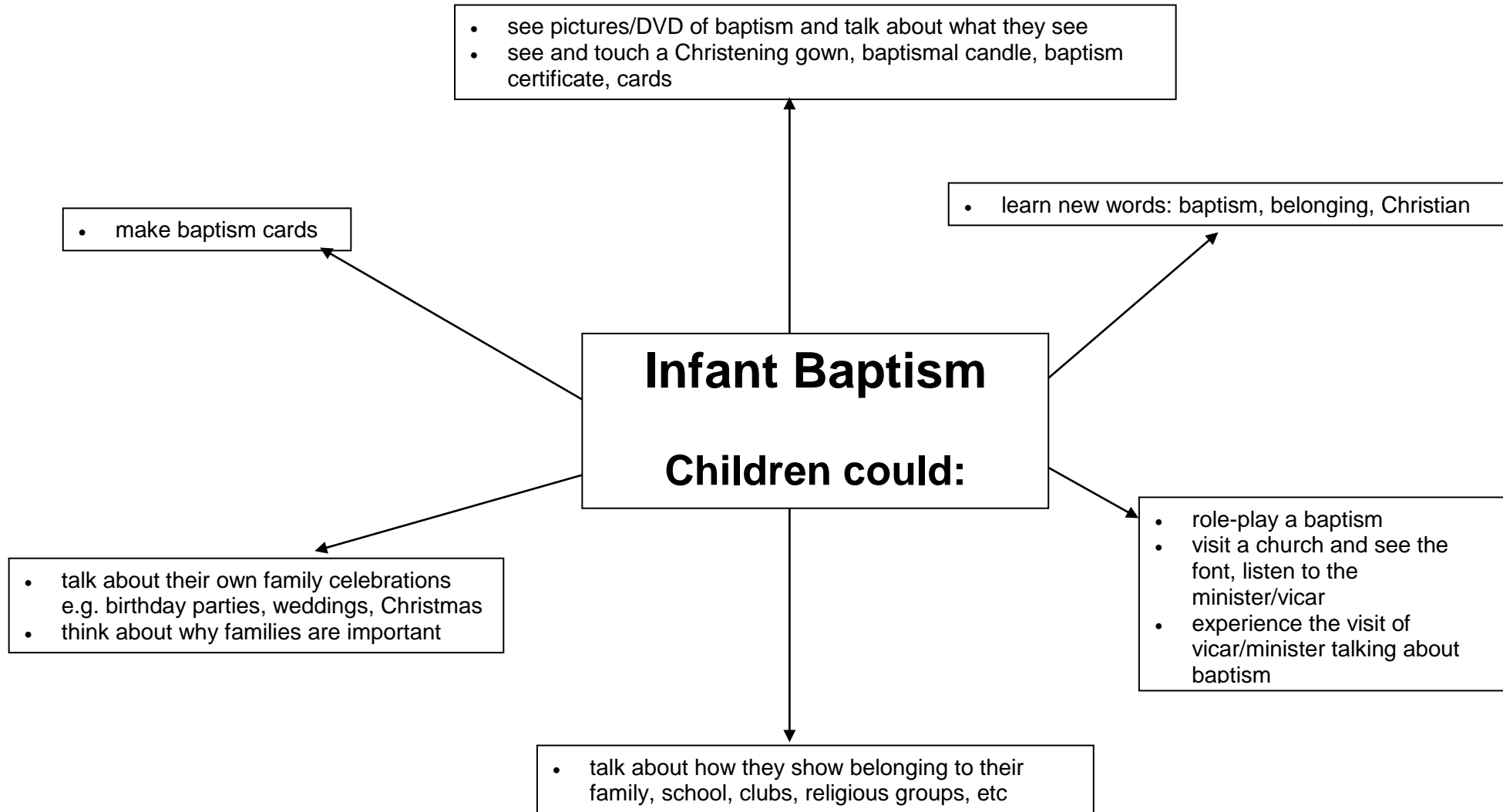
EXEMPLAR PLAN – Early Years Foundation Stage

	Autumn	Spring	Summer
Nursery	<p>Harvest as a special time</p> <ul style="list-style-type: none"> – The Christian Creation story – Christian Harvest <p>Divali as a special time for Hindus</p> <p>Christmas as a special time for Christians</p> <ul style="list-style-type: none"> – The Christmas story – Ways Christians celebrate e.g. singing carols 	<p>Special Books</p> <ul style="list-style-type: none"> – The Bible as a special book for Christians – The Torah as a special book for Jewish people <p>Special People</p> <ul style="list-style-type: none"> – Jesus as special to Christians; stories about Jesus e.g. calming the storm, walking on water <p>Special Times</p> <ul style="list-style-type: none"> – The Easter story – How Christians celebrate Easter in church e.g. Easter Garden 	<p>Belonging</p> <ul style="list-style-type: none"> – Christian baptism – Raksha Bandhan (Hinduism) – Christian wedding – Jewish wedding
Reception	<p>Harvest as a special time</p> <ul style="list-style-type: none"> – Christian Harvest – Jewish Sukkot <p>Shabbat as a special day for Jewish people</p> <p>Christmas as a special time for Christians</p> <ul style="list-style-type: none"> – The special baby Jesus – Ways Christians celebrate Christmas e.g. colours in the church, Advent Ring 	<p>Special Books</p> <ul style="list-style-type: none"> – How holy books are treated e.g. the Torah, the Qur'an, the Guru Granth Sahib <p>Special People</p> <ul style="list-style-type: none"> – Jesus as special to Christians, stories Jesus told (e.g. Lost Coin, Lost Sheep) <p>Special Times</p> <ul style="list-style-type: none"> – The Easter story – How Christians celebrate Easter in church e.g. singing, hymns, prayers 	<p>Special places, special objects, special music, special people – to select e.g.</p> <ul style="list-style-type: none"> – Church – explore Christian artefacts, music, meeting special people (e.g. the vicar) – Jewish artefacts e.g. menorah, mezuzah, the Torah scrolls, yad, Shabbat candles, meeting members of the Jewish community including the rabbi – Mandir – Hindu murtis and artefacts, Hindu music

Early Years Foundation Stage – Religious Education (Belonging – INFANT BAPTISM)

<p style="text-align: center;">UNDERSTANDING THE WORLD</p> <p>People and Communities</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and the lives of family members • Know about similarities and differences between themselves and others, and among families, communities and traditions <p>The World</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things e.g. through a visit to a church • Talk about the features of their own immediate environment and how environments might be different from one another <p>Technology</p> <ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as homes and schools e.g. watch DVD clip of a baptism 	<p style="text-align: center;">PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Confident to speak in a familiar group e.g. talk about their own baptism, naming day, family celebrations <p>Managing Feelings and behaviour</p> <ul style="list-style-type: none"> • Adjust their behaviour to different situations e.g. knowing how to behave respectfully during visit to local church <p>Making relationships</p> <ul style="list-style-type: none"> • Show sensitivity to the needs and feelings of others
<p style="text-align: center;">EXPRESSIVE ARTS AND DESIGN</p> <p>Being imaginative</p> <ul style="list-style-type: none"> • Represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories <p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Use and explore a variety of materials, experimenting with colour design, texture, shape and form e.g. to make a baptismal card 	<p style="text-align: center;">COMMUNICATION AND LANGUAGE</p> <p>Listening and attention</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <p>Understanding</p> <ul style="list-style-type: none"> • Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events <p>Speaking</p> <ul style="list-style-type: none"> • Develop own narratives and explanations by connecting ideas or events <p style="text-align: center;">LITERACY</p> <p>Reading</p> <ul style="list-style-type: none"> • Demonstrate understanding when talking with others about what they have read, or what has been read to them e.g. retelling narrative about baptism of a baby

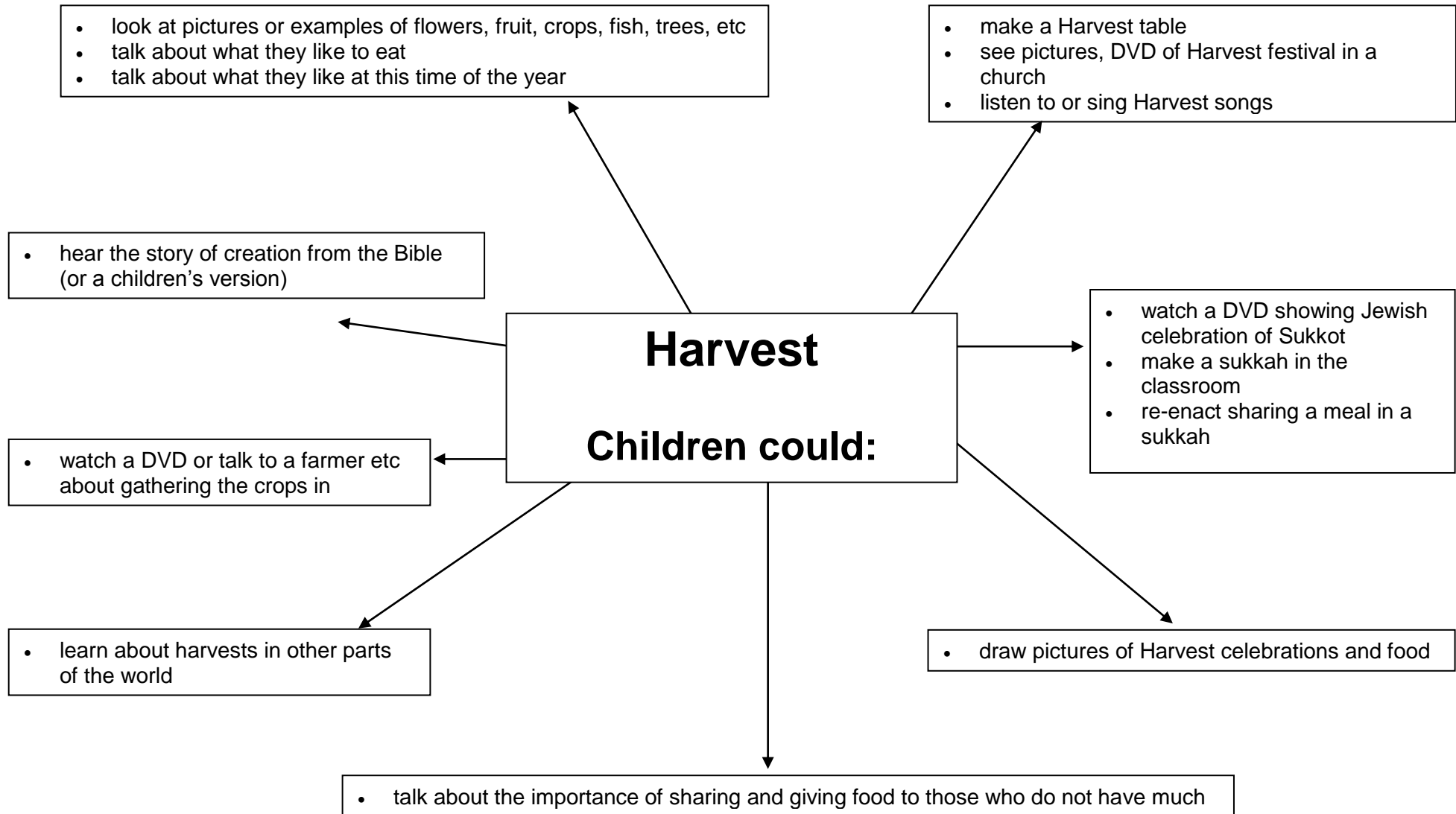
Belonging – INFANT BAPTISM *(an example from Christianity)*



Early Years Foundation Stage – Religious Education (Special Times – HARVEST)

<p style="text-align: center;">UNDERSTANDING THE WORLD</p> <p>People and Communities</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and the lives of family members • Know about similarities and differences between themselves and others, and among families, communities and traditions <p>The World</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things e.g. Harvest food, Sukkot • Talk about the features of their own immediate environment and how environments might vary from one another e.g. learning about harvest time • Make observations of animals and plants and explain why some things occur and talk about changes <p>Technology</p> <ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as home and schools. Watch a DVD showing Jewish celebration of Sukkot 	<p style="text-align: center;">PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Confident to try out new activities and say why they like some more than others e.g. talk about what they like to eat • Confident to speak in a familiar group and talk about their ideas <p>Managing Feelings and behaviour</p> <ul style="list-style-type: none"> • Talk about how they and others show feelings and know that not all behaviours are acceptable • Talk about their own and others' behaviour and its consequences e.g. in sharing or not sharing <p>Making relationships</p> <ul style="list-style-type: none"> • Show sensitivity to the needs and feelings of others • Work as part of a group or class e.g. making a sukkah in the outdoor area
<p style="text-align: center;">EXPRESSIVE ARTS AND DESIGN</p> <p>Being imaginative</p> <ul style="list-style-type: none"> • Represent their own ideas, thoughts and feelings through art and design, music, dance role play and stories <p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Sing songs, make music and dance and experiment with ways of changing them e.g. listening to Sukkot songs, singing a Harvest song • Use and explore a variety of materials, experimenting with colour design, texture, shape and form 	<p style="text-align: center;">COMMUNICATION AND LANGUAGE</p> <p>Listening and attention</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Give their attention to what is being said to them and respond appropriately, while remaining involved in an activity <p>Understanding</p> <ul style="list-style-type: none"> • Answer 'how' and 'why' questions about their experiences and in response to stories or events <p>Speaking</p> <ul style="list-style-type: none"> • Develop own narratives and explanations by connecting ideas or events <p style="text-align: center;">LITERACY</p> <p>Reading</p> <ul style="list-style-type: none"> • Demonstrate understanding when talking with others about what they have read, or what has been read to them e.g. by placing pictures of the creation in the correct sequence

Special Times – HARVEST *(an example from Christianity and Judaism)*

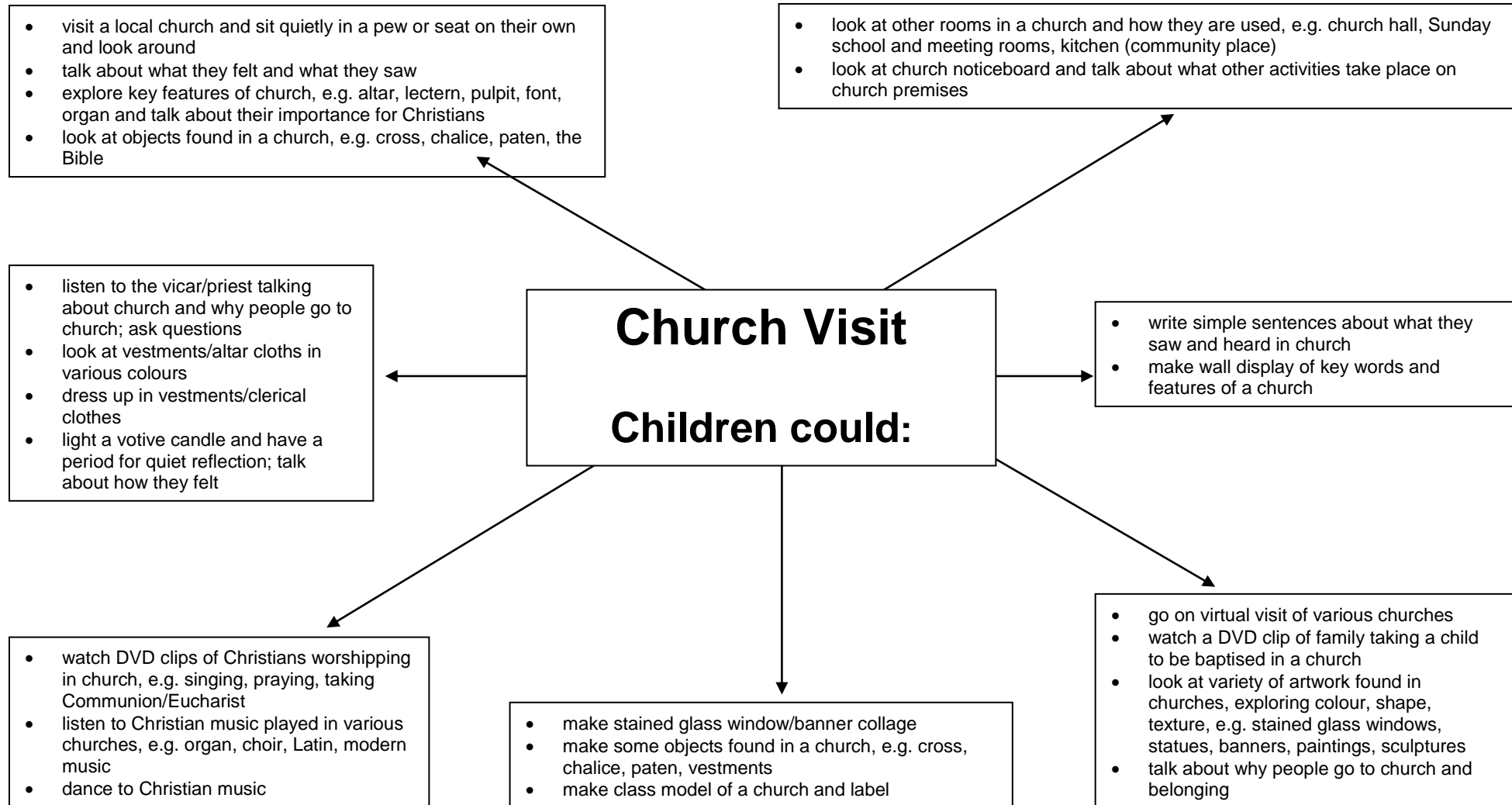


Early Years Foundation Stage – Religious Education (Special Places – CHURCH VISIT)

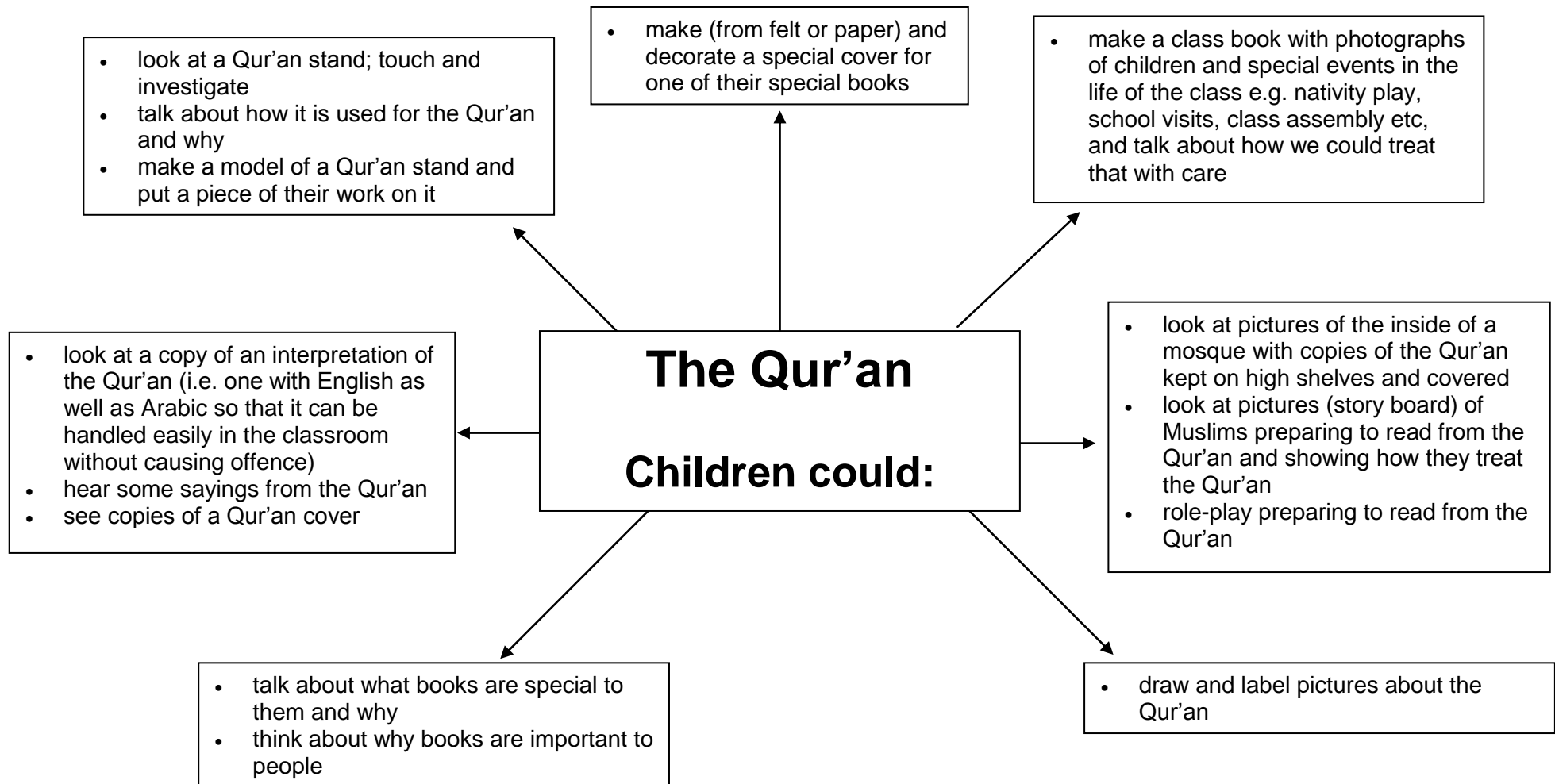
<p style="text-align: center;">UNDERSTANDING THE WORLD</p> <p>People and Communities</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and the lives of family members • Know about similarities and differences between themselves and others, and among families, communities and traditions <p>The World</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things e.g. observing the interior and exterior of the church • Talk about the features of a church in their own immediate environment <p>Technology</p> <ul style="list-style-type: none"> • Select and use technology for a range of purposes e.g. use a digital camera to record objects/features of special interest in the church (with permission) 	<p style="text-align: center;">PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Confident to try out new activities and can say what they like about the visit <p>Managing Feelings and behaviour</p> <ul style="list-style-type: none"> • Talk about how they and others show feelings and know that not all behaviours are acceptable • Adjust their behaviour to different situations e.g. knowing how to behave respectfully in church <p>Making relationships</p> <ul style="list-style-type: none"> • Show sensitivity to the needs and feelings of others
<p style="text-align: center;">EXPRESSIVE ARTS AND DESIGN</p> <p>Being imaginative</p> <ul style="list-style-type: none"> • Represent their own ideas, thoughts and feelings about the visit through art and design, music, dance, role play and stories <p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Sing Christian songs and dance to Christian music which is joyful and lively or reflective • Use and explore a variety of materials, experimenting with colour design, texture, shape and form e.g. designing and making stained glass windows 	<p style="text-align: center;">COMMUNICATION AND LANGUAGE</p> <p>Listening and attention</p> <ul style="list-style-type: none"> • Listen attentively to the vicar or minister • Give their attention to what is being said to them and respond appropriately <p>Understanding</p> <ul style="list-style-type: none"> • Answer ‘how’ and ‘why’ questions about their experiences and in response to the visit <p>Speaking</p> <ul style="list-style-type: none"> • Develop own narratives and explanations by connecting ideas or events in relation to the church visit

Exploration of a religion through a visit to a place of worship can promote development in several of the Early Learning Goals but particularly can provide opportunities for **Understanding the World**.

Special Places – CHURCH VISIT *(an example from Christianity)*

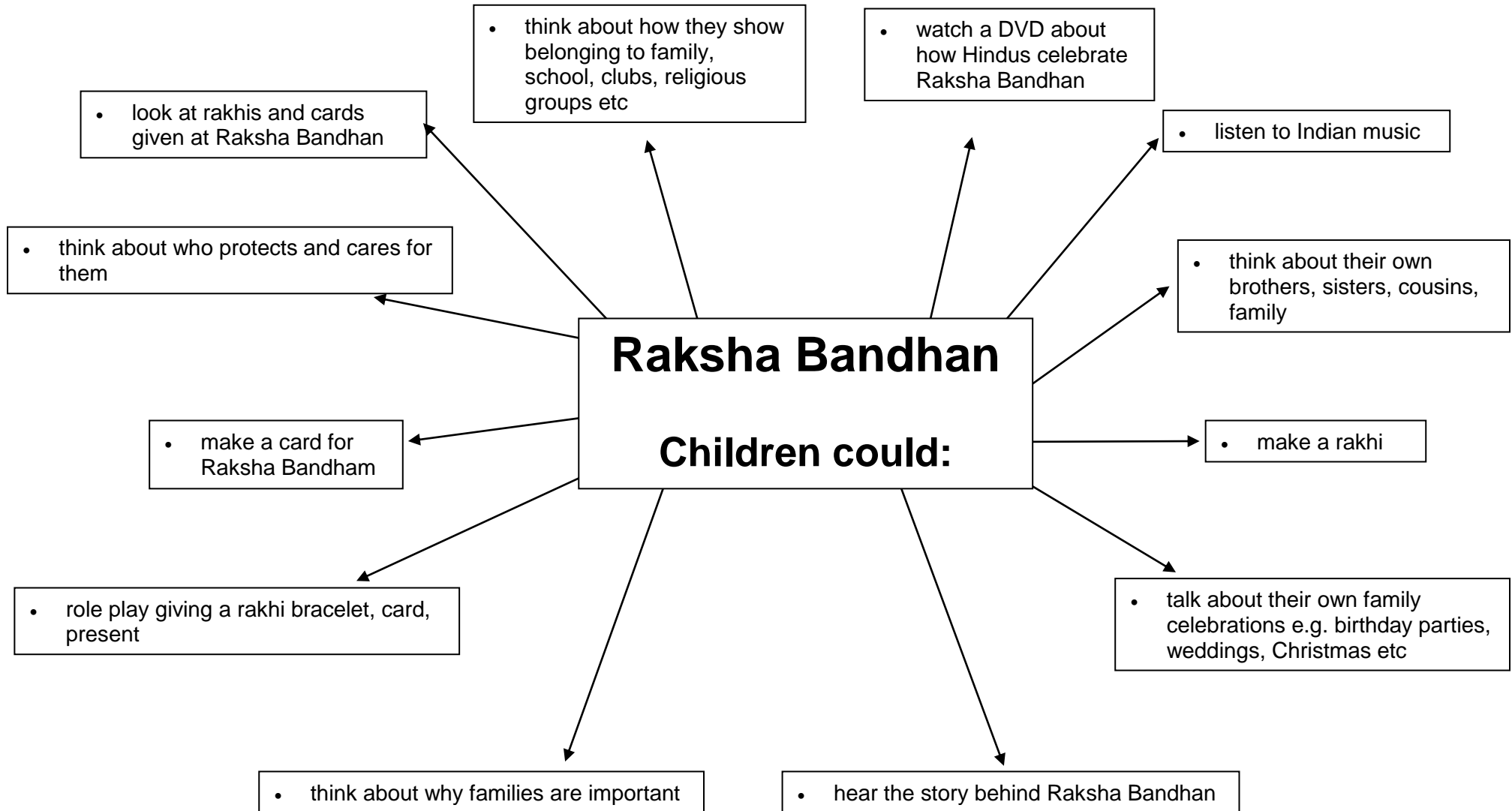


Special Books – THE QUR’AN *(an example from Islam)*

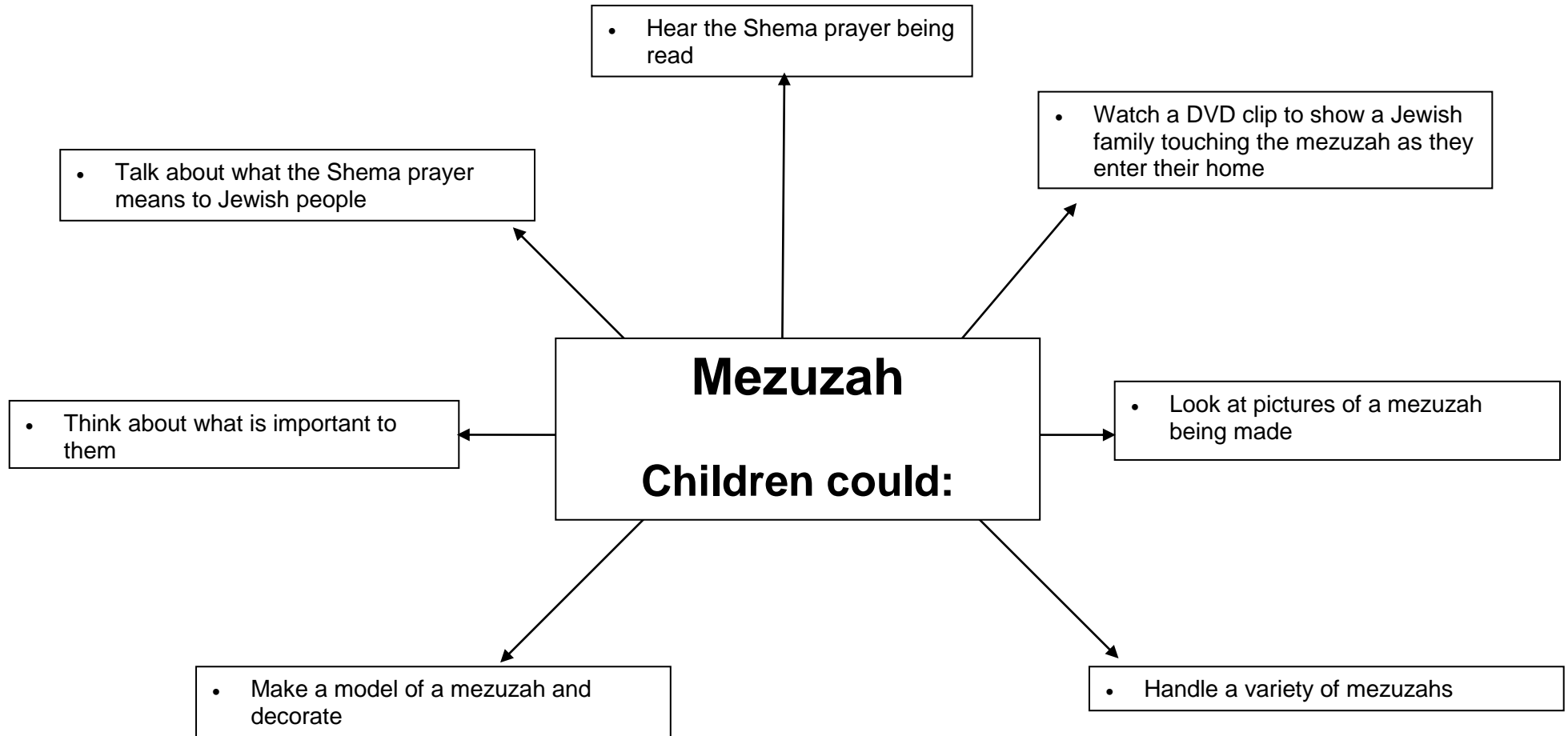


NB: The original Qur'an in Arabic should not be handled without ablution.

Belonging – RAKSHA BANDHAN *(an example from Hinduism)*



Special Objects - MEZUZAH *(an example from Judaism)*



KEY STAGE 1

1. Overview of RE at Key Stage 1	94-95
2. Planning	96-97
3. Key Stage 1 Questions	98-99
4. Exemplar Plan	100

OVERVIEW OF RE AT KEY STAGE 1

The Purpose of RE at Key Stage 1

At Key Stage 1 children are introduced to some of the beliefs and features of a religion and some religious vocabulary.

In relation to their learning about these religious beliefs and practices, children are given the opportunity to raise questions, express their views simply and reflect on their own ideas and feelings.

In Darlington schools, children will be introduced to the beliefs and features of:

- **Christianity** (core religion)
- **Hinduism** (core religion).

Children will learn about Christianity and Hinduism in separate units of work, so that they can develop learning about these religions in a coherent way.

They may also be introduced to:

- one other religion (if appropriate) or a religious community with a significant local presence
- aspects of non-religious worldviews, if appropriate (see 'Coverage at Each Key Stage' page 31).

Most children at Key Stage 1 have a natural curiosity. They ask questions and wonder about life; they show a willingness to use their imagination and they have an intuitive sense of mystery in the world around them. Some children will have direct experience of religion from home; many will have none at all. It is important that teachers take into account the children's diverse background and experiences when devising a Scheme of Work.

The elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these 3 elements please refer to pages 6-8.

Key Focus of Learning at Key Stage 1

The following indicate the key focus of learning for the majority of children at Key Stage 1.

Children in Key Stage 1 are able to **identify** some beliefs and features of religion.

In response to the religious material they learn about, children are able to express their views and **give simple reasons** to support these.

In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.

Learning Outcomes at Key Stage 1

By the end of Key Stage 1 children will be able to:

- identify some of the beliefs about God in Christianity and Hinduism
- retell some stories from Christianity and Hinduism

- identify some ways in which Christians and Hindus worship and celebrate special events e.g. Christmas, Divali
- use some religious words
- show some awareness of how some aspects are the same in both Christianity and Hinduism e.g. both have a special place of worship
- express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Hinduism
- reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Hinduism
- show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt about Christianity and Hinduism.

NB: Knowledge and Understanding of Religion and Critical Thinking can be assessed using whatever system the school wishes. Children can make progress in Personal Reflection but this cannot be assessed.

PLANNING

Time Allocation

Religious Education should be taught in every year group throughout the key stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at Key Stage 1 is approximately 36 hours per year.

Ways of Delivery

RE can be delivered in a variety of ways, for example: a slot every week; an afternoon every few weeks, a suspended timetable day for RE (allowing for enquiry based research, a visit to a place of worship, a visitor to school). It is recommended that the short units on Christmas and Easter (approximately four hours each) are delivered across one day or two afternoons.

Programmes of Study

The Programmes of Study on pages 35-69 identify the content which should be taught about each religion at Key Stage 1. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 1 for Christianity and Hinduism (core religions). Teachers may also use the Programmes of Study at Key Stage 1 for supplementary religions. So that they are aware how pupils will build on Key Stage 1 learning, teachers should refer to the other key stages in the Programmes of Study.

Long Term Plan

The exemplar Long Term Plan for Key Stage 1 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

Teaching and Learning Activities

A range of activities should be developed to ensure good learning in RE. Please see page 76 for some examples.

Skills

Children develop skills through the 3 elements of RE:

Knowledge and Understanding of Religion

Investigation and Enquiry

- asking relevant questions
- beginning to use different sources to gather information

Critical Thinking

Interpretation

- posing interesting or puzzling questions
- expressing their views and giving simple reasons in support

Personal Reflection

Empathy

- developing the power of imagination to identify feelings such as love, wonder, sorrow, forgiveness
- considering the thoughts, feelings, beliefs and experiences of others

Reflection and Response

- reflecting on their own feelings and experiences

Attitudes

Attitudes (see page 17) can be developed and should be planned for throughout Key Stage 1 for example.

Self-awareness

- a sense of self-worth and value
- a sense of belonging

Respect

- sensitivity to the beliefs and feelings of others

Appreciation and Wonder

- a sense of wonder about the world

KEY STAGE 1 QUESTIONS

The following are suggestions for unit questions.

Christianity (Core Religion)

These questions can be used for an extended unit of work e.g. what can we learn from visiting a church? Some questions could be explored within units as supplementary questions e.g.

How and why do Christians celebrate Harvest? (could be asked within the unit on a church visit).

What can we learn about Christianity from visiting a church?

What do Christians believe about God?

Why is the Bible special to Christians?

Why is Jesus special to Christians?

What is the meaning of Christmas?

- Why are gifts given at Christmas?
- How and why is light important at Christmas?

What can we learn from the story of St Cuthbert?

What does it mean to belong in Christianity?

What is the meaning of Easter?

- What is the Easter story?
- How do Christians celebrate Easter?

Hinduism (core religion)

What do Hindus believe about God?

How do Hindus show belonging?

How do Hindus worship?

How and why is Divali special for Hindus?

Buddhism (supplementary religion)

How is Buddha special to Buddhists?

Why did Buddha leave home?

How do Buddhists show their beliefs and practice?

How do Buddhists worship at home?

Islam (supplementary religion)

What does it mean to belong to Islam?

How is the Qur'an treated as special?

How do Muslims worship at home and at the mosque?

Judaism (supplementary religion)

What do Jewish people believe about God as Creator?

How do Jewish people show their beliefs in the home?

How do Jewish people celebrate Hanukkah?

What can we learn from visiting a synagogue?

Sikhism (supplementary religion)

How do Sikhs treat the Guru Granth Sahib as sacred?

How do Sikhs show belonging?

What can we learn about the Sikh Gurus?

EXEMPLAR PLAN KEY STAGE 1

	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 1	<p>What can we learn about Christianity from visiting a church?</p> <p><i>Expressions of Belief, Authority</i></p> <p>What does it mean to belong in Christianity?</p> <p><i>Belief, Impact of Belief, Expressions of Belief</i></p>	<p>Why are gifts given at Christmas?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>Why is Jesus special to Christians?</p> <p><i>Belief, Authority.</i></p>	<p>What is the Easter story?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>What do Hindus believe about God?</p> <p><i>Belief</i></p> <p>How do Hindus show belonging?</p> <p><i>Authority, Expression of Belief, Impact of Belief</i></p>
Year 2	<p>How do Hindus worship?</p> <p><i>Expressions of Belief, Belief</i></p> <p>How and why is Divali special for Hindus?</p> <p><i>Authority, Expressions of Belief, Belief</i></p>	<p>How and why is light important at Christmas?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>Why is the Bible special to Christians?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>How do Christians celebrate Easter?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>What can we learn from the story of St Cuthbert?</p> <p><i>Impact of Belief</i></p> <p>What can we learn about a local faith community?</p> <p>OR</p> <p>How do Jewish people celebrate Shabbat? (supplementary religion)</p>

LOWER KEY STAGE 2

1. Overview of RE at Lower Key Stage 2	102-103
2. Planning	104-105
3. Key Stage 2 Unit Questions	106-108
4. Exemplar Plan	109

OVERVIEW OF RE AT LOWER KEY STAGE 2

The Purpose of RE at Lower Key Stage 2

At Lower Key Stage 2 pupils can build on their learning at Key Stage 1 as they develop a capacity to extend and deepen their factual knowledge of religious beliefs and practices. They will extend their range of specific subject vocabulary.

Pupils become more aware of themselves and others. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. In relation to the religious material studied, pupils develop the capacity to form their own reasoned opinions and reflect on their own feelings, ideas and beliefs.

In Darlington schools, pupils will build on previous learning from Key Stage 1 and develop knowledge of the beliefs and features of:

- Christianity (core religion)
- Sikhism (core religion).

They will learn about these religions separately so that they can develop learning about them in a coherent and progressive way.

Pupils may also study:

- one of the supplementary religions, one other religion with a significant local presence, or aspects of these religions
- aspects of non-religious worldviews, if appropriate (see 'Coverage at each Key Stage' page).

Pupils could study one unit which draws on more than one religion e.g. How do religious people show care for others? This will enable them to see similarities across religions.

The elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these 3 elements please refer to pages 6-8.

Key Focus of Learning at Lower Key Stage 2

Pupils in Lower Key Stage 2 can **describe** some of the beliefs and features of religion.

In response to the religious material they learn about, pupils are able to express their views and support them using a **plausible reason or reasons**. They show some awareness of other people's views.

In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.

Learning Outcomes at Lower Key Stage 2

By the end of Year 4 pupils:

- will be able to **describe** beliefs and practices within Christianity and Sikhism e.g. describe what Sikhs believe about God and about the Gurus, describe some Christian beliefs about God, describe how and why Advent is important to Christians
- will link religious stories and teaching to the beliefs that underlie them e.g. belief in Jesus as Son of God shown through miracle stories
- will know some similarities and differences between Christianity and Sikhism (e.g. belief in one God in both Christianity and Sikhism)
- in response to the religious material studied:
 - give a view and support with a plausible reason
 - show awareness that some people have a different view
- in relation to the religious material studied:
 - reflect on their own beliefs, feelings, values, attitudes and experiences
 - show understanding that not all people respond to ideas and experiences in the same way
 - listen to others who have different views, beliefs, practices from their own.

NB: Knowledge and Understanding of Religion and Critical Thinking can be assessed. Children can make progress in Personal Reflection but this cannot be assessed.

PLANNING

Time Allocation

Religious Education should be taught in every year group throughout the key stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at Lower Key Stage 2 is approximately 45 hours per year.

Ways of Delivery

RE can be delivered in a variety of ways, for example: a slot every week; an afternoon every few weeks, a suspended timetable day for RE (allowing for enquiry based research, a visit to a place of worship, a visitor to school). It is recommended that the short units on Christmas and Easter (approximately four hours each) are delivered across one day or two afternoons.

Programmes of Study

The Programmes of Study identify the content which should be taught about each religion at Lower Key Stage 2. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail see pages 10-11 on the RE Concepts.

Teachers should ensure that the RE Scheme of Work uses the Programmes of Study at Key Stage 2 for Christianity and Sikhism (core religions). Teachers should also use the Programmes of Study at Key Stage 2 for supplementary religions they may choose to study.

Teachers should look at the Key Stage 1 sections of the Programmes of Study (in particular for Christianity) and build on previous learning.

Long Term Plan

The exemplar Long Term Plan for Lower Key Stage 2 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

Teaching and Learning Activities

A range of activities should be developed to ensure good learning in RE. Please see page 76 for some examples.

Skills – pupils develop skills through the 3 elements of RE:

Knowledge and Understanding of Religion

Investigation and Enquiry

- asking relevant questions
- beginning to use different sources to gather information
- the ability to ascertain facts

Application

- making links between religions and individual and community life

Critical Thinking

Expression (learning to communicate)

- giving an informed opinion and personal viewpoint
- asking important questions about religion and beliefs

Interpretation

- drawing meaning from stories, artefacts, symbols, rituals etc.
- suggesting meanings in religious texts

Personal Reflection

Empathy

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

Reflection and Response

- reflecting on their own feelings and experiences
- developing a personal interest and curiosity in puzzling, searching and challenging questions

Attitudes (see page 17) can be developed and should be planned for throughout Key Stage 2 e.g.

Self-awareness

- a sense of self-worth and value
- a sense of belonging
- developing the capacity to consider one's own beliefs, values and attitudes

Respect

- sensitivity to the beliefs and feelings of others
- willingness to listen and learn from others who may have beliefs and customs different from one's own

Appreciation and Wonder

- a sense of wonder about the world

Open-mindedness

- readiness to look beyond surface impressions
- willingness to learn and gain new understanding

KEY STAGE 2 UNIT QUESTIONS

The following are suggestions for unit questions.

They can be used as the basis for an extended enquiry (unit of work).

They appear in both sections (Lower and Upper Key Stage 2) of the Agreed Syllabus.

Please refer to the Exemplar Plans of Lower and Upper Key Stage 2.

Christianity (core religion)

What can we learn about Christian symbols and beliefs by visiting churches?

What do Christians believe about Jesus?

What do Christians believe about God?

What do we know about the Bible and why is it important to Christians?

How does the teaching and example of Jesus influence the way that Christians live their lives?

What can we learn about Christian faith through studying the lives of northern saints?

So, what do we now know about Christianity? (Year 6 bridging unit)

What is the meaning of Christmas?

- How and why is Advent important to Christians?
- Why do Christians call Jesus the light of the world?
- What are the themes of Christmas?
- What do the gospels tell us about the birth of Jesus?

What is the meaning of Easter?

- What do Christians remember on Palm Sunday?
- Why is Lent such an important period for Christians?
- Why is the Last Supper so important to Christians?
- Why are Good Friday and Easter Day the most important days for Christians?

Sikhism (core religion)

What do Sikhs believe and how are these beliefs expressed?

This question can be explored through the following supplementary questions:

- What do Sikhs believe?
- Why are the Gurus special in Sikhism?
- Why is the Gurdwara important to Sikhs?
- How do Sikhs express their beliefs?
- What can we find out about a local Sikh community?

Buddhism (supplementary religion)

How and why do Buddhists celebrate Wesak?

What can we learn about Buddhist communities today?

What are Buddha's teachings?

Hinduism (supplementary religion)

What can we learn about Hinduism by visiting a mandir?

What do Hindus believe?

How and why do Hindus celebrate Holi?

How do Hindus show their beliefs?

Islam (supplementary religion)

Why is Muhammad important to Muslims?

How and why do Muslims pray?

Judaism (supplementary religion)

Why is the Torah important to Jewish people today?

Why do Jewish people remember Moses?

What can we learn from visiting a synagogue?

How are Jewish beliefs expressed in Sukkot and Pesach?

Enquiry Questions across more than one religion

These general units are designed to draw on more than one religion. They will mainly be used in Upper Key Stage 2 but one generic question could be introduced in Lower Key Stage 2 e.g. How and why do religious people care for others?

In answering these questions reference could be made to:

- one or more of lower Key Stage 2 core religions: Christianity, Sikhism.
- one or more lower Key Stage 2 supplementary religions: Buddhism, Hinduism, Islam, Judaism
- a religious community with a significant local presence, where appropriate
- a non-religious worldview, where appropriate

What can we find out about religious communities in our local area?

How do religious people show care for others?

What do religions say about the environment?

Why do people travel to sacred places?

How and why do people use ritual in their lives?

An example of an enquiry question:

How and why do religious people show care for others?

This could include the following supplementary questions:

- How does a local church show care for people?
- What can we find out about the work of a Christian organisation or charity (e.g. Salvation Army, Christian Aid)?
- What does the Bible teach Christians about caring for others?
- How and why do Jewish people help others?
- What happens on Mitzvah Day?

EXEMPLAR PLAN LOWER KEY STAGE 2

	Autumn Term	Christmas Unit What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 3	<p>What do Sikhs believe?</p> <p><i>Belief, Authority</i></p> <p>Why is the Gurdwara important to Sikhs?</p> <p><i>Authority, Expressions of Belief</i></p>	<p>How and why is Advent important to Christians?</p>	<p>What do Christians believe about Jesus?</p> <p><i>Belief, Authority, Impact of Belief</i></p>	<p>What do Christians remember on Palm Sunday?</p>	<p>How do Sikhs express their beliefs?</p> <p><i>Belief, Expressions of Belief, Impact of Belief</i></p> <p><i>School based unit e.g.</i></p> <p>What can we find out about one local faith community in Darlington? (any religion at the discretion of the school)</p> <p><i>All concepts</i></p>
Year 4	<p>How and why do religious people show care for others? (more than one religion; can include non-religious traditions)</p> <p><i>Belief, Authority, Impact of Belief</i></p>	<p>Why do Christians call Jesus the light of the world?</p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p><i>Authority, Impact of Belief</i></p>	<p>Why is Lent such an important period for Christians?</p>	<p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p><i>Expressions of Belief, Belief, Authority</i></p>

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UPPER KEY STAGE 2

1. Overview of RE at Upper Key Stage 2	112-113
2. Planning	114-115
3. Key Stage 2 Unit Questions	116-118
4. Exemplar Plan	119

OVERVIEW OF RE AT UPPER KEY STAGE 2

The Purpose of RE at Upper Key Stage 2

At Upper Key Stage 2 pupils extend and deepen knowledge and develop understanding of the beliefs and features of religion. They develop an ability to investigate and enquire independently. They become more aware of the wider world in which they live and the impact of religion on individuals and communities. In relation to the religious material studied, pupils continue to develop their capacity to form their own reasoned opinions and reflect on their own feelings and ideas. They develop the capacity to listen to differing points of view and see the world through the eyes of others.

In Darlington schools pupils will build on previous learning from Lower Key Stage 2 and develop understanding of the beliefs and features of:

- Christianity (core religion)
- Islam (core religion)

At the discretion of the school:

- one of the supplementary religions, one other religion with a significant local presence or aspects of these religions
- aspects of non-religious worldviews as appropriate.

The core religions will generally need to be taught separately to continue to develop the pupils' understanding of the distinctive features of each religion. Where appropriate, however, content can be drawn from more than one religion to illustrate common concepts and themes e.g. Why should people with a religious faith care about the environment? How and why do people use ritual in their lives?

The 3 elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these 3 elements please refer to pages 6-8.

Key Focus of Learning at Upper Key Stage 2

Pupils in Upper Key Stage 2 will demonstrate **understanding** of some of the beliefs and features of religion through the RE concepts.

In response to the religious material they learn about, pupils can express their own views using **sound reasons**. Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).

In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.

Learning Outcomes at Upper Key Stage 2

By the end of Year 6 pupils can:

- **show understanding** of the beliefs and practices within Christianity and **describe** some ways in which these make a difference to people's lives
- **show understanding** of the beliefs and practices within Islam and **describe** some ways in which these make a difference to people's lives
- **describe** some similarities and differences within Christianity and between religions studied
- **show understanding** of the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief)
- **in response to the religious material studied:**
 - **express their views and support with sound reasons**
 - **outline an opposing view and give at least one sound reason to support this**
- **in relation to the religious material studied:**
 - **reflect on and consider their own beliefs, feelings, values, attitudes and experiences**
 - **listen to and learn from others about their beliefs, feelings, values, attitudes and experiences**
- **see the world through the eyes of others and see issues from their point of view**

NB: Knowledge and Understanding of Religion and Critical Thinking can be assessed. Children can make progress in Personal Reflection but this cannot be assessed.

PLANNING

Time Allocation

Religious Education should be taught in every year group throughout the key stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at Upper Key Stage 2 is approximately 45 hours per year.

Ways of Delivery

RE can be delivered in a variety of ways, for example: a slot every week; an afternoon every few weeks, a suspended timetable day for RE (allowing for enquiry based research, a visit to a place of worship, a visitor to school). It is recommended that the short units on Christmas and Easter (approximately four hours each) are delivered across one day or two afternoons.

Programmes of Study

The Programmes of Study on pages 35-69 identify the content which should be taught about each religion at Upper Key Stage 2. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail see relevant pages on the RE Concepts.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 2 for Christianity and Islam (core religions). Teachers may also use the Programmes of Study at Key Stage 2 for supplementary religions.

Teachers should look at the Key Stage 1 sections of the Programmes of Study (in particular for Christianity) and build on previous learning.

Teachers should also refer to Key Stage 3 sections of the Programmes of Study (in particular for Christianity) to ensure continuity and progression for pupils. Please see section on RE bridging unit.

Long Term Plan

The exemplar Long Term Plan for Upper Key Stage 2 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

Teaching and Learning Activities

A range of activities should be developed to ensure good learning in RE. Please see page 76 for examples.

Skills - pupils develop skills through the 3 elements of RE.

Knowledge and Understanding of Religion

Investigation and Enquiry

- asking relevant questions
- beginning to use different sources to gather information
- the ability to ascertain facts

Application

- making links between religions and individual and community life

Critical Thinking

Expression (learning to communicate)

- ask important questions about religion and beliefs
- giving an informed opinion and personal viewpoint

Interpretation

- drawing meaning from stories, artefacts, symbols, rituals etc.
- suggesting meanings of religious texts

Personal Reflection

Empathy

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

Reflection and Response

- reflecting on their own feelings and experiences
- developing a personal interest and curiosity in puzzling, searching and challenging questions

Attitudes (see page 17) can be developed and should be planned for throughout Key Stage 2 e.g.

Self-awareness

- a sense of self-worth and value
- a sense of belonging
- developing the capacity to consider one's own beliefs, values and attitudes

Respect

- sensitivity to the beliefs and feelings of others
- willingness to listen and learn from others who may have beliefs and customs different from one's own

Appreciation and Wonder

- a sense of wonder about the world

Open-mindedness

- readiness to look beyond surface impressions
- willingness to learn and gain new understanding

KEY STAGE 2 UNIT QUESTIONS

The following are suggestions for unit questions.

They can be used as the basis for an extended enquiry (unit of work).

They appear in both sections (Lower and Upper Key Stage 2) of the Agreed Syllabus.

Please refer to the Exemplar Plans of Lower and Upper Key Stage 2.

Christianity (core religion)

What can we learn about Christian symbols and beliefs by visiting churches?

What do Christians believe about Jesus?

What do Christians believe about God?

What do we know about the Bible and why is it important to Christians?

How does the teaching and example of Jesus influence the way that Christians live their lives?

What can we learn about Christian faith through studying the lives of northern saints?

So, what do we now know about Christianity? (Year 6 bridging unit)

What is the meaning of Christmas?

- How and why is Advent important to Christians?
- Why do Christians call Jesus the light of the world?
- What are the themes of Christmas?
- What do the gospels tell us about the birth of Jesus?

What is the meaning of Easter?

- What do Christians remember on Palm Sunday?
- Why is Lent such an important period for Christians?
- Why is the Last Supper so important to Christians?
- Why are Good Friday and Easter Day the most important days for Christians?

Islam (core religion)

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

What can we learn from visiting a mosque?

How do Muslims express their beliefs?

What can we find out about the 5 Pillars?

Buddhism (supplementary religion)

How and why do Buddhists celebrate Wesak?

What can we learn about Buddhist communities today?

What are Buddha's teachings?

Hinduism (supplementary religion)

What can we learn about Hinduism by visiting a mandir?

What do Hindus believe?

How and why do Hindus celebrate Holi?

How do Hindus show their beliefs?

Judaism (supplementary religion)

Why is the Torah important to Jewish people today?

Why do Jewish people remember Moses?

What can we learn from visiting a synagogue?

How are Jewish beliefs expressed in Sukkot and Pesach?

Sikhism (supplementary religion)

What do Sikhs believe and how are these beliefs expressed?

This question can be explored through the following supplementary questions:

- What do Sikhs believe?
- Why are the Gurus special in Sikhism?
- Why is the Gurdwara important to Sikhs?
- How do Sikhs express their beliefs?
- What can we find out about a local Sikh community?

Enquiry Questions across more than one religion

These general units are designed to draw on more than one religion.

In answering these questions reference could be made to:

- one or more of upper Key Stage 2 core religions: Christianity, Islam
- one or more upper Key Stage 2 supplementary religions: Buddhism, Hinduism, Judaism, Sikhism
- another religious community with a significant local presence, where appropriate
- a non-religious worldview, where appropriate

What can we find out about religious communities in our local area?

How do religious people show care for others?

What do religions say about the environment?

Why do people travel to sacred places?

How and why do people use ceremony and ritual in their lives?

An example of an enquiry question:

How and why do people use ceremony and ritual in their lives?

This could include the following supplementary questions:

- What do we mean by ritual?
- What can we find out about the Christian ritual of Eucharist and its meaning?
- Why do Muslims perform daily ritual prayer?
- What can we find out about ceremonies of belonging in two religions?
- Why are these ceremonies important for people today?

EXEMPLAR PLAN UPPER KEY STAGE 2

	Autumn Term	Christmas Unit What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 5	<p>What is the Qur'an and why is it important to Muslims?</p> <p><i>Belief, Authority</i></p> <p>What can we learn from visiting a mosque?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>What are the themes of Christmas?</p>	<p>What do Christians believe about God?</p> <p><i>Belief, Expressions of Belief, Impact of Belief</i></p>	<p>Why is the Last Supper so important to Christians?</p>	<p>What can we learn about Christian faith through studying the lives of northern saints?</p> <p><i>Impact of Belief</i></p> <p>What can we find out about religious communities in our local area? (more than one religion)</p> <p><i>Belief, Authority, Expressions of Belief, Impact of Belief</i></p>
Year 6	<p>What can we find out about the 5 Pillars?</p> <p><i>Belief, Expressions of Belief</i></p> <p>How do Muslims express their beliefs?</p> <p><i>Belief, Expressions of Belief, Impact of Belief</i></p>	<p>What do the gospels tell us about the birth of Jesus?</p>	<p>Why should people with a religious faith care about the environment?</p> <p><i>Belief, Impact of Belief</i></p>	<p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>So, what do we now know about Christianity? (exploration through the concepts)</p> <p><i>Belief, Authority, Expressions of Belief, Impact of Belief</i></p> <p>Statutory Bridging Unit</p>

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EXEMPLAR PLANS

KEY STAGE 1 AND KEY STAGE 2

The following two pages show the 3 exemplar plans (Key Stage 1, Lower Key Stage 2, Upper Key Stage 2) together.

This can be adapted to suit the needs of the school but is useful to show **all** teachers in the school in order to aid understanding of continuity and progression.

EXEMPLAR PLANS

	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 1	<p>What can we learn about Christianity from visiting a church?</p> <p><i>Expressions of Belief, Authority</i></p> <p>What does it mean to belong in Christianity?</p> <p><i>Belief, Impact of Belief, Expressions of Belief</i></p>	<p>Why are gifts given at Christmas?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>Why is Jesus special to Christians?</p> <p><i>Belief, Authority.</i></p>	<p>What is the Easter story?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>What do Hindus believe about God?</p> <p><i>Belief</i></p> <p>How do Hindus show belonging?</p> <p><i>Authority, Expression of Belief, Impact of Belief</i></p>
Year 2	<p>How do Hindus worship?</p> <p><i>Expressions of Belief, Belief</i></p> <p>How and why is Divali special for Hindus?</p> <p><i>Authority, Expressions of Belief, Belief</i></p>	<p>How and why is light important at Christmas?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>Why is the Bible special to Christians?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>How do Christians celebrate Easter?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>What can we learn from the story of St Cuthbert?</p> <p><i>Impact of Belief</i></p> <p>What can we learn about a local faith community?</p> <p>OR</p> <p>How do Jewish people celebrate Shabbat? (supplementary religion)</p>
Year 3	<p>What do Sikhs believe?</p> <p><i>Belief, Authority</i></p> <p>Why is the Gurdwara important to Sikhs?</p> <p><i>Authority, Expressions of Belief</i></p>	<p>How and why is Advent important to Christians?</p>	<p>What do Christians believe about Jesus?</p> <p><i>Belief, Authority, Impact of Belief</i></p>	<p>What do Christians remember on Palm Sunday?</p>	<p>How do Sikhs express their beliefs?</p> <p><i>Belief, Expressions of Belief, Impact of Belief</i></p> <p><i>School based unit e.g.</i></p> <p>What can we find out about one local faith community in Darlington?</p> <p>(any religion at the discretion of the school)</p> <p><i>All concepts</i></p>

Darlington Agreed Syllabus 2015

	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 4	<p>How and why do religious people show care for others? (more than one religion; can include non-religious traditions)</p> <p><i>Belief, Authority, Impact of Belief</i></p>	<p>Why do Christians call Jesus the light of the world?</p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p><i>Authority, Impact of Belief</i></p>	<p>Why is Lent such an important period for Christians?</p>	<p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p><i>Expressions of Belief, Belief, Authority</i></p>
Year 5	<p>What is the Qur'an and why is it important to Muslims?</p> <p><i>Belief, Authority</i></p> <p>What can we learn from visiting a mosque?</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>What are the themes of Christmas?</p>	<p>What do Christians believe about God?</p> <p><i>Belief, Expressions of Belief, Impact of Belief</i></p>	<p>Why is the Last Supper so important to Christians?</p>	<p>What can we learn about Christian faith through studying the lives of northern saints?</p> <p><i>Impact of Belief</i></p> <p>What can we find out about religious communities in our local area? (more than one religion)</p> <p><i>Belief, Authority, Expressions of Belief, Impact of Belief</i></p>
Year 6	<p>What can we find out about the 5 Pillars?</p> <p><i>Belief, Expressions of Belief</i></p> <p>How do Muslims express their beliefs?</p> <p><i>Belief, Expressions of Belief, Impact of Belief</i></p>	<p>What do the gospels tell us about the birth of Jesus?</p>	<p>Why should people with a religious faith care about the environment?</p> <p><i>Belief, Impact of Belief</i></p>	<p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>So, what do we now know about Christianity? (exploration through the concepts)</p> <p><i>Belief, Authority, Expressions of Belief, Impact of Belief</i></p> <p>Statutory Bridging Unit</p>

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BRIDGING UNIT

Key Stage 2/Key Stage 3

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5. Year 6 Unit Question	127
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BRIDGING UNIT KEY STAGE 2/KEY STAGE 3

Overview

If pupils are to make good progress in RE at Key Stage 3 and Key Stage 4, it is crucial that effective liaison has taken place between primary and secondary schools.

Transition from primary to secondary is often problematic with regard to continuity and progression. Pupils' experiences of RE in primary schools will be varied, particularly if secondary schools have a number of primary partners. Some partners may be aided schools which follow a different syllabus. For this reason, this bridging unit has been designed to promote continuity and progression of learning about Christianity which is a core religion in both this syllabus and diocesan syllabuses. It is also based on developing learning about the RE concepts which are a common component of this Agreed Syllabus at **all** key stages. Other religions can also be included to help develop learning about what religion is.

The bridging unit questions for Year 6 and Year 7 are **statutory** for all schools, thus ensuring that secondary schools can develop effective liaison with all their partner schools.

The bridging unit aims to:

- provide Year 6 pupils with a positive curriculum whilst consolidating and reinforcing prior learning;
- give Year 7 students an appropriate starting point as they use their prior knowledge of Christianity to develop knowledge and understanding of the key RE concepts.
- give Key Stage 3 teachers a framework on which to build and develop learning at Key Stage 3. The Year 7 unit enables pupils to consider how the nature of religion can be defined (using the RE Concepts).

Requirements

These unit questions are **statutory** and should be taught to all pupils. Secondary school Heads of Department may find that aided primary schools will be willing to follow this RE unit in the Summer Term.

Year 6 Unit Question: What do we now know about Christianity?

Year 7 Unit Question: How do the RE concepts help us understand religion?

The Key Stage 2 unit should be taught in Year 6, preferably in the second half of the Summer Term. The unit could be taught as weekly lessons or in blocks of time e.g. three afternoons, full day.

The Key Stage 3 unit should be taught at the beginning of Year 7.

Breadth of Study

Year 6

Content should be drawn from the Christianity Programme of Study for Key Stage 2 (all concepts).

Year 7

Content should be used from the Programmes of Study for Key Stage 3 and other material (e.g. on other religions, non-religious worldviews) as appropriate. Content should be chosen to develop understanding of the RE Concepts in order to help pupils understand what religion is and how religion can be defined.

Planning and Implementation

It is anticipated that teachers in both phases will work in partnership to design and adapt units on the two key questions. Whilst it is appreciated that this cannot always take place through meetings, contact could be made through e-mail, letters or by telephone.

Because it is the secondary school that holds partner primary schools in common, the secondary Head of Department should generally organise liaison. Primary RE co-ordinators should ensure that partner secondary schools receive the Long Term Plan for RE from the primary school and information about pupil attainment and achievement in RE.

What do we now know about Christianity? (*Year 6 Unit Question*)

Subsidiary Questions and Key Content

- What can we remember about Christianity?
- What do Christians believe? (God, Jesus, forgiveness) – BELIEF.
- What is the main source of authority in Christianity and why? (the Bible) – AUTHORITY
- How do Christians express their beliefs? (diversity of worship, use of symbols) – EXPRESSIONS OF BELIEF
- How do beliefs have an impact for Christians? (Christian charity work and/or Christian monastic community) – IMPACT OF BELIEF
- So, what do we now know about Christianity?

Learning Outcomes for the Year 6 Unit

Through this unit pupils will be able to:

- describe and show understanding of main Christian beliefs about the nature of God (Belief).
- describe and show understanding of Christian beliefs about Jesus (Belief, Authority).
- describe and show understanding of the importance of the Bible for Christians and the difference it makes to their lives (Authority).
- describe and show understanding of the different ways in which Christians express beliefs e.g. through worship, rituals, symbols, Christian practices connected with Christmas and Easter, ceremonies of initiation into the church, pilgrimage (Expressions of Belief).
- describe the impact that Christian beliefs and practices can have for people e.g. care for others, living in monastic communities (Impact of Belief).
- describe some similarities and differences within Christianity (based on the above).

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KEY STAGE 3

1. Overview of RE at Key Stage 3	130-132
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OVERVIEW OF RE AT KEY STAGE 3

The Purpose of RE at Key Stage 3

Many students at this stage begin to question the relevance of religion and become more critical. This provides teachers with the basis to build on knowledge, understanding and experiences gained in the primary years, and to introduce a more complex study of religion. The application of higher order skills becomes more and more important if pupils are to make progress in relation to the 3 elements of RE: Knowledge and Understanding of Religion, Critical Thinking, Personal Reflection.

At Key Stage 3 students develop an increasingly sophisticated knowledge and depth of understanding of religion and beliefs. Building on prior learning they can appreciate religious and non-religious views in coherent and systematic ways. Students have the capacity to connect the differing aspects of religion and RE concepts in order to describe the nature of religion. They should be able to explain the impact that religion and non-religious beliefs can have for individuals, local, national and global communities, including the impact beliefs and practices have on wider current and political affairs.

Students can suggest lines of enquiry and undertake independent investigations into a range of enquiry questions, including theological, phenomenological, philosophical, sociological and ethical questions connected with religion and beliefs.

Students should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and critical evaluation, distinguishing between different types of evidence. They should deepen their capacity to articulate well-reasoned and informed positions on a range of issues and ideas connected with religion.

Students can use their growing self-awareness and emotional maturity to think about and refine their own ideas, attitudes, beliefs and values.

In Darlington schools, students will build on previous learning from Key Stage 2 and develop sophisticated knowledge and understanding of the beliefs and features of:

- Christianity (core religion)
- Buddhism (core religion)
- Judaism (core religion)
- aspects of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism (where appropriate)
- other religious communities where appropriate e.g. Bahá'í
- non-religious worldviews, where appropriate.

Some units should ensure core religions are taught separately. This will enable students to develop in-depth knowledge and understanding of the distinctive nature of each core religion. Some units should explore aspects of religion across several religions and non-religious traditions in order to develop a panoramic view of the nature of religion.

The 3 elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

Please see relevant pages more detail.

Key Focus of Learning at Key Stage 3

Students in Key Stage 3 can demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) **connect** in order to show understanding of what religion is.

In response to the religious material they learn about, students can evaluate their own and differing views, distinguishing between belief, opinion, fact, experience, and recognising bias. They can give **cogent reasons** for a range of views using evidence, factual information and persuasive argument (i.e. this is about quality of evidence and reasoning).

In relation to religious material studied, students are able to reflect on their own beliefs, ideas, feelings and values and appreciate how their beliefs may have an impact for others.

NB: Knowledge and Understanding of Religion and Critical Thinking can be assessed. Progress can be made for Personal Reflection but this cannot be assessed.

Learning Outcomes at Key Stage 3

By the end of Year 8 students can:

- demonstrate how the RE concepts connect, with particular reference to core religions
- show understanding of what religion is
- show understanding of the impact of religious and non-religious beliefs on individuals and communities, with particular reference to Christian, Buddhist and Jewish beliefs
- show understanding of why people belong to religions
- show how similarities and differences between religions and within a religious tradition are linked to distinctive beliefs
- show how sources of authority within a religion are used to provide answers to philosophical and ethical questions
- show how religious, spiritual and moral expression may vary within and between religions
- show several sides to an argument and give sound reasons to justify some views
- reflect on and consider their own beliefs, feelings, values, attitudes and experiences
- understand where their ideas and beliefs come from

By the end of Year 9 students can:

- demonstrate how the RE concepts connect, with particular reference to core religions
- explain why there is diversity between religions
- explain why there is diversity within particular religious traditions e.g. Christianity, Buddhism and Judaism.
- give reasons why the impact of religious and non-religious beliefs on individuals, communities and societies can vary
- show understanding of how and why sources of authority may be used differently within a religion to provide answers to philosophical and ethical questions
- interpret the significance of varied forms of religious, spiritual and moral expression within and between religions
- evaluate a range of differing views and give cogent reasons for these differing viewpoints
- evaluate their own views and give cogent reasons for their views
- distinguish between different types of evidence used in forming opinions and giving reasons
- reflect on and consider their own beliefs, feelings, values, attitudes and experiences
- recognise and acknowledge their own bias in beliefs, values and attitudes
- appreciate how their beliefs and values may have an impact on others

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PLANNING

Time Allocation

Religious Education should be taught in every year group throughout the key stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at Key Stage 3 is approximately 45 hours per year.

Programmes of Study

The Key Stage 3 Programmes of Study identify the content which should be taught about each religion at Key Stage 3. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts, please see relevant pages in Section One.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 3 for Christianity, Buddhism and Judaism (core religions) and the supplementary religions, as appropriate.

Teachers should refer to the Key Stage 2 sections of the Programmes of Study (in particular for Christianity) and build on previous learning.

Heads of RE should liaise with primary partners in order to ensure there is continuity and progression in RE learning for students. In particular they should:

- liaise with primary partners over the statutory bridging units: What do we now know about Christianity? (Year 6) and How do the RE concepts help us understand religion? (Year 7)
- ask primary partners for their RE Long Term Plan and information on pupil attainment and achievement in RE.

Please see section on RE bridging units in Section 3.

Long Term Plan

The exemplar Long Term Plans for Key Stage 3 show how the content in the Programmes of Study can be organised into units, each with a key question.

There are two plans for Key Stage 3 – one is taught over 2 years, the other is taught over 3 years.

Schools can use the exemplar plans or devise their own Long Term Plans based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

Teaching and Learning Activities

A range of activities should be developed to ensure good learning in RE. Please see page 76 in Section 3 for some examples.

Skills

These skills can be developed further throughout Key Stage 3, building on development in Key Stage 1 and 2.

Knowledge and Understanding of Religion

Investigation and Enquiry

- knowing what may constitute evidence for understanding religions
- suggesting lines of enquiry
- knowing how to use different types of sources as a way of gathering information
- knowing what may constitute evidence for understanding religion(s)
- ascertaining facts

Application

- making the association between religions and individual, community, national and international life
- identifying key religious values and their interplay with secular ones

Synthesis

- linking significant features of religion together in a coherent pattern

Critical Thinking

Analysis

- exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith
- distinguishing between the features of different religions

Evaluation

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

Interpretation

- drawing meaning from artefacts, art, poetry and symbolism
- interpreting religious language
- suggesting meanings of religious texts
- explaining why people belong to faith communities

Personal Reflection

Reflection and Response

- thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices
- developing a personal interest and curiosity in puzzling, searching and challenging questions

Empathy

- considering the thoughts, feelings, experiences, beliefs, attitudes 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 issues arising from their point of view

Attitudes

These attitudes can be developed further throughout Key Stage 3.

Self-awareness

- develop personal, intellectual and moral integrity as they consider their own religious, moral and spiritual ideas
- acknowledge bias and prejudice in themselves
- become increasingly sensitive to the impact of their ideas, attitudes and behaviour on others

Respect

- value difference and diversity
- discern what is worthy of respect and what is not
- appreciate that some beliefs are not inclusive and consider the issues that this raises for individuals and society

Open-mindedness

- recognise that people hold a wide range of opinions
- listen to the views of others without prejudging their response
- consider evidence and argument, disagreeing reasonably and respectfully, about religious, moral and spiritual questions
- develop the ability to live with uncertainty and ambiguity

Appreciation and Wonder

- value insight, imagination, curiosity and intuition as ways of perceiving reality
- recognise that knowledge is bounded by mystery
- develop their capacity to respond to questions of meaning and purpose

KEY STAGE 3 QUESTIONS

Examples of unit questions:

How do the RE concepts help us understand religion? (statutory bridging unit)

What are the beliefs of Christians and what impact might these have on individuals and communities today?

What does it mean to be a Buddhist?

What does it mean to live as a Jew in the North East today?

What does it mean to live as a Muslim in Britain today?

Key Questions which draw on more than one religion

What can we learn about religious diversity in the North East and Britain today?

How and why are the arts used to express religious belief and spirituality?

Why do some people believe in God?

What do religions say about good, evil and suffering?

Is death the end? How do religions reflect beliefs about life after death?

Can religion and science mix?

Can miracles happen?

What does it mean to be human?

Where does authority lie in religions?

Why is Israel significant for religious believers today?

How might people of faith make moral decisions?

What does justice mean to people with a religious faith today?

Should religious people get involved in wars?

What do religions say about wealth and poverty in our world today?

Do religions bring conflict or harmony?

How and why do some people with a religious faith get involved with politics?

How does the media portray religion?

What questions does religion raise? (series of questions specific to religions)

Is religion changing? Is it disappearing in 21st century Britain?

KEY STAGE 3 EXEMPLAR PLAN – 2 YEARS

	Autumn Term	Spring Term	Summer Term
Year 7	<p>How do the RE concepts help us understand religion? (statutory bridging unit)</p> <p>How and why are the arts used to express religious belief and spirituality?</p>	<p>What does it mean to live as a Jew in the North East today?</p>	<p>Why do some people believe in God?</p> <p>Can religion and science mix?</p>
Year 8	<p>Is religion changing? Is it disappearing in 21st century Britain?</p> <p>What can we learn about religious diversity in the North East and Britain today?</p> <p>or</p> <p>What can we find out about a local Muslim community?</p>	<p>What does it mean to be a Buddhist?</p> <p>Is death the end? How do religions reflect beliefs about life after death?</p>	<p>What are the beliefs of Christians and what impact might these have on individuals and communities today?</p> <p>Do religions bring conflict or harmony?</p>

KEY STAGE 3 EXEMPLAR PLAN – 3 YEARS

	Autumn Term	Spring Term	Summer Term
Year 7	<p>How do the RE concepts help us understand religion? (statutory bridging unit)</p> <p>How and why are the arts used to express religious belief and spirituality?</p>	<p>What does it mean to live as a Jew in Britain today?</p>	<p>Why do some people believe in God?</p> <p>Can the problem of suffering be answered by God?</p>
Year 8	<p>Is religion changing? Is it disappearing in 21st century Britain?</p> <p>What can we find out about religious diversity in the North East and Britain today?</p>	<p>Is death the end? How do religions reflect beliefs about life after death?</p>	<p>What does it mean to be a Buddhist?</p>
Year 9	<p>How does the media portray religion?</p> <p>What can we find out about a local Muslim community?</p>	<p>Can religion and science mix?</p> <p>Do religions bring conflict or harmony?</p>	<p>What are the beliefs of Christians and what impact might these have on individuals and communities today?</p>

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KEY STAGE 4

Overview of RE at Key Stage 4 142-143

- Introduction
- Requirements
- Time Allocation
- Planning for Progression
- Key Focus of Learning at Key Stage 4

OVERVIEW OF RE AT KEY STAGE 4

Introduction

At this key stage many students are inclined to be sceptical but retain their enthusiasm to consider questions of meaning at a deeper and more personal level. This provides teachers with a basis to build on the foundation of knowledge and understanding of religion gained at preceding stages. Students will continue to develop capacity for critical thinking as they evaluate religious material, using the skills of interpretation and expression to analyse their own and other people's views and reasons. They will widen their ability to develop personal insight, reflecting on both their own beliefs, ideas, feelings and values, and those of others, whilst developing the ability to live with uncertainty and ambiguity.

Requirements

Schools should provide Religious Education for every student in accordance with legal requirements. Religious Education remains **a statutory subject for all registered students at Key Stage 4**, including students in Year 11.

It is important that teaching enables progression from the end of Key Stage 3, in ways that meet the varying needs of all students. Teachers should ensure that RE at Key Stage 4 builds on previous learning and enables students to make progress that is appropriate for their age and ability. All students can reasonably expect their learning be accredited.

This syllabus, therefore, **recommends** that all students aged 14–16, should be taught through a course in Religious Education or Religious Studies leading to an accredited qualification approved under Section 96².

While there is no legal requirement that students must sit public examinations, students deserve the opportunity to have their learning in the statutory curriculum subject of Religious Education accredited.

At Key Stage 4 the pupils must study at least **two** religions, one of which must be **Christianity**. In addition, students should be able to demonstrate knowledge and understanding that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, as well as other religions and non-religious beliefs.

² Section 96 of the Learning and Skills Act 2000. This requires maintained schools to provide only qualifications approved by the Secretary of State.

Time Allocation

Religious Education should be taught **in each year group throughout the Key Stage (including Year 11)** and with **sufficient curriculum time** allocated to cover the examination specification and enable all students to make progress in line with their age and ability. The school should ensure that the recommended curriculum time for externally accredited courses is allocated.

Planning for Progression

The key focus below shows the general pitch of work for students throughout Key Stage 4. Teachers should use the assessment objectives and grade descriptions in their chosen examination specifications to pitch and assess student work.

Key Focus of Learning at Key Stage 4

Students will demonstrate **coherent understanding** of what religion and belief is.

In response to the religious material they learn about, students recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to **make a persuasive case, using coherent arguments** to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.

In relation to religious material studied, students will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.

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SIXTH FORM

1. Overview of RE in the Sixth Form 146-147
2. Post 16 General RE Units 148-158

OVERVIEW OF RE IN THE SIXTH FORM

RE is a statutory subject for all registered students, including students in a school sixth form, except those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).

RE for sixth form students should reflect their increasing maturity and should enable them to broaden and deepen their knowledge and understanding of religion and beliefs today. 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 non-religious worldviews. Teachers should present materials in such a way that students have the opportunity to deepen their insight into their own beliefs, values and attitudes (personal reflection). Students should also be given opportunities to critically evaluate religious and non-religious truths, ideas and values on life, purpose and meaning (Critical Thinking).

Teachers should build on knowledge, skills and understanding gained in previous key stages and give opportunity for further development of skills and attitudes.

External Accreditation

It is recommended that schools provide opportunities for students to choose Religious Studies as an externally accredited course (AS / A2 Religious Studies) if they wish to.

Planning for RE in Sixth Form

Schools can decide the best way to deliver statutory RE. The following are some ways RE could be delivered to all students:

- Regular timetabled RE lessons for all students – this could be based on a school designed Scheme of Work or could follow an externally accredited course (e.g. Full Course Religious Studies GCSE, AS and A2 Religious Studies).
- RE lessons within a General Studies programme.
- RE sessions as part of a rolling tutorial/enrichment programme.
- Suspended timetable opportunities (e.g. full or half day) with focus on a particular RE theme or a cross curricular theme. A conference could be held with a variety of workshops and visiting speakers from local faith communities.
- Part of sixth form enrichment week.

In order that all students receive their entitlement to RE, schools should ensure that RE takes place within the school day and is made accessible to all students.

The Scheme of Work for General RE

The following pages contain some units which can be used to develop a school based Scheme of Work for general RE at sixth form.

When planning a Scheme of Work, schools should ensure that students have the opportunity to explore all the forms of enquiry questions outlined in this syllabus (see relevant pages in Section 1): philosophical questions, sociological questions, phenomenological questions, theological questions, ethical questions. The following exemplar unit questions focus predominantly on the enquiry questions indicated:

- Is Britain religiously diverse? (Sociological Question)
- Does God exist? (Philosophical Question)
- Does care for the environment really matter? (Ethical Question)
- What is the value of human life? (Theological Question, Philosophical Question)
- What can we find out about differing practices in a range of religious movements and non-religious traditions? (Phenomenological Question)

POST 16 GENERAL RE UNITS

Is Britain religiously diverse?

Overview

An investigation into people's religious associations in Britain as identified through the census. Consideration of the diversity of religious and non-religious beliefs and the consequences of this for policy planning and cohesive communities. Enquiry into what it means to live in Britain as part of a minority faith.

Key Questions

- What can we learn about religiously diverse Britain through a study of census material?
- What impact could this have for policy planning?
- What does this mean for regional and national understanding of religion's role in contemporary society?
- What are the issues for minority faith communities living in the North East?
- Should people have to declare their religious identity on the census form?

Suggested Approaches

- Use of census material to analyse religious identification across the North East and Britain. How this has changed from e.g. 50 years ago.
- Research into national and local government policy regarding facilities, issues of equality for faith communities and secular organisations.
- Case study of faith communities in the North East e.g. Jewish, Bahá'í, Buddhist, Muslim communities; challenges and opportunities of living as minority faith group.
- The significance and changing role of religion in personal, regional and national identity.

POST 16 GENERAL RE UNITS

New Religious Movements

Overview

An enquiry into some modern religious movements and the reasons why people join them. Evaluation of the perception and impact of religious movements today.

Key Questions

- What do we mean by new religious movements, cults and sects? What is the difference between them?
- What can we find out about a particular religious movement (e.g. Mormonism, Jehovah's Witness, New Age)?
- What is the perception of religious movements and is this fair?
- Are all cults dangerous?
- Why do people feel threatened by religious minorities?
- How should we treat people we disagree with?

Suggested Approach

- Students to investigate beliefs and practices of minority religious groups (e.g. Mormonism, Jehovah's Witness, Scientology, New Age, paganism) and present findings to rest of the group. Discussion of above questions.

POST 16 GENERAL RE UNITS

Does care for the environment really matter?

Overview

An investigation into religious and non-religious beliefs about the environment and the role of humans in using the world's resources and caring for the environment. Evaluation of own views and opinions.

Key Questions

- What do religions teach about nature, creation and the role of humans in caring for the environment?
- How do beliefs and teachings differ amongst religions?
- How do religions express these beliefs in practice and has this changed?
- Have religions led or followed the movement to care for the environment?
- Does extinction of a species matter?
- Who comes first: humans or other creatures?
- Should everyone refrain from harming or killing living things?
- Why should we care if we are not going to feel the effects?
- Does change depend on individuals or governments?
- How far should people be prepared to go to defend the environment?
- Do views about the environment differ for people who do not hold a religious belief?

Suggested Approaches

- Investigate teachings and practices from a variety of religious and non-religious belief systems e.g. through interviewing faith members. Analyse findings, compare responses and develop further questions.
- Interview members of Green Party, animal rights groups, scientists.

POST 16 GENERAL RE UNITS

Does spirituality matter?

Overview

To consider definitions of spirituality and evaluate the importance of spiritual expression for individuals and communities today.

Key Questions

- What is meant by spirituality?
- How do people express spirituality today in religious and non-religious traditions?
- Why do people leave flowers at shrines and keep silences for the dead?
- Is it important for people to express these feelings and beliefs?
- Why do people follow religious practice, e.g. Christian practices connected with Christmas, but claim not to believe?
- Has spirituality become less important in modern society?

Suggested Approaches

- Consideration of ways in which people express spiritual ideas and feelings e.g. roadside shrines, Remembrance Day silence.
- Interview a variety of believers from religious and non-religious traditions (e.g. Humanism) and ask students to analyse and respond.

POST 16 GENERAL RE UNITS

Ultimate Questions

Overview

To identify and consider some philosophical questions that affect all of humanity. Respond to and evaluate responses to these questions from religious and non-religious traditions. Evaluation of own views and opinions.

Key Questions

- What do we mean by ultimate questions?
- How can we find out the differing responses to one or all of these ultimate questions?
- How valid are the differing responses?
- What is our response to and opinion of these questions?

Suggested Approaches

- Enquiry-based research or Sixth Form Conference on one or more philosophical question e.g.:
 - Does God exist?
 - Why is there suffering in the world?
 - What happens when we die?
 - Are religions and science incompatible?
 - Can miracles happen?
 - Does life have meaning?
 - What does it mean to be human?
- Students could present their findings and analyse the varying responses to the ultimate questions.
- Members from faith and non-religious communities could be invited to give short presentations and answer questions raised by the students.

POST 16 GENERAL RE UNITS

Do religion and politics mix?

Overview

To consider and evaluate the relationship between religion and politics.

Key Questions

- Why and how might someone's religious beliefs affect their political views?
- What did Archbishop Tutu mean when he said, "When people say the Bible and politics don't mix, I am puzzled as to what Bible they are reading"?
- Can religion change politics and politics change religion?
- Should faith communities make political demands about social issues?
- Which comes first: religious law or national law?
- When might some religious teaching clash with new political laws?
- Should Church of England leaders be able to vote in the House of Lords?

Suggested Approaches

- Case studies of religious believers who have become involved in political campaigns (current and historical).
- Enquiry into role of political and religious movements in the North East.
- How there may be conflict between religious teaching and current political law, for example, equality laws and some religious teaching e.g. religious adoption agencies which want to ban same sex couples from adopting; ban on religious dress in public.
- Enquiry into influence of Christian belief and teaching on current legal systems and laws.

POST 16 GENERAL RE UNITS

Controversial issues surrounding religion today

Overview

A study and evaluation of some of the controversial issues surrounding religion today e.g. religious extremism, conflict between differing religious groups, terrorism connected with religion, religious persecution, religion in the media, freedom of religious expression, interfaith dialogue and community cohesion.

Key Questions

- What do we mean by religious extremism?
- Is religion the cause or consequence of conflict?
- What impact has 9/11 had for Islam?
- What has been the impact of Islamophobia in the country and across the world?
- Why do we have a national Holocaust Memorial Day?
- Why are some people prepared to die for their beliefs?
- Should people have the right to express their faith as they wish?
- How does the media portray religion?
- Do religious communities work together?
- Is there any value in Interfaith Week? Is interfaith and community harmony wishful thinking?

Suggested Approaches

- Study of issues surrounding Islam today including Islamophobia, religious extremism, freedom to wear religious dress, Islam in the media, how Muslim communities are trying to work for harmony.
Note: 'Show Racism the Red Card' has produced a DVD on Islamophobia.
- Study of issues surrounding sectarian conflict between Protestantism and Roman Catholicism (Northern Ireland).
- Study of interfaith work in local, national and global context e.g. through Interfaith Week. (An Interfaith Conference could be held on this within the sixth form or across several schools.)

POST 16 GENERAL RE UNITS

What is the value of human life?

Overview

To consider and evaluate differing responses to questions about the nature of humanity and the human condition. To evaluate what religions teach about the value of human life and the equality of humans and the extent to which this is realised today.

Key Questions

- What does it mean to be human?
- What is the meaning of life?
- What do differing religions believe about the nature and purpose of humanity?
- Can humans influence their own life? (free will and predestination)
- Are the lives of all humans equally valuable?
- Are the lives of all humans equal?
- Are humans unique?

Suggested Approaches

- Religious and non-religious teaching about humanity, purpose and value of human life, equality (race, age, gender, disability).
- A sixth form RE Conference could be held on a particular question/theme e.g. What does it mean to be human? A variety of members from religious and non-religious communities (e.g. Humanism) could be invited to make short presentation addressing this question. Students could be given the opportunity to respond to these presentations and ask further questions.

POST 16 GENERAL RE UNITS

Death: the final frontier?

Overview

To explore different religious beliefs about death and the afterlife.

Key Questions

- What do differing beliefs systems say about life after death?
- Is death the last big adventure?
- Is life after death plausible?
- Does death give life meaning?
- Can we look forward to death?
- Is death our last taboo?
- What is meant by heaven and hell?
- Are funerals and memorial rituals meaningless?

Suggested Approaches

- Religious and non-religious teachings about life after death, the significance of funeral and memorial rituals.
- Arguments for and against belief in life after death.
- Use of quotes from faith traditions and general literature e.g. "To die will be an awfully big adventure": J.M. Barrie, 'Peter Pan'.
- Analysis of literature and its role in helping people come to terms with death and bereavement.

A sixth form RE Conference could be held on the question: 'Death: the final frontier?' or 'Is death the final adventure?'. Members from religious and non-religious (e.g. Humanism) communities could be invited to make a short presentation addressing this question. Students could be given the opportunity to respond to these presentations and ask further questions. Workshops could be held to discuss and evaluate particular issues within this topic e.g. the portrayal of death in the media and within literature.

This conference could be held as part of a wider Personal Development or General Studies programme.

POST 16 GENERAL RE UNITS

Is religion a laughing matter?

Overview

To explore and evaluate how religion is used in comedy, literature and the media industry. To consider the impact this may have on perceptions of religious belief, commitment and practice.

Key Questions

- Is religion a legitimate subject for humour?
- Has comedy, literature and the media industry had a negative or positive impact on the perception of religion?
- Does humour have a positive contribution to make to religion?
- Does popular TV trivialise religion?

Suggested Approaches

- Excerpts from film and TV programmes showing varied perceptions of religions and beliefs. Evaluation of these portrayals (e.g. positive, negative, realistic) and the impact they may have.
- Research into how comedy (including the material of stand up comedians) is used to represent or challenge religious beliefs.

POST 16 GENERAL RE UNITS

What makes us happy?

Overview

To explore and evaluate what religious and non-religious belief systems say about happiness, the meaning of life, hedonism, egoism, fame, success, wealth. To evaluate own beliefs and opinions and compare with others.

Key Questions

- Is love all we need?
- Is there such a thing as true happiness?
- What does it mean to be successful?
- Can life be perfect?
- What makes you happy?
- How does the media influence people's perceptions of happiness?
- Is God the answer or an excuse?
- Is happiness the same as enlightenment?
- What is the meaning of your life?
- Do you have to have a religious belief to be truly happy?
- What drives you?
- Why do some people reject wealth and status?
- What do religions say about true happiness?

Suggested Approaches

- Analysis of what is fundamental to human happiness (possibly through use of questionnaires).
- Analysis of media attitudes to success, happiness, wealth, fame etc (e.g. through TV, magazines).
- Religious and non-religious beliefs on meaning of life, happiness, success, wealth, fame e.g.:
 - Buddhist beliefs: Four Noble Truths, The Eight Fold Path and the Six Perfections
 - Christian beliefs about love, sin, forgiveness
 - Muslim belief in submission and obedience to God
 - Humanist views about this life.

Section 4

Special Schools

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SECTION 4

Special Schools

1. Overview of RE in Special Schools 163
2. Examples of Planning: 164-165
 - Divali
 - Christian worship

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OVERVIEW OF RE IN SPECIAL SCHOOLS

Community and foundation special schools must follow the legal requirement to provide RE for every pupil, 'so far as practicable'. (*)

It is recognised that there are many different types of special schools, each with their own specific circumstances. Teachers will need to use their professional judgement when planning RE, so that provision allows for continuity and progression and is accessible, meaningful, and meets the varying needs and abilities of all pupils irrespective of age.

Teachers should aim to develop knowledge and understanding of Christianity, and **select, as appropriate**, from the range of other religious traditions outlined in this syllabus.

Content can be drawn from **any of the Programmes of Study**, regardless of the key stage.

RE can be delivered in a variety of ways, for example: a slot every week; an afternoon every few weeks, a suspended timetable day (allowing for a visit, visitor and/or a full day for RE).

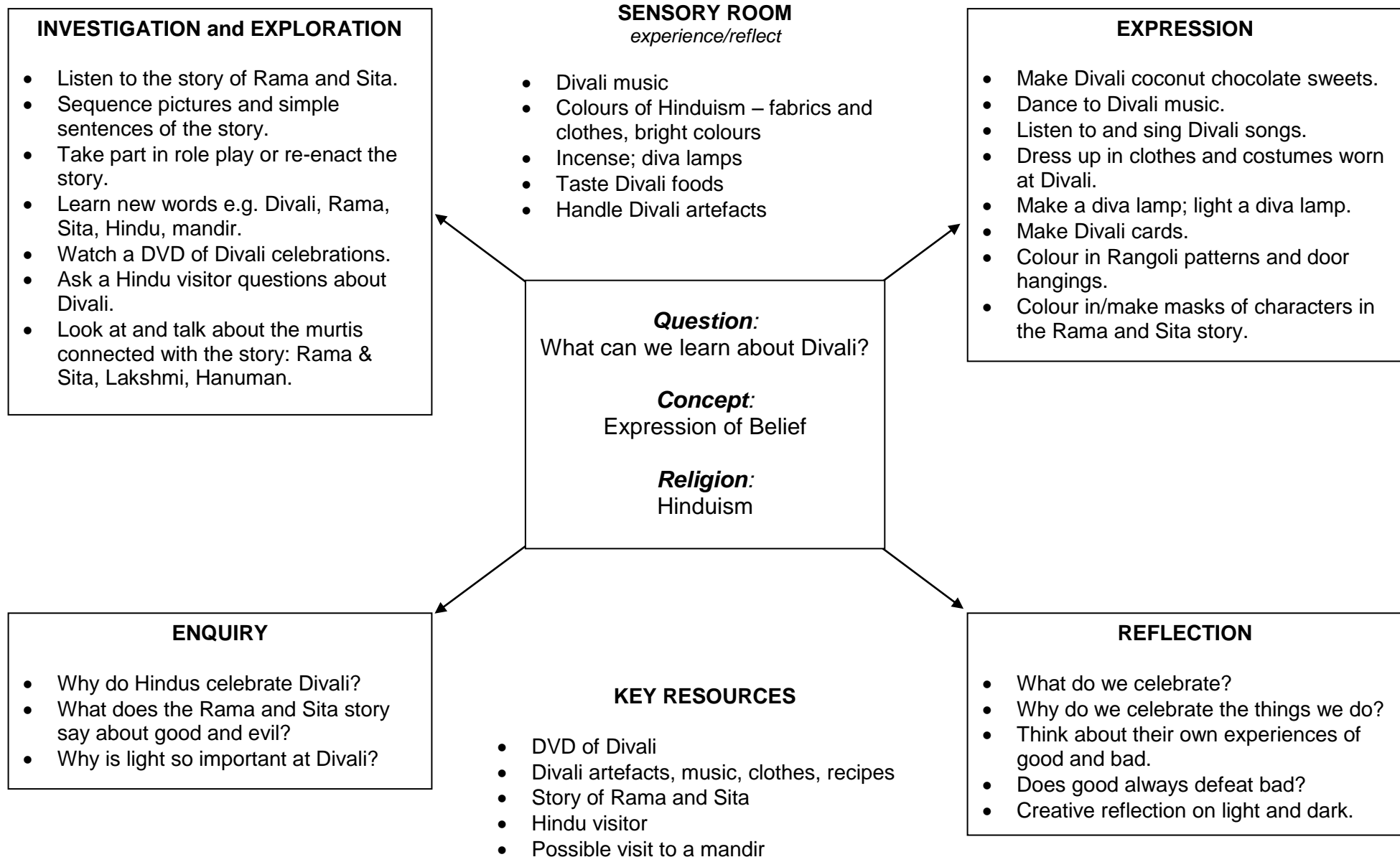
Planning Guidance for Special Schools

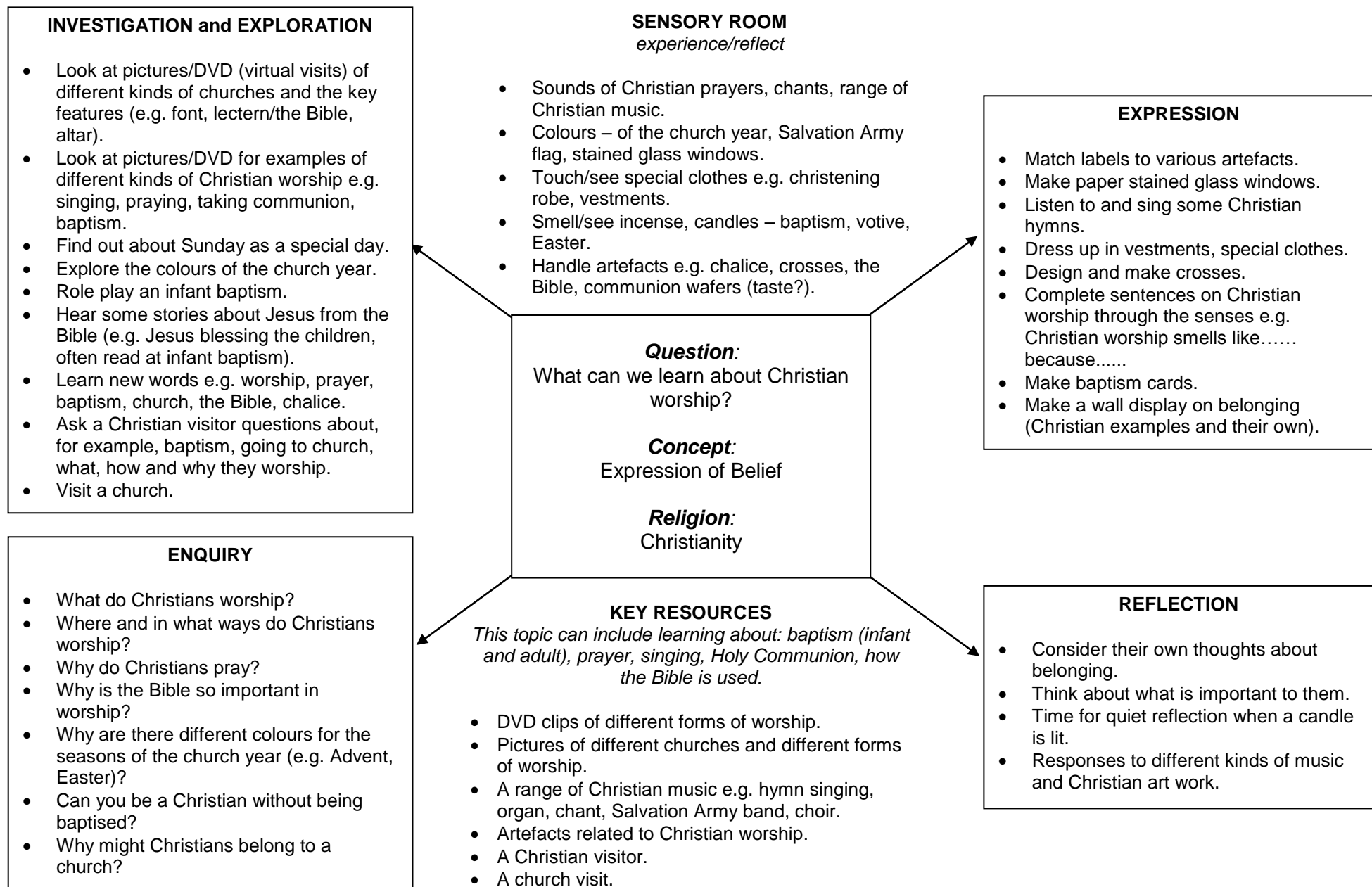
- The school can select which religions pupils will learn about in each phase. The school may wish to organise planning so that all pupils are learning about the same religion at the same time. Christianity should appear in every phase.
- Any of the Programmes of Study from across the key stages can be used to meet the range of needs of pupils.
- Special schools **need not** follow the exemplar Long Term Plans for mainstream schools. However, the format might help schools to devise their own Long Term Plan (i.e. a series of unit questions for each class).
- Unit questions should be designed which show what pupils will learn. Schools may wish to make use of examples of unit questions which appear in this Agreed Syllabus.
- Units of work may appear more than once in a Long Term Plan to allow for progression.
- Each unit of work should comprise a series of lessons which show how the unit will be achieved. Each lesson should have a key question. Content can be drawn from any of the Programmes of Study.
- Plans should provide learning opportunities for developing knowledge and understanding of religion, personal reflection and where, appropriate, critical thinking. Opportunities should be planned for the development of skills and attitudes.

NB Schools can use their own assessment methods in relation to RE. P levels for RE may be used but this is not a requirement.

The following pages are two examples of a focus for RE which could be used in special schools.

(*) Schools Standards and Framework Act 1998 Section 71 (7). Regulation 5A, Education (Special Education Needs), Regulations 2001, SI 2001/3455





NB: This topic can be revisited with a particular focus (e.g. Churches, Baptism, forms of worship, the Bible)

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Appendices

- 1) Membership of the Agreed Syllabus Standing Conference
- 2) Acknowledgements
- 3) Copyright

**MEMBERSHIP OF THE AGREED SYLLABUS STANDING
CONFERENCE**

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In addition, the Conference acknowledges the use made of the Religious Education Council of English and Wales (REC) publication “A Review of Religious Education in England” (October 2013) and the Department for Education publication “Promoting fundamental British values as part of SMSC in schools” (November 2014).

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BACK COVER