



Redcar and Cleveland
Agreed Syllabus
For Religious Education
2015-2020

Foreword from the Chair of SACRE

We welcome you to the Redcar and Cleveland Agreed Syllabus for Religious Education 2015.

The review of the syllabus has taken place over the last year. I would like to thank teachers, Miriam Fellows and Liz Longhorn, who have been prepared to give of their time and to share their expertise and good practice in drafting the review the Redcar & Cleveland Agreed Syllabus. I also thank the teachers who have met with Miriam and Liz and have also contributed with their knowledge and practice in teaching RE. As a community, we are aware of the responsibility we have to provide the best educational opportunities for our young people to become enthusiastic and responsible members of society, able to contribute economically and socially in the modern world. The key values of the great religions have contributed to building our inclusive society. This revision of the Agreed Syllabus also introduces to children, in the programmes of study, Humanist and other worldview values and beliefs. The Agreed Syllabus enables teachers, faith communities and others engaged in the education of our young people to identify and access these values and to gain insights into the human condition and what it is like to live in contemporary society.

As the “Review of Religious Education in England” by the Religious Education Council of England and Wales points out, Religious Education teaching “should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.”¹

Further development of Religious Education is the responsibility of the Standing Advisory Council on Religious Education (SACRE). SACRE works in close partnership with the Local Authority. We continue to work hard to ensure that all citizens have representatives on SACRE.

Liam Gardiner
Chair of Standing Advisory Council for Religious Education

¹ A Review of Religious Education in England *The Religious Education Council of England and Wales* p.14



Introduction- The Review

After a period of consultation, deliberation and discussion, this revised Agreed Syllabus for Religious Education was formally adopted by the Agreed Syllabus Conference in .

The Darlington Agreed Syllabus 2008 formed the basis for much of the Redcar and Cleveland Agreed Syllabus 2009 and, consequently, much of the insights remain in the current review. In addition, the contribution of teachers who have taken part in the consultation process has been of great value.

What will stay the same?

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

Main changes

- Learning Outcomes have been brought in line with the National Curriculum.
- Some activities have been amended.
- Key Words have been included
- Resources have been reviewed and amended.
- Restructure of some units has been undertaken.
- The section for the Early Years contains links to the Early Years Outcomes
- Units now reflect Religions and Worldviews

It is hoped that the revised Agreed Syllabus will provide a basis for teachers to plan compelling and challenging learning experiences for pupils as they engage them in learning about and learning from religion and worldviews in the 21st Century.



Abbreviations

Abbreviations have been avoided wherever possible in this syllabus.

AS	Agreed Syllabus
ASC	Agreed Syllabus Conference
AT1	The first attainment target in Religious Education – Learning from religion and worldviews
AT2	The second attainment target in Religious Education – Learning about religion and worldviews
ELG	Early Learning Goals
DfE	Department for Education
COMPUTING	Information and Communication Technology
LA	Local Authority
NATRE	National Association of Teachers of Religious Education
RE	Religious Education
SACRE	The Standing Advisory Council on Religious Education
SEAL	Social and Emotional Aspects of Learning

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1. Religious Education in the Curriculum (statutory section)

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1.1 The Importance of Religious Education

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other worldviews that answer questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion and worldviews on individuals, families, communities and cultures.

Religious Education encourages pupils to learn from different religions and worldviews, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

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

Religious Education must be taught to all registered pupils in maintained schools, except to those withdrawn by their parents, including those in the sixth form. Religious Education is a statutory requirement for all students in Key Stage 5 who are registered in either a school with a sixth form, a sixth form college constituted as a school or in a school working as part of a consortium, except for those withdrawn by their parents. It must be made available in sixth form colleges to students who wish to take it. Although it is not a requirement in colleges of further education, similar arrangements should apply.

This requirement does not apply to nursery classes in maintained schools.²

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 academies and voluntary aided schools with a religious character, it must be taught according to a locally agreed syllabus.³ In 2013 a Review of Religious Education in England was undertaken by The National Council of Religious Education. This syllabus reflects this review; **however, the law states that schools are still required to follow the locally agreed syllabus.** There is no requirement for an academy to adopt a locally agreed syllabus. It may choose to adopt a different syllabus or develop its own, as long as it meets the requirements for such a syllabus as above. Academies are accountable for the quality of their curricular provision including RE.⁴

Which religions should be studied?

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, while taking account of the teachings and practices of the other principal religions and worldviews represented in Great Britain (here regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism and worldviews such as Humanism). In order to ensure that the Religious Education curriculum is broad and balanced, Christianity should be studied throughout each key stage. The other principal religions and worldviews should be studied across the key stages so that by the end of Key Stage 3, pupils will have encountered all of them in sufficient depth. The agreed syllabus is not designed to convert or urge a particular religion or religious belief on pupils.

Religious Education in maintained schools must be non-denominational, in accordance with the agreed syllabus, but teaching about different denominations is permitted.

The syllabus gives guidance about when and how the principal religions might be taught, but allows schools flexibility to adapt the syllabus to meet their particular context or needs. Philosophical or other belief systems such as Humanism (worldviews) that deal with ultimate questions about life and its meaning should be referred to where appropriate. Many pupils have a non-faith background and their values and beliefs, including atheism, agnosticism and humanism should be explored with sensitivity.

Who is responsible for Religious Education?

The governing body and headteacher are responsible for the provision of Religious Education and must ensure that sufficient time and resources are given to the subject to meet the statutory requirements. The Local Authority must also exercise its proper function in ensuring this provision.

² *The legal requirements for teaching Religious Education are set out in the Education Act 1996 and School Standards and Framework Act 1998. Parents have the right to withdraw their children from all or part of Religious Education lessons.*

³ *See School Standards and Framework Act 1998 for variations on this requirement.*

⁴ *See Department of Education: Religious Education in Academies. 30th May 2013*

Each Local Authority must have a Standing Advisory Council for Religious Education (SACRE). SACRE may require a review of the agreed syllabus at any time. This is in addition to the requirement on Local Authorities to convene an Agreed Syllabus Conference (ASC) every five years to produce a syllabus. Once adopted by the local authority, the programme of study of the agreed syllabus sets out the expected standards of pupils' performance at different ages which all maintained schools must follow. In voluntary aided and 'special agreement' schools, provision should be in accordance with a school's Trust Deed. It is the responsibility of governors in consultation with the headteacher and the Diocese where required, to ensure appropriate provision.

The Right to Withdraw

The 1996 Education Act confirmed the right of withdrawal for both parents and teachers.

Teachers who do not wish to participate in Religious Education have the right to withdraw. Headteachers may also exercise their right to withdraw although they remain responsible for ensuring that provision is made for the delivery of Religious Education.

Information about the provision made for Religious Education, and the parental right of withdrawal, must be included in the school prospectus.

Parents have the right to withdraw their children from Religious Education, either wholly or in part. Parents should be free to exercise this right and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal.⁵

Although it is not a legal requirement to put requests for withdrawal in writing, headteachers may wish to advise parents to do so. It is the duty of the school to support community cohesion and Religious Education plays an important role in this.

Parents may request alternative provision for Religious Education, either through attendance elsewhere or through separate provision on the premises. However, in such cases, the Local Authority and governors must be satisfied that attendance elsewhere will not interfere with attendance at school at the beginning or the end of a school session, and that separate provision on the school premises does not involve additional expenditure, and is consistent with overall curriculum aims.

In practice this occurs extremely rarely in Redcar and Cleveland as there is an understanding that it is not the purpose of Religious Education to convert children or young people to a particular point of view.

SUMMARY

Parental rights and responsibilities

1. An unconditional right to withdraw their children from all or part of the Religious Education provided by the school in its basic curriculum.
2. The right to a specific Religious Education for their children. It is the parent's responsibility to indicate what they wish this to be. It may be provided by the parents themselves, a faith community, another school or the school itself, depending on circumstances.

School responsibilities

1. To provide Religious Education for all registered pupils including those with special needs as part of the basic curriculum.
2. To facilitate the Religious Education desired by parents, as far as it is practicable.
3. To supervise pupils adequately and to ensure that any entitlement does not negatively impact on their attendance or on the ethos of the school.
4. To inform SACRE of the withdrawal of pupils. ⁶

⁵ DFE Circular 1/94

GUIDANCE FOR HEADTEACHERS

What should a school do if a parent asks for a pupil to be withdrawn from Religious Education?

SACRE believes that the Religious Education classroom offers all children and young people, whatever their background, a safe place to discuss their own beliefs and those of others, in an atmosphere of mutual respect and understanding that contributes to community cohesion.

Although parents do not have to explain their reasons for seeking withdrawal, the Department for Education recommends that a conversation take place between parents and the headteacher (or subject leader) in order to avoid misunderstanding about the nature and purpose of Religious Education and to clarify, for example, which religious issues the parents object to their child being taught, the practical implications of withdrawal, the circumstances in which it would be reasonable to accommodate parents' wishes, whether a parent will require any advanced notice of such issues in future and if so, how much.

⁶ *These guidelines are based on the 1996 Education Act, 1988 School Standards and Framework Act, and DFES Circular 1/94.*

SACRE must be notified of the withdrawal of any pupil from Religious Education. This will be used to inform discussion on how to make the agreed syllabus fully inclusive of all children and young people in our schools.

What alternative Religious Education should be provided if a child or young person is withdrawn from Religious Education?

Parents have a responsibility to provide an alternative Religious Education for their child themselves or to indicate how they wish their child to be religiously educated. Parents' wishes should be met wherever possible, but not at a cost to the school or local authority or to the pupil's attendance. For example, it would be reasonable for a member of a faith community to come into school voluntarily to teach a group of pupils whose families are adherents in the time when Religious Education would be taught. The usual statutory safeguarding procedures must be undertaken in respect of any such visitors. Other lessons should not be missed. Alternatively, parents should provide material connected to their own faith/philosophy for their child to work on while withdrawn from the Religious Education lesson, provided it does not conflict with the fundamental values of the school as stated in the school prospectus.

Parents do not have the right to request that work in another subject be done in place of Religious Education.

There is no right of withdrawal from National Curriculum subjects, such as science or history, if the topics studied have a bearing on religion or religions.

Parents have a right to withdraw pupils from acts of worship or celebration when time is given to these throughout the school.

Schools are responsible for the adequate supervision of pupils who are withdrawn from Religious Education lessons and/or collective worship. They should inform parents of the arrangements and clarify whether the parents will require any advanced notice. The school prospectus should state the right of withdrawal and the arrangements that are made if a child or young person is withdrawn.

Further advice and support can be gained from the local SACRE.

1.2 Time Allocation

This Agreed syllabus is constructed to follow the government advice on time allocation for Religious Education.

The expectation is that the minimum hours devoted to Religious Education will be:

The Foundation Stage	:
36 hours per year	
or one lesson a week.	
Key Stage 1	:
36 hours per year	
or one lesson a week.	
Key Stage 2	:
45 hours per year	

Note: time allocations refer specifically to Religious Education. Collective Worship is not included in curricular time even though there may be, at times, a strong connection with the themes explored in Religious Education.

SACRE does not recommend that Religious Education is taught as part of an integrated Humanities unit or as part of a PSHE/Citizenship programme at Key Stages 3 and 4. This does not allow for deeper learning of religious concepts and can lead to confusion as subject boundaries become blurred. SACRE does encourage participation in cross-curricular projects or links - see the National Association of Teachers of RE (NATRE) websites.

1.4 Religious Education: Purpose of Study

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews, in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.⁷

⁷ A Review of Religious Education in England

1.5 Key Concepts and Themes

There are six key concepts that pupils need to understand in order to deepen and broaden their knowledge, skills and understanding.

The key concepts are:

A. Beliefs, teachings and sources

- Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.
- Understanding and responding critically to beliefs and attitudes.

B. Practices and ways of life

- Exploring the impact of religions and beliefs on how people live their lives.
- Understanding that religious practices are diverse, change over time and are influenced by cultures.

C. Expressing Meaning

- Appreciating that individuals and cultures express their beliefs and values through many different forms.

D. Identity, diversity and belonging

- Understanding how individuals develop a sense of identity and belonging through faith or belief
- Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.

E. Meaning, purpose and truth

- Exploring some of the ultimate questions that confront humanity, responding imaginatively to them.

F. Value and commitments

- Understanding how moral values and a sense of obligation can come from beliefs and experience
- Evaluating their own and others' values in order to make informed and imaginative choices.

These six key concepts (A-F) are incorporated in the two Attainment Targets for RE.

The Redcar and Cleveland Syllabus is based on **four** key concepts or strands:

- **Belief**
- **Teachings and Authority**
- **Worship**
- **Impact of Faith**

Each of these concepts conveys a fundamental idea in religion, are distinctive, but relate to each other, and can be explored at any key stage at differing depths.

How these four concepts or strands relate to the six key concepts (A-F) above:

- **Belief** incorporates key concepts **A** (Beliefs, teachings and sources), **E** (Meaning, purpose and truth) and may also relate to **F** (Values and commitments).
- **Teachings and Authority** incorporates key concepts **A** (Beliefs, teachings and sources), **F** (Values and commitments), and in the theme 'Science and Religion', relates to **E** (Meaning, purpose and truth).
- **Worship** incorporates key concepts **B** (Practices and ways of life), **C** (Expressing meaning) and **D** (Identity, diversity and belonging).
- **Impact of Faith** incorporates key concepts **A** (Beliefs, teachings and sources), **B** (Practices and ways of life), **C** (Expressing meaning), **D** (Identity, diversity and belonging), and **F** (Values and commitments).

Themes (Key Stage 1- Key Stage 3)

The themes exemplify the key concepts and provide the context for 'learning about religion and worldviews' and 'learning from religion and worldviews'. They are distinctive but relate to each other and they provide progression within and across the key stages.

The themes are set out on the next page in the context of the four key concepts or strands of learning of this syllabus.

Concepts and Themes (Key Stage 1 – Key Stage 3)

Concepts	BELIEF	TEACHINGS / AUTHORITY	WORSHIP	IMPACT OF FAITH
KS1 Themes	Believing	Story Leaders and teachers	Celebrations Symbols	Belonging Myself
KS2 Themes	Beliefs and questions The journey of life and death	Teachings and authority Inspirational people	Worship, pilgrimage and sacred places Symbols and religious expression The journey of life and death	Religion and the individual Religion, family and community Beliefs in action in the world
KS3 Themes	Beliefs and concepts Religion and science	Authority	Expressions of spirituality	Ethics and relationships Rights and responsibilities Global issues Interfaith dialogue

BELIEF

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

The key belief for most religions (not Buddhism) is the belief in a deity as a power or being beyond human comprehension, but who is ultimate creator and sustainer of this world and afterlife, and who can only be experienced through faith. Exploration of belief in deity raises questions in relation to theism (belief in God) and atheism (belief that there is no God).

Themes relating to Belief

KS1

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

KS2

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

KS3

- **Beliefs and concepts:** the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, explanation, meaning and purpose
- **Religion and science:** issues of truth, explanation, meaning and purpose (*also part of Teachings and Authority*)

Links to the Key Concepts in the Levels of Attainment

AT1 – A. Beliefs, teachings and sources

AT2 – E. Meaning, purpose and truth

TEACHINGS AND AUTHORITY

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

Themes relating to Teachings and Authority

KS1

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

KS2

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

KS3

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

Links to the Key Concepts in the Levels of Attainment

AT1 – A. Beliefs, teachings and sources

AT2 – E. Meaning, purpose and truth
– F. Values and commitments



WORSHIP

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

Themes relating to Worship

KEY STAGE 1

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

KS2

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

KS3

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

Links to the Key Concepts in the Levels of Attainment

AT1 – B. Practices and ways of life
– C. Expressing meaning

AT2 – D. Identity, diversity and belonging

IMPACT OF FAITH

The impact of having a religious faith may be expressed through worship, moral behaviour, attitudes, action, commitment to a faith community and commitment to others. Commitment to others may include other people from within the same faith tradition, those who follow a different tradition within the same faith (e.g. ecumenism), those with no religious faith (e.g. atheists, agnostics, humanists) and those who have a different faith tradition (e.g. interfaith dialogue). It may also be concerned with wider ethical and political issues that have a national or global impact. In some cases, the impact of a faith on a believer leads to a particular type of vocation, protest, resistance to pressure, manipulation of others and fanaticism.

Themes relating to Impact of Faith

KEY STAGE 1

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

KS2

- **Religion and Worldviews and the individual:** what is expected of a person in following a religion or a worldview
- **Religion, family and community:** how religious families and communities practice their faith and the contribution this makes to local life.
- **Humanism, family and belief:** how humanist families contribute to local life.
- **Beliefs in action in the world:** how religions and worldviews respond to global issues of human rights, fairness, social justice and the importance of the environment

KS3

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

Links to the Key Concepts in the Levels of Attainment

- AT1** – A. Beliefs, teachings and sources
– B. Practices and ways of life
– C. Expressing meaning

- AT2** – D. Identity, diversity and belonging
– F. Values and commitments



These are the essential skills and processes in Religious Education that pupils will need to learn to make progress. The teaching of concepts, skills and attitudes are focused on two attainment targets, **both of equal value**.

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

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

<p style="text-align: center;">AT1 - LEARNING ABOUT RELIGION AND WORLDVIEWS</p>	<p style="text-align: center;">AT2 - LEARNING FROM RELIGION AND WORLDVIEWS</p>
<p>How pupils develop their knowledge, skills and understanding with reference to:</p> <ul style="list-style-type: none"> • beliefs, teachings and sources • practices and ways of life • expressing meaning. 	<p>How pupils, in the light of their learning about religion and worldviews, express their responses and insights with regard to questions and issues about:</p> <ul style="list-style-type: none"> • identity, diversity and belonging • meaning, purpose and truth • values and commitments.
<p>To do this pupils should be able to:</p> <ul style="list-style-type: none"> • Describe • Identify • Explain • Interpret • Analyse • Use specialist vocabulary 	<p>To do this pupils should be able to:</p> <ul style="list-style-type: none"> • Reflect • Express • Empathise • Apply • Interpret • Evaluate

These skills are then contained in the level descriptors for assessment.

The law requires that local authority RE agreed syllabuses and RE syllabuses used in academies that are not designated with a religious character 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. This means that from the ages of 5 to 19 pupils in schools learn about diverse religions and worldviews including Christianity and the other principal religions. Some schools with a religious character will prioritise learning about and from one religion, but all types of school need to recognise the diversity of the UK and the importance of learning about its religions and worldviews, including those with a significant local presence.

Range (Breadth of study)

Key Stage	The learning strands should be delivered, in the main, through these religions.	In addition aspects of the following religions can be used if appropriate.
Foundation stage	Christianity	Buddhism, Hinduism, Islam, Judaism, Sikhism, secular worldviews where appropriate <i>Or study of a religious community with significant local presence.</i>
One	Christianity Judaism	Buddhism, Hinduism, Islam, Sikhism, secular worldviews where appropriate <i>Or study of a religious community with significant local presence.</i>
Two	Christianity Buddhism Hinduism Islam Humanism	Judaism, Sikhism, secular worldviews where appropriate <i>Or study of a religious community with significant local presence.</i>
Three	Christianity Islam Sikhism Humanism	Buddhism, Judaism, Hinduism, secular worldviews where appropriate <i>Or study of a religious community with significant local presence.</i>
Four	Christianity and at least one other religion from Buddhism Hinduism Islam Judaism Sikhism	secular worldviews where appropriate <i>Or study of a religious community with a significant local presence.</i>
Post-16	Christianity	Other religions, secular worldviews where appropriate <i>Or study of a religious community with a significant local presence.</i>

1.8 Curriculum Opportunities

During their study of Religious Education pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the strands, processes and content of the subject.

Key Stage One	Key Stage Two	Key Stage Three	14-19
<ul style="list-style-type: none"> a) Visit places of worship and focus on symbols and feelings b) Listen and respond to visitors from local faith communities c) Use their senses and have times of quiet reflection d) Use art and design, music, dance and drama to develop their creative talents and imagination e) Share their own beliefs, ideas and values and talk about their feelings and experiences f) Begin to use Computing to explore religions and beliefs as practised in the local and wider community. 	<ul style="list-style-type: none"> a) Encounter religion and worldviews through visitors and visits to places of worship, and focus on the impact and reality of religion on the local and global community b) Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others c) Consider a range of human experiences and feelings d) Reflect on their own and others' insights into life and its origin, purpose and meaning e) Express and communicate their own and others' insights through art and design, music, dance, drama and Computing f) Develop the use of Computing, particularly in enhancing pupils' awareness of religions and beliefs globally. 	<ul style="list-style-type: none"> a) Encounter people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues, where possible b) Visit places of major religious significance, where possible c) Use Computing to enhance understanding of religion d) Discuss, question and evaluate important issues in religion and philosophy, including ultimate questions and ethical issues. Reflect upon and carefully evaluate their own and others' beliefs and values, using reasoned and balanced arguments e) Use a range of forms of expression to communicate their ideas and responses f) Explore the connections between RE and other subject areas. 	<p>All courses should provide opportunities within and beyond school for learning that involves first-hand experiences and activities involving people, places and events (for example the local area, places of worship and community activities, public meetings, and places of employment, education, training or recreation). Pupils will have different experiences of Religious Education according to the courses chosen.</p>

The attainment targets for Religious Education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of Key Stages One, Two and Three.

The two attainment targets are of equal importance and this should be reflected in teachers' planning, schemes of work and assessment for learning.

AT1 - LEARNING ABOUT RELIGION AND WORLDVIEWS: involves enquiry into, and investigation of, the nature and characteristics of religion, focussing on

- beliefs, teachings and sources (Belief, Teachings and Authority)
- practices and ways of life (Worship, Impact of Faith)
- expressing meaning (Worship, Impact of Faith)

It includes skills of interpretation, analysis and explanation, using specialist vocabulary, of ultimate questions, ethical issues and key ideas in religion such as belief, deity, worship, authority and commitment.

AT2 - LEARNING FROM RELIGION AND WORLDVIEWS: promotes a reflective approach to learning about religion and worldviews. It develops skills of application, interpretation and evaluation of religious ideas, particularly around

- questions of identity, diversity and belonging (Worship, Impact of Faith)
- meaning, purpose and truth (Belief)
- values and commitments (Teachings and Authority, Impact of Faith)
-

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

	Key Stage 1	Key Stage 2	Key Stage 3
Range of levels within which the great majority of pupils are expected to work – and at which work should be set.	1 - 3	2 - 5	3 - 7
Expected attainment for the majority of pupils at the end of the key stage.	2	4	5/6

MAKING JUDGEMENTS ABOUT PUPILS' PROGRESS USING LEVELS

The two attainment targets, **Learning about religion and worldviews** and **Learning from religion and worldviews** are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets.

It should be remembered that the level descriptors refer to attainment at the end of a key stage, therefore teachers must judge which description best fits pupils' attainment. There are no national statutory assessment requirements in Religious Education but schools must report progress to parents.

It is important to note that not all aspects of Religious Education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

14-19

National qualifications are the means of assessing attainment in Key Stages 4 and 5.

If the time allocated to Religious Education in schools is less than that required by the Agreed Syllabus, this may adversely affect achievement.

PLANNING USING THE LEVEL DESCRIPTORS

The level descriptors should be used to set challenging and appropriate tasks to enable pupils to demonstrate their attainment in Religious Education. The language of the descriptors should be used to inform the way the intended learning outcomes are expressed. The focus, method and outcomes of assessment should be clearly identified from the outset. When planning a topic, teachers should ask themselves what they must do in the topic to consolidate what pupils already know and to create opportunities for them to begin working at the next level.

REPORTING USING THE LEVEL DESCRIPTORS

Effective assessment is important to provide feedback for pupils, parents and school staff, ensure progression and assist in teachers' planning.

Assessment for learning should be a normal part of day to day teaching and learning so that pupils know what they need to do to improve and can set appropriate targets. Teachers should be cautious about reporting levels to pupils on a regular basis, because in comparison to other subjects that have more curriculum time, progress may appear slow. Pupils take on average two years or more to move from one level to the next even when making steady progress in the subject.

It is good practice for schools to report levels

- **to the pupils**, when appropriate, to inform them of their progress. There should be sufficient time between level-related judgements to allow a pupil to show progress.
- **within schools to school leadership teams** to assist in monitoring teaching and learning. The frequency with which levels are reported in this context should reflect the fact that many secondary Religious Education teachers are teaching whole cohorts in limited amounts of time.
- **to parents** to inform them of their children's and young people's progress in Religious Education. It is strongly recommended that schools use appropriate language when using the level descriptors to report to parents to ensure a clear understanding.
- **between key stages and schools** to aid transition. It is recommended that schools work together in moderating levels across the key stages.
- **to SACRE** in order to inform their planning of support for teachers and advice to the local authority to raise standards. SACRE have a legal obligation to monitor the quality and provision of Religious Education and therefore require information from schools, particularly at the end of Key Stages Two and Three.

1.10 Level Descriptions

Level	Attainment Target 1 - learning about religion and worldviews	Attainment Target 2 - learning from religion and worldviews
1	Children and young people use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression.	Children and young people talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.
2	Children and young people use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Children and young people ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.
3	Children and young people use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. They are aware of worldviews held by many people.	Children and young people identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.
4	Children and young people use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions and worldviews. They describe the impact of religions and worldviews on people's lives. They suggest meanings for a range of forms of religious expression.	Children and young people raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.
5	Children and young people use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions or worldviews. They understand that similarities and differences illustrate distinctive beliefs within and between religions, and worldviews, and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.	Children and young people ask, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Level	Attainment Target 1 - learning about religion and worldviews	Attainment Target 2 - learning from religion and worldviews
6	Children and young people use religious and philosophical vocabulary to give informed accounts of religions and worldviews, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression	Children and young people use reasoning and examples to express insights into beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
7	Children and young people use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and worldviews. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.	Children and young people articulate personal and critical responses to questions of meaning, purpose and truth, and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.
8	Children and young people use a comprehensive religious and philosophical vocabulary to analyse a range of religions and worldviews. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.	Children and young people coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, and values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.
EP	Children and young people use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and worldviews. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religions and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.	Children and young people analyse in depth a wide range of perspectives, on questions of identity and belonging, meaning, purpose and truth, values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions .

1.11 Level Descriptions for 'P' (Pre-) Levels of Attainment

These levels are for children and young people working below level one in Religious Education.

Level	Description
P1	<ul style="list-style-type: none"> Children and young people encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, (for example, being startled at sudden noises or movements). Any participation is fully prompted.
P2	<ul style="list-style-type: none"> Children and young people show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, (for example, becoming still in response to silence). They may give intermittent reactions, (for example, vocalising occasionally during group celebrations and acts of worship). Children and young people begin to be proactive in their interactions. They communicate consistent preferences and affective responses, (for example, showing that they have enjoyed an experience or interaction). They recognise familiar people, events and objects, (for example, becoming quiet and attentive during a certain piece of music). They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, (for example, repeating a simple action with an artefact). They cooperate with shared exploration and supported participation, (for example, performing gestures during ritual exchanges with another person performing gestures).
P3	<ul style="list-style-type: none"> Children and young people begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, (for example, prompting a visitor to prolong an interaction). They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, (for example, stroking or shaking artefacts or found objects). They observe the results of their own actions with interest, (for example, when vocalising in a quiet place). They remember learned responses over more extended periods, (for example, following a familiar ritual and responding appropriately). Children and young people use emerging conventional communication. They greet known people and may initiate interactions and activities, (for example, prompting an adult to sing or play a favourite song). They can remember learned responses over increasing periods of time and may anticipate known events, (for example, celebrating the achievements of their peers in assembly). They may respond to options and choices with actions or gestures, (for example, choosing to participate in activities). They actively explore objects and events for more extended periods, (for example, contemplating the flickering of a candle flame). They apply potential solutions systematically to problems, (for example, passing an artefact to a peer in order to prompt participation in a group activity).

P4	<ul style="list-style-type: none"> Children and young people use single elements of communication, (for example, words, gestures, signs or symbols, to express their feelings). They show they understand 'yes' and 'no'. They begin to respond to the feelings of others, (for example, matching their emotions and laughing when another pupil is laughing). They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.
P5	<ul style="list-style-type: none"> Children and young people respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, (for example, involving music, drama, colour, lights, food, or tactile objects). They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.
P6	<ul style="list-style-type: none"> Children and young people express and communicate their feelings in different ways. They respond to others in group situations and cooperate when working in small groups. Children and young people listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, (for example, through gestures, facial expressions or by offering comfort). They start to be aware of their own influence on events and other people.
P7	<ul style="list-style-type: none"> Children and young people listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phrases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may communicate their feelings about what is special to them, (for example, using role play). They begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.
P8	<ul style="list-style-type: none"> Children and young people listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religion and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

2 Programmes of Study

2.	Programmes of Study	
2.1	Early Years Foundation Stage	34
2.2	Key Stage 1	48
2.3	Key Stage 2	67
2.4	Key Stage 3	99
2.5	Ages 14-19	126

The Early Years Foundation Stage describes the phase of a child's education from the age of three to the end of reception at the age of five. Religious Education is statutory for all pupils registered on the school roll and is therefore **compulsory for all reception children** unless withdrawn by their parents.

The statutory requirement for Religious Education does not extend to nursery classes in maintained schools. It may, however, form a valuable part of the educational experience of children throughout the key stage.

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In line with the DfE's 2013 EYFS Profile, RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Communication and language:

- Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Answer 'who', 'how', and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- Talk about how they and others show feelings.
- Develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.
- Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Think and talk about issues of right and wrong and why these questions matter.
- Respond to significant experiences showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
- Have a developing respect for their own cultures and beliefs, and those of other people.
- Show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world:

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- Begin to know about their own cultures and beliefs and those of other people.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design:

- Children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy:

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics:

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

Some Points to Note

- Whilst there are clearly strong links between RE and personal, social and emotional development, it must be noted that RE must contain appropriate and explicit references to religions, through the study of religious beliefs and practice.
- Planning in RE at the Early Years Foundation Stage should take account of the relevant EYFS developmental stages. Children should be given opportunities to engage with religious material and reflect on their own experiences and feelings.
- A wide range of experiences and learning activities should be offered that will support the achievement of the EYFS developmental stages, e.g. using pictures, objects, videos, visitors and visits, stories and poems, circle time, role-play, dance, music, art, craft, computing.
- All children should be included in RE, whether they belong to a faith community or not. Care should be taken in the use of language, activities and materials to ensure that all children can be included and any stereotyping is challenged (e.g. avoid saying, 'We all believe').
- Whilst children will take part in role-play and re-enactments and will learn about religious practices in an interactive way, it must be made clear that they are not 'celebrating' a religious practice at school or taking part in the worship of a faith community whilst at school. Role-play and empathy are not the same as a celebration within a religious community, and RE in school is not about nurturing children into a faith.
- Pages 37 - 47 give some examples of a focus for RE for Nursery and Reception, with suggestions for appropriate activities and links to the EYFS developmental stages. These demonstrate progress by the end of Reception, and teachers should use the stages of learning and development from the Early Years Foundation Stage framework.

Links to Concepts of Religion

The four concepts or strands of religion which underpin this Agreed Syllabus are exemplified in the topics for the Early Years Foundation Stage:

Belief Beliefs about God shown in creation stories and special times

Teachings/Authority Special Books
 Special Stories
 Special People

Worship Special Times
 Special Places
 Special Objects
 Special Music

Impact of Faith Belonging
 Special Objects

EARLY YEARS FOUNDATION STAGE – EXEMPLAR LONG-TERM PLAN

This plan could work as a rolling programme, if required, for Nursery and Reception. Topics generally are repeated each year to allow for flexibility and continuity with mixed age classes.

	AUTUMN	SPRING	SUMMER
Foundation Stage 1	<p>Special Times</p> <p>Own experiences – birthdays etc</p> <p>Autumn and Harvest festivals in school and church-thanksgiving.</p> <p>Other festivals /special times in other religions (at least one other)</p> <p>Special stories</p> <p>Why do we celebrate Christmas?</p>	<p>Special stories</p> <p>What are our special stories? Why and how are they special?</p> <p>Special People</p> <p>Who is special to us? Jesus is special to Christians – stories about Jesus.</p> <p>Special Times</p> <p>Easter – signs of new life</p>	<p>Special People in the community</p> <p>Who is special to us? Religious leaders e.g. vicar, priest, imam, monk, nun or any appropriate to the local community</p> <p>Belonging/Family</p> <p>Infant Baptism</p>
Foundation Stage 2	<p>Special Times</p> <p>Harvest and Christian beliefs about caring for our world</p> <p>Divali – the festival of light</p> <p>Special stories</p> <p>Why was Jesus' birth seen as special?</p>	<p>Special Books</p> <p>The Bible as a special book for Christians</p> <p>Special Stories</p> <p>Stories Jesus told (e.g.The Lost Coin) Other stories from the Bible</p> <p>Special Times</p> <p>Easter - new life and celebration</p>	<p>Special places</p> <p>Church visit through the senses (ICT virtual visit if actual visit not possible)</p> <p>Belonging/Family</p> <p>Weddings- Christian and Hindu marriage ceremonies</p>

Foundation Stage 1 Exemplar Planning

Understanding of the World:

People and Communities

- Remembers and talks about significant events in their own

Personal, Social and Emotional Development:

Self confidence and Self Awareness

Provide hand lenses for

Compare their

Do observation

Ask children to name the

Show a selection of harvest fruit

Create a fruit

Colour mixing Make

Role play

Make up a thank-

Write fruit and

Sing colour/ harvest related

**Topic:
Special
Times**

Participate in

Talk about

Read stories

Create a paper plate

Explore and wash fruit

Communication and Language:

Listening and attention

- Listen to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in harvest

Expressive Arts and Design:

Exploring and using media and materials

- Beginning to be interested and describe the texture of things.

Foundation Stage 1 Exemplar Planning

Understanding of the World:

People and Communities

- Remembers and talks about significant events in their own

Personal, Social and Emotional Development:

Self confidence and Self Awareness

Learn some

Look at video clips of families preparing for Christmas

Create a Christmas texture tray

Create decorations together for

Involve the children in decorating a Christmas

Draw or paint pictures from

Set up a simple nativity scene with the main figures from the

Topic: A Special Story

Plan a Christmas

Make a simple gift for family members such as

Provide a variety of Christmas cards

Display the nativity with

Provide dressing up

Communication and Language:

Listening and attention

- Listen to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in stories.

Expressive Arts and Design:

Exploring and using media and materials

- Beginning to be interested and describe the texture of things.

Foundation Stage 1 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- Shows interest in the

Personal, Social and Emotional Development:

Self confidence and Self Awareness

Circle time: What people are special

Circle time: How

Play some hymns/

Topic: Special

Is the Circle time supposed to be in twice?

Read some stories that Jesus

Show some pictures,

Circle time: How

Tell a story about Jesus e.a. calma

Tell children

Ask someone from the Christian

Communication and Language:

Listening and attention

- Listen to stories with increasing attention and recall.
- Listens to others in small groups.

Speaking

Expressive Arts and Design:

Exploring and using media and materials

- Sings a few familiar songs.
- Uses various

Foundation Stage 1 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- Recognises and describes special times or events for family or community.

Personal, Social and Emotional Development:

Self confidence and Self

Go on a spring walk and look out for signs of new life in the natural

Make some

Watch video

Focus on the eggs and baby birds.

Act out the process of new life

Act out being inside the egg and

Make Easter cards with the children

Topic: Special Times

Make an Easter garden together or

Using a simple children's Bible (e.g. The Beginners' Bible), tell the Easter

Observe how cut daffodils flower and

Communication and Language:

Listening and attention

- Listen to stories with increasing attention and recall.

Speaking

- Begin to use more complex sentences to

Expressive Arts and Design

Exploring and using media and materials

- Imitates movement in response to music.
- Explores colour and how colours can be changed.

Foundation Stage 1 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different occupations and ways of life.

Talk about people who

Personal, Social and Emotional Development:

Self confidence and Self Awareness

- Confident to talk to other children when

Invite some people to visit in their special uniforms to school

Role play various people who help us

Visit school office to find out their

Topic: Special People in the community

Look at

Look at video clips of

Create a picture gallery of the

Invite local religious leaders to visit the classroom. Start with familiar people that already visit to

Communication and Language:

Listening and attention

- Listen to others in small groups.

Speaking

- Begin to use more complex sentences to

Expressive Arts and Design

Being Imaginative

- Engages in imaginative role play based on own first hand experiences.
- Notices what adults

Foundation Stage 1 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- Recognises and

Learn new words -

Personal, Social and Emotional Development:

Self confidence and Self Awareness

- Confident to talk to other children when

Talk about how they show

Learn about how some Christian

Listen to a

Show a christening gown.

Talk about own family celebrations

Topic: Belonging

Role play a

Learn about

Make baptism

Invite vicar/minister

Visit a church and

Think about

Communication and Language:

Listening and attention

- Listen to others in small groups.

Speaking

- Begin to use more complex sentences to link thoughts.
- Uses talk to connect

Expressive Arts and Design:

Exploring and using media and materials

- Sings a few familiar songs
- Uses various construction materials

Think about

Foundation Stage 2 Exemplar Planning

Talk about how they feel when fireworks are lit.

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- ELG: They know about similarities and differences among families, communities and traditions.
- ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

Technology

- ELG: They know that a range of technology is used in schools.
- ELG: They select and use technology for particular purposes.

Learn new words -

Develop empathy by

Sequencing

Personal, Social and Emotional Development:

Making Relationships

- Initiates conversation, attends to and takes account of what others say.

**Topic:
Special
Times**

Take part in role-play

Look at Diwali

Light a

Look at pictures of video

Make

Talk about how they feel when fireworks are lit

Look and talk about the

Invite a

Learn new words -

Make

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or responses.

Ent

Talk about

Create firework

Expressive Arts and Design:

Exploring and using media and materials

- Begins to build a repertoire of songs and dances.
- Explores what happens when they mix colours.

Foundation Stage 2 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- ELG: They know about similarities and differences among families, communities and traditions.
- ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

Technology

- ELG: They recognise that a range of technology is used in places such as homes and school.
- ELG: They select and use technology for particular purposes.

Personal, Social and Emotional Development:

Making Relationships

- Initiates conversation, attends to and takes account of what others say.
- Explains own knowledge

Topic: Special Times

Circle
times that

Make

Make models of

Angel
Gabriel
el
visits
Mary

Set up
Nativity

Look
at

Encourage
children

Talk about the
visitors that

Sequence
pictures and

Talk about
King David's

Make a
star using
reflective
materials.

Talk about
the long
journey

Read the story of

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Expressive Arts and Design:

Exploring and using media and materials

- Begins to build a repertoire of songs and dances.
- Explores what happens when they

Foundation Stage 2 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- ELG: They know about similarities and differences among families, communities and traditions.
- ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

Technology

- ELG: They recognise that a range of technology is used in places such as homes and school.
- ELG: They select and use technology for particular purposes.

Personal, Social and Emotional Development:

Making Relationships

- Initiates conversation, attends to and takes account of what others say.
- Explains own knowledge

Show some

Circle time: Who cares

Topic:
Special

Sequence
pictures and

The
shepherd

Re-enact/
role-play

Tell the
children

Talk about
feelings, e.g.

Play some hymns/

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and **respond** to what they hear with relevant comments, questions or actions.

Expressive Arts and Design:

Exploring and using media and materials

- Begins to build a repertoire of songs and dances.
- Explores what happens when they

Foundation Stage 2 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- ELG: They know about similarities and differences among families, communities

Personal, Social and Emotional Development:

Making Relationships

- Initiates conversation, attends to and takes account of what others

Show virtual

Ask vicar/ priest to

Talk about

Look at objects

Look at other rooms in church

Show some pictures,

Visit local church and ask children

**Topic:
Special**

Light Christian incense and a

Look at a variety of artwork found

Make some models of

Watch video clips of Christians

Talk about

Show children

Write simple

Look at church

Listen to Christian

Make

Make

Make wall display of

Dress up in

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or

Expressive Arts and Design:

Exploring and using media and materials

- Constructs with a purpose in mind, using a variety of resources

Foundation Stage 2 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- Enjoys joining in with family customs and routines.
- ELG: They know about similarities and differences among families, communities and traditions.
- ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

Technology

- ELG: They recognise that a range of technology is used in places such as homes and school.
- ELG: They select and use technology for particular purposes.

to wedding
music etc

Learn some

Personal, Social and Emotional Development:

Making Relationships

- Initiates conversation, attends to and takes account of what others

Talk about different

Watch video clips

Topic:
Belonging/Family

Talk
about

Look at
promises

Make
cakes,

Compare Christian

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Expressive Arts and Design:

Exploring and using media and materials

- Begins to build a repertoire of songs and dances.
- Constructs with a purpose in mind, using

Throughout Key Stage 1, pupils explore Christianity and at least one other principal religion. Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

More specifically pupils should be taught to:

- Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs

- Christianity;
- at least one other principal religion;
- a religious community with a significant local presence, where appropriate;
- a secular world view, where appropriate.

Themes

- believing: what people believe about God, humanity and the natural world;
- story: how and why some stories are sacred and important in religion;
- celebrations: how and why celebrations are important in religion;
- symbols: how and why symbols express religious meaning;
- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion;
- belonging: where and how people belong and why belonging is important;
- myself: who I am and my uniqueness as a person in a family and community.

Experiences and opportunities

- visiting places of worship and focusing on symbols and feelings;
- listening and responding to visitors from local faith communities;
- using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences;
- beginning to use COMPUTING to explore religions and beliefs as practised in the local and wider community.

Planning at Key Stage 1

RE should be taught continuously throughout Key Stage 1 and with **sufficient curriculum time** allocated to cover the programme of study, assumed to be no less than 5% (minimum 36 hours per year).

When planning a Scheme of Work, teachers should devise an overall **key question for each unit** (refer to Exemplar Long-Term Plan on page 50). **Key content** from the relevant programme of study should then be identified.

The Levels of Attainment (pages 31-32) should be used at the start of Medium-Term Planning for each unit of work in order to identify the appropriate pitch (what pupils will be expected to know, understand and do). Pupils at KEY STAGE 1 are *generally* working around levels 1-3, with most pupils attaining level 2 at the end of KEY STAGE 1.

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

The exemplar Long-Term Plan for KEY STAGE 1 on page 50 has a one single religion focus for each unit. This avoids confusion for young pupils and enables them to learn what is distinctive about a religion.

KEY STAGE 1 EXEMPLAR LONG-TERM PLAN

Based on Christianity and Judaism (core)

	AUTUMN	SPRING	SUMMER
Year One	<p>Who am I and why am I special? <i>(Belief, Impact of Faith, 1-2 weeks)</i></p> <p>How and why do Christians celebrate harvest? <i>(Belief, Worship, 3-4 weeks)</i></p> <p>What does it mean to belong in Christianity? <i>(Worship, Impact of Faith, 4 weeks)</i></p> <p>Why are gifts given at Christmas? <i>(Belief, Worship, Impact of Faith, 3 weeks)</i></p>	<p>Why is Jesus special to Christians? <i>(Belief, Teachings/Authority, 7-8 weeks)</i></p> <p>Why is Easter special for Christians? <i>(Belief, Teachings /Authority, Worship, 3 weeks)</i></p>	<p>How do both Jews and Christians think the world was created? <i>(Beliefs, Teachings/ Authority, 6-7 weeks)</i></p> <p>How do Jews worship at home? <i>(Belief, Worship, 6-7 weeks)</i></p>
Year Two	<p>How and why do Christians care for others? <i>(Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How and why do Jews celebrate Sukkot? <i>(Belief, Worship, 4 weeks)</i></p> <p>How and why is Christmas a festival of light? <i>(Belief, Teachings/Authority, Worship, 3 weeks)</i></p>	<p>Why is Moses important to Jews? <i>(Belief, Teachings/Authority, 5 weeks)</i></p> <p>Why is the Bible special for Christians? <i>(Teachings/ Authority, 5 weeks)</i></p> <p>How do Christians celebrate Easter? <i>(Belief, Teachings/Authority, Worship, 3 weeks)</i></p>	<p>What can we learn from visiting a church? <i>(Beliefs, Worship, 5-6 weeks)</i></p> <p>What can we learn from the story of a saint? <i>(Teachings/ Authority, Impact of Faith, 4 weeks)</i></p>

Year 1	Who am I and why am I special?	Autumn	
Learning Objectives	Activities	Links to other subjects	Resources
<p>To consider the question 'Who am I?' and consider the uniqueness of each person in the community.</p> <div data-bbox="112 1045 533 1220" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Uniqueness, special, differences, Jesus, parables,</p> </div>	<p>Circle time activity : Talk about how we are all special and we each have something we are good at. Sometimes we have to work at other things especially when we find them difficult. Pick a child to go into the middle of the circle and then invite the other children in the circle to suggest things they think the person in the middle is good at.</p> <p>Explain 'uniqueness' and being 'special'. Talk about how we are all equal. Read 'Cleversticks' by Bernard Ashley and talk about the character's special talent. Ask children to decide on something they think are good at. Discuss with a talking partner. Then ask children to draw this idea and write a sentence. Compare preferences and highlight the differences between people, all the time making the point everyone is good at something.</p> <p>Discuss how Jesus is special, e.g. as a storyteller/healer. Read the parable of the talents (Matt 25:14-30). What is a talent? Why do people need to use the different talents they have?</p> <p>Work together to make a list of your talents. How do you help people?</p> <ul style="list-style-type: none"> - At home - At school 	<p>PHSE</p> <p>Literacy</p>	<p>Cleversticks by Bernard Ashley (Picture Lions) ISBN:0006638554</p> <p>Children's Bible</p>

Exemplar planning

Year 1	How and why do Christians celebrate Harvest?	Autumn	
Learning Objectives	Activities	Links to other subjects	Resources
<p>To respond thoughtfully to basic ideas of God as Creator.</p> <div data-bbox="107 703 528 879" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Harvest, God, thankful, celebrations, festival, prayer,</p> </div>	<p>Talk about why and when they might be thankful. Think about Harvest as giving thanks to God for safe gathering of the Harvest.</p> <p>Show a selection of fruit and vegetables. Identify and name. Use feely bag – feeling skins, textures to identify.</p> <p>Discuss what happens in Church – decorated with flowers and harvest produce. Service of Thanksgiving. Look at pictures of a decorated Church at Harvest time.</p> <p>Discuss and plan Harvest service and celebrations in school or possible link with local Church nearby.</p> <p>Introduce a selection of verses from Psalm 104 which are in praise of God. Explain that they are a song saying 'thank you' for food.</p> <p>Talk about giving produce brought into school to others. Who and why?</p> <p>Compose a harvest poem or thank you prayer.</p>	<p>Science – grouping foods. Growing simple foods.</p> <p>Literacy – descriptive words.</p> <p>Literacy – writing a poem/prayer of thanks.</p> <p>Numeracy – Data Handling – Favourite foods.</p>	<p>Woodlands Junior School</p> <p>TES – There is an excellent harvest powerpoint – free to join the website.</p> <p><u>Books:</u> Harvest Festival – Nancy Dickmann ISBN:978-1406219302 We love Festivals: Harvest – Honor Head ISBN:978-0750262088</p>

Exemplar planning

Year 1	What does it mean to belong in Christianity?	Autumn	
Learning Objectives	Activities	Links to other subjects	Resources
<p>To begin to understand that people belong to the Church and are welcomed through special ceremonies. To begin to explore other secular world views and how children are welcomed into the family.</p> <div data-bbox="91 871 510 1046" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Belonging, Church, Christening, baptism, family</p> </div>	<p>Talk about belonging to the class, school, clubs and their families to unpack the word 'belonging'. Ask the children to discuss how they show that they belong to these different groups. Ask the children to identify a badge or uniform they wear which shows that they belong. Ask the children to complete a worksheet saying what groups they belong to. The children could illustrate one example of the groups they belong to, <i>eg by drawing a badge.</i></p> <p>Talk about belonging to a family in more detail. Ask the children to complete a pre-drawn family tree. They could add on other people who are important to them in their lives. Talk again about what they do to be part of their family.</p> <p>Introduce the idea that people who believe in God belong to a family too - a religious family. Explain that they do things together to show that they belong. Suggest ways in which members of a religious family might show they belong together.</p> <p>Explain how children are welcomed into the Christian Church. Explore how some Churches hold a Baptism (Church of England and Catholic), and some a dedication service (Baptist). Explore the Humanist tradition of a naming ceremony to welcome the baby into the family and circle of friends. Plan a christening of a doll in school. Invite a local vicar to visit school and carry out the christening. Wear special clothes, bake a cake and make cards to celebrate.</p>	<p>PHSE</p> <p>Drama</p>	<p>School Logo</p>

Exemplar planning

Year 1	Why are gifts given at Christmas?	Autumn	
Learning Objectives	Activities	Links to other subjects	Resources
<p>To know that Christmas is one of the most important festivals in the Christian year.</p> <p>To demonstrate familiarity with some aspects of the life of Jesus.</p> <p>Realise that Christians remember the birth of Jesus through Christian celebrations.</p> <p>To respond to the Christmas story, making connections with religious values.</p> <div data-bbox="107 751 533 927" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Christmas, festival, gift, Jesus, God, celebration, Bible,</p> </div>	<p>Christmas is the celebration of the birth of Jesus. Listen to the story of Jesus' birth. (The birth of Jesus is told in the Bible in Luke 2: 47; the visit of the wise men is in Matthew 2: 1-11.) There are also some very good interactive stories online. Children could then sequence pictures of the Christmas story.</p> <p>Circle activity – What do we do at Christmas? Talk about the birth of Jesus, relating aspects of the stories to the ideas of giving and receiving. Reflect on the children's own feelings about giving and receiving - When do we do it? Who do we give presents to? Who gives us presents? What does it feel like when you give and receive?</p> <p>Christians believe that Jesus is God's son and that God gave him as a gift to the world. Discuss what the children think this might mean, and write down their responses.</p> <p>Introduce some of the qualities that Christians believe Jesus brought to the world, <i>e.g. hope, happiness, joy, peace</i>. Ask the children to choose a word from their list: decorate the words and display them around a large picture of Jesus in the manger. Ask them to explain why they chose that word. - give reasons for their choice.</p>	<p>Literacy – stories, sequencing, role-play, drama, speaking and listening</p>	<p>Gifts at Christmas – Start Up Religion ISBN: 9780237527655</p> <p>The Christmas Story Topmarks</p> <p>Espresso- Year 1- Christmas</p> <p>Jesus doll. Bright and Early catalogue 2008. P17. (Tel: 0161763 6232) Code: CHJESUS.</p>

Exemplar planning

Year 1	Why is Jesus special to Christians?	Spring	
Learning Objectives	Activities	Links to other subjects	Resources
<p>To show some understanding that for Christians Jesus is special.</p> <div data-bbox="112 973 533 1149" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Special, Jesus, Christians, caring, friendship, healing,</p> </div>	<p>Discuss with children the special people in their own lives - parents, teachers, friends etc. Invite children to a draw gallery of special people. Ask why these people are special to them. Are there some comments which can apply to all the children's special people?</p> <p>Talk about Jesus helping and caring for others. Think about ways in which Jesus was a special friend to others. Discuss his friendships and relationships with others. Christians believe that Jesus' power also includes the ability to heal people. Share with children the story of the blind beggar (Luke 18:35-43). Stress to the children that the blind beggar wanted to see.</p> <p>Talk about the friends and followers of Jesus. Establish that for most Christians, Jesus is more than a special person. He is God. Explore Christian beliefs about the nature of God. Most Christians believe that God has power over nature. Look at Bible stories where Jesus displays this power. Share with children the story of Jesus calming the storm (Mark 4:35-41) where Jesus displayed his power over nature.</p> <p>Create or listen to some storm music - talk about a time when they were frightened by the weather.</p> <p>Inform children that Christians believe that Jesus was a special teacher. Contrast the circumstances of your teaching with those of Jesus. Jesus taught people of all ages, either individually, in smallish groups or large crowds. Usually he taught outside, or in people's houses or in the Temple. He taught people about God by telling them stories. Share with children the parable of the Lost Coin (Luke 15:8-11). Talk about what makes a good teacher.</p>	<p>Drama – role play</p> <p>Music</p>	<p>Christians in School Trust – Primary Vision – Key Stage Map – KEY STAGE 1 – Jesus A Special Person.</p>

Exemplar planning

Year 1	Why is Easter special for Christians?	Spring	
Learning Objectives	Activities	Links to other subjects	Resources
<p>To retell some aspects of the Easter Story.</p> <p>To recognise some religious symbols and words.</p> <p>To identify aspects of their own experience.</p> <div data-bbox="112 801 533 1056" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Easter, Palm Sunday, Good Friday, Easter Day, Cross, Lent, crucifixion, traditions, tomb, Shrove Tuesday,</p> </div>	<p>Tell story of Palm Sunday, Good Friday and Easter Day. Look at Palm cross – what does it represent/remind you of? Link to Palm Sunday. Children could make a Palm Cross/Easter cards.</p> <p>Talk about the significance/tradition of hot cross buns – eaten on Good Friday, cross symbolises crucifixion, spices symbolise spices taken to the tomb.</p> <p>Discuss how Easter is such an important time for Christians that they spend a whole month getting themselves ready for it - this month is called Lent. Read the story of Jesus' forty days in the desert (Luke 4:1-13).</p> <p>Following discussion with the children, decide upon something to give up in order to support a charity. Talk / write about a time when they denied themselves something.</p> <p>Find out about Shrove Tuesday.</p> <p>Show the children a palm leaf. Inform them that on the Sunday before Easter, palm leaves are given out at church. The leaves remind Christians of the last time Jesus visited the city of Jerusalem before his death. Share the story (Mark 11:1-11)</p> <p>Talk about how some of Jesus' friends could not believe that he had risen from the dead. Share with children the story of Thomas (John 21:19-29). Talk about their experiences of doubt.</p>	<p>Drama – role play</p> <p>Music</p>	<p>Espresso – Year 1 – Easter</p> <p>Christians in School Trust – Primary Vision – Key Stage Map – KS1 – Easter</p>

Exemplar planning

Year 1	How do both Jews and Christians think the world was created?	Summer	
Learning Objectives	Activities	Links to other subjects	Resources
<p>To respond thoughtfully to basic ideas about God as Creator.</p> <div data-bbox="114 632 535 879" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p><u>Christianity</u> - God, Creator, Christians, Bible, Genesis, 7th Day, resting, 10 commandments.</p> </div>	<p>Talk about, and look at, things the children have created. Talk about the experience of creating – produce creative work and talk about how they felt when they were doing it.</p> <p>Talk about the beauty of the natural world – reflect on feelings of awe, wonder and mystery in relation to the natural world.</p> <p>Read the Creation story in Genesis 1.</p> <p>Look at pictures of the Torah. Why is it treated in such a special way? Make comparisons such as resting on the 7th day (Christianity) and Shabbat (Judaism).</p> <p>Discuss the Ten Commandments and compare with God's rules for Jewish people in the Torah.</p>	<p>Drama – role-play</p> <p>Literacy</p>	<p>Christians In School Trust – Judaism</p> <p>Jewish Way of Life CD-ROM, The Pears Foundation 2008 www.jwol.org.uk</p>

Exemplar planning

Year 1	How do Jews worship at home?	Summer	
Learning Objectives	Activities	Links to other subjects	Resources
<p>To demonstrate some understanding of the special place of the home in Jewish family life.</p> <p>To recognise some of the marks of the Jewish family home.</p> <p>To describe and respond thoughtfully to some aspects of special celebrations.</p> <div data-bbox="120 647 539 876" style="border: 1px solid black; padding: 5px;"> <p>Key words</p> <p>Prayer, kippah, tallit, kosher, home, family, mezuzah, special, celebrations, customs, Shabbat, symbol</p> </div>	<p>Talk about who belongs to a Jewish family.</p> <p>Talk about what family members do together: prayer at home – wearing a kippah, tallit and how they eat at home – special food – kosher.</p> <p>Discuss what can be seen at home – mezuzah (touching on entering the home) and special utensils for kosher food.</p> <p>Set up a role play area.</p> <p>Handle then make artefacts (e.g. a kippah, set up a Shabbat table). Discuss preparing for Shabbat - symbolism of bread and candles.</p>	<p>Drama – role-play.</p> <p>Literacy</p>	<p>Christians In School Trust – Judaism</p> <p>Artefacts</p> <p>Jewish Way of Life CD-ROM, The Pears Foundation 2008 www.jwol.org.uk</p>

Exemplar planning

Year 2	How and why do Christians care for others?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To identify how people care for each other and suggest people who care for us.</p> <p>To demonstrate familiarity with some key value such as love, care and forgiveness which influence how Christians live their lives.</p> <p>To explain the religious meaning of a story.</p> <p>To work with others to produce own version of a parable or story which shows understanding of its content and meaning.</p> <p>To recognise that Christians try to follow Jesus' example.</p> <p>To understand how Christians apply the teachings of Jesus in practical situations.</p> <p>To give examples of ways in which Christians help others.</p> <div data-bbox="107 1145 533 1295" style="border: 1px solid black; padding: 5px;"> <p>Key words</p> <p>Jesus, parable, caring, love,</p> </div>	<p>Read the story 'Can't you sleep Little Bear?' by Martin Waddell. Identify the ways in which Big Bear cares for Little Bear. Ask the children who cares for them and what does that person do to look after them. Also ask children who they care for and how do they do that. Create a 'care tree' with hands. Children write on a hand "...cares for me because..." and then display them together as a tree talking about the different suggestions together.</p> <p>Look at some of the parables or stories which Jesus told in the resources list which shows how people in the Bible care for others. Break at key points to ask children to suggest what happened next. Ask what they think the story means. Talk again about the key values such as love, care and forgiveness and how these are shown in the stories.</p> <p>Tell the story from the point of view of the different characters focusing on the feelings of the characters. Use role play or drama or create a word web around a picture of a character. Identify the key ideas in the story. Link to own experiences.</p> <p>Groups work together on a different story. What do they think Jesus wanted people to learn? Which parts will they illustrate and why?</p> <p>Look at the lives of a key Christian who followed Jesus' example to help others. Idea shower lots of information about the chosen person and then children can write a description about that person.</p> <p>Invite a representative from the Salvation Army or a local Church to talk to the children about their work. How do they follow Jesus' example by helping others? Before the representative comes for a visit encourage children to think of questions they could ask to find out more information.</p> <p>Find out about the work of Christian Aid and/or CAFOD, again looking to see how they follow Jesus' teaching.</p>	<p>Literacy PHSE</p>	<p>'Can't you sleep, Little Bear' by Martin Waddell ISBN: 9781844284917</p> <p>Children's Bible: The Good Samaritan, The Lost Sheep, The Lost Son.</p> <p>The Sermon on the Mount</p> <p>Mother Teresa Dr Barnardo Local people in the community</p> <p>www.christianaid.org.uk www.cafod.org.uk</p>

Year 2	How and why do Jews celebrate Sukkot?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To describe and respond thoughtfully to some aspects of special celebrations.</p> <p>To recognise the way some key events in Jewish history are commemorated through festivals.</p> <p>To be familiar with some key events in Jewish history.</p> <div data-bbox="107 938 533 1114" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Sukkot, celebration, festival, Sukkah, Kosher, Moses, fruit,</p> </div>	<p>Explain that Sukkot is celebrated in Autumn to say thank you to God. Show pictures of the Sukkot shelter and talk about how it is made, decorated and used. Draw parallels with Christian Harvest festival.</p> <p>Make a Sukkot shelter in large or small scale. Turn a corner of the classroom into a Sukkot and decorate with fruit, lights, paper chains, etc or using shoe boxes create one on a much smaller scale in pairs or groups.</p> <p>Talk about special foods we have for particular celebrations. Find out about kosher food and write a shopping list for a meal in the Sukkot shelter.</p> <p>Tell the story of Moses leading the Jewish people out of Israel and the parting of the sea. Make a collage picture of the sea. Talk about the Jewish people living in the desert and building their shelters or huts from the materials to hand.</p>	<p>DT Art</p> <p>Literacy</p>	<p>Espresso Y2.</p> <p>The Jewish Way of Life DVD</p> <p>Artefacts from Teesside One World Centre, Southlands Centre, Middlesbrough (01642 322216)</p> <p>Children's Bible</p>

Year 2	How and why is Christmas a Festival of Light?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To identify different kinds of lights</p> <p>To reflect on why Christmas is a special time</p> <p>To identify symbols of light in the Christmas story</p> <p>To retell what happens at a religious service and begin to think about some of the symbolism.</p> <p>To begin to explain meanings of some religious symbols and services.</p> <p>To suggest meanings in religious symbols.</p> <div data-bbox="103 1066 528 1278" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Festival, light, Christmas, candle, decorations, star, angel, symbol, Christingle,</p> </div>	<p>Light at Christmas Group activity How many different ways can you think of that light is used at Christmas? E.g. candles, tree lights, decorations, reflective decorations like baubles. Draw or make a list.</p> <p>Explore why light is an important part of Christmas. Talk about the idea of light brightening the dark days of winter and the anticipation of the Christmas celebrations.</p> <p>Identify symbols of light in the Christmas story – star, angels. Design and make a star pattern on dark paper. Decorate with sequins, foil glitter.</p> <p>Think of words that describe light, e.g. sparkling, glittering, glowing and explore their meanings. Write words onto paper cut in the shape of a flame and stick around the shape of a candle. (Could be used for a Christmas card.)</p> <p>Christingle Watch a clip of Christingle service. Discuss the Christmas service and the Christingle service. When does it take place? How is light used in the ceremony? Talk about the symbolism of candles and light and the idea of Jesus as the light of the world. Light a candle and sit in silence for a short time. Children may want to share their thoughts and feelings about how they felt if they wish.</p> <p>Show the children a Christingle and explain what it is made up from and what each part means. Make a Christingle using collage materials and label the parts. Talk about the links between the Christingle and symbols of light in the Christmas story.</p>	<p>Literacy Speaking and Listening</p> <p>Art Science</p> <p>Literacy Art</p> <p>Art/ DT Literacy</p>	<p>www.reonline.org.uk for light symbolism</p> <p>Festivals</p> <p>Reflective materials</p> <p>Books linked to Christmas story</p> <p>www.reonline.org.uk Festivals</p> <p>* NB Health and safety: Check safety policy if using candles in the classroom and ensure the children know the dangers of candles and that they are warned not to light candles themselves.</p>

Year 2	Why is Moses important for Jews?		Spring
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To develop knowledge of Moses as one of the key figures in Judaism.</p> <p>To learn how Moses was chosen to be a leader of the Jews.</p> <p>To talk about the feelings and emotions experienced by Moses when he was called by God to be a leader.</p> <p>To become familiar with aspects and events of Moses' life.</p> <p>To recognise the Torah as a Holy book for Jews.</p> <p>To understand that the Torah teaches Jews how God wants them to live.</p> <div data-bbox="112 922 537 1098" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Moses, birth, leader, Burning Bush, baskets, river, God, afraid, 10 Commandments,</p> </div>	<p>Tell the Birth story of Moses. Respond by creating a collage picture or try weaving a small basket with paper or straw.</p> <p>Tell the story of the Burning Bush. How did Moses feel? What does the story say about what God is like?</p> <p>Talk about times when you may have been afraid to do something because you thought you couldn't. What can other people say or do to help?</p> <p>Tell the story of Moses receiving the 10 commandments. Select some to discuss. Talk about their meanings.</p> <p>Talk about school / class rules. Why do we have them? What are they for? Which are the most important? Work as a group to create own rules for life. Use Computing to create a poster to display.</p> <p>Show the children a Torah. Explain and show how it is treated and used.</p>	<p>Art/ DT</p> <p>PHSE</p> <p>Computing</p>	<p>www.topmarks.co.uk/Judaism/Moses</p> <p>Children's Bible</p> <p>Artefacts – Torah</p> <p>Christians in School Trust: Judaism, The Torah</p>

Year 2	How do Christians celebrate Easter?	Spring	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To know the Easter story and begin to realise its significance for Christians.</p> <p>To begin to identify and understand the symbolism of particular items.</p> <p>To identify ways in which Christians celebrate Easter.</p> <p>To know that Good Friday is the anniversary of the Crucifixion.</p> <p>To describe how a paschal candle is used in the Easter vigil.</p> <p>To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday.</p> <div data-bbox="91 1118 517 1278" style="border: 1px solid black; padding: 5px;"> <p>Key words Easter, Shrove Tuesday, Lent, Palm Sunday, Good Friday, cross, Easter Vigil, candle, light, dark,</p> </div>	<p>Tell the story of Easter in simplified version. Tell children that for Christians, Easter is the most important time of the year when they celebrate the resurrection of Jesus.</p> <p><u>Shrove Tuesday, Lent and Palm Sunday</u> Talk about the reasons behind pancake day and make some pancakes. Explain that some people give up things during Lent and try to become a better person. Think about what you could do to make things better. Get children to write their promises on a leaf shape and create a promises tree.</p> <p>Tell the story of Palm Sunday and show a palm cross. Talk about how some Churches give out palm crosses.</p> <p><u>Good Friday</u> Recount the happenings of Good Friday. Describe or look at pictures of a church on Good Friday. Explain the significance of eating hot cross buns on Good Friday. Make or taste some hot cross buns.</p> <p><u>Easter Vigil and Paschal Candle</u> Light a candle. Think about different kinds of lights and how they make you feel. Make links to the significance of light in the darkness.</p> <p><u>Easter Sunday</u> Look at pictures of a Church on Easter Sunday and compare with the Church on Good Friday. Discuss traditions on Easter Sunday – giving cards, Easter eggs, celebrating new life.</p> <p>Talk about why some Christians make Easter Gardens, and the symbolism. Plan and make an Easter Garden to show the symbolism of new life.</p>	<p>Literacy</p> <p>DT</p> <p>DT</p>	<p>Childs Eye –Festivals video Espresso – RE- Y2- Easter Topmarks Easter story</p> <p>Palm cross</p> <p>Hot cross buns</p> <p>Paschal candle</p> <p>Easter cards, pictures of a Church on Easter Sunday.</p> <p>Woodlands Junior School</p>

Year 2	What can we learn from visiting a church?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To identify the main features of a church.</p> <p>To understand the need to show respect for other people and places of worship. To experience and describe the atmosphere of a church.</p> <p>To identify some of the artefacts in a church. Make connections between the features of a church and artefacts and the way they are used by Christians.</p> <p>To identify the parts of a church they think are important and begin to consider why.</p> <p>To give simple explanations about why and how the building is special to Christians. To begin to consider how and why people pray.</p> <div data-bbox="94 1241 519 1401" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Church, altar, pulpit, font, pews, hymn books, hassocks, Bible, lectern, flags, banner,</p> </div>	<p><u>What is a Church? What is it for?</u> Ask the children to name different buildings, e.g. hospital, school and say what each is used for. Explain that all these buildings have a purpose. Ask the children what the purpose of a Church is? Show pictures of different churches and ask what they know. Ask them to describe the shapes of the windows, porch, door. What do they think is in the tower? What do they think they might find inside the church?</p> <p>Talk about question sentences. List words that a question sentence might begin with. What...Why...When...Can...Ask children to use some of the words to write questions about a church, e.g. Why does a church have a bell?</p> <p><u>Visit a Church</u> Before the visit talk to the children about the way to behave in a church-together make a 'code of behaviour'. On arriving get the children to sit silently in the pews for a short while. What can they see, hear, smell? How does being inside the church make them feel?</p> <p>Show children the main features and artefacts in the church and explain what they are used for. Take photographs and draw pictures. Make rubbings (if permitted) of patterns or textures.</p> <p>Talk about what happens in a church and show where the people sit, pray, sing. Explain that some people kneel or bow their heads to pray and point out the hassocks.</p> <p><u>What makes a church special?</u> Talk about the significant parts of the church and link them to Christian beliefs and actions. Work in groups to plan and make a model of a church and label using words from a word bank. Add a simple explanation of how the building is special to Christians.</p> <p><u>How and when do people pray?</u> Remind children of hassocks, prayer books (use photos) and how people might sit or bow their heads to pray. Do the children know any prayers? When do we say prayers? Ask the children to make up and write their own prayer.</p>	<p>Maths</p> <p>Literacy</p> <p>PHSE</p> <p>Art</p> <p>DT</p> <p>Literacy</p>	<p>ICT - Pictures Big Book Digital camera</p> <p>Paper Pencils Notebooks Wax crayons Book Pictures</p> <p>www.educhurch.org.uk This website is particularly good at showing through photographs the comparisons between different Churches.</p> <p>Artefacts</p>

Year 2	What can we learn from the story of a saint?		Summer
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand the impact of religious faith on a person.</p> <p>To explore how the way he/she lived showed faith in God.</p> <p>To understand how the faith of the person affected / still affects the lives of other people.</p> <p>To respond to stories of faith.</p> <div data-bbox="107 917 528 1074" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Saint, faith, stained glass window, symbol</p> </div>	<p>Choose a saint or saints – possibly linked to the local area. Tell the story of a saint. Make a list of events. What was it that made the difference?</p> <p>Did the life of the saint change significantly at any point? Draw 'before and after' pictures to show differences. What does this show about the person and how he/she felt?</p> <p>Identify the difference that the saint made to the lives of others.</p> <p>Talk about things that may or may not have happened if it had not been for the faith of the person.</p> <p>Design a stained glass window (collage/ paint/ draw) to show the saint and include symbols or a pictorial representation of important events.</p>	<p>PHSE</p> <p>DT Art</p>	<p>Books related to chosen saints</p> <p>Websites related to stories of the saints</p>

2.3 Key Stage Two

Throughout Key Stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasonings to support their ideas and views.

More specifically pupils should be taught to:

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religions, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs

- Christianity
- at least two other principal religions
- a religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

Themes

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

Experiences and opportunities

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

Planning at KS2

RE should be taught continuously throughout KS2 and with **sufficient curriculum time** allocated to cover the programme of study, assumed to be no less than 5% (minimum 45 hours per year).

When planning a Scheme of Work, teachers should devise an overall **key question for each unit** (refer to Exemplar Long-Term Plan on page 69). **Key content** from the relevant KS2 programme of study should then be identified.

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

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

The exemplar Long-Term Plan for KS2 on page 69 and 70 has some single religion focus units, enabling the continuation of pupils' understanding of the distinctive beliefs and features of the religions studied. In other units, content can be drawn from more than one religion, in order to illustrate common themes and practices, enabling pupils to consider similarities and differences.

KS2 EXEMPLAR LONG-TERM PLAN

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

	AUTUMN	SPRING	SUMMER
Year Three	<p>What do Hindus believe about God? <i>(Belief, 8 weeks)</i></p> <p>How and why do Hindus worship at home and in the Mandir? <i>(Worship, Impact of Faith, 4 weeks)</i></p> <p>Christmas Why is Advent important to Christians? <i>(Worship, Teachings/ Authority, Belief, 3 weeks)</i></p>	<p>What do miracles tell us about who Jesus was? <i>(Belief, Teachings/ Authority, 7-8 weeks)</i></p> <p>Easter What do Christians remember on Palm Sunday? <i>(Belief, Teachings/ Authority, Worship, 3 weeks)</i></p>	<p>Why are holy books important? <i>(Belief, Teachings/ Authority, Worship, 6 weeks)</i></p> <p>How do Jesus' parables help Christians live their lives? <i>(Teachings/ Authority, Impact of Faith, 6 weeks)</i></p>
Year Four	<p>Why do religions have rules? <i>(Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How and why do Hindus (or Sikhs) celebrate Divali? <i>(Teachings/ Authority, Worship, 5-6 weeks)</i></p> <p>Christmas How do Christians celebrate Christmas today? <i>(Worship, Belief, 3 weeks)</i></p>	<p>How and why do religious people pray? <i>(Worship, Belief, 6 weeks)</i></p> <p>Easter Why is Lent such an important time for Christians? <i>(Belief, Worship, Teachings/ Authority, 3 weeks)</i></p>	<p>What can we learn about symbols and beliefs from visiting religious buildings? <i>(Belief, Worship, 6 weeks)</i></p> <p>What do religions say about the environment? <i>(Belief, Teachings/Authority, Impact of faith, 5-6 weeks)</i></p>

	AUTUMN	SPRING	SUMMER
Year Five	<p>Why is Muhammad important to Muslims? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>What is the Qur'an and why is it important to Muslims? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>Christmas Why is the birth of Jesus important to Christians? <i>(Belief, Worship, Teachings/Authority, 3 weeks)</i></p>	<p>Why do people travel to sacred places? <i>(Worship, Impact of Faith, 7-8 weeks)</i></p> <p>Easter What happened at the Last Supper? <i>(Belief, Worship, Teachings/ Authority, 3 weeks)</i></p>	<p>What do Christians believe about God? <i>(Belief, 4 weeks)</i></p> <p>Why and how do Christians celebrate Pentecost? <i>(Belief, Worship, 4 weeks)</i></p> <p>How do Christian groups differ in their expression of faith? <i>(Belief, Worship, 4 weeks)</i></p>
Year Six	<p>Why is the Buddha important for Buddhists? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How do Buddhist beliefs affect the way Buddhists live their lives? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>Christmas What do the gospels tell us about the birth of Jesus? <i>(Teachings/Authority, 3 weeks)</i></p>	<p>How do religions respond to prejudice and discrimination? <i>(Belief, Impact of Faith, 7-8 weeks)</i></p> <p>Easter Why are Good Friday and Easter Day the most important days for Christians? <i>(Belief, 3 weeks)</i></p>	<p>How and why do some religious people inspire others? <i>(Teachings/ Authority, Impact of faith, 5-6 weeks)</i></p> <p>What do religions believe about life after death? <i>(Worship, Impact of Faith, 7-8 weeks)</i></p>

Year 3	How and why do Hindus worship at home and in the Mandir?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To learn how Hindus worship at home and in the Mandir.</p> <p>To understand why worship at home and in the Mandir is important.</p> <div data-bbox="107 662 533 901" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Key words</p> <p>Brahman, Hindu, Diwali, Hindusim, deities, Vishnu, Shiva, Brahma, God, worship, belief Creator nua Shrine</p> </div> <p><u>Exemplar planning</u></p>	<p>Through video and discussion using artefacts show how Hindus worship at home (puja). Explain where the shrine would be kept in the house and how it is respected. Go through each item and say why it is significant. In pairs, children create a small scale shrine using a shoe box, showing the significant features.</p> <p>If possible arrange a trip to a Mandir (temple) and explore how Hindus worship together. If it is not possible to visit, use the available computing resources to look at a 'virtual Mandir'. Explore and look at the features of the Mandir. Look at what happens during the worship and why it is important Hindus worship together in the Mandir. Begin to encourage some simple comparisons between Hinduism and other religions looked at.</p> <p>Children make a presentation, possibly using Computing, to explain the importance of worship, both at home and in the Mandir.</p> <p>At the end of the topic, complete the KWL grid made at the beginning.</p>	<p>Literacy D and T</p> <p>Computing</p> <p>Drama</p>	<p>Woodlands Junior website Espresso Artefacts</p> <p>http://resources.hwb.wales.gov.uk/VTC/ngfl/re/bdag/ngfl-container/re-unit3-en.html</p> <p>http://www.britishcouncil.org/kids-stories-favourite-day-diwali-popup.htm</p>

Year 3	What do miracles tell us about who Jesus was?	Spring	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand why Christians believe that Jesus is God's Son.</p> <p>To understand that Christians believe Jesus had power over nature, sickness and sin.</p> <div data-bbox="107 735 533 975" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Miracles, Christian, power, Jesus, paralysed, authority, sickness, belief, heal</p> </div> <p><u>Exemplar planning</u></p>	<p>Explain to the children that Christians believe that Jesus is the Son of God, and Jesus performed different miracles as recorded in the Bible. Miracles are special stories where Jesus did something extraordinary. Discuss what the miracles tell us about what Jesus was like as a person, helper, healer, someone to turn to in danger, etc</p> <p>Talk about how the miracles show Jesus' authority and power over nature, sickness, sin. Explore feelings. How would you feel if they (or you) were frightened? Who would you turn to if you were scared? Who are the people you trust? Who would you trust?, e.g. in the community? (Fire fighter, police, etc)</p> <p>Tell children about/ read different types of miracles, e.g. Calming the storm, Jairus's daughter, Paralysed man.</p> <p>Using a variety of ways, explore different miracles. Depending on time, a number of miracles could be explored over a few weeks, by focusing on one per session. Example activities could be:</p> <ul style="list-style-type: none"> • Create art to show a miracle e.g. painting the stormy sea and calm sea. • Drama to role play a miracle • Write a newspaper article from a particular viewpoint to describe a miracle. 	<p>Literacy</p> <p>Speaking and listening</p> <p>PSE</p> <p>Art</p> <p>Drama</p>	<p>Children's Bible</p> <p>Espresso resources on storms, etc.</p> <p>www.reonline.org.uk Jesus the healer</p> <p>RE websites</p>

Year 3	What do Christians remember on Palm Sunday?	Spring	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand the story of what happened on Palm Sunday.</p> <p>To understand how different people in the story felt and reacted.</p> <p>To understand the difference between a royal king and Jesus as a king.</p> <p>To understand how and why Christians celebrate Palm Sunday.</p> <div data-bbox="107 1018 533 1241" style="border: 1px solid black; padding: 5px;"> <p>Key words Jerusalem, Palm Sunday, disciples, palm leaves, king, royalty, kingship. Power, crow, donkey, leader, palm crosses,</p> </div>	<p><u>What happened when Jesus entered Jerusalem?</u></p> <p>Read/watch/tell the children the story of Palm Sunday. Identify people involved in the story and their roles. Think about feelings and reactions. What was it like for the crowd/ disciples/ enemies of Jesus. Collect ideas through a spider diagram.</p> <p>Divide children into small groups. Freeze frame different moments of the story expressing feelings.</p> <p><u>What is a king?</u></p> <p>What is a king? How do we think about royalty? Is Jesus a king? How is his kingship different?</p> <p>After modelling, children produce a spider diagram to show what a king is and how Jesus is a king. Compare and contrast. E.g. King= castle; power; crown Jesus= donkey; leader; ordinary clothing. Discuss children's ideas together.</p> <p><u>Palm Sunday</u></p> <p>Look at pictures/ artefacts/ talk to local churches. Make palm crosses and re-enact.</p> <p><u>Assessment</u> Write an acrostic poem 'PALM SUNDAY' to show understanding.</p>	<p>Literacy</p> <p>Speaking and listening</p> <p>Drama</p> <p>DT</p> <p>Literacy</p>	<p>Children's Bible</p> <p>Espresso resources</p> <p>RE websites</p> <p>http://www.bbc.co.uk/schools/religion/christianity/ester.shtml</p> <p>www.teachingideas.co.uk</p> <p>www.woodlands-junior.kent.sch.uk</p> <p>http://www.clcoc.org/games/storyking.htm</p> <p>Palm crosses</p>

Exemplar planning

Year 3	Why are holy books important?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To demonstrate awareness that the Bible is a special book for Christians.</p> <p>To understand that the Bible teaches Christians how to live.</p> <p>To understand that all religions have holy books.</p> <div data-bbox="107 820 528 1099" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Bible, special book, collective worship, Vicar, Minister, Priest, gospel, sermon, Old Testament, New Testament, prayer, pray, worship, Lords</p> </div> <p><u>Exemplar planning</u></p>	<p>Ask children about their special/ favourite book and why they think it is special, e.g. interests/ hobbies (story/ non-fiction). Share books/ talk about them/ swap books in circle time.</p> <p>Talk about how they treat their special books. Where do they keep it?</p> <p>Make a display of different Bibles: school Bible, gift, family, etc.</p> <p>Talk about how the Bible is used in school, in collective worship, in church or at home. Invite a local vicar/ minister to bring a Bible to show how he or she uses it in services, or personally.</p> <p>Children tell their favourite Bible story and tell why it is their favourite. Vicar/ minister to tell children their favourite Bible story.</p> <p>Why do Christians use the Bible? Explain that it is a book about God and Jesus, so Christians use it so they can follow God, just as someone who is interested in football would have a football book. Guidance- similar to a map, guide book. Make maps; do orienteering, following a map.</p> <p>Bible is special as it is used across the world by all Christians.</p> <p>Investigate holy books in another/ other religions, e.g. Qur'an (Islam), Guru Granth Sahib (Sikhism), Torah (Judaism), Vedas (Hinduism), Tipitaka/ Tripitaka (Buddhism).</p>	<p>Literacy</p>	<p>Children's Bible</p> <p>Selection of Bibles</p> <p>Maps</p> <p>Outside visitor- vicar/ priest/ minister</p> <p>Bible on Espresso</p> <p>Online resources</p>

Year 3	How do Jesus' parables help Christians live their lives?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To be able to re-tell some stories Jesus told and explain what they mean to Christians</p> <div data-bbox="112 1045 537 1284" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Parables, message, teaching, neighbour</p> </div> <p>Exemplar planning</p>	<p><u>What is a parable?</u> Children bring a special book from home. Why is it special? Parables are special stories that Jesus told to teach people an important message. Teachers could present each parable in a special gold box with simple props to show how special it is. Idea shower any parables the children know already and what they mean.</p> <p>Read various parables to children/watch video clip, in each case deciding what Jesus was trying to teach through the story, e.g. Good Samaritan, Sower, Lost Sheep, Rich Fool.</p> <p><u>The Good Samaritan</u> Re-enact the story in small groups, stopping to discuss feelings/actions of different characters. Why did they act in that way? Have children ignored someone who needs help? How could we have made a better choice? On a cut out hand, write 5 things that we are going to do to help someone this week.</p> <p><u>The Sower</u> Plant seeds discussing what plants need to grow best. Put one pot of seeds in the dark, one without water and give last one light and water. Which pot do you think will grow best? Watch and observe, explaining that plants need love and goodness to grow: just like Christians need love and goodness from God.</p> <p><u>Lost Sheep</u> Hide a sheep with each child's name on it. Children search for a sheep and give it to the person named. How did it feel when you were 'found'? Play the memory game in groups with 10 objects, removing one object after children have looked at it. Children guess the missing object. Explain that God thinks everyone is special regardless of who we are. Children write down 1 way they are special on a sheep and discuss.</p> <p><u>Rich Fool</u> Teacher assumes role of rich fool; the children are servants. At their master's command, the servants harvest crops, demolish and construct barns. Upon completion, they make an inventory of and store their master's other possessions. Discuss with the children what the farmer could have done with his crop instead of putting it in storage. Christians believe that being greedy is wrong. Unlike the farmer, Christians should think about the needs of other people and remember always to thank God for what they have got. The children could write an alternative version of the parable.</p>	<p>Speaking and Listening</p> <p>Science</p> <p>PSHE</p> <p>Drama</p> <p>Literacy</p>	<p>http://www.dltk-bible.com/cv/jesus_tells_stories.htm Espresso</p> <p>http://gardenofpraise.com/bibl255.htm</p> <p>www.request.org.uk</p> <p>3D Parables of Jesus, by Hudson and Kennedy (Authentic Lifestyle, ISBN 9781860245053</p> <p>Plants pots, seeds, soil, water.</p> <p>Sheep, memory game objects, blank sheep</p>

Year 4	What do religions say about the environment?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To know and understand the views taken by different religions about the environment.</p> <p>To understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development.</p> <p>To understand why people choose to buy fair trade food.</p> <div data-bbox="112 954 537 1190" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Bible, Christianity, Harvest Festival, Hinduism, Buddhism, ahimsa, environment, 1st precept fair trade.</p> </div> <p><u>Exemplar planning</u></p>	<p>Do you help to look after anything e.g. pets, younger siblings, buddies, gardens etc?</p> <p>Discuss together about different religions viewpoints on helping others and caring for the environment.</p> <p>e.g Islam – The Qur’an says that Allah (God) is the Creator of the world. Human beings are on the world as trustees or ‘viceregents’ - they are told to look after the world for Allah and for the future</p> <p>. Christianity –looking at the Bible (Genesis 1: 26 and 28 which describe how people have to look after the world which has been created by God. Also discuss Harvest festivals which are held every year, giving thanks to God for the fruitful harvest.</p> <p>Hinduism – ahimsa (non-harming)/ancient precept of caring for environment and taught by parents to children</p> <p>Buddhism- 1st precept – avoiding injury to any sentient creature.</p> <p>Humanism – Believe that humans have the power to look after our world as there is no God or supernatural force to look after it. It is important to look after our world as we rely on our world to help sustain us.</p> <p>After looking at each different religion, children write up a short piece to be able to compare the different religions / world views.</p> <p><u>Fair Trade</u></p> <p>Use Espresso – PSHE – Think and discuss – fair trade to introduce topic. Includes opening thoughts, videos, discussion points and a group activity which involves the children debating.</p> <p>Provide a variety of fair trade food – complete a taste test. Is there any difference in taste between fair and non-fairly traded food?</p> <p>Invite a member of a local religious community to explain why they decided to use only fair trade coffee, etc and ask whether their faith prompted them to make this decision.</p> <p>Investigate how a charity like Oxfam supports fair trade and why. Children could produce a presentation using the computer to explain the work it does and its impact on creating a fairer world.</p>	<p>PSHE</p> <p>Science</p> <p>Environmental issues</p> <p>Conservation</p> <p>‘Going Green’</p> <p>Sustainable development</p> <p>Computing</p> <p>Literacy</p> <p>Speaking & Listening</p> <p>Computing</p>	<p>http://www.religioustolerance.org/tomek20.htm</p> <p>Espresso-stories, web links and images.</p> <p>Espresso sequence of work on fair trade.</p> <p>Fair trade food.</p> <p>http://www.oxfam.org.uk/coolplanet/kidsweb/</p>

Year 4	How do Christians celebrate Christmas today?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand the difference between Christmas as a religious festival and secular celebration.</p> <p>To understand the Christmas story and why it is important.</p> <p>To understand how Christians celebrate Christmas.</p> <p>To understand how worship is important to Christians.</p> <p>To understand why candles are used and their significance to Christians.</p> <div data-bbox="107 898 530 1134" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Bethlehem, Angel, candle, Mary, Joseph, Gabriel, donkey, Nazareth, stable, Inn Keeper, shepherds Kings gold myrrh</p> </div>	<p>How do you celebrate Christmas? Discuss and sort ideas. Which things are religious/ not religious? Do any fit into both categories?</p> <p>Re-visit the Christmas story. Why is this important for Christians? Children could make a cartoon strip to show the events of the story in a modern style.</p> <p>How do Christians celebrate Christmas? Idea shower in groups. Discuss and show examples.</p> <p>Midnight Mass- what happens in the service? Look at photographs / ask someone from the Church to come in to talk about the special services that take place over the Christmas period. How does going to a religious service at Christmas help Christians to live their lives?</p> <p>How are candles used at Christmas? Explain that Christians believe Jesus is the light of the world, a light shining in the darkness of winter.</p>	<p>Literacy Speaking and Listening</p>	<p>www.topmarks.co.uk</p> <p>TES website</p> <p>Photographs of Christian Christmas celebrations</p> <p>Espresso</p> <p>Candles in the Advent wreath</p>

Exemplar planning

Year 4	How and why do religious people pray?	Spring	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand what prayer is.</p> <p>To understand why people pray.</p> <p>To understand how people pray.</p> <div data-bbox="103 903 528 1139" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Prayer, relationship, pray, Thanksgiving, blessing</p> </div>	<p>What is prayer? (Talking to/ listening to God, being in relationship with God.) Draw a picture of someone praying. Discuss the stereotypical views of this. When can prayer actually take place? Do you have to be kneeling down / in a quiet place / focusing completely on praying? This is another good opportunity to ask someone from the a religious community to come and talk to the children about prayer.</p> <p>Why do people pray? Role play, e.g. saying sorry to a friend, to think about different types of prayer: Thanksgiving for blessings, saying sorry, asking for something for self or others, praise.</p> <p>How do people pray? Explore different ways of praying: public and private prayer, Christian monks/nuns etc.</p> <p>Explore ways in which religions other than Christianity pray, e.g. Hindu puja/ Muslim prayer including wudu (washing)/ Sikh daily prayer/ Jewish prayer, eg mezuzah, prayers in Western Wall etc/ Buddhist meditation/puja.</p> <p>Children to be invited to write their own prayer.If they choose not to write a prayer then invite children to write about what concerns them or their wishes at the moment.</p>	<p>Art Literacy Speaking and Listening</p> <p>Drama</p>	<p>Various “prayer beads” e.g. rosary</p> <p>A Mezuzah</p> <p>Pictures of the Western Wall</p> <p>Pictures of people praying in the Ganges</p> <p>A Prayer Mat</p>

Exemplar planning

Year 4	Why is Lent such an important time for Christians?	Spring		
Learning Outcomes	Activities	Links to other subjects	Resources	
<p>To understand why Lent is important to Christians.</p> <div data-bbox="103 858 528 1161" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Shrove Tuesday, pancakes, Lent, devil, Ash Wednesday, dust, Roman Catholic, desert, ashes, sin, Gospel, faithful, temptation, Easter, prepare, Jesus sacrifice redemption</p> </div>	<p>What is Shrove Tuesday? What was it traditionally for? Make pancakes and enjoy them. Explore the meaning of the name 'Shrove Tuesday'. Explore different customs around the world, e.g. Mardi Gras.</p> <p>What is Ash Wednesday? What do Christians do on Ash Wednesday? Why is the day important? Some Christians receive ashes on their foreheads. 'Remember you are dust and unto dust you will return./ 'Turn away from sin and be faithful to the Gospel.' Look at some photos or videos about what happens in this service. You could also invite someone in from a local Church to talk about this service.</p> <p>Explore the 40 days of Lent and how Christians prepare for Easter. Using a video/ DVD/ photographs, discuss what happened to Jesus in the desert. Why did he spend 40 days there? From looking at a Bible and from a Christian perspective think about these questions: What did Jesus find hard? Why did God ask Jesus to go to the desert? What does this teach Christians?</p> <p>Discuss how Christians prepare for Easter, e.g. giving up something, Lent course, doing something positive, giving to charity, fasting. In churches- no flowers, colours – purple.</p> <p>Information learnt about Lent could be recorded in a variety of ways, to link in with other subjects e.g. powerpoint / poster/ fact sheet</p>	<p>DT</p>	<p>Flour, eggs, milk</p> <p>Woodlands Junior school website</p> <p>Bible/ stories of Jesus' temptations</p>	

Exemplar planning

Year 4	What can we learn about symbols and beliefs from visiting religious buildings?		Summer
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand that the value placed on objects and experience varies, that what people regard as precious reveals their underlying values and links to how they live their lives.</p> <p>To be able to classify different types of religious buildings and objects .</p> <p>To understand that beliefs, ideas and feelings can be expressed in a variety of ways.</p> <p>To be able to describe what sorts of things are found in religious buildings.</p> <p>To understand the significance of religious buildings and objects for believers</p> <div data-bbox="107 1142 533 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Value, symbol, belief, precious, concrete, intangible, Church, mosque, temple, synagogue, mysterious, awe, worship, respect</p> </div>	<p><u>What do we value?</u> Children identify things that are precious, both concrete (jewels, gold) and intangible (happiness, joy). Group suggestions into categories, eg things which are worth a lot of money, things money cannot buy, things made from valuable materials, things to do with families. Show children a 'box of treasures' with personal meanings, eg photographs, wedding rings, old toys. Children list 10 things they would put in their spiritual treasure box with reasons for choice. Share list with partner who uses it to work out what the person values. Explore how objects have a value because of the links they have to personal experience.</p> <p><u>What do the religious buildings show about what the religious community value?</u> Show children pictures of some religious building exteriors. Children choose one elaborate and one simple building, suggest words to describe each picture. What do the words show about the differences between the two religious buildings? Do you think different things are of value, e.g. simplicity, grandeur, display? Show pictures of things they will find in the two different types of building. Children sort the objects into groups for each of the two buildings and give reasons for their decisions, e.g. things that are friendly/intimate, mysterious/awesome. Are the groups the same for the two buildings? Explore the reasons for their answers.</p> <p><u>What can we learn from a visit to a religious building?</u> Arrange a visit to two religious buildings. This may be two Christian buildings e.g. Catholic/Orthodox/ High Church Anglican and non-conformist, e.g. Baptist/Methodist/Quaker meeting house. It may be e.g. a mosque, gudwara, Sikh temple, synagogue, Buddhist temple. Discuss how children should behave and what they will do on the visit. During the visit, children to select/draw 6 to 10 things that they think are the most important things in the building, e.g. altar, windows, a cross, and note why they think they are important, e.g. size, position in the building. Talk about what makes things friendly/intimate, and what makes them mysterious/ awesome. What is the overall impression of the building? Is it mysterious? Is it light? Does it make people feel part of a group? Explain, or ask a member of the religious building to explain, the significance of the different objects, and why they are in particular places. Children to record their findings. Talk about things that enable members to worship as a group and those which enable them to worship individually. Is the religious building organised for people to listen, to kneel, etc? How does the layout relate to the beliefs of the people who worship there?</p>	<p>Speaking and Listening</p>	<p>Precious objects</p> <p>http://www.woodlands-junior.kent.sch.uk/Home work/religion/church/</p> <p>Photographs of different denomination churches and other religious buildings</p> <p>Virtual tours of religious buildings</p>

Year 4	Why do religions have rules?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand why societies have to have rules</p> <p>To know that religious groups have specific rules or guidelines to live by</p> <p>To understand why rules are important to religions</p> <div data-bbox="103 943 528 1177" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Rules, societies, guidelines, faiths, commandments, Dharma</p> </div>	<p>Complete an unfamiliar circle time or PE game which requires the children to follow instructions. Why do we need the rules to enable us to play the game? What would happen if we didn't have rules? Look at Class Charter –why do we need to follow these rules? What would happen if lots of people chose not to follow them?</p> <p>Encourage children to think back to the religions studied and think about the rules in the religions. Christianity & Judaism: Ten Commandments. Show snippets from DVD</p> <p>How does Hinduism differ from these faiths? It is not a rule based faith but the Dharma does give guidance for living a good life. Either do a compare and contrast activity in pairs/ small groups or split the class into groups to do research and present findings on Hindu guidance for living.</p> <p>In the light of their recent experiences and learning create a list of modern ten commandments.</p>	<p>PSHE</p>	<p>Ten Commandments animated 2007</p> <p>www.ainglkiss.com/10commandments/</p> <p>www.hindukids.org/learn/hindu_dharma/niyam.html</p>

Year 5	What is the Qur'an and why is it important to Muslims?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To know:</p> <ul style="list-style-type: none"> • how to treat the Qur'an -and why • what the Qur'an represents • how the Qur'an affects the lives of Muslims. <p>Begin to understand the meaning of 'sacred'.</p> <p>Begin to reflect on what influences them and their behaviour/actions.</p> <div data-bbox="100 890 526 1077" style="border: 1px solid black; padding: 5px;"> <p>Key words Qur'an, special book, Muhammad, PBUH, Allah, sacred power, prayer, inspired,</p> </div>	<p>Talk to children about a special book they have at home –maybe a photograph album, or a book their mum has made about them as a baby...something that everybody looks after and wants to keep looking at. If not appropriate maybe a treasured, well used class book.</p> <p>Make a big thing about having clean hands. Bring the Qur'an down from where you had stood it-treat it with great respect (especially important if you have any Muslim children in class).</p> <p>Refer back to 'Night of Power' and what was revealed to Muhammad. Explore what the book holds.</p> <p>What rules do the children abide by? Who initiated them and why? Create a class book of –sayings, proverbs, quotes, fables etc - anything which gives guidance, behaviour indicators.</p> <p>Design a cover for a Qur'an (the back to non-Muslims, because Arabic is written left to right) incorporating, e.g. Islamic patterns, flowers, trees.</p>	<p>Literacy Speaking and Listening</p> <p>PSE</p> <p>Art</p>	<p>Qur'an and stand</p> <p>'Islam for Children' by Ahmad Von Denffer. ISBN: 9780860370857</p>

Exemplar planning

Year 5	Why is the birth of Jesus important to Christians?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand that:</p> <ul style="list-style-type: none"> • Jesus was born, and died, a Jew, that the birth of Jesus fulfils the prophecies written in the Old Testament (also the Torah) • that Jesus is the incarnation of God-that God became man • that God gave a great gift to the world in his son Jesus <p>To understand that Jesus came to earth for all people-rich and poor alike, good and bad.</p> <div data-bbox="107 938 528 1126" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words Prophecy, gift, love, joy, peace, shepherds, Magi, faith</p> </div>	<p>Read extracts from Old Testament –the Prophets –what kind of person were they predicting would come to free the Jews?</p> <p>What kind of people did God choose to prepare his son for his ministry? (Mary, Joseph)</p> <p>What attributes do the children think parents should have? Children could design a ‘wanted poster’ for a great Mum or Dad (or both or another carer’ depending on individual circumstances in the class.</p> <p>Talk to the children that the events surrounding Jesus’ birth encompassed rich and poor alike.</p> <p>Talk about the different type of gifts –what is gift? Love, joy, peace. Can these be bought, or only given? Children think of a gift they could give mum (or someone) that didn’t involve retail outlets of any kind.</p> <p>Compare the different visitors who came to see Jesus: the shepherds and the Magi (kings) Who were the shepherds? Poor, uneducated, distanced from the goings on beyond their village. The Magi –the other extreme, wealthy, educated, articulate. This birth had already drawn people together - a leveller. What does this tell Christians about Jesus and the relationship they can have with Jesus? Look at the carol ‘In the Bleak Midwinter’ which describes this.</p> <p>Children could maybe write a personal diary account from the perspective of one of the visitors e.g. a shepherd describing what it was like to be visited by an angel and leave their sheep – most precious possession and visit the baby.</p>	<p>Literacy</p>	<p>Children’s Bible</p> <p>Images of the visitors ‘In the Bleak Midwinter’ carol.</p>

Exemplar planning

Year 5	Why do people travel to sacred places?	Spring	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand that people travel to certain places on a pilgrimage for different reasons.</p> <p>To understand that Mecca is an especially sacred place for Muslims. To understand that the Qur'an tells Muslims that they should visit Mecca at least once in their life, if they can raise the money to go.</p> <p>To understand that there are many different places of pilgrimage To make a presentation describing another type of pilgrimage which people make.</p> <div data-bbox="107 1093 533 1278" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Key words Sacred, pilgrimage, holy, Hajj, symbolic, healing, spirituality, blessings, journey, forgiveness</p> </div> <p>Exemplar planning</p>	<p>AT2 Learning from Why do people go on journeys? Do a survey of the journeys people have made in the last year. Refer back to the sacred book for Muslims-what does 'sacred' mean?</p> <p>What is a pilgrimage? Why do people go on pilgrimages? It may be for healing, spirituality, to feel closer to their God, to ask for forgiveness or blessings. Do they know anybody who has been on a pilgrimage? If possible invite a speaker who has been on a pilgrimage.</p> <p>AT1 Learning about Consider the Hajj – where & when does it take place? Who would go? What is the Ka'aba and how did it originate. (To experience the day by day events, use virtual Hajj.)</p> <p>AT2 Learning from Why is the Hajj pilgrimage especially important to Muslims? Symbolic clothes and actions, links to pre- Islamic happenings, eg remind children who Abraham was and his connections to the Ka'aba and Islam. Produce a leaflet promoting a trip of a lifetime to Mecca – providing a map, accommodation details, an itinerary and a mini guide.</p> <p>Talk about other types of pilgrimage that people make to sacred places. Give some examples, possibly using the list below and give children a search list for them to be able to do their own in-depth research about their chosen pilgrimage.</p> <p>Possible choices Jerusalem – pilgrims of different faiths; different sites within/around the city Visions of Mary, mother of Jesus, at Walsingham, Norfolk (Anglican & Roman Catholic shrines within the site); Lourdes, France; Fatima, Portugal; Knock, western Ireland; Medjugorje – Bosnia and Herzegovina (witnesses still living). Santiago de Compostela - north western Spain –St James the Apostle's resting place Bathing in the Ganges, India Children do research on internet about other selected places of pilgrimage – building up resources to deliver a presentation (PP, Notebook etc)</p>	<p>Literacy</p> <p>Computing – text/images</p> <p>Speaking and Listening</p>	<p>Channel 4 'The Virtual Hajj'</p> <p>Espresso</p> <p>berkshirehistory.com/kids/pilgrims</p>

Year 5	What happened at the Last Supper?		Spring
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand what happened at the Last Supper.</p> <p>To understand how Jesus prepared his friends for his death and showed them how they could think about him frequently.</p> <p>To understand how Jesus showed his friends he was there to serve by washing their feet.</p> <div data-bbox="103 874 528 1098" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words Jesus, disciples, Passover, Jerusalem, exodus, meal, body, blood, communion, symbol, Last Supper, washing, serving,</p> </div>	<p><u>AT 1 Learning about</u> A retelling of the Exodus to remind children of why so many people were in Jerusalem. Highlight the symbolic aspects of the meal –What did Jesus use as a focus in the meal? Make connections with communion.</p> <p>Why are symbols used so much as reminders?</p> <p>Look at a selection of paintings depicting the Last Supper; children will be able to see differences of style, period etc but they will see the disciples surrounding Jesus with bread and wine on the table. Talk about what these paintings show and what they mean to Christians/</p> <p>Read two different versions of story –John 13: 1-17 and Mark 14: 12-26– discuss the focus of each text.</p> <p><u>AT2 Learning from</u> Role play –washing Disciples feet –use John’s gospel to find out why. How could you show your friends that you care about them, want to help look after them not just boss them about?</p> <p>Children could write a letter from the perspective of one of the disciples describing what happened at the Last Supper.</p>	<p>Literacy-reading/ speaking/ listening</p>	<p>Seder plate – info from www.chabad.org/</p> <p>selected paintings from internet or posters</p>

Exemplar planning

Year 5	What do Christians believe about God?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand that Christians believe there is only one God and that he made us in his image</p> <p>To understand that Christians believe God created the world in 6 days and on the 7th day he rested</p> <p>To understand that there are different viewpoints to how the world was created and it is important to respect each others views.</p> <p>To understand that Christians believe that God left the world in people's care – Stewardship.</p> <div data-bbox="114 1007 539 1193" style="border: 1px solid black; padding: 5px;"> <p>Key words <i>Creator, live, Creation, God, image, belief, evolution, Stewardship, conservation,</i></p> </div>	<p><u>AT1 Learning about</u> Read/ listen to/ watch the Christian creation story. Children could make a cartoon strip, create a piece of drama or art to show the story.</p> <p><u>AT2 learning from</u> Christians believe the creation story is how the world was made. What do other people believe? At this point discuss the views of Evolution, making a clear link with Humanism (“Humanists think the best way to find answers is to ask questions and look for clues, using science to study nature, rocks and the universe” Taken from a document of the Scottish Humanism website). This provides a really good opportunity to debate - Creation versus the theory of Evolution Prior to this children need to have the opportunity to research evolution and be given points to consider before putting their arguments.</p> <p><u>AT2 learning from</u> ‘We have a responsibility to care for the world.’ Do you have to believe in God to follow this? Children consider people who create things (it may be personal, a parent/relative who creates something) there are many things which are created some are practical others purely for pleasure. How did God feel when he had finished creating the earth? How do they feel when they have created something? How would they feel if it wasn't treated well? Children can work in groups to research into conservation charities to find ways to protect our world. As a group then children can present their findings to the rest of the class.</p>	<p>Literacy shared /guided reading public speaking</p> <p>Science Geography global warming</p>	<p>Bibles – creation story</p> <p>www.request.org.uk/main/basics/god/god01</p>

Year 5	How do Christian groups differ in their expression of faith?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To know that not all Christians worship in the same way.</p> <p>To understand that singing can be a powerful form of worship</p> <p>To know that for some people contemplation is an integral part of their church.</p> <div data-bbox="94 804 519 1038" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Worship, faith, celebration, belong, celebrate, prayer, pray, verse, Church</p> </div> <p>Exemplar planning</p>	<p>AT1 Learning about For many Christians, the word church has two meanings: 1) the building in which they meet to worship 2) but more importantly, the word church means the community of believers. A Christian Church can exist without a traditional church building. Many Christian Churches meet, for example, in school buildings.</p> <p>Find out which churches are in the area. Find out which faith group they belong to. If possible arrange a visit.</p> <p>How do they celebrate their beliefs? Are there any specific pieces of church furniture, artefacts etc that symbolise their beliefs?</p> <p>If there is nothing conveniently local select from any Christian group e.g. Pentecostal, Society of Friends, Baptist, etc and use the internet to research.</p> <p>AT2 Learning from Why do they celebrate their faith in the way they do? Does it have an impact on their daily lives?</p> <p>What do Christians communities share in common with each other?</p> <p>Listen to different types of music used in worship, e.g. Taizé style hymns, gospel choirs, Gregorian chant, traditional English hymns etc. What do the children feel when listening to different kinds of music? What does the music tell us about the way people worship or their beliefs?</p>	<p>Computing - research</p> <p>write a prayer/ verse for a hymn/ a painting /backcloth something that fits in with the beliefs of the church</p> <p>Music</p>	<p>Computing resources</p> <p>CDs of religious music</p>

Year 6	Why is the Buddha important for Buddhists?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To think about different famous people and why they are famous</p> <p>To find out the basic facts of the Buddhist religion.</p> <p>To identify key events in the life of the Buddha.</p> <p>To understand why the life of the Buddha is important for Buddhists.</p> <div data-bbox="91 975 517 1198" style="border: 1px solid black; padding: 5px;"> <p>Key words Buddhism, Buddha, The Four Noble Truths, Five Moral precepts, Noble Eightfold Path, enlightened, meditation,</p> </div>	<p>Play 'Guess the post it person' game. Write a famous person on a post-it and child puts it on their forehead. They then have to ask the other children questions to gain clues of who their famous person is. Then children make a list of famous people. Get children to discuss why these people are famous and whether they were famous from birth or whether they found their fame later in life.</p> <p>Introduce the religion Buddhism. Using a mixture of different research sources (books / internet/ whole class teaching) , children find out the basics of the Buddhist religion. This can be adapted in a way to suit the class but could involve dividing the children into groups and giving them a particular topic to research and then presenting back to the rest of the class. Read the story of the events surrounding the life of Buddha. Children to read and illustrate the story of the life of Buddha, perhaps through a cartoon strip.</p> <p>How do we try to live our lives in a good way? Where do we get guidance from? (e.g. school rules / laws of the land, etc) Explain and discuss with the children the teaching of the Buddha. How did he teach others to live a good life? Look closely at The Four Noble Truths and the Noble Eightfold Path. Which parts do you think are the most important? Complete a poster or a collage to explain the five guidelines for living, explaining the reasoning behind each one.</p>	<p>Literacy</p> <p>Literacy Art</p> <p>Art</p>	<p>http://www.bbc.co.uk/schools/religion/buddhism/index.shtml</p> <p>http://www.primaryhomeworkhelp.co.uk/religion/buddhism.htm</p> <p>Espresso version of the story of the Buddha OR http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm</p>

Exemplar planning

Year 6	How do Buddhist beliefs affect the way Buddhists live their lives?	Autumn	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand the significance of the Buddhist shrine and how Buddhists can worship at home.</p> <p>To explore how Theravadin Buddhists express their faith.</p> <p>To explore the concept of community in the Buddhist tradition and beyond.</p> <div data-bbox="100 1085 526 1308" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Buddhism, Buddha, temple, shrine, monks, candles, incense burner, statues, puja, Theravasin tradition, alms</p> </div> <p><u>Exemplar planning</u></p>	<p>Make a thought shower of places where quiet, respectable behaviour is necessary, e.g. library, church, mosque, etc. Talk to the children and show a video / photographs of Buddhist worship. Look at the items used in worship and discuss their purpose and significance. How is this similar and different to other religions?</p> <p>If possible, arrange a visit to a Buddhist temple or invite a Buddhist to come in and speak about their shrine at home and puja (worship where Buddhists chant to show their love for the Buddha. They also make offerings of flowers, candles, incense and pure water). Children could create a Buddhist shrine in a shoe box to show understanding.</p> <p>There are many different types of Buddhism, because the emphasis changes from country to country due to customs and culture. What does not vary is the essence of the teaching — the Dhamma or truth. Theravadin tradition has monks and nuns that abandon or give up worldly goods. They are established in Thailand and Sri Lanka. They have two robes, sandals, an alms bowl for gifts of food from people and a razor for shaving their heads. Show children a list of monks' possessions. Discuss why they think the Buddhist monks need these things and what they are used for. Ask children to make a list of their favourite possessions. Discuss differences between their possessions and those of a monk. Discuss with children the different aspects of a monk's daily life. Children could make a circular wheel showing what happens at different times of the day.</p> <p>Introduce the word 'Sangha' and what it means. Buddhist monks and nuns rely on the generosity of people who gift food and supplies. In return the people believe they are doing good by helping and supporting the monks and nuns. Ask children to make a list of any groups or clubs they belong to. How can they identify some of these groups or clubs? Do any of these groups or clubs have special clothing? Discuss the use of clothing to identify people in different groups, e.g. school uniform, policemen, fire fighters, etc. Recap that Buddhist monks wear robes. Children to draw a monk wearing a robe, identifying & labelling different parts of the robes. Get children to discuss and think about how they can help their community.</p>	<p>Speaking and Listening</p> <p>DT</p>	<p>Espresso video of worship</p> <p>Photographs</p> <p>Items used in puja</p> <p>Photographs of Buddhist traditions</p>

Year 6	What do religions believe about life after death?	Spring	Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand:</p> <ul style="list-style-type: none"> • what Christians believe happens when you die • what Christians mean by spirit or soul • what practical aspects follow a death • that saying goodbye is part of the grieving process • what Hindus/ Sikhs believe happens when they die • that Hindus/Sikhs believe the soul continues after death/ is reborn into a new life • how karma influences a Hindu's/Sikh's life • what Humanist's view on what happens after death is • what a Humanist funeral ceremony involves <div data-bbox="107 1214 533 1374" style="border: 1px solid black; padding: 5px;"> <p>Key words Death, spirit, soul, funeral, heaven, afterlife, karma, ceremony, cremation, burial</p> </div> <p>Exemplar planning</p>	<p>Ask children what they think happens when we die. Depending on answers, allow children to discuss each other's suggestions. If they mention heaven, explore what they think it means.</p> <p>Discuss what the children think the spirit or soul is. Children consider what is special about someone they know/a friend, e.g. talents, qualities, sayings, basically, what they would remember about that person if they were to leave. Christians believe Jesus was God's son who died to save humans, so those who believe in Jesus will go to heaven when they die. Christians select cremation or burial, usually the service is led by a church leader; some people plan their own funeral; or family/friends choose music/hymns, readings/poems/prayers. Discuss why a Christian might choose Bible readings, prayers and hymns.</p> <p>Children research funeral rites for a Hindu or Sikh. Why do things happen that way? What do Hindus believe happens to them after they have died? Why is water important? Research River Ganges. Ask children to thought shower ideas of things that might go against them, day by day, that might affect their karma. Actions have consequences.</p> <p>Remind children on the principles of Humanist views. Discuss that Humanists believe that "in the absence of an afterlife and any discernible purpose to the universe, human beings can act to give their own lives meaning by seeking happiness in this life and helping others to do the same". Explain that Humanists can choose to have their own funeral which "offer an appropriate and fitting way to honour a life with warmth, sensitivity and meaning." Together look through what might happen at a typical Humanist funeral.</p>	<p>PSE/ SEAL</p> <p>Literacy</p> <p>Speaking and Listening</p> <p>Computing</p> <p>Geography</p>	<p>Stories for each religion covering various aspects of faith</p> <p>www.sln.org.uk/storyboard</p> <p>https://humanism.org.uk/wp-content/uploads/Funerals-Leaflet.pdf</p> <p>http://www.humanismforschools.org.uk/pdfs/death%20and%20other%20big%20questions.pdf</p>			

Year 6	Why are Good Friday and Easter Day the most important days for Christians?	Spring	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand the Easter story and realise its significance for Christians.</p> <p>To identify ways in which Christians celebrate Easter.</p> <p>To know that Good Friday is the anniversary of the Crucifixion.</p> <p>To understand why Christians believe Jesus is the Light of the World.</p> <p>To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday.</p> <div data-bbox="100 1034 526 1209" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Stations of the Cross, Good Friday, Easter Vigil, Pascal Candle, service, Jesus, Light</p> </div> <p><u>Exemplar planning</u></p>	<p>What do children know already about Easter? Tell children that for Christians, Easter is the most important time of the year when they celebrate the resurrection of Jesus.</p> <p><u>Good Friday</u> Recount the happenings of Good Friday. Describe or look at pictures of a church on Good Friday. Look at the pictures of the Stations of the Cross. What do they show? Read the story according to the Gospels as you do this. Why did Jesus go through such suffering? What impact did his suffering and death have for Christians? Children to write from the perspective of either Mary or one of the disciples to show what happened on Good Friday to show their understanding of the story. Explain the significance of eating hot cross buns on Good Friday. Make or taste some hot cross buns. Children could also create a picture to show what happened on Good Friday to show their understanding of the importance of this day, taken from inspiration from the Stations of the Cross pictures.</p> <p><u>Easter Vigil and Paschal Candle</u> Light a candle. Think about different kinds of lights and how they make you feel. Make links to the significance of light in the darkness. Discuss why Christians believe Jesus is the Light of the World. How does this link to Easter and the joy it brings to Christians?</p> <p><u>Easter Sunday</u> Look at pictures of a church on Easter Sunday and compare with the church on Good Friday.</p> <p>Bring in some religious Easter cards and discuss the messages inside. How do they show the significance of Easter Sunday? Children can then make their own Easter card, with a message, by hand or using ICT to demonstrate their understanding of why this day is important.</p>	<p>Literacy</p> <p>DT</p> <p>Art</p> <p>Computing</p>	<p>Woodlands Junior website</p> <p>TES website (lots of good Easter activities but especially nice Easter booklet which could be used).</p> <p>Stations of the Cross pictures</p> <p>Hot cross buns</p> <p>Paschal candle</p> <p>Easter cards</p>

Year 6	How do religions respond to prejudice and discrimination?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To begin to understand what a stereotypical view is and how we can all have them.</p> <p>To understand what prejudice and discrimination is.</p> <p>To understand how Christians deal with prejudice and discrimination.</p> <p>To understand how Buddhists deal with prejudice and discrimination.</p> <div data-bbox="129 970 627 1136" style="border: 1px solid black; padding: 5px;"> <p>Key words Prejudice, discrimination, misconception,</p> </div> <p><u>Exemplar planning</u></p>	<p>What is the stereotypical view of members of different religions / jobs/ ways of life? Split children into groups to complete a drawing of someone with a particular religion / job/ way of life. Discuss the pictures looking at misconceptions.</p> <p>What is prejudice and discrimination? Look through this website and explore each type. How does it make people feel? What can we do about it? Is there a wrong way to deal with it? Children independently research different types of discrimination, e.g. gender, race, age, etc individually, in pairs, or in groups.</p> <p><u>Christianity</u> Various stories in the Bible relate to this, e.g. Centurion's servant, Good Samaritan, etc. <u>The Samaritan Woman at the Well (John 1-42)</u> Tell the story to the children. What is the message in this story? What is Jesus telling Christians to do? Explore the role, aims and purposes of 'The Samaritans' charity and how it helps people deal with discrimination. <u>"Turn the other cheek"</u> (Sermon on the Mount, Matthew 5:39) Christians are taught when someone says or does something hurtful to them, they should not retaliate but take the punishment. Explore this with the children and think about various types of discrimination that Christians may have to deal with.</p> <p><u>Buddhism</u> Explore equality in Buddhism. The things which divide and separate people like race, religion, gender, social position are all 'illusory' (Dhammapada 6). The Buddha taught that men and women are equally able to achieve enlightenment and gave full ordination to women (as nuns). What impact does this have for Buddhists? How does it compare with what we believe about gender equality? The Buddha rejected the caste system in India. Discuss the caste system. Is there a social pecking order in school? Should there be? What would a Buddhist think/ do about this?</p>	<p>Art</p> <p>Literacy</p> <p>Speaking & Listening</p>	<p>http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=2348</p> <p>Chicago Children's Museum (good activity ideas).</p> <p>www.request.org.uk</p>

Year 6	How and why do some religious people inspire others?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand what an inspirational person is and what makes them one.</p> <p>To understand how people have inspired others by actions and words.</p> <p>To compare these inspirational people and the techniques they have used.</p> <div data-bbox="103 1121 602 1331" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words <i>Jesus, Gandhi, Martin Luther King, belief, inspire, inspirational</i></p> </div> <p><u>Exemplar planning</u></p>	<p>Any inspirational person can be used. These are just examples.</p> <p>What is an inspirational person? Who can you name? What makes them one?</p> <p><u>Jesus</u> Look at pictures of Jesus which could inspire Christians (calming the storm / caring for children / as a shepherd / baptism / healing). Why does Jesus inspire Christians?</p> <p>Using a Bible, children could find quotes (perhaps guided) to back up these pictures. As a group they could annotate them to explain how they could inspire Christians and why people chose to follow Jesus then and now.</p> <p>Children could produce their own piece of art to show an image of how Jesus could inspire Christians.</p> <p><u>Gandhi</u> Using photographs, tell the children the story of Gandhi and discuss how he has inspired people. How did Gandhi stand up for his beliefs? Discuss the impact he had by standing up for his beliefs without resorting to violence. What can we learn from this?</p> <p>Create a poster to show how and why Gandhi was inspirational.</p> <p><u>Martin Luther King</u> Explain the history of America with the north and south. How does this make them feel? Read/listen to the “I have a dream” speech. Why was this so inspirational? Make the link between this and President Barack Obama’s election win. How does this President show that Luther King had such an impact on America?</p> <p>If you made an inspirational speech what would you say?</p>	<p>Speaking & Listening</p> <p>Literacy</p> <p>Art</p> <p>Literacy</p> <p>Art</p> <p>Literacy</p> <p>Drama</p>	<p>Art showing images of Jesus</p> <p>Extracts from the Bible which back this up</p> <p>Story of Gandhi and photographs to accompany this</p> <p>“I have a dream speech” by Martin Luther King</p>

Year 6	What do the Major Religions share in common?	Summer	
Learning Outcomes	Activities	Links to other subjects	Resources
<p>To understand that the major religions believe there is only one God and that we exist because of Him.</p> <p>To understand that the major religions all teach that we should do unto others what we would want to be done to us. (This principle applies not just to family and friends but to all. It is the basis of peace and social justice.)</p> <p>To understand that all Humanity is united.</p> <p>To understand that the major religions teach that we have a duty to work for peace and justice in our world.</p> <p>To understand that as human beings, the world religions teach that we have a responsibility for helping those in need.</p> <div data-bbox="112 973 616 1193" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words <i>God, Allah, The Golden Rule, Ethics, Reciprocal, Reciprocity, politics</i></p> </div>	<p><u>AT1 Learning about</u> Read/ listen to/ watch the creation stories from different religions Children could make a cartoon strip, create a piece of drama or art to show a story.</p> <p><u>AT2 learning from</u> The world religions all teach that we should treat others the way we would be expected to be treated – ‘The Ethics of Reciprocity.’ What does that say about how religious people should live their lives? What does it tell us about how we should treat fellow pupils? Should we care about what is happening in our world? Why? Should religious people be interested in politics? Why? Set up a debate on this issue, giving the children time to prepare.</p> <p><u>AT2 learning from</u> As school children we can campaign to change the lives for children in our world. Explore how we can do this. One way is to become involved in “Send My Friend to School.”</p> <p>We could also organise a school campaign to support a local charity, producing fact sheets and advertising posters.</p>	<p>Literacy shared /guided reading, public speaking,</p> <p>reasoned argument,</p> <p>Citizenship PHSE</p> <p>Computing Science Geography</p>	<p>Creation Stories</p> <p>http://www.teachingvalues.com/goldenrule.html</p> <p>www.sendmyfriend.org</p>

2.4 Key Stage Three

Throughout Key Stage 3, pupils extend their understanding of Christianity and at least two of the other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

Knowledge, skills and understanding

Learning about religion and worldviews (AT1)

Pupils should be taught to:

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

Learning from religion and worldviews (AT2)

Pupils should be taught to:

- reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments;
- evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas;
- express insights into the significance and value of religion and other worldviews on human relationships personally, locally and globally;
- reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas;
- express their own beliefs and ideas, using a variety of forms of expression.

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs

- Christianity;
- at least two other principal religions;
- a religious community with a significant local presence, where appropriate;
- a secular world view, where appropriate.

Themes

- beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death;
- authority: different sources of authority and how they inform believers' lives;
- religion and science: issues of truth, explanation, meaning and purpose;
- expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms;
- ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil;
- rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship;
- global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment;
- interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs.

Experiences and opportunities

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

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

Planning at Key Stage 3

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

When planning a Scheme of Work, teachers should devise an overall **key question for each unit** which will enable pupils to deepen their understanding of beliefs and concepts and engage in evaluative and critical thinking. **Key content** from the relevant KS3 programmes of study should then be identified.

A Long-Term Plan at KS 3 should consist of several single religion units (e.g. What does it mean to be a Muslim?) from the core religions, Christianity, Islam and Sikhism, and some units which will draw content from more than one religion (core, supplementary or other worldviews), (e.g. Is death the end? What do religions teach about the after-life?) These units illustrate common theological, philosophical and spiritual ideas within religions and enable pupils to consider similarities and differences between religions.

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

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

Overview of Key Stage 3

	Year 7	Year 8	Year 9
AUTUMN	Beliefs and teachings about meaning and purpose 1	Expressions of Faith 2	Expressions of Faith 3
	Who am I? Where do I belong?	Why do religions have books?	What makes a good leader?
	What is religion?	What is worship?	Who are religious leaders?
	Who or what is God?	Why do people celebrate birth?	Can women be religious leaders?
	Did the universe have a beginning?	Is marriage important?	How have religious leaders influenced the world?
	Will the universe have an end?	How do people respond to death?	Why do some people live in religious communities?
	Assessment/Feedback/Review	Assessment/Feedback/Review	Assessment/Feedback/Review
SPRING	Expressions of Faith 1	Beliefs and teachings about meaning and purpose 2	Beliefs and teachings about meaning and purpose 3
	How are symbols used in religion?	Are humans special?	Does God exist?
	How did religions start?	Is there a purpose to life?	Why do people say God exists?
	What will you find in a place of worship?	What is death?	Why are people religious?
	What will you find in the home of some religious people?	What is the soul?	Are we free to choose?
	How did the religions develop?	What is reincarnation?	Why do people suffer?
	Assessment/Feedback/Review	Assessment/Feedback/Review	Assessment/Feedback/Review
SUMMER	Ethics and values 1	Ethics and values 2	Ethics and values 3
	How do we know right from wrong?	Are there religious rights?	Can war ever be justified?
	What makes something good?	Why are people punished?	What is pacifism?
	What is a moral dilemma?	What is capital punishment?	Is it ever right to kill?
	How can you solve a moral dilemma?	Do animals have rights?	Can terrorists be religious?
	Why is forgiveness important?	Are rich people responsible for the poor?	How is religion portrayed in the media?
	Assessment/Feedback/Review	Assessment/Feedback/Review	Assessment/Feedback/Review

KEY STAGE 3 CONCEPTS AND THEMES (exemplified through Christianity)

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

KS3 CHRISTIANITY (core)

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

<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • How ethical and moral choices may be made by Christians based on: scripture; tradition, Christian belief in forgiveness, compassion, love, justice, good and evil • Attitudes to: human rights and responsibilities, social justice, citizenship including service to others, prejudice and discrimination, equality, family life • Responses to contemporary and global issues e.g. wealth and poverty, suffering, peace and conflict, animal rights, environment • The Ecumenical Movement today – locally, nationally, globally • Interfaith dialogue between religions
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Possible Learning Activities and Experiences
See Key Questions on pp 119-125

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

KS3 ISLAM (core)

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

Possible Learning Activities and Experiences
See Key Questions on pp 119-125

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

KS3 SIKHISM (core)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • God as described in the Mool Mantar (gender-free language) – one, truth, creator, without fear, without enmity, beyond time, not incarnated, self-existent; Ik Onkar • The purpose of human life to do God's will (hukam) • Equality • Life after death
<p>TEACHINGS/AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • The Guru Granth Sahib – the divine word revealed by the gurus • The Gurus – significant events in their lives; contribution of the Gurus to Sikh teaching on: equality, religious tolerance, service to the sick, human rights
<p>WORSHIP</p> <p>Theme:</p> <ul style="list-style-type: none"> • Expressions of spirituality 	<ul style="list-style-type: none"> • Worship in the home – before sunrise and in the evening, morning prayer (Japji Sahib), Nam Simran (meditation on divine name using passage of scripture) • Worship in the gurdwara as expression of belief and spirituality – music: hymns (shabads) and devotional singing (kirtan), the importance of the Guru Granth Sahib (e.g. the Arkhand path; its use in public worship) and Ardas(prayers) • Rahit – obligation: keep the 5 Ks • Sacred places e.g. Golden Temple at Amritsar
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • Sikh values as basis for living and making ethical and moral choices – hukam (to do God's will), seva (service to others), Vand Chhakna (sharing with the less fortunate), kirat karna (earning one's livelihood by one's efforts) • Attitudes to human rights and responsibilities, social justice, citizenship: what the gurus taught about human rights, the importance of equality, prejudice and discrimination, respect the oneness of the human race, tolerance, moral code – prohibitions (kurahit): no tobacco, alcohol, drugs, adultery, meat which has been ritually slaughtered • Responses to contemporary global issues e.g. wealth and poverty, peace and conflict, suffering, animal rights, environment • Interfaith dialogue, Sikh teaching on equality and tolerance

Possible Learning Activities and Experiences
See Key Questions on pp 119-125

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

KS3 BUDDHISM (supplementary)

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

Possible Learning Activities and Experiences
See Key Questions on pp 119-125

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

KS3 HINDUISM (supplementary)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • Brahman – the ultimate reality; all aspects, images and attributes (trimurti, shakti, popular deities) as forms of one God • Avatars – especially the human descents of Vishnu • Core concepts – e.g. atman, karma, three gunas, dharma, samsara, moksha • The universe – origin, nature and purpose • Life after death • Ashramas – the four different stages of life and their associated duties.
<p>TEACHINGS/ AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • Names and nature of sacred texts and how they are used e.g. The Vedas (shruti – revealed); Bhagavad Gita (smriti – remembered) • Stories from sacred texts to illustrate core concepts and truths e.g. the Ramayana, the Panchatantra • The role of Hindu scriptures in promoting and sustaining Hinduism e.g. stories told through dance/drama.
<p>WORSHIP</p> <p>Theme:</p> <ul style="list-style-type: none"> • Expressions of spirituality 	<ul style="list-style-type: none"> • Rites of passage as expressions of belief and spirituality (Samskaras) • Different forms used in public worship e.g. art, dance, drama, music, food, sacred fire, sermon • Personal expressions of spirituality – e.g. meditation, home shrine • The importance of the mandir for the religious community • The importance of India and sacred sites e.g. River Ganges • Festivals as expressions of belief, faith, community e.g. Shivaratri, Holi, Navaratri
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • Hindu values as basis for living and making ethical and moral choices - seva (service to others), ahimsa (non-violence), self discipline, fasting • Social structure of the community (varna), within which traditionally there is a caste system • Attitudes to human rights and responsibilities, social justice, citizenship, prejudice and discrimination, family life, roles defined by gender and age • Responses to contemporary global issues e.g. wealth and poverty, peace and conflict, suffering, animal rights, environment • Interfaith dialogue

Possible Learning Activities and Experiences
See Key Questions on pp 119-125

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

KS3 JUDAISM (supplementary)

<p>BELIEF</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beliefs and concepts • Religion and science 	<ul style="list-style-type: none"> • Jewish beliefs about God – one creator, the justice and mercy of God • Covenant and 'Chosen People' • What it means to be Jewish • The importance of Israel and Jerusalem in Jewish history and faith; political significance today • Responses to existence of evil and suffering • Life after death • Religion and science
<p>TEACHINGS/ AUTHORITY</p> <p>Theme:</p> <ul style="list-style-type: none"> • Authority 	<ul style="list-style-type: none"> • The Torah – the contents of the Torah and its importance as shown through worship, Shavuot, study, revelation and authority in Orthodox and Progressive traditions e.g. observance of Shabbat, kashrut laws • The Tenakh: authority and importance. The Talmud: ongoing interpretation and application • The Sefer Torah: its symbolism and the work of the scribe • The role of the rabbi today
<p>WORSHIP</p> <p>Theme:</p> <ul style="list-style-type: none"> • Expressions of spirituality 	<ul style="list-style-type: none"> • How beliefs about God are expressed e.g. through the Shema, psalms, songs, prayers, stories, the Ten Commandments, Rosh Hashanah, Yom Kippur • The importance of festivals as an expression of belief, faith, community e.g. Passover, Shavuot, Sukkot • Ways in which Orthodox and Progressive traditions express beliefs through worship at home and in the synagogue, beliefs and teaching • Rites of passage as expressions of belief and spirituality • Sacred sites – Jerusalem
<p>IMPACT OF FAITH</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ethics and relationships • Rights and responsibilities • Global issues • Interfaith dialogue 	<ul style="list-style-type: none"> • Jewish law, beliefs and teaching as a basis for living and making ethical and moral choices • How Jewish belief in tzedaka (social justice) is reflected in responses to contemporary issues, human rights, citizenship, prejudice and discrimination • Responses to contemporary global issues e.g. wealth and poverty, peace and conflict, suffering and animal rights, environment • Interfaith dialogue, varying Jewish responses to Zionism and Israel

Possible Learning Activities and Experiences
See Key Questions on pp 119-125

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

KS3 KEY QUESTIONS

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

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

Belief

- What is religion all about?
- Why do some people believe in God?
- What do religions say about evil and suffering?
- Is death the end? What do religions teach about after life after death?
- What does truth mean in science and religion? Are religion and science incompatible?
- Can miracles happen?

Authority

- What is meant by “authority” in religion?

Worship

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

Impact of Faith

- What is the place of religion in our world?
- Is there any value in interfaith dialogue?
- What does community mean in religions?
- How might people make moral decisions?
- What do religions say about service to others?
- What does justice mean to people with a religious faith today?
- What do religions say about war and peace?
- What do religions say about wealth and poverty in our world?
- What do religions say about environmental issues?

Key Questions which focus on one religion

Christianity

- Why do Christians call Jesus Son of God? Why is Jesus unique for Christians?
- What is the significance of the Bible for Christians?
- Is it possible to be a Christian and believe in the Big Bang?
- How does Christian worship reflect belief and diversity?
- Do differences matter within Christianity?
- What does justice mean for Christians?
- How do the beliefs of Christians affect the way they live their lives?

Islam

- What does it mean to be a Muslim?
- How do Muslims express submission through the way they live their lives?
- What does the concept of ummah (worldwide community) mean to Muslims?
- How do the beliefs of Muslims affect the decisions they make?

Judaism

- Who are the Jewish people?
- What do Jewish people believe and how do they express those beliefs?
- Why are Torah and Tenakh so important to Jewish people?
- Why are festivals so important in Judaism?
- Why is Israel significant to Judaism?
- How do Jews express their spirituality within the home and the community?
- Do differences matter within Judaism?

Buddhism

- How and why is the Buddha so significant to Buddhists?
- How do Buddhists express their spirituality?
- What is the significance of the Dalai Lama for Buddhism?
- What is common and distinctive in the Buddhist traditions?
- How do the beliefs of Buddhists affect the way they live their lives?

Hinduism

- What do Hindus believe about God?
- How do the beliefs of Hindus affect the way they live their lives?
- How do Hindus express their spirituality through the arts?
- What does Hinduism say about community and social structures?

Sikhism

- What do Sikhs believe?
- How does Sikh belief in equality affect the way Sikhs live their lives?
- How do Sikhs express their spirituality both at home and at the gurdwara?

KS3 EXEMPLAR LONG-TERM PLAN

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

	AUTUMN		SPRING		SUMMER	
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	6 weeks
Y7	What is religion all about? <i>(All strands)</i>	Why do some people believe in God? <i>Concepts of God in Christianity, Islam, Sikhism</i> <i>(Belief)</i>	What does it mean to be a Muslim? <i>The Five Pillars, Muhammad PBUH</i> <i>(All strands)</i>	How do religions celebrate Rites of Passage? <i>Birth, Marriage, Death</i> <i>(Worship)</i>	What is meant by authority in religions? <i>Guru Nanak, the Guru Granth Sahib, Jesus</i> <i>(Teachings/ Authority)</i>	What is the significance of the Bible for Christians? <i>Parables, psalms, tradition</i> <i>(Teachings/ Authority)</i>
Y8	Who are the Sikhs? <i>(All strands)</i>	Do differences matter within religions? Christianity Judaism <i>(All strands)</i>	How do two religions express their faith? Christianity Islam <i>(Impact of Faith)</i>	How do sacred sites help believers to express their faith? <i>(Worship, Impact of Faith)</i>	Is death the end? What do religions teach about life after death? <i>(Belief)</i>	What do religions teach about war and peace? <i>(Belief, Teachings/ Authority, Impact of Faith)</i>
Y9	What does truth mean in religion and science? <i>(Belief, Teachings/Authority)</i>	What does justice mean to people with a religious faith? <i>(Belief, Impact of Faith)</i>	What do religions say about evil and suffering? <i>(Belief, Teachings/ Authority, Impact of Faith)</i>	How and why have people suffered because of their religion? <i>(Belief, Impact of Faith)</i>	What do religions have to say about the environment? <i>(Belief, Teachings/ Authority, Impact of Faith)</i>	Do animals have rights? <i>(Belief, Teachings/ Authority, Impact of Faith)</i>

Concepts and content in RE with the new secondary curriculum based on the exemplar Long-Term Plan

	Topic from the syllabus	Key RE concepts	Suggestions for Key Questions.	Learning Activities and Experiences	Other subjects to link up with
Y7 Autumn	What is religion all about? <i>(All strands)</i>	C. Expressing meaning D. Identity, diversity and belonging	<ul style="list-style-type: none"> • What is religion all about? • How can you tell if a person is religious? • Where do we see religion locally? 	<ul style="list-style-type: none"> • Explore the meaning of the word 'religion'. • Explore places where religion can be found in the local environment. 	Geography
	Why do some people believe in God? <i>(Belief)</i>	A. Beliefs, teachings and sources E. Meaning, purpose and truth	<ul style="list-style-type: none"> • Does everyone need a belief? • What do Christians/ Sikhs/Muslims believe about God? 	<ul style="list-style-type: none"> • Explore the differences between fact, opinion and belief. • Produce a questionnaire on belief in God/ reasons for belief/disbelief and present findings. • Invite speakers in to discuss their faith. 	History
Y7 Spring	What does it mean to be a Muslim? <i>(All strands)</i>	A. Beliefs, teachings and sources B. Practices and ways of life D. Identity, diversity and belonging	<ul style="list-style-type: none"> • What does it mean to be a Muslim? • How do the five pillars express beliefs? • Why is Muhammad PBUH important to Muslims? 	<ul style="list-style-type: none"> • To produce a poster to explain key beliefs. • Make a presentation linking beliefs with the practice of the five pillars. 	Art, COMPUTING
	How do religions celebrate Rites of Passage? <i>(Worship)</i>	B. Practices and ways of life. C. Expressing meaning D. Identity, diversity and belonging	<ul style="list-style-type: none"> • Why do religions have rites of passage? • How do Christians/Muslims/ Sikhs celebrate birth? • How do Christians/ Muslims/ Sikhs celebrate marriage? • How do Christians/ Muslims/ Sikhs mark a death? 	<ul style="list-style-type: none"> • Produce a booklet that would advise parents on baptism. • Role play a religious wedding. • Compare and contrast different religious practices when someone dies. 	
Y7 Summer	What is meant by authority in religions? <i>(Teachings/Authority)</i>	A. Beliefs, teachings and sources E. Meaning, purpose and truth	<ul style="list-style-type: none"> • Who has authority over us? • What's so important about Jesus/ Guru Nanak? • What does the Bible teach Christians about God? • What does the Guru Granth Sahib mean to Sikhs? 	<ul style="list-style-type: none"> • Draw a series of pictures to illustrate the life of Guru Nanak. • Prepare a news item about Guru Nanak's three day disappearance. • Draw up a series of questions you would ask the disciples about who Jesus was. 	

	<p>What is the significance of the Bible for Christians?</p> <p><i>(Teachings/Authority)</i></p>	<p>A. Beliefs, teachings and sources D. Identity, diversity and belonging E. Meaning, purpose and truth</p>	<ul style="list-style-type: none"> • What is the Bible? • How was the Bible passed down? • How do Christians interpret the Bible in different ways? • What does the Bible teach about how Christians should lead their life? 	<ul style="list-style-type: none"> • Animated storyboard for a parable. • Debate whether or not the Bible is relevant for today. • Illustration of a Psalm. • Illuminated letters. 	<p>History, Geography (Castles and Settlements)</p>
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Key RE Concepts: **A** Beliefs, teachings and sources; **B** Practices and ways of life; **C** Expressing meaning; **D** Identity, diversity and belonging; **E** Meaning, purpose and truth; **F** Values and commitments.

	Topic from the syllabus	Key RE concepts	Suggestions for Key Questions.	Learning Activities and Experiences	Other subjects to link up with
Y8 Autumn	Who are the Sikhs? <i>(All strands)</i>	B. Practices and ways of life D. Identity, diversity and belonging	<ul style="list-style-type: none"> How do the Five Ks show the key beliefs of Sikhs? What are the features of a Sikh way of life? What happens at the gurdwara? 	<ul style="list-style-type: none"> Produce a poster to explain the Five Ks. Prepare a letter/pictogram to explain how a Sikh's religion affects his/her life. Design a guide to a gurdwara explaining how the building is used by Sikhs. 	Community cohesion PSHE
	Do differences within religions matter? Christianity Judaism <i>(All strands)</i>	B. Practices and ways of life D. Identity, diversity and belonging	<ul style="list-style-type: none"> How do different Christian denominations worship? Why are the roles of men and women different in Christian denominations and in Orthodox and Liberal Judaism? 	<ul style="list-style-type: none"> Produce a table to show how the different denominations worship and who leads the worship. 'This house believes the Christian church discriminates against women.' Debate on the issue. Produce a powerpoint to explain the differences between the way Orthodox and Liberal Jews worship in the home and in the synagogue. 	English language
Y8 Spring	How do two religions express their faith? Christianity Islam <i>(Impact of Faith)</i>	A. Beliefs, teachings and sources F. Values and commitments	<ul style="list-style-type: none"> What does it mean to be a Christian /Muslim in Britain today? How can you put your faith into practice? What are the main themes of the faiths studied, e.g. love and forgiveness? 	<ul style="list-style-type: none"> Produce a case study of an important Christian explaining how he/she shows faith in action. Draw a poster to show the Golden Rule of Jesus. Produce a board game to show what it means to be a Christian and/or a Muslim. 	Art
	How do sacred sites help believers to express their faith? <i>(Worship, Impact of Faith)</i>	B. Practices and ways of life C. Expressing meaning D. Identity, diversity and belonging	<ul style="list-style-type: none"> Why are places important to believers? How are pilgrimages different to journeys? Why is Lourdes important to Christians? Why is Jerusalem a special place for Christians, Muslims and Jews? 	<ul style="list-style-type: none"> Produce a postcard from Lourdes. Design a badge to be worn by a pilgrim; explain it. Write a thought /prayer/wish to display in class. Produce a Powerpoint on Jerusalem as a place of pilgrimage. Produce a diary of the Hajj. 	Geography English Art

Y8 Summer	<p>Is death the end? What do religions teach about life after death?</p> <p><i>(Belief)</i></p>	<p>A. Beliefs, teachings and sources E. Meaning, purpose and truth</p>	<ul style="list-style-type: none"> • Why do some people believe in life after death? • What do Christians believe happens when we die? • Why is Jesus' resurrection important to Christians? • What do Sikhs or Hindus believe happens when you die? • Can belief in a life after death affect the way we live our lives? • What do Humanists believe about death? 	<ul style="list-style-type: none"> • Produce a storyboard on the Christian and Sikh views. • Compare and contrast 2 religious beliefs about life after death. Which belief makes most sense to you and why? • Watch relevant DVDs and use relevant media to produce a wall display. • Write a poem, draw a picture or produce a piece of music that expresses your feelings on death called 'Death and Beyond'. 	<p>PSHE Art</p>
	<p>What do religions teach about war and peace?</p> <p><i>(Belief, Teachings/Authority, Impact of Faith)</i></p>	<p>A. Beliefs, teachings and sources F. Values and commitments</p>	<ul style="list-style-type: none"> • Can war ever be 'just' or right? • Why are some religious people pacifists? • What are religious attitudes to forgiveness? • How might religions work together for peace? 	<ul style="list-style-type: none"> • Explore criteria for 'just war' and match to recent examples of conflict. • Read about different religious views on war. • Class debate/evaluation on whether religious people should ever fight in a war, using textual sources, Bible, Qur'an. • Research a 'conscientious objector' or the reasons for pacifism. • Find out about the Society of Friends (Quakers). • Write an editorial/article on whether people should forgive their enemies. • Investigate case studies of people who have forgiven others who hurt them, e.g. Tariq Khamisa, Gee Walker. • Research organisations/ individuals who have worked to bring about peace, e.g. Corrymeela, Peace and Reconciliation in South Africa, Assisi 2002 declaration, Children of Abraham Project, Liverpool Interfaith Youth Council. • Find out about local Redcar initiatives to bring communities together. 	

Key RE Concepts: **A** Beliefs, teachings and sources; **B** Practices and ways of life; **C** Expressing meaning; **D** Identity, diversity and belonging; **E** Meaning, purpose and truth; **F** Values and commitments.

	Topic from the syllabus	Key RE concepts	Suggestions for Key Questions.	Learning Activities and Experiences	Other subjects to link up with
Y9 Autumn	<p>What does truth mean in religion and science?</p> <p><i>(Belief, Teachings/Authority)</i></p>	<p>A. Beliefs, teachings and sources E. Meaning, purpose and truth</p>	<ul style="list-style-type: none"> • How do we know what is true? • What evidence is there that Jesus existed? • Is it important that the events on which Christianity is based really happened? • What are the religious and scientific views about how the world came to be? 	<ul style="list-style-type: none"> • Produce evidence that shows Jesus really existed. • Do a powerpoint on the Turin Shroud. • Produce your own creation story with musical score. • Can science learn from religion? 	<p>Art English Music Science</p>
	<p>What does justice mean to people with a religious faith?</p> <p><i>(Belief, Impact of Faith)</i></p>	<p>A. Beliefs, teachings and sources F. Values and commitments</p>	<ul style="list-style-type: none"> • What does justice mean and why is it important? • What did Jesus teach about justice? • How have religious people tried to bring justice about? • Why do religious people think it is important to work for justice in the world today? 	<ul style="list-style-type: none"> • Investigate one form of injustice in the world today, e.g. racism, poverty, persecution of minorities. • Listen to songs from the civil rights movement. • Study a person who has tried to bring about justice, eg Martin Luther King, Dalai Lama, Mother Teresa, Desmond Tutu, etc. • Study an organisation that works for justice, e.g. Amnesty International, Christian Aid, CAFOD. 	<p>Citizenship History</p>

<p>Y9 Spring</p>	<p>What do religions say about evil and suffering?</p> <p><i>(Belief, Teachings/Authority, Impact of Faith)</i></p>	<p>A. Beliefs, teachings and sources E. Meaning, purpose and truth</p>	<ul style="list-style-type: none"> • What is the difference between evil and suffering? • What kinds of suffering are there? • How do religions explain why there is suffering and evil in the world? 	<ul style="list-style-type: none"> • Explore/ research and present on different types of suffering. • Look at the way Jesus' suffering is portrayed in paintings, films etc. • Study Biblical references to suffering which give an understanding of its origins or purposes, e.g. Job, Mark 14 etc. • Have a 'tv' debate on the questions suffering and evil raise for religions. 	<p>Citizenship</p>
	<p>How and why have people suffered because of their religion?</p> <p>(Case study: the Holocaust)</p> <p><i>(Belief, Impact of Faith)</i></p>	<p>A. Beliefs, teachings and sources D. Identity, diversity and belonging</p>	<ul style="list-style-type: none"> • How did Jews suffer for their religion in the Holocaust? • How did the Holocaust challenge Jewish faith in God? • Why might someone be prepared to die rather than give up their religion? • How do religious people respond to evil, to personal suffering or to suffering in society. 	<ul style="list-style-type: none"> • Discuss what pupils already know about the Holocaust (Shoah: 'Whirlwind'), fill in gaps in understanding. • Read extracts from books, e.g. <i>Diary of Anne Frank</i>, <i>Boy in the Striped Pyjamas</i>. • Piece of prose/poetry on how pupils would feel in similar situation. • Explore/research conditions at a concentration camp- present findings to class via COMPUTING. • Visit Beth Shalom: The Holocaust Centre near Nottingham/ invite speaker in. • Class debate on why a loving God would allow such evil and suffering. • Investigate & present findings on how religious people respond to evil, personal suffering or to suffering in society, e.g. Maximilian Kolbe, Irena Sendler. 	<p>History Citizenship English</p>

Y9 Summer	<p>What do religions have to say about the environment?</p> <p><i>(Belief, Teachings/Authority, Impact of Faith)</i></p>	<p>A. Beliefs, teachings and sources F. Values and commitments</p>	<ul style="list-style-type: none"> • Why is it important to look after the environment? • What do religions teach about caring for the environment, e.g. stewardship, sanctity of life? • How do religious people, and others, show respect for/look after the environment? • Do religious leaders agree about environmental issues? 	<ul style="list-style-type: none"> • Investigate a range of environmental problems facing the world, e.g. global warming, pollution, endangered species, acid rain, deforestation etc. • Produce a leaflet outlining religious views on the environment that would persuade others to do something positive. • Bring proposals to the school council on improving the school environment. • Research statements by religious leaders, e.g. Assisi, Ohito. 	Geography
	<p>Do animals have rights?</p> <p><i>(Belief, Teachings/Authority, Impact of Faith)</i></p>	<p>A. Beliefs, teachings and sources F. Values and commitments</p>	<ul style="list-style-type: none"> • What is the difference between animals and humans in terms of their relative status or importance? • What do religions teach about animals? • Should religious people eat meat? • Do religions practice what they preach about animal welfare? 	<ul style="list-style-type: none"> • Make a list of all the ways in which humans use animals, e.g. food, sport, entertainment, pets, etc. Which ways are justified? • Discuss the differences between animals and humans, exploring the question of whether humans are more important. • Research religious attitudes towards animals, e.g. in Islam and Christianity. • Find out why some religious people are vegetarians. Role play a radio phone-in programme/ televised debate on whether all religious people should be vegetarians. • Investigate animal experiments. Are they justified if they help humans? 	History Drama

Key RE Concepts: **A** Beliefs, teachings and sources; **B** Practices and ways of life; **C** Expressing meaning; **D** Identity, diversity and belonging; **E** Meaning, purpose and truth; **F** Values and commitments.

2.5 Ages 14-19

Key Stage 4

RE remains statutory throughout the whole of Key Stage 4 (14-16). Schools should continue to provide RE to every pupil in accordance with legal requirements. They should plan for the continuity of provision of RE that enables progression from KS3 and is rigorous.

Throughout this phase, pupils should be given the opportunity to analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They should investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts.

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

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

Knowledge, skills and understanding

Learning about religion and worldviews (AT1)

Pupils should be taught to:

- investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments;
- think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions;
- develop their understanding of the principal methods by which religions and spirituality are studied;
- draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life;
- use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning from religion and worldviews (AT2)

Pupils should be taught to:

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

Key Stage 4 Programme of Study

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

This could be:

- Short Course GCSE in Religious Studies;
- Full Course GCSE in Religious Studies;
- Entry Level Qualification in Religious Studies.

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

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

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

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

Post- 16

RE is a legal requirement for all pupils in community and controlled schools with a sixth form, except those withdrawn by their parents.

It must be made available in sixth-form colleges to pupils who wish to take it.

Although it is not a requirement in colleges of further education, similar arrangements should apply.

Schools with sixth forms should ensure all pupils follow one of the following courses:

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

Pupils 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 worldviews. Courses should provide opportunities within and beyond school for learning that involves first-hand experiences and activities involving people, places and events (for example the local area, places of worship and community activities, public meetings, and places of employment, education, training or recreation). Pupils will have different experiences of Religious Education according to the courses chosen.

A suggested programme of study follows, with kind permission of Darlington Local Authority.

POST 16 – POSSIBLE UNITS OF WORK

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

A. Religion and Life

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

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

B. Religion and Society

<p>B1 Religion and Conflict</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Is religion to disturb the comfortable or comfort the disturbed? • Whose side is God on? • Was Jesus a pacifist? • Is religion the cause or consequence of conflict? • Should you always obey the law? • Does any crime deserve death? • What do people mean by an educated conscience? • What makes some people more law abiding than others? • What did St. Augustine mean by “Love God and then do what you like” • Is a school with many rules better than a school with few? • Should religious teaching ever be used to justify a war? • Are pacifists cowards? • Are the means justified by the ends? <p>Suggested Content</p> <ul style="list-style-type: none"> • Northern Ireland • Middle East • Conflict with religion, e.g. role of women, Crusades, sectarian disputes • Biblical example of warfare and pacifism • Conscientious objectors • Concept of a just war and applications to modern welfare • Quakers and Peace Testimony • Jihad: What is its true meaning? 	<p>B2 Religion and the Environment</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Do Christians have a responsibility to care for the environment? • What can Nature teach us? • Why should we care if we won't feel the effects? • How far should people be prepared to go to defend the environment? • Does extinction of a species matter? • Who needs the rain forests anyway? • Do we take the world for granted? • Should everyone refrain from killing or harming living things? • I didn't drop it so why should I pick it up? • Does change depend on individuals or governments? <p>Suggested Content</p> <ul style="list-style-type: none"> • Explanation of planet, people and resources • Western/Christian abuse of resources • Native American and Native Australian beliefs about the environment • Jain/Buddhist attitudes to creation • Genesis and the concept of stewardship • Islamic idea of Khalifah (custodians) • Humanity's relationship to creation • Implications of God as Creator • Causes, effects and solutions of current environmental concerns
<p>B3 Religion and Politics</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • Do religion and politics mix? • Why are religious fundamentalists often religious activists? • Can religion change politics or politics change religion? • How far should a secular state limit freedom? • Can people of different faiths be ruled effectively by the same government? • What did Rev. Tutu mean when he said: “When people say the Bible and politics don't mix, I am puzzled as to which Bible they are reading”? • Should faith communities make political demands on social issues? • How do you feel when you see a person sleeping in a doorway? • Should the monarch be 'Defender of Faith' or 'Defender of the Faith'? • Was Jesus political? <p>Suggested Content</p> <ul style="list-style-type: none"> • Religion and Political Parties • The state of Israel • 8th Century prophets (Amos, Micah) and their political challenge • Khalistan as a possible Sikh state • Church of England as an Established Church and questions of disestablishment • Fundamentalism in politics 	<p>B4 Religion and Secularisation</p> <p>Basic Questions</p> <ul style="list-style-type: none"> • What does 'secular' mean? • Are there such things as secular values? • What is the key to happiness? • Can religions survive in a secular world? • Is the love of money the root of all evil? • Is secularisation a natural consequence of the decline of religion? • Have we outgrown religion? Has humanity 'come of age'? • What is the relationship between secularism and materialism? • Has token religious ritual become more important than faith? <p>Suggested Content</p> <ul style="list-style-type: none"> • Examples and effects of secularisation in society • Questions of ethics in a consumer society • Ways of achieving contentment • Rise of Humanism; its ideas and values • 'Death of God' philosophy • Marginalisation of religion from the centres of power in society • Place of religious ritual in secular society e.g. opening of Parliament, swearing on a Bible in court.
<p>B5 Religion and Social Justice</p>	<p>B6 Religion and Women</p>

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

<p>C1 Atheism, Humanism and Existentialism Basic Questions</p> <ul style="list-style-type: none"> • Did God ever exist? • Does life, the universe or anything have any meaning? • Is suicide the answer? • What hope is there? • Do Humanists believe in spiritual development? • Can you prove that you exist? • Is religion the root of all evil? • Why do some people find the occult fascinating? <p>Suggested Content</p> <ul style="list-style-type: none"> • Non-theistic worldviews, Humanism, Existentialism • 'Death of God' theology • The ideas of: Darwin, Marx, Freud, Kierkegaard, Sartre, Nietzsche, Russell, etc. and their influence on modern thought • Discuss why people are interested in the paranormal 	<p>C2 Free Will and Determination Basic Questions</p> <ul style="list-style-type: none"> • Is my future decided by my past? • Does freedom have limits? • Freedom from and for what? • Is freedom worth dying for? • 'There is a divinity that shapes our ends, rough hew them how we will'. True or false? • 'No man is an island'. True or false? • Am I an individual or part of a group? • Is freedom without responsibility like football without rules? • How would your actions and speech be different if you really believed in karmic consequences? <p>Suggested Content</p> <ul style="list-style-type: none"> • Predestination and theological determinism e.g. Calvin; Luther • 'Free will' arguments of Sartre, Camus and Freud. • Belief in karma • Achievements of freedom movements in history e.g. Jewish, ANC • Skinner and Behaviourism
<p>C3 Ethical Dilemmas in Medicine Basic Questions</p> <ul style="list-style-type: none"> • What does the Hippocratic Oath say? • Should society be driven by technology or ethics? • Is abortion/euthanasia ever justified? • What do some of the world's religions say about medical issues? • Can we patent genes? • When does life begin? • Does a foetus have a soul? • Do we have the right to play God? • Is medical science out of control? <p>Suggested Content</p> <ul style="list-style-type: none"> • Situation ethics • Matters of life and death • Natural law • Genetic engineering, embryo experimentation, cloning • Decisions about funding in hospitals: who gets the transplant and why? • Abortion and euthanasia • Medical experimentation on animals • Utilitarianism 	<p>C4 Post-Modernism Basic Questions</p> <ul style="list-style-type: none"> • What is the truth? • Can we make our own reality? • Is it right for people to believe whatever they like? • Do ultimate questions have absolute answers? • Has humanity made progress? • Do things have to be scientifically provable to be meaningful? • Is there a difference between literal and religious truth? • Can people get it wrong and live their lives under an illusion? <p>Suggested Content</p> <ul style="list-style-type: none"> • The rise of individualism and its effects e.g. diversity of ethical positions; rise of cults and sects; alienation from others, decline of traditional religious belief • Philosophical revolution e.g. authority of the Church, rise of modernism, logical positivists and early 20th Century view that science is infallible • View that there is no universal truth so people form their own philosophy of life and 'mix' beliefs • Recent scientific shift e.g. science is not infallible
<p>C5 Happiness and the Meaning of Life Basic Questions</p> <ul style="list-style-type: none"> • Can we ever be truly happy when everything is impermanent? • What makes you happy? • Why work? • Is God the answer? • Are happiness and meaning the same thing? • What is most important in your life? • Is love all we need? • What does it mean to be happy and successful? • What is the meaning of your life? • Is happiness the same as enlightenment? • Why do some people reject wealth and status? 	<p>C6 Religion and Science Basic Questions</p> <ul style="list-style-type: none"> • Does nature say anything about God? • Does scientific advancement negate faith? • Did God cause the big bang? • Why has the church denied scientific advances in the past? • Are science and religion on the same road? • Is atheism the inevitable consequence of scientific investigation? • Is 'why' more important than 'how'? • Is science about proof or theory?

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

3. Religious Education Guidance

3. Religious Education Guidance	
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3.1 Whole school values

The National Curriculum outlines a broad set of values that underpin the whole of the school curriculum. Religious Education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

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

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

Religious Education reflects the enduring values that contribute to personal development and equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. These include values relating to:

- **the self**, recognising that we are unique human beings capable of spiritual, moral, intellectual and physical growth and development;
- **relationships** as fundamental to the development and fulfilment of ourselves and others, and to the good of the community. We value others for themselves, not only for what they have or what they can do for us;
- **the diversity in our society**, where truth, freedom, justice, human rights, the rule of law and collective effort are valued for the common good. We value families, including families of different kinds, as sources of love and support for all their members, and as the basis of a society in which people care for others. We also value the contributions made to our society by a diverse range of people, cultures and heritages;
- **the environment**, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration which needs to be protected.

At the same time, Religious Education responds positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communications technologies.⁸

⁸ Values statement in the new secondary National Curriculum <http://curriculum.qca.org.uk/aims/index.aspx>

3.2 Spiritual, Moral, Social and Cultural Development

Religious Education provides opportunities to promote *spiritual development* through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth;
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices;
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity;
- considering how religions and other worldviews perceive the value of human beings, and their relationships with one another, with the natural world, and with God;
- valuing relationships and developing a sense of belonging;
- developing their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to promote *moral development* through:

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

Religious Education provides opportunities to promote *social development* through:

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

Religious Education provides opportunities to promote *cultural development* through:

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

3.3 Religious Education and Cross Curriculum Dimensions

To achieve the aims of the curriculum and those of Religious Education, children and young people need to experience opportunities to understand themselves and the world in which they live.

Cross-curriculum dimensions provide important unifying areas of learning that help children and young people make sense of the world and give education relevance and authenticity.

Cross-curriculum dimensions include:

- **identity and cultural diversity**
- **healthy lifestyles**
- **community participation**
- **enterprise**
- **global dimension and sustainable development**
- **technology and the media**
- **creativity and critical thinking.**

Religious Education can play a lead role in the cross curriculum dimension, identity and cultural diversity, as it:

- offers pupils opportunities to develop the ability to reflect critically upon who they are and upon their own ideas, values, traditions and beliefs, and those of others;
- develops cultural understanding and recognises diversity as crucial for the future wellbeing of our society;
- contributes to community cohesion by developing a broad understanding of the country they are growing up in, how it has evolved to be as it is and how they are able to contribute to its future development.

Religious Education and Citizenship

Religious Education plays a significant part in promoting citizenship through:

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

Aspects of citizenship clearly overlap with Religious Education. However, Religious Education stands alone as a discrete subject and should have separate curriculum time.

Religious Education and PSHE/Personal Development and Wellbeing

Personal wellbeing is the non-statutory programme of study for Key Stage Three which replaces the previous guidance for Personal, Social, Health and Economic Education (PSHE). It incorporates the skills fostered by the Social and Emotional Aspects of Learning (SEAL) and covers topics such as personal identity, personal relationships, sexual relationships, marriage and family life, diet and drug education.

Religious Education supports personal wellbeing through:

- developing pupils' confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions;
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views;
- developing good relationships and respecting the difference between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Some Examples of Links Between RE and Citizenship/PSHE/ Personal Development and Wellbeing

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

KS2 RE Focus: pupils learn about key aspects and practices of Hinduism, in particular, what Hindus believe about God, the importance of worship in the home and in the mandir, the importance of celebrating Divali for the Hindu community.

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

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

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

All three subjects complement each other but have special and unique contributions to make to pupils' knowledge, understanding and development of skills and attitudes.

3.4 Attitudes in Religious Education

It is vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in Religious Education and should be developed at each key stage:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder.

Self-awareness in Religious Education includes pupils:

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

Respect for all in Religious Education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own;
- being ready to value difference and diversity for the common good;
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society;
- being prepared to recognise and acknowledge their own bias;
- being sensitive to the feelings and ideas of others.

Open-mindedness in Religious Education includes pupils:

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

Appreciation and wonder in Religious Education includes pupils:

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

3.5 Equality and Diversity

Religious Education, when taught well, offers excellent opportunities for pupils to consider issues of community cohesion, diversity and religious understanding. Effective RE can also address the prejudices brought about by a shallow knowledge of world religions and provides pupils with a safe forum for the discussion of controversial issues.⁹

A key concept for Religious Education is that of identity, diversity and belonging. This involves understanding how individuals develop a sense of identity and belonging through faith, belief, culture, environment or choice, and exploring the variety, differences and relationships that exist within and between religions, values and beliefs. Religious Education contributes to education for equality through studying religious attitudes towards prejudice and discrimination, justice, equality and peace, the damaging effects of xenophobia and racial stereotyping, the impact of conflict on communities, and how people of diverse faiths and opinions promote mutual respect and cooperation through interfaith dialogue. Visits to places of religious significance, and encounters with people from different religious, cultural and philosophical groups are ways in which pupils can experience the richness of the diverse community in which they live.

The Six Strands of Equality and Diversity

The government recognizes six strands of equality and diversity. These are:

- race
- gender
- disability
- sexual orientation
- age
- religion and belief
- marriage and civil partnership
- gender reassignment

These extras are from the protected characteristics in the Equality Act 2010

Every learner, whatever their race, gender, sexual orientation, ability, belief or social, cultural and linguistic background, should have opportunities to experience success in learning at the highest possible standard.

Religious Education has an important role to play in supporting education for equality and diversity by:

- exploring different racial, cultural, religious and non-religious groups, and the similarities and differences within and between them;
- developing an understanding about the consequences of racial and religious intolerance and discrimination, and how to challenge it;
- developing a critical capacity to reflect on why people have multiple cultural identities, and on pupils' own cultural traditions and those of others;
- exploring and appreciating the religious art, artefacts, literature and music of different cultures.

⁹ *Community Cohesion: useful links for schools*, Institute of Community Cohesion, Coventry University, p.4.

Teachers can encourage pupils to value diversity and challenge racism:

- by using appropriate resources that show diversity within as well as between religions and that do not stereotype religions on the basis of certain beliefs, values or customs;
- by avoiding presenting minority cultures or groups as a problem or exclusively as victims;
- by highlighting the positive contributions of different faith communities;
- by creating an open climate where discussion of sensitive issues can take place safely and respectfully.

What is Community Cohesion?

Community cohesion means working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Schools should work in ways which promote community cohesion.

As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools play a full part in promoting community cohesion. Every school should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

Every school, whatever its intake and wherever it is located, is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. The staff and pupil populations of some schools reflect this diversity, allowing pupils to mix with those from different backgrounds. Others do not, and need to make links with other schools and organizations in order to give their pupils the opportunity to mix with and learn with, from and about those from different backgrounds. Through their ethos and curriculum, schools can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

3.6 Religious Education and Inclusion

Planning an inclusive Religious Education curriculum means thinking about shaping lessons to match the needs and interests of the full range of learners.

These include:

- the more able;
- those with special educational needs and disabilities;
- pupils who have English as a second language;
- the different needs of boys and girls.

Pupils will also bring to school a range of cultural perspectives and experiences, which can be reflected in the curriculum and used to further pupils' understanding of the importance of the issues of diversity.

An inclusive curriculum is one where:

- different groups of pupils are all able to see the relevance of the curriculum to their own experiences and aspirations;
- all pupils, regardless of ability, have sufficient opportunities to succeed in their learning at the highest standard.

A useful starting point when planning for inclusion is a school's own Disability Action Plan, Race Equality Plan and other equality policies. Further guidance on inclusion is given in the appendix of the non-statutory national framework for Religious Education and in local authority guidance on inclusion.

Religious Education for pupils with special educational needs

Pupils with special needs are entitled by law to access the National Curriculum and Religious Education, therefore Religious Education must be taught in all special schools from 5-18 years 'as far as practicable'. This means that special schools must consider the individual needs of their pupils. Key factors might include:

- the range of language used, both orally and in writing;
- the accessibility of the ideas being expressed and explored;
- a variety of teaching and learning approaches, e.g. visual, aural, tactile and opportunities for means of expression through non-verbal and creative media;
- the use of practical activities and first-hand experience;
- ways in which pupils can be involved in the planning of their own work as a means of helping their understanding;
- devising small, manageable units of work to help achievement and motivation;
- extension activities for the more able;
- using a range of teaching material and resources suitable for the intellectual and emotional development of pupils which may involve drawing on programmes of study from other key stages;
- recognising that limitations in other areas of the curriculum do not necessarily mean a limited capacity to respond to the spiritual and religious.

The 'P' scales for Religious Education are included in the assessment section of the agreed syllabus.

Special Schools

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

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

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

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

3.7 Skills in Religious Education

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

- a) **Investigation and Enquiry** – this includes:
 - asking relevant questions;
 - knowing how to use different types of sources to gather information;
 - knowing what may constitute evidence for understanding religion(s).
- b) **Interpretation** – this includes:
 - drawing meaning from artefacts, works of art, poetry and symbolism;
 - interpreting religious language;
 - suggesting the meanings of religious texts.
- c) **Expression** – this includes:
 - explaining concepts, rituals and practices;
 - communicating the significance of religious symbols, technical terms and religious imagery;
 - identifying and articulating matters of deep conviction and concern
 - responding to religious issues through a variety of media.
- d) **Application** – this includes:
 - making the association between religions and the individual; community, national and international life;
 - identifying key religious values and their interplay with secular ones.
- e) **Analysis** – this includes:
 - distinguishing between opinion, belief and fact;
 - distinguishing between the features of different religions.
- f) **Evaluation** – this includes:
 - debating issues of religious significance with reference to evidence and argument;
 - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- g) **Synthesis** – this includes:
 - linking significant features of religion together in a coherent pattern;
 - connecting different aspects of life into a meaningful whole.
- h) **Reflection and Response** – this includes:
 - thinking reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices, moral issues.
- i) **Empathy** – this includes:
 - considering the thoughts, feelings, experiences, attitudes, beliefs and values of others;
 - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
 - seeing the world through the eyes of others, and considering issues from their point of view.

RE and the Use of Language

Religious Education provides a range of opportunities through which pupils develop the language to reflect on and make sense of their experiences. However, progress should be assessed in terms of their attainment in Religious Education not their literacy skills.

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

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

3.8 Policy and Planning

THE ROLE OF THE SUBJECT LEADER FOR RE

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

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

3.9 Policy for RE

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

A Rationale

A paragraph which contains a definition of RE, legal requirements, the place of RE in the basic curriculum, the statutory status of the Agreed Syllabus, pupil entitlement. Please refer to page 10 (Legal Requirements) of this Agreed Syllabus.

Aims and Importance of RE

This should be taken from The Importance of RE of this Agreed Syllabus and should be linked to the school aims.

Organisation of RE

Allocation of curriculum time (see page 14), how RE is delivered (e.g. mainly weekly lessons or blocks of time), how the subject is managed, monitored and evaluated (role of RE Subject Leader).

Scheme of Work for RE

A brief overview of which religions are taught at which key stage and the Long-Term Planning grids, indicating what units of work are covered and when.

Right of Withdrawal

A statement of the right of parents to withdraw their children wholly or partially from RE (see page 11) and how this is managed by the school.

3.10 Guidance for Teachers

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

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

Guidance may include relevant pages from the Agreed Syllabus.

3.11 Assessment

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.¹⁰

It has been decided by the Agreed Syllabus Conference to await further information about how pupils' work will be assessed in national curriculum subjects before altering the present Agreed Syllabus guidelines on assessing RE.

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

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

Planning for Assessment

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

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

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

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

¹⁰ A Review of Religious Education in England p.15

4. Resources

The following resources have been suggested by teachers in Redcar and Cleveland schools. They are not intended to be a comprehensive or exclusive list.

Early Years Resources

For Children

Title	Author	Publisher	ISBN	Type	Comment
'The Beginner's Bible'		Kingsway Publications	0-86065-845-7	Book	For young children
'Festivals 1'- (Chinese New Year, Divali, Eid-ul-Fitr & Hannukah.) 'Festivals 2' (covers Easter, Vaisakhi, Wesak & Christmas)		Childs Eye Media Ltd. Mauldeth House, Nell Lane, Manchester M21 7RL Tel 0161 374 5509 www.childseyemedia.com		DVD	For children aged 3+years. It includes a booklet with background notes, stories, songs & activities linked to the Early Learning Goals.
Persona Dolls					
RE:Quest: Christianity Unpacked		RE:Quest Education, PO Box 613, Taunton, Somerset TA2 8WA		CD Rom	Collection of power points with teaching materials
Jewish Way of Life		www.jwol.org.uk		CD Rom	Interactive guide to Judaism
Start up Religion: Visiting a Church	Ruth Nason	Evans Brothers, Ltd, 2007	0237532573	Book	
My Very First Big Bible Stories: Baby Jesus		Lion Children's, 2005	9780745949505	Book	
Jonah and the Whale			9780745949451	Book	
The Lost Sheep			9780745960258	Book	
In the Beginning			9780745960241	Book	
Noah and the Ark			9780745949444	Book	
The Good Samaritan			9780745949512	Book	
My Christian Faith	Alison Seaman	Evans Brothers Ltd	9780237519322	Big book	
This is My Faith: Christianity	Holly Wallace	Barron's Educational Series, 2006	9780764134739	Big book	

This is My Faith: Hinduism	Anita Ganeri	Barron's Educational Series, 2006	978-0764134746	Big Book	
Animated Bible Stories: Life of Jesus		Channel 4	185144681-8	DVD	

For Teachers

Title	Author	Publisher	ISBN	Type	Comment
'Celebrations' (Foundations Activity Pack)	Kate Tucker	A&C Black, London	0-7136-6845-8	Includes a giant poster, 50+ activities, CD of songs, poems and stories, copiable resources, themed photocards.	

Websites

www.request.org.uk

Support, information and resources for RE

<http://www.reonline.org.uk/>

Support and interactive resources. Links to RE Quest website.

www.firstschoolyears.com

www.crickweb.co.uk

Interactive resources and activities for Christianity

www.teachingideas.co.uk

Ideas and resources

www.espresso.co.uk

Range of short video clips and interactive activities

Primary Resources

Title	Author	Publisher	ISBN	Type	Comment
Why Is This Festival Special?	Jillian Powell	Franklin Watts	978 0 7496 8287 3	Book	Harvest Festival
Celebrating Harvest (Start-Up Religion)	Ruth Nason	Evans Brothers Ltd, 2004	10:1842343408	Book	
This is My Faith: Christianity	Holly Wallace	Barron's Educational Series, 2006	9780764134739	Book	
My Christian Faith	Alison Seaman	Evans Brothers Ltd	9780237519322	Big book	
Jesus doll		Bright and Early catalogue, 2008	p.17, Code: CHJesus Tel: 0161 7636232	Doll	
3D Parables of Jesus	Hudson & Kennedy	Authentic Lifestyle	9781860245053		
Gifts at Christmas (Start Up Religion)	Ruth Nason	Evans Brothers Ltd, 2004	9780237527655	Book	
Jesus A Special Person		Christians in School Trust – Primary Vision – Key Stage Map – KS1		http://www.cist.org.uk/	
The Easter Story	Anita Ganeri	Evans Brothers Ltd, 2003	9780237524708	Big book	
Easter		Christians in School Trust – Primary Vision – Key Stage Map – KS1		http://www.cist.org.uk/	
Judaism		Christians in School Trust – Primary Vision – Key Stage Map – KS1		http://www.cist.org.uk/	
Jewish Way of Life		The Pears Foundation 2008 www.jwol.org.uk		CD-ROM	
Badger's Parting Gifts	Susan Varley	PComputingure Lions, 2004	9780006643173	Book	

Muhammad (PBUH) the Beloved Prophet: A Great Story Simply Told	Iqbal Ahmad Azami	UK Islamic Academy, 2002	9781872531397	Book	
Goodnight Stories from the Prophet Muhammad	Saniyasnain Khan	Goodword Books, 2006	8178985330	Book	
Islam for Children	Ahmad Von Denffer	Islamic Foundation, 2007	9780860370857	Book	
The Five Ks		Christians in School Trust – Primary Vision – Key Stage Map – KS1		http://www.cist.org.uk/	
My Sikh Faith: Sikh	Kaval Singh, Kanwaljit Kaur-Singh	Evans Brothers Ltd, 2007	9780237532307	Book	
Five Ks artefacts pack		NES Arnold and Galt		artefacts	
Folens photo pack –Sikhism. RE-Sikhism (5-11)		Folens (Code F7693)	9781852767693	photos	Age range: 5-11 years
Cleversticks	Bernard Ashley	PComputingure Lions	0006638554	Book	
Festivals of the Christian Year	Lois Rock	A Lion Book	0745934560	Book	
Divali (Celebrations)	Anita Ganeri	Pearson Education, Oxford	9780431138015	Book	
Hindu Mandir (Where We Worship)	Angela Wood	Franklin Watts Ltd	9780749662097	Book	
My Hindu Year	Cath Senker	Wayland	9780750240574	Book	

Artefacts

Artefacts from Teesside One World Centre, Southlands Centre, Middlesbrough (01642 322216)

Internet based RE Resources

www.woodlands-junior.kent-sch/customs/harvest

Good for Christianity and multi faith calendar

<http://www.reonline.org.uk/>

Support and interactive resources. Links to RE Quest website.

www.espresso.co.uk

Short video clips and interactive activities

www.topmarks.co.uk/judaism/moses/index.htm

<http://www.educhurch.org.uk/> www.request.org.uk

Support, information and resources for RE www.coxhoe.durham.sch.uk click on site map for resources, ideas

<http://www.cist.org.uk/>

Christians in Schools Trust website (Stockport) with schemes of work, ideas

www.globalgang.org.uk (Christian Aid)

www.christianaid.org.uk

www.cafod.org.uk

<http://www.oxfam.org.uk/coolplanet/kidsweb/>

<http://www.religioustolerance.org/tomek20.htm>

www.sln.org.uk/storyboard

<http://www.hitchams.suffolk.sch.uk/schoolweb/re.htm>

<http://encyclopedia.kids.net.au/page/pi/Pilgrimage>

<http://www.berkshirehistory.com/kids/pilgrims.html>

http://www.chabad.org/multimedia/mediaplayer/flash_cdo/fileid/434480/aid/269147

<http://kids4truth.com/hometwo.asp>

http://atschool.eduweb.co.uk/carolrb/christianity/christian_beliefs.html

<http://atschool.eduweb.co.uk/carolrb/hinduism/hindui.html>

lots of information and photos on all aspects of the religion

<http://www.diwali-greetings.com>

Diwali cards and messages

<http://home.freeuk.net/elloughton13/dday.htm>

Snaith primary school site- Diwali

<http://www.request.org.uk/main/basics/god/god01.htm>

<http://childschapel.org/biblestories/pentecost.html>

http://www.dltk-bible.com/cv/jesus_tells_stories.htm

For parables of Jesus

<http://gardenofpraise.com/bibl255.htm>

Parables of Jesus

<http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm>

www.dharmaforkids.com (site under development)

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=2348>

www.tes.co.uk

[http://www.learnanytime.co.uk/RE/Sikhism%20\(1\).htm](http://www.learnanytime.co.uk/RE/Sikhism%20(1).htm)

QCA units: www.standards.dfes.gov.uk/schemes2/religion/?view=get

For staff: http://christian-parenting.suite101.com/article.cfm/fruits_of_the_spirit_for_children

Secondary Resources

Title	Author	Publisher	ISBN	Type	Comment
'Think RE!' Books 1,2,3	P. Draycott, A. Phillips, C. Wood, V. Lush, R. Mantin, P. Smith, J. Dyson, G. Green, M. Brewer	Heinemann, 2005	Book 1- 97804353071 72 Book 2- 97804353072 64 Book 3- 97804353073 56	Textbook	series of 3 books plus teacher resources by series: find information on this series at http://www.heinemann.co.uk/Series/product.aspx?isbn=9780435307172
'This is RE'	Cath Large	John Murray	0-7195-7439-0	Textbook	
'Themes in RE: Learning from Religions' Books 1,2,3	Sheryl Arthur, Gina Hewson	Heinemann, 2002	Book 1- 97804353075 09 Book 2- 97804353076 60 Book 3- 97804353078 68	Textbook Teacher resources	http://www.heinemann.co.uk/Series/Secondary/Themes/nRELearningFromReligions/buy/buy.aspx
'The Boy Whose Skin Fell Off: The Story of Jonny Kennedy'		Channel 4	185144617-6	DVD	
'Freedom Writers'	Hilary Swank			DVD import from US	for work on racism
'Animated World Faiths'			186215287 x	Video and DVD	For 7-11 year olds, covers Moses, Jesus, Buddha, Confucious, Krishna, The Ramayana, Muhammad, Conference of the Birds and Guru Nanak
BBC Belief File Issues 14-18				DVD	Covers The Death of Diana, Suffering, Sexuality, Abortion and Genetics
'Why Morality?'		Team Video		DVD	Right and wrong
'Why Human Rights?'		Team Video		DVD	Human rights issues
'The Miracle Maker'		www.iconfilm.co.uk		DVD	Story of Jesus
'The Living Edens: The Temple of theTigers'		PBS Home video 2002		DVD	Buddhist temple with tigers
'Places of Worship - Islam '		Birchfield Interactive		CD ROM Interactive	
Boardworks				CD ROM Interactive	

for RE					
'Questioning Origins', v2		The Wonder Project Trinity College, Bristol	9780955812026	DVD	Origins of the universe
'Tackling Tough Questions'	Russell Stannard, Lat Blaylock, David Poyser	Christian Education, 2008	9781905893065	Book of teachers' notes and DVD	Moral issues
'Recollections: Eyewitnesses Remember the Holocaust'		Shoah Foundation institute www.usc.edu/schools	Free from www.het.org.uk	DVD and DVD-ROM interactive	Holocaust memories
'Remember the Titans'- film starring Denzel Washington		Walt Disney Home Video		DVD	Racial integration in school in Virginia in 1971
The Wonder Project: Questioning Origins v2	Dr Pete Moore	John Templeton Foundation, Trinity College Bristol		Interactive DVD	Questioning origins of the universe, evolution
Themes to inspiRE 1,2,3	Steve Clarke	Hodder Education	Bk1 978-1-444-12205-3 Bk2 978-1-444-12208-4 Bk3 978-1-444-12211-4		
Bruce Almighty			B00008KDH8	DVD	God (Morgan Freeman - The Sum Of All Fears, Deep Impact) responds ... and endows Bruce with all of His powers to see if Bruce can do a better job.
The Bible miniseries	Diogo Morgado, Keith David, Darwin Shaw and Roma Downey		B00E7O4L1O	DVD	Breathtaking in scope and scale, The Bible features powerful performances, exotic locales and dazzling visual effects that breathe spectacular life into the dramatic tales of faith and courage from Genesis through Revelation. This historic television event is sure to entertain and inspire
Facing The Giants [DVD] [2007]			B000MZGVY M	DVD	In six years of coaching, Grant Taylor has never led his Shiloh Eagles to a winning season. After learning that he and his wife Brooke face infertility, Grant discovers that a group of fathers are secretly organizing to have him

					dismissed as head coach. Devastated by his circumstances, he cries out to God in desperation.
Evan Almighty			B000WC8QYS	DVD	Newly elected to Congress, Evan leaves Buffalo behind and shepherds his family to suburban northern Virginia. Once there, his life gets turned upside-down when God (Morgan Freeman) appears and mysteriously commands him to build an ark. But his befuddled family just can't decide whether Evan is having an extraordinary mid-life crisis or is truly onto something of Biblical proportions...
Noah	Russell Crowe, Jennifer Connelly, Anthony Hopkins, Emma Watson, Ray Winstone		B00IZEASO6	DVD	Academy Award winner Russell Crowe stars as Noah in the film inspired by the epic story of courage, sacrifice and hope

Outside visitor

Holocaust Survivor - contact The Holocaust Educational Trust (www.het.org.uk, Tel: 02072226822)

Visual stimuli

Last Supper Picture

Internet based RE Resources (with thanks to Alex Howe)

The following links can be used with either Key Stage 3 or Key Stage 4 classes. Each link may be used in more than one way but suggestions are in the description.

Christianity – An excellent resource on the internet is www.godtube.com To register you need a valid email address. Videos are streamed on this site.

The Birth of Jesus – short, animated version of the birth. Sets the scene to study the life of Jesus. Lasts 4 minutes, 5 seconds. <http://www.godtube.com/watch/?v=PPGPNNX>

God's Greatest Gift – selection of images to accompany the song 'Mary Did You Know?'The images cover events from the life of Jesus. Can be used to initiate discussion on the life of Jesus – with particular reference to how Jesus' mother may have felt. Elicits a more personal response from pupils- Jesus as a son that had a mum. Can also be used alongside other resources in a lesson on the Crucifixion – looking at the story from 4 different perspectives.

<http://www.godtube.com/watch/?v=KGZ6LNNX>

The Amazing Hero Dog – fantastic, captivating footage. A dog is hit by a car (care needs to be taken as it is a little upsetting). Works well with Y8 to introduce parable of Good Samaritan, and with Y10 to begin discussion of moral issues, how we know things are wrong / right.

<http://www.godtube.com/watch/?v=JE0JCFNU>

What healing feels like – this is a short video created to go with the song ‘Shackles’ by Mary, Mary. Useful for introducing Miracles, to begin looking at Religious Experience, to explore the power of faith, being released from oppression...Lasts 3 minutes, 20 seconds.

http://www.tangle.com/view_video.php?viewkey=f72bb49dad72f23fcd87

The Bridge – A short film that tells the story of a man who works on the railway. Deals with the idea of sacrifice in a very emotive way. Good way of dealing with the concept of the sacrifice of Jesus. Lasts 6 minutes, 30 seconds. <http://www.godtube.com/watch/?v=DKD6KGNX>

Light a candle – images set to the song ‘Light a Candle’ – can be used to link to prayer, helping those in need, the power of love, faith, hope. Can be specifically used to refer to Christmas and the nature of goodwill. Lasts 3 minutes, 52 seconds.

<http://www.godtube.com/watch/?v=DWLK6LNX>

Without You Jesus – beautiful lyrics set to images and video extracts about the life of Jesus. The song focuses on how Jesus impacts on the life of a believer. It encourages the listener to question the meaning of faith for a believer. Lasts 4 minutes, 59 seconds. <http://www.godtube.com/watch/?v=JECJCJNU>

True Love – Moving images and lyrics to the song “True Love”. The song refers to the Crucifixion and provokes emotive responses from pupils. Can be used in a lesson on the Crucifixion alongside **God’s Greatest Gift** (see above), **The Easter Story** and **Resurrection** to highlight how the story can be taken from different perspectives. Lasts 4 minutes, 15 seconds.

<http://www.godtube.com/watch/?v=1C02FNNJ>

Resurrection – beautiful song with excellent lyrics set to images. Can be used in conjunction with other short videos to develop understanding of the importance of the Easter story from the point of view of the believers. Lasts 4 minutes, 34 seconds.

<http://www.godtube.com/watch/?v=7GD7GNNX>

Footprints in the sand – Leona Lewis. Excellent use of the ideas in the Footprints poem. The song and video can be used for wealth and poverty, the parable of the sheep and the goats, faith in God and the power of God in times of suffering. It can also work well when looking at the work of charities including long term and short term aid. Lasts 4 minutes, 13 seconds. <http://www.godtube.com/watch/?v=YY7KPNNX>

Ooh child – Donnie McClurkin, remake of the gospel track. Useful introduction to moral issues or suffering. Pupils could explore what needs to change before things ‘get easier’, ‘get brighter’. Lasts 4 minutes, 5 seconds.

<http://www.godtube.com/watch/?v=DKWLLNNX>

Prison Yard Cross – Short film that shows prisoners in the Philippines performing a routine where they make a cross from people. Set to Enigma music it can be used to highlight the idea of Jesus dying on the cross in order to allow forgiveness of sins. It could also be used to link to aims of punishment. Lasts 2 minutes, 37 seconds. <http://www.godtube.com/watch/?v=DKD6GLNX>

Britain’s Got Talent – Susan Boyle. The extract showing 47 year old Susan stun audience with ‘I dream a dream’. Useful tool to analyse stereotyping, prejudice, judging others or to explore having faith in yourself, gifts from God. Lasts 6 minutes, 28 seconds. <http://www.godtube.com/watch/?v=D6GDLWNNX>

A Football Game Gives Hope – A short film about a group of young offenders that play for an American football team while in prison. It shows in practice how the Christian teaching of love and forgiveness can give people hope for a brighter future. Lasts 5 minutes, 29 seconds.

<http://www.godtube.com/watch/?v=DYPKYPNX>

5. Members of the Agreed Syllabus Conference

Mr. L. Gardiner (Chair) (NUT);
Mrs. N. Shaw, Judaism;
Mrs K. King, Humanist Representative;
Mrs P. Jackson School Improvement Adviser, Redcar and Cleveland Education Service

Teachers:
Liz Longhorn

6. Acknowledgements

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Appendix 1

Department of Education
Religious education (RE) in academies
General article
Updated: 30 May 2013
RE requirements for free schools and academies

Free schools are academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to academies includes free schools.

Academies and providing RE

Under the terms of their funding agreement with the Secretary of State, all academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal, the type of RE specified in the funding agreement depends on whether or not the academy has a religious designation, and for converter academies, on whether the predecessor school was a voluntary-controlled (VC), voluntary-aided (VA) or foundation school.

Academies with a religious designation and RE syllabus

Other than for academies where the predecessor school was a VC or foundation school, the model funding agreement specifies that an academy with a religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose.

The Standing Advisory Council on Religious Education (SACRE)

A SACRE is a permanent body which must be established by each local authority. LAs must appoint representatives to each of 4 committees, representing respectively:

group A: Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area

group B: the Church of England

group C: teacher associations

group D: the LA

The role of a SACRE in relation to academies

A Standing Advisory Council on Religious Education (SACRE) has a statutory remit to advise the local authority on religious education to be given in accordance with an agreed syllabus and to support the effective provision of collective worship.

A SACRE also has within its powers to discuss any matter related to its functions as it sees fit and may therefore include the provision of RE in academies in its discussions or address such matters as may be referred to it.

An academy or group of academies can be represented through co-option onto the local SACRE (or indeed any SACRE) if all parties are in agreement.

There is no requirement for an academy to adopt a locally agreed syllabus. It may choose to adopt a different syllabus or develop its own, as long as it meets the requirements for such a syllabus as above. Academies are accountable for the quality of their curricular provision including RE.

RE provision in an academy that is not designated with a religious character

The funding agreement for an academy without a religious designation states that it must arrange for RE to be given to all pupils in accordance with the requirements for agreed syllabuses that are set out in section 375(3) of the Education Act 1996 and paragraph '(5) of Schedule 19 to the School Standards and Framework Act 1998. This means a syllabus that reflects that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. It also means that an academy without a religious designation must not provide an RE syllabus to pupils by means of any catechism or formulary which is distinctive of any particular religious denomination.

This gives an academy without a religious designation the freedom to design its own RE syllabus (within those constraints) and not be bound by the specific locally agreed syllabus that maintained schools are required to follow. However, academies are free to follow the locally agreed syllabus if they choose or they can choose another from a different local authority area.

Variations to the general position as described

Some non-denominational academies with a religious designation (eg those designated as 'Christian') have funding agreements specifying that they will use the locally agreed syllabus. Academies that opened early in the academies programme before around 2004 have a general requirement to provide RE and collective worship. However the detailed requirements may differ. It would be wise for the EFA to check the specific FA wording if they receive a query about the detailed requirement for RE in a very old academy. The position is also different in former foundation or voluntary controlled faith schools that have converted to academies and this is explained below.

Former voluntary-controlled and foundation schools with a religious designation that have converted to academies

Foundation or voluntary-controlled schools with a religious designation that convert to academies must arrange for RE in accordance with the requirements for agreed syllabuses (in the main Christian whilst taking account of the other principal religions etc as set out above) unless any parents request that their children receive RE in accordance with the tenets of the school's faith. If any parents request this, the academy must make arrangements for those children to receive such RE unless, because of special circumstances, it would be unreasonable to do so.

The funding agreement sets this out (by applying the relevant provisions of the Education Act 1996 and the School Standards and Framework Act 1998). In practice these academies generally choose to follow the locally agreed syllabus.

Academies and daily collective worship

An academy's funding agreement is drafted to mirror the requirements for acts of collective worship in maintained schools. Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves. This applies to academies with and without a religious designation.

Kinds of collective worship provided by an academy with a religious designation

Such an academy must provide collective worship in accordance with the tenets and practices of the academy's designated faith. It can also choose to reflect the other principal religions and those found in the local community.

Kinds of collective worship provided by former voluntary-controlled or foundation schools with a religious designation that have converted to an academy

A former voluntary-controlled or foundation school with a religious designation that has converted to an academy must provide collective worship in accordance with the tenets and practices of the academy's designated faith.

Collective worship of a broadly Christian nature in an academy without a religious designation

Such an academy must provide collective worship that is wholly or mainly of a broadly Christian character. A school can reflect the religious backgrounds represented in its community, as long as the majority of provision is broadly Christian.

Academies without a religious designation applying for exemption from providing broadly Christian collective worship

A maintained school can apply to the local SACRE for an exemption not to provide broadly Christian collective worship for some or all of its pupils, having considered the family background of pupils attending the school. An equivalent provision applies to academies but the academy trust would apply, through the EFA, to the Secretary of State for the determination.

Such a determination does not mean that the academy or school would be exempted from providing any collective worship. They would still be required to provide daily collective worship, but of a different character that is more appropriate given the family backgrounds of the pupils in the school. The Secretary of State may approach the local SACRE for its view when considering such an application.

Parents withdrawing their children from religious education and collective worship

Parents of children in academies have an equivalent right to parents of children in maintained schools, to withdraw their children from religious education and or collective worship.

Please note that pupils over compulsory school age (16) can opt out of collective worship if they wish however they cannot opt out of receiving religious education.

Inspection of RE and collective worship in academies with a religious designation

Religiously designated academies are required by their funding agreement to arrange for the inspection of any denominational RE and collective worship. In line with the arrangements for designated maintained schools, academies, when choosing an inspector, must consult the relevant religious authority:

CofE/Catholic: the appropriate diocesan authority

Jewish (note this is non-denominational): the Jewish Studies Education Inspection Service

Methodist: the Education Secretary of the Methodist Church

Muslim: the Association of Muslim Schools

Sikh: Network of Sikh Organisations

Seventh Day Adventist: the Education Department of the British Union Conference of the Seventh Day Adventist

Inspection of RE and collective worship in academies without a religious designation

Section 48 inspections, section 5 and Ofsted subject survey visits of academies follow the same format as those of maintained schools.

Judgements about RE are made in relation to the requirements which are applied to RE in the funding agreement. Where an academy has chosen to follow a locally agreed syllabus that will be used as the basis for judging standards and provision.

Where no alternative arrangement for judging standards and progress has been developed or adopted, the expectations set out in the non-statutory National Framework for Religious Education (2004) will be used as a benchmark for national standards. The quality of the provision is judged in terms of how well it secures progress towards the expected pupil outcomes

Locally agreed syllabus

An agreed syllabus is a religious education syllabus that is designed by a local authority's Agreed Syllabus Conference (ASC) primarily for use in the local authority's (LA) maintained schools but which may be adopted by a different local authority or academy as its provision for religious education. The syllabus, like the provision for RE in academies, must reflect that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principle religions represented in Great Britain.

There is a structure for establishing an ASC which is defined in law. An ASC must have 4 committees, comprising representatives from the Church of England, other Christian denominations and religions, teachers and the LA. Each committee has voting rights in coming to an agreement on the syllabus, which it recommends to the LA for adoption.