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Foreword: Director of Children’s Services

Religious education has an extremely important role in our schools and beyond. We live in an exciting time where change and diversity surrounds us. Good quality religious education supports our young people in understanding their own, and others, beliefs, understandings and values.

This depth of understanding is important for personal development and crucial for the development of cohesive, caring communities.

I am delighted that the revision of our Agreed Syllabus has brought so many people together to educate our children and young people. It will equip our children with the knowledge and understanding to help them develop as fulfilled individuals in our diverse community, united through shared values and strong understanding of each other’s faiths.

Helen Jenner

Commendation from the Chair of Standing Advisory Council for Religious Education (SACRE)

It gives me great pleasure to introduce the Barking and Dagenham Agreed Syllabus for Religious Education. This syllabus replaces the Barking and Dagenham syllabus of 2002. The aim of the Barking and Dagenham SACRE has been to design a syllabus which builds on and celebrates the local context and takes account of developments in RE and the wider curriculum. In drawing up the syllabus careful attention has been paid to the guidance of the non-statutory national framework for RE. We are confident that the syllabus will make a strong contribution to the spiritual, moral, social and cultural aspects of pupils’ development and also to community cohesion.

If anyone wants to know why RE should be studied in school may I suggest a reading of this syllabus. It deals with the heart of discovering who we are and how we relate to one another. It allows young people to explore, discuss, experience and develop as individuals as an understanding community. It is vital to the health and inclusion of our Borough.

As a SACRE we would like to thank all who have contributed in any way to the development of this syllabus. We hope it will be well used and developed in every school so that it is a living document that reflects life in our Borough today. On behalf of my SACRE colleagues, I enthusiastically commend this syllabus to the young people of Barking and Dagenham and their teachers.

The Reverend Roger Gayler, SACRE Chair

“In RE we learn about different religions – it can open our minds.”

Learning for Life Document structure

| Key Stage 1 | Year 1 to 2 |
| Key Stage 2 | Year 3 to 6 |
| Key Stage 3 | Year 7 to 9 |
| Page | 16 to 21 | 24 to 34 | 36 to 39 |
1. Introduction

What is the Agreed Syllabus?

This Agreed Syllabus for Religious Education has been created by the Barking & Dagenham Agreed Syllabus Conference (ASC). It is the legal basis for religious education in Barking & Dagenham non-aided schools.

Since 1944 schools have been required to teach religious education to all registered pupils in community schools (with the exception that parents have the right to withdraw their children from the subject). Religious Education forms part of the core curriculum along with English, mathematics, science, information technology and, at secondary level, citizenship.

The syllabus explains the value and purposes of religious education for all pupils and specifies for teachers what shall be taught within each key stage. It provides a framework for setting high standards of learning in religious education. The Agreed Syllabus is the equivalent of the government’s subject orders for the subjects of the National Curriculum.

Since the last Barking & Dagenham Agreed Syllabus was published or reviewed, much has changed both in education and religious education.

In the light of these changes, the Local Authority has worked through its Standing Advisory Council on Religious Education (SACRE) and an Agreed Syllabus Conference to develop this Agreed Syllabus for religious education, which builds upon the qualities of the previous Barking & Dagenham syllabus and takes full account of the recent changes in education and religious education.

2. Local context: Religious Education in Barking & Dagenham

- ongoing change and development, particularly the rapid rise in the population of pre-school and primary age children
- opportunities and challenges: Thames gateway, Olympics, infrastructure development
- changes in the cultural, ethnic and religious make-up of the borough
- move from stability to mobility of population
- accommodation of refugees and asylum seekers
- changes in the balance between older and younger residents
- schools reflect the increasing cultural, ethnic and religious diversity of the population
- exciting initiatives enable groups to work together for harmony and community cohesion

An up to date summary of local statistics can be found at http://arcims1/website/Geo-Wise/Homepage/main.htm

Religious Education has much to contribute to helping children and young people to value themselves and their families, the groups to which they belong, the environment and the diversity of society. Through their learning in RE they will develop an understanding of the role and significance of religion in the world and the important beliefs and values that shape it.

“I enjoy RE because teachers make it fun by teaching it in different ways – they mix it up a bit – presentations, writing, discussing, artwork - it keeps us listening, keeps us interested.”

“If religion didn’t matter we wouldn’t be talking about it!”
3. Statutory elements of the locally agreed syllabus

i. Legal requirements for religious education

• Schools must provide RE for all registered pupils, although parents may choose to withdraw their child. This includes children in the second year of the Foundation Stage, 16–19 year old students and students in Sixth Form Colleges who wish to receive it.

• All Barking and Dagenham schools, other than academies, free schools, trust schools and voluntary-aided schools with a religious character, must teach RE according to this locally agreed syllabus. Inspection is based upon the implementation of this syllabus.

ii. Aims of religious education in the wider curriculum

• to provide opportunities for all pupils to learn and achieve

• to promote pupils’ spiritual, moral, social and cultural development

• to prepare them for the opportunities, responsibilities and experiences of adult life.

iii. 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 students’ knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances students’ awareness and understanding of religions and beliefs, teachings and practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

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

Religious education encourages students to develop their 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 students for adult life, employment and lifelong learning. It enables students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables students to combat prejudice.

(The non-statutory national framework for RE, p.7, 2004)

iv. National non-statutory guidance

This agreed syllabus is grounded in the approaches set out in the non-statutory national framework for religious education, QCA, 2004.

Attainment targets: Learning about and learning from religion

The key indicators of attainment in religious education are contained in the following two attainment targets:

Attainment target 1 (AT1): Learning about religion

including enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and explanation. Students learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues.

Attainment target 2 (AT2): Learning from religion

is concerned with developing pupils’ reflection on, and response to, their own experiences and learning about religion. It develops students’ skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

v. The key concepts for religious education

The national guidance recommends that syllabuses adopt a concept-based approach. It is important to ensure that the key concepts listed below match the level statements to ensure coherent planning, teaching and assessment.

• beliefs, teachings and sources
• practices and ways of life
• expressing meaning
• identity, diversity and belonging
• meaning, purpose and truth
• values and commitments
vi. Breadth of study

The requirements for religions to be studied are as follows: Christianity in its local, national and global forms should be studied throughout each key stage. The other principal religions represented in Great Britain (here regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism) should be studied across the key stages. By the end of key stage 3 it is important that students should have encountered all of these five principal religions in sufficient depth.

To ensure that the curriculum is broad and balanced it is recommended that there are also opportunities for all students to study:

- other religious traditions such as the Bahá’í faith, Jainism and Zoroastrianism; and
- secular philosophies such as humanism
- other religions of local significance may be included where appropriate.

Students should also study how religions relate to each other, recognising both similarities and differences within and between religions. They should be encouraged to reflect on:

- the significance of interfaith dialogue; and
- the important contribution religion can make to community cohesion and the combating of religious prejudice and discrimination

vii. Requirements for key stages 1-4

<table>
<thead>
<tr>
<th>Foundation stage</th>
<th>Christianity and religious experiences represented in the class and school</th>
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<tbody>
<tr>
<td>Key Stage 1</td>
<td>Christianity, at least one other principal religion, a religious community with a significant local presence, where appropriate and a secular world view, where appropriate</td>
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<td>Key Stage 2</td>
<td>Christianity, at least two other principal religions, a religious community with a significant local presence, where appropriate and a secular world view, where appropriate</td>
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<tr>
<td>Key Stage 3</td>
<td>All six principal religions, other religions, a religious community with a significant local presence, where appropriate and a secular world view</td>
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<tr>
<td>Key Stage 4</td>
<td>All six principal religions, other faiths, a religious community with a significant local presence, where appropriate and a secular world view</td>
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viii. Assessment

Assessing attainment at the end of each key stage

There are no national statutory assessment requirements in RE but schools must report to parents on students’ progress in religious education. This Agreed Syllabus expects schools to report to parents using the eight level assessment scale (Page 45).

The two attainment targets Learning About Religion and Learning from Religion are closely related and neither should be taught in isolation. Assessment therefore needs to take place in relation to both attainment targets.

“RE helps you understand that there is always more than one point of view to every argument. It helps you to respect the people living on your community and in the world.”
Attainment Target 1: Learning about Religion

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of communities and the varying ways in which these are expressed. It also 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.

Attainment Target 2: Learning from Religion

Learning from religion is concerned with developing pupils’ reflection on and response to their own experiences and their learning about religions. It develops pupils’ skills of application, interpretation and evaluation, particularly with reference to questions of identity, belonging, meaning, purpose, truth, values and commitments, and provides opportunities for the communication of their responses.

The level descriptions provide the basis to make judgements about pupils’ performance at the end of key stages 1, 2 and 3. In the foundation stage, pupils’ attainment is assessed in relation to the early learning goals, (Page 43). At key stage 4, national qualifications are the main means of assessing attainment in religious education. Schools are required to report GCSE grades to SACRE through Barking and Dagenham School Improvement Service.

‘I can’ statements

These pupil-friendly level statements (Page 45) are a very useful exemplar tool for implementing assessment for learning approaches in RE. They promote good practice in assessment by involving students in selecting evidence of their achievements and reflecting on their progress against personal and national/local standards.

ix. The contribution of RE to statutory duties on schools:

- Religious Education and spiritual, moral, social and cultural development (SMSC) and well-being

RE has the potential to make a significant contribution to schools’ statutory duty to promote well-being of pupils, supporting them in becoming confident individuals and responsible citizens. Good RE engages the whole person and is particularly relevant to well-being in terms of relationships and in developing the emotional, social, moral, cultural, intellectual, economic and spiritual aspects of life. It helps pupils to build the knowledge, skills and dispositions to search for meaning in life and deepen their understanding of themselves and others, distinguish between right and wrong, and help them to deal with challenges and difficulties.

Through their study of religions students will realise that the impact of religions and beliefs can be both positive and negative and evaluate both kinds of outcome in order to help them make positive and healthy choices. The study of how religions respond to issues such as conflict and justice, sex and relationships, crime and punishment, prejudice and discrimination can give students insight into the reasons for harmful behaviour and the impact of beliefs on actions, and provide them with opportunities to reflect on their own responses.

RE at key stages 3 and 4 shares the key concept of identity with PSHE (personal, social, health, and economic education) and citizenship, enabling students to engage with these aspects at personal, social and religious levels, appropriate to their ages. Involvement in locally organised activities such as Black History Month and ‘Who do we think we are? Week’ can strengthen students’ sense of personal identity and belonging.

By taking part in activities in RE such as public speaking, debates, investigating and evaluating beliefs and religious practice, exploring ultimate questions, taking part in role play or responding to reflective experiences, students learn to listen carefully, develop self-awareness and self-esteem and understand the needs of others.
Community cohesion is promoted by people working together to create a society in which there is a common vision and a sense of belonging by all communities; a society where the diversity of peoples’ backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society where strong and positive relationships exist and continue to be developed in the workplace and wider community.

RE plays a key role in enabling students to develop their understanding and appreciation of diversity through the study of religion and belief. It helps to promote shared values, respect for all, and to challenge racism and discrimination. This can be achieved by providing a high quality classroom experience of RE enriched by opportunities to meet with representatives from, and make visits to, religious and non-religious belief groups in the local area.

Effective RE will promote community cohesion in:
- the school community
- the community where the school is located
- the UK community
- the global community

Where RE provides an effective context to promote community cohesion it has a focus on securing high standards of attainment for all students from all backgrounds. In order to achieve this students’ progress in RE should be monitored carefully and any under-achievement by particular groups addressed.

Throughout the Early Years Foundation Stage RE should be a discernible element of the curriculum.

In key stage 4 RE should be a clearly discernible element of the curriculum which either follows a publicly accredited course in religious education/studies such as GCSE full or short course, certificate of achievement/entry level qualification or is made up of, for example, at least 4 school designed units in each of years 10 and 11.

RE in the sixth form should be a clearly discernible element of the curriculum which either follows a publicly accredited course in religious studies or gives students the opportunity to further their exploration of and response to religion and secular world views.

Schools should report annually to Governors about their arrangements for RE in key stages 4 & 5 i.e which examination courses are provided, how many pupils follow them, arrangements for pupils not following an examination course and the time allocated for RE.

ii. Inclusion
- In Barking and Dagenham, it is expected that all pupils in special schools and pupils with learning difficulties and disabilities, receive religious education as far as it is practicable in accordance with this Agreed Syllabus.
- National P scales for RE for pupils with special needs. (Page 49).

4. Requirements for the RE curriculum

i. Time allocation

| Key Stage 1 | 36 hours per year (approximately 50 minutes per week) |
| Key Stage 2 | 45 hours per year (approximately 1hr 15 minutes per week) |
| Key Stage 3 | 45 hours per year (approximately 1hr 15 minutes per week) |
| Key Stage 4 | 40 hours per year (1hr per week) |

Schools are advised by SACRE to devote 5% of curriculum time in key stages 1 – 4 to religious education. This equates to the following hours:

**“I enjoy debates on issues like peace and war – they give us an opportunity to speak and share our thoughts.”**

**“The world would be plain and ordinary without religion, every day would be the same – religion is where we get celebrations.”**
Part 2

Which religions will be studied?

Christianity and at least one other religion at KS1 and Christianity and at least two other religions at KS2. The six principal religions should be covered during KS1 & 2 with references to non-religious (secular) world views as appropriate. In key stages 3 and 4 all six principal religions, other religions, a religious community with a significant local presence, where appropriate, and a secular world view.

The religions chosen as examples in the outline programmes of study below can be altered in the light of the school’s context and the backgrounds and experiences of the children.

Reflective learning from and about religion

“Religious festivals and celebrations are fun – families and friends come together to celebrate, they share and extend their knowledge about religion more so that younger people will understand it.”

Guidance on linking the two attainment targets

Pupils learn about religion (AT1) and then learn from religion (AT2), i.e. learning about themselves, their own lives, experiences and feelings in response to what they have learned about religion.

However, the starting point may also be pupils’ own experiences and feelings so that their learning about religious beliefs and practices builds on their own experiences and responses. Opportunities for pupils to reflect on their own experiences and those of others will inform their understanding both of what it means to be human and what it means to live life in accordance with religious belief.
Syllabus Overview

Flexible planning allows teachers to plan for RE within the context of their school. Whilst keeping to the framework of the religions and beliefs to be studied, the themes, experiences and opportunities outlined above, there is flexibility to re-arrange the units, provided the content is always taught at the appropriate level.

Teaching about Christmas
Christmas has been included throughout the programme of study for KS1 and 2, with a different focus in each year group to ensure progression, building on prior learning and ensuring an appropriate level of challenge.

Autumn

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<tr>
<td>Belonging</td>
<td>Teaching about Christmas</td>
<td>Faith and Community: What do people believe, and why?</td>
<td>What is meant by God?</td>
<td>What is Worship?</td>
<td>Beliefs and questions about People of Faith</td>
<td>Beliefs and questions</td>
<td>Exploring moral and ethical issues</td>
<td>Exploring moral and ethical issues from the beliefs, sources and views of Christianity, the other major faiths and Humanism.</td>
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<td>Who wants to be famous?</td>
<td>Exploring the nature of God and personal perspectives</td>
<td>What questions can be answered by reflecting on own responses to meanings and purposes of belonging to a religion</td>
<td>Reflecting on own belonging to a religion</td>
<td>An introductory unit to bridge the transition from KS2 to KS3</td>
<td>Beliefs and values/identity and belonging covering meaning and purpose in Christianity and introducing the other major faiths.</td>
<td>Exploring the nature and purpose of Beliefs in action in the world.</td>
<td>Exploring the nature and purpose of Beliefs in action in the world.</td>
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<tr>
<td>Exploring the nature and purpose of Beliefs in action in the world.</td>
<td>Rights to life: Whose life is it anyway?</td>
<td>Exploring the nature and purpose of Beliefs in action in the world.</td>
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<td>Why, how and where do people worship?</td>
<td>What motivates people to help others? What is the impact of the religions studied on people’s lives? How do we show respect for others?</td>
<td>Why are some books holy and others just ordinary?</td>
<td>What do sacred texts and other sources say about God, the world and human life? Focus on holy books in Christianity and the faiths studied to discover what is in them and how members of that religion use them.</td>
<td>What is religious experience? How do individuals experience their faith? What is prayer? What is the place of prayer in Christianity and the faiths studied?</td>
<td>How do members of the religions studied respond to ethical questions, for example, about science, politics, the environment? Exploring good and bad uses of knowledge and power.</td>
<td>This unit has a strong local focus drawing on people and places in the community.</td>
<td>Who believes in life after death? What happens when people die? Covers beliefs, teachings, sources/questions of meaning, purpose, truth in Christianity and the faiths studied.</td>
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<td></td>
<td>Easter theme</td>
<td>Why is Easter a special time for Christians?</td>
<td>Easter theme: Focus on Easter story and explore why and how Christians prepare for and celebrate Easter.</td>
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**Spring 2**

Special places
Focus on groups and places of worship in the local community. Opportunities for learning outside the classroom. What makes a place special?

Special books and special stories continued
Focus on stories and their significance in the faiths studied.

Who cares?
A study of the impact of belief in Christianity and faiths studied on actions some people take to relieve suffering.

Religious expression in Christianity and two other faiths
What is spirituality? What are spiritual values? Exploring the importance of values.

Rights and responsibilities continued (double unit)

What makes a community? continued

A matter of life and death continued

The Experience of Persecution
A detailed study of a deliberate persecution of a group or religion, its reasons and impact.
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<td><strong>Summer</strong></td>
<td><strong>Special things – exploring religious artefacts</strong>&lt;br&gt;How symbols and rituals express religious meaning; exploring feelings and responses in Christianity and another faith.</td>
<td><strong>What are stories for? The use of stories in Christianity and other faiths</strong>&lt;br&gt;Why are stories important? What are religious stories like?</td>
<td><strong>Understanding signs and symbols</strong>&lt;br&gt;This is an opportunity to build on and extend previous learning and to teach a unit that involves all of the six major faiths.</td>
<td><strong>Moral values: how do we know what is right/wrong? What are moral values? Where do we find our values to live by? What do the religions studied teach about values?</strong></td>
<td><strong>Religious authority and leadership</strong>&lt;br&gt;What makes a good leader? Why? Where does a leader’s authority come from? Examples from Christianity, the faiths studied, secular examples.</td>
<td><strong>Expressing faith through the arts (double unit)</strong>&lt;br&gt;How the creative and expressive arts are used to express and communicate spiritual ideas and feelings in a range of faiths.</td>
<td><strong>Faith and Community 3</strong>&lt;br&gt;How and why do communities celebrate together?&lt;br&gt;Beliefs/teachings/practices/ways of life/identity and belonging&lt;br&gt;A local focus including emphasis on interfaith relationships.</td>
<td><strong>Rites of passage beliefs, practices and ways of life, forms of expression, identity and belonging, values and commitments both secular and religious to include Christianity and the faiths studied.</strong></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td><strong>A skills-based transition unit preparing students for GCSE on suggested themes and topics.</strong></td>
<td><strong>Or the option of starting the GCSE course.</strong></td>
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Foundation Stage

The Foundation stage describes the phase of a child’s education from the age of 3 to the end of reception at the age of 5. Religious Education (RE) is statutory for all pupils registered on the school roll. The statutory requirement for RE does not extend to nursery classes in maintained schools.

The contribution of Religious Education to the early learning goals

The early learning goals set out what most children should achieve by the end of the foundation stage. The seven areas are:

• communication and language
• physical development
• personal, social and emotional development
• literacy
• mathematics
• understanding the world
• expressive arts and design

RE can contribute to all these areas but has a particularly important contribution to make to:

• communication, language
• personal, social and emotional development
• literacy
• understanding the world
• expressive arts and design

During the Foundation Stage, children begin to explore the world of religion in terms of special people, books, times, places and objects. They visit places of worship and listen to and talk about stories. They are introduced to religious words and use their sense in exploring religions and beliefs, practices and forms of expression. They will have opportunities to reflect on their own feelings and experiences, and to use their imagination and curiosity to develop their appreciation and wonder about the world in which they live.

The examples below show how experiences, opportunities and activities related to RE can contribute to the early learning goals.

Communication and language

• Children have opportunities to respond creatively and meaningfully to memorable experiences.
• A religious celebration may provide the stimulus for children to talk about their own experiences of special events in family and community.
• Through artefacts, stories and music children learn about important religious celebrations.

Personal, social and emotional development

• Stories from religious traditions provide children with a stimulus for reflection about their feelings and can be explored in a variety of ways, for example, reflecting on the words and actions of a character and deciding what they would have done in a similar situation.
• Role play can be used to encourage talk about some of the ways that people show love and concern for each other and why this is important.
• Children are encouraged to think about issues of right and wrong.
• Children share their own experiences and feelings and those of others and are supported in reflecting on them.

Literacy

• Children read and write stories directly from, or adapted from different religious traditions.

Understanding the world

• Children are encouraged to ask and answer questions about religion and culture as they occur naturally within their daily experiences.
• Children visit places of worship, learn new words and show respect.
• They have opportunities to meet and talk to people from a wide range of cultural, ethnic and religious groups.
• They learn to handle artefacts with curiosity and respect.

Expressive arts and design

• Using religious artefacts as a stimulus, children think and talk about feelings associated with the artefact and learn new words.
• Children are encouraged to express their responses to experiences of diverse cultures, people, places and celebrations imaginatively and creatively through a range of media.
Key Stage 1
Key Stage 1

Religions and beliefs to be studied

a. Christianity
b. At least one other principal religion
c. A secular world view where appropriate

Themes

- believing
- story
- celebrations
- symbols
- leaders and teachers
- belonging
- myself

Experiences and opportunities

- visiting places of worship and focusing on symbols and feelings
- meeting, listening and responding to visitors from local faith communities
- using senses and having opportunities for times of quiet reflection
- developing creative responses and imagination through using art, design, music, dance, drama and ICT
- sharing their own beliefs, ideas and values and talking about their feelings and experiences

By the end of KS1 the majority of pupils should be able to:

- name, recall and talk about features of religious life and practice
- retell stories
- identify religious material
- recognise symbols and suggest meanings for religious actions and symbols
- begin to show awareness of similarities in religions
- ask questions
- make links with their own experience

Year 1

Autumn 1

Belonging

Learning objectives

Pupils:

- learn about some ways in which they belong and why belonging is important
- identify the importance for some people of belonging to a religion and the difference it makes to their lives.

Myself. Where do I belong? family, school, clubs
How do I show I belong? uniform, badges
How do people show they belong to a faith?
Welcoming a new baby into the family
How are people welcomed into different faith groups?
Select appropriate examples from Christianity and the other faith you are studying.
Introduce strategies such as role play.
Focus on artefacts associated with welcoming into a faith, e.g. Christening robe, candle, water, exploration of symbolism
Explore the Muslim ceremony of Imam whispering Adhan into a baby’s ear
Ask: What would you whisper to a new baby?
Naming ceremonies, e.g. Sikh, Hindu – draw on the school’s community if possible.

- I can talk about ways in which I belong
- I can give some examples of how people show they belong to a religion.
- I can explain the meaning of some of the things people use to show they belong.

Autumn 2

Festivals and Celebrations

Learning objectives

Pupils:

- learn that religions usually involve celebrations
- reflect on and share their own experiences of celebrations,
- understand the meaning of some festivals for believers and how they are celebrated
- retell the story of the birth of Jesus
- explain why the concepts of giving and receiving are important in Christianity

How and why do we celebrate? What do people wear, eat?
Explore both religious and secular examples, choosing examples that pupils of different faiths can easily identify with.

Focus on a religious festival and tell the story linked to that festival. How is it celebrated by believers?
Christmas theme: Gifts and giving

How does it feel to receive a present? To give a present? Explore the Christmas story (always explain that the source for this story is the Bible, the sacred /special book for all Christians)
For Christians Jesus is God’s gift to the world; focus on the gifts of the wise men; explore symbolism of the gifts; link to giving of Christmas presents.
Think about the idea of ‘invisible’ gifts.
What would you give as a gift to a new baby?

- I can talk about celebrations I have taken part in
- I can name some religious festivals and describe how people celebrate them
- I can retell the story of the birth of Jesus and say why Jesus is important for Christians.
- I can explain why people give presents at Christmas
- I can reflect and talk about my own feelings about gifts and giving.

Spring 1a
Why, how and where do people worship?
Learning objectives
Pupils:
- I can explain why some people go to a special building to worship God.
- I can talk about some of the things that are found in a church and/or other religious buildings
- I can reflect on and talk about places that are special to me.

As a starting point teacher shares own special place/s prompting pupils’ responses about their own special places in own home
Explore what it means to ‘worship’.
For some people a place of worship is special
Introduce worship at home, e.g. Hindus, Jews, Christians, and worship with others in the religious community.
What happens in our school assembly? What do we do and why?
As part of this unit identify local places of worship and, if possible, arrange a visit giving pupils opportunities to respond to the atmosphere using all their senses.
Virtual tours of many famous religious buildings, e.g. St Paul’s Cathedral, can be found on the internet.

Spring 1b
Why is Easter a special time for Christians?
Learning objectives
Pupils:
- I can retell the main events in the story of Easter
- I can talk about the feelings of people in the story
- I can describe how Christians celebrate Easter
- I can reflect on and talk about what it means to give up something for someone you love.

Ask ‘Have you ever given something up when you really wanted it?’
Use the story of Dogger, by Shirley Hughes (see Resources List) to prompt thinking on giving up/sacrificing something for love.
What would you give up for someone you love? Find examples in the local area or on internet of Christians preparing for Easter.
Link with school assemblies on theme of Easter.
Tell/read the Easter story exploring the feelings of sadness followed by happiness experienced by the family and friends of Jesus.
Spring 2
How and why can books be special?
Learning objectives
Pupils:

• identify the significance of special texts both to themselves and others
• identify the importance of the Bible for Christians and other sacred texts in the religions studied
• make links between religious language and stories and the beliefs which lie behind them
• reflect on what is of value in their own lives

Prepare by asking the children to bring books that are special to them
Begin by sharing a special book of your own with the children and telling the story behind it
Invite children to share their books. What books are special to them and why? Discuss and record reasons.
Invite other adults to join in by sharing a special book
Introduce stories from sacred books, e.g. Bible, Qur’an, Jewish stories, Ramayana.
Always show the special books so that children understand where the stories come from.
Explore how believers use their special books both at home and in places of worship.
Make links between religious language and stories and the beliefs which lie behind them.
Link with school events, e.g. Book week.

• I can talk about books and stories that are special to me and explain why
• I can tell a Christian (Sikh, Muslim etc) story and say some of the things that people believe about it
• I can show that I understand things that are the same for different religious people, e.g. that Christians and Sikhs both have holy books.

Summer 1
Special things: exploring religious artefacts
Learning objectives
Pupils:

• explore the idea of ‘specialness’ and talk about something that is special to them
• learn that religious people have special things, clothes, pictures, which remind them of important people and events and help them to practise their faith
• experience a range of religious artefacts and communicate their responses

Begin by sharing and talking about an object which is special to you making links with people and events it helps you remember

Encourage pupils to ask you questions about your object and its story
Do they have special objects which work for them in the same way?
Introduce pupils to some artefacts related to a religion you are studying.
Always emphasise the need to respect things which are special to others.
Use a velvet bag and let them explore artefacts by touch or give different artefacts to groups with a checklist of questions to help them explore the artefacts, e.g. what does it feel, smell, look like? How might it be used? Who might use it? When? How does it make you feel?
Identify and explain any signs and symbols on the artefacts. Are the artefacts used in a symbolic way, as part of a ritual or celebration?
Would you find them in someone’s home or in a place of worship?
Build on this introduction throughout the unit linking artefacts to beliefs, stories and actions.

Examples of artefacts suitable for this approach:

• Judaism: Bar Mitzvah: tallith, kippah, Torah scroll, yad, card sent to Bar Mitzvah candidate.
• Sikhism: the ‘Five Ks’ worn by Sikhs, linked to the story of the formation of the Khalsa.

• I can talk about what ‘special’ means, share something that is special to me and explain why
• I can show that I understand that religious people have special things such as objects, clothes, hats, pictures, to help them remember important people, stories and events
• I have seen, touched and talked about some things that are special to religious people.

Summer 2
Caring for our world / environmental responsibilities
Learning objectives
Pupils:

• explore stories and ideas from Christianity, other faiths studied and secular views about how the world began
• discuss why many people think that humans have a responsibility to care for the world
• explore ways they can work together to protect and preserve the environment

Begin by showing pictures of beautiful, natural places in the world and, in contrast, places that have been spoiled by humans or by natural disasters.
Introduce creation stories from different faiths and explore their meanings and characteristics.
Why do religious people think they should care for the world?
What do secular groups, e.g. Humanists think about responsibilities for the world? How can we care and protect our world? In school? At home? In our community? If possible organise visitors or visits to learn about examples of how people are caring for the environment, e.g. tree planting, recycling.

- I have listened to some stories about how some people think the world began.
- I can explain why people think they should care for the world.
- I have thought about ways we could work together in our school to help to protect the environment.

### Year 2

#### Autumn 1

**Who wants to be famous?**

**Learning objectives**

- identify some people who are famous
- identify characteristics of famous people
- understand why Jesus and other significant faith leaders are important to believers and know some key stories about them/told by them

Ask children to prepare for the first lesson by bringing in, or drawing a picture of a famous person. Talk about each example – why did they choose this person? What have they done? Are they living or dead?

Show pictures of famous people both living and dead – choose people children are likely to have heard of, e.g. TV and Pop stars, footballers, Prime Minister.

Include religious leaders and teachers, e.g. Jesus, Guru Nanak, the Buddha, Muhammad, Moses.

Ask what pupils already know about Jesus?

Use ‘mystery’ or clue cards to build up a picture of the character and qualities of Jesus.

Briefly revisit the Christmas Story and introduce the childhood and early life of Jesus – his visit to the Temple in Jerusalem, brought up as a carpenter’s son.

Use role-play and hot-seating strategies to explore the stories.

Introduce other religious leaders – what are their qualities?

Introduce the idea of Jesus the storyteller.

Parables: Lost Sheep, Lost Coin, Mustard Seed, explore the symbolism in the parables and how such stories have ‘hidden meanings’

Include stories about faith leaders from other religions studied.

- I can talk about people who are famous and say what they have achieved.
- I can tell some stories about Jesus and other important religious people.
- I know some stories Jesus told.

#### Autumn 2

**Celebrations**

**Theme: Light and darkness**

**Learning objectives**

**Pupils:**

- respond to images and stories featuring light and darkness
- reflect on their own feelings and experiences of light and darkness
- learn that light is an important symbol in some religious celebrations
- explore the stories and celebrations of some religious festivals

Introduce children to stories and pictures about light and dark and talk about their own feelings and experiences. Explore how light and darkness are used symbolically. Build on these ideas to introduce different festivals (religious and secular) where light plays an important role.

Use the common theme of Light to learn about Advent, Hannukah, Diwali and the stories attached to these celebrations.

Make links with English/Literacy by exploring characters – light and dark aspects.

Explore light through other cross-curricular links e.g. science, art.

**Christmas**

Explore light as a religious symbol for Christians at Christmas, e.g. Jesus as the light of the world; ‘the light shining in the darkness’; lighting of candles on Advent crown; celebration of Christingle in some churches.

- I can talk about light and darkness and how they make me feel.
- I know some stories about light and darkness.
- I can explain how some religious people use light to celebrate special occasions.
- I can talk about how light is an important symbol in the celebration of Christmas.
Spring 1

Why do we care for others?

Learning objectives

Pupils:

• understand that religious people believe they have a responsibility to care for and help others
• explore ways in which these beliefs are put into practice
• reflect on their own values and experiences

Explore what is meant by fairness. Ask: Do we treat everyone fairly? Why should we care whether people we don’t know are being treated fairly?

Focus on a Charity linked to the school, e.g. World Vision, Water Aid, Samaritan’s Purse.

What motivates people to help others, e.g. their faith, just being good human beings? Explore the impact of religion on people’s lives focusing on Christianity and another faith. Religious teachings about care and respect for others, e.g. Islam: commitment to zakat; Tzedakah in Judaism. Christianity: stories about Jesus the healer

Be specific about the sources of stories from all faiths. Make links with literacy when exploring stories and other texts.

• I can talk about what it means to treat people fairly
• I can tell some religious stories about caring for others and treating them fairly
• I have thought about ways our school can help people in need

Spring 2

Special places

Learning objectives

Pupils:

• learn about religion in their local area
• explore what makes a place special for individuals, groups or communities
• develop their understanding of ways in which individuals and communities express their religious identity
• begin to make comparisons, identifying similarities and differences in key features

This unit focuses on the local community and learning outside the classroom.

Explore what makes a place special?

Identify secular and religious examples, e.g. parks, public spaces, places of worship

Investigate a local place of worship, making visits and meeting members if possible. Ask: what can you see – what does it mean? Use ICT, e.g. digital cameras, to record experiences outside the classroom.

Can pupils make links with prior learning and experiences, e.g. identifying the font and linking it with baptism?

A useful resource as a basis for this unit is RE Today: Exploring religion around us. (see Resources List).

• I can talk about some special places in the area around our school, who uses them and why
• I can talk about religious buildings I have visited and explain why they are special to some people
• I can explain what people do in the religious buildings and recognise some of the special things they use
• I can notice some things which are the same and some things that are different in the religious buildings I have visited.
Summer 1
What are stories for? The use of stories in Christianity and other faiths

Learning objectives
Pupils:

- identify the characteristics of stories
- reflect on their experiences of stories and storytelling
- suggest possible meanings for a story
- understand that some stories, including stories told by Jesus are used as a way of teaching people about God and how people should behave

What makes a good story? Why are stories important?
Explore children’s favourite stories, what kind of stories do they like best and why?
What are religious stories? Locate these stories in their sacred texts.
Introduce some parables, moral stories from Christianity and another faith emphasising their significance for believers.
Explore how such religious stories are used to teach people about God and how they should behave, e.g stories which focus on forgiveness, jealousy, humility, caring, reconciliation.

Compile a special class book of favourite stories both religious and secular.
Use a Philosophy for Children approach to exploring stories, e.g. setting up a Community of Enquiry (see Resources List).

- I can talk about my favourite stories and say why I like them
- I can tell some religious stories and explain what they mean to believers.

Summer 2
Asking Big Questions

Learning objectives
Pupils:

- ask questions they find interesting or puzzling and explore possible answers
- identify and explore questions about their own and others’ experiences and feelings about their identity and place in the world
- learn that some questions cause people to wonder and are difficult to answer
- learn that religions may have different answers to questions about the meaning and purpose of life

Use Thinking skills/Philosophy for Children approaches to explore some ultimate questions with the children.
Use pictures and stories, both religious and secular, as a stimulus for raising and exploring questions.
Work with the children to generate their own questions about things they find puzzling.

Examples:

- Who am I? What makes me ‘me’? What/who really matters to me?
- Where do humans fit into the great scheme of things? What is my place in the world?
- What do religions teach about the answers to these questions? (Refer to Christianity and the chosen religions.)

- I can ask some Big Questions about who I am and why my life is important
- I can think about the people, places and things that matter most to me and why
- I can talk about some of ways religious people answer the Big Questions about life
- I can recognise that some questions are puzzling and difficult to answer.
Key Stage 2
Key Stage 2

Religions and beliefs to be studied

a. Christianity
b. at least two other principal religions
c. a religious community with a significant local presence where appropriate
d. a secular world view where appropriate

Themes

• beliefs and questions
• teachings and authority
• worship, pilgrimage and sacred places
• the journey of life and death
• symbols and religious expression
• inspirational people
• religion and the individual
• religion, family and community
• beliefs in action.

Experiences and opportunities

• encountering religion through visitors and visiting places of worship, focusing on the impact of religion in 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, design, music, dance, drama and ICT
• sharing their own beliefs, ideas and values and talking about their feelings and experiences
• developing the use of ICT, particularly in enhancing pupils’ awareness of religions and beliefs globally.

By the end of Key Stage 2 the majority of pupils should be able to:

• show understanding of key features of religious life and practice
• use subject specific vocabulary and key concepts to make connections and describe similarities and differences in and between religions
• suggest meanings for religious practices
• apply ideas for themselves based on their learning in RE
• describe sources of inspiration and influence
• suggest answers to a range of religious, spiritual and ethical questions

Year 3

Through their study of these units pupils will learn to:

• make links between stories, faith, beliefs and practices
• describe the impact of religion on people’s lives
• recognise some similarities and differences in and between religions
• make links between beliefs and sources including religious stories and sacred texts
• identify what influences them, making links between their own and others’ experiences in relation to religion and belief
• ask important questions about religion and beliefs making links between their own and others’ responses
• make links between religious and non-religious values and commitments and their own attitudes and behaviour.

Autumn 1

Beliefs in action in the world: People of Faith

Learning objectives

Pupils:

• explore the nature of faith
• work together to research the background and teaching of key religious figures
• understand and explain the impact of religious figures on the faith of followers
• reflect on who or what they find inspiring

There is flexibility to choose religious figures past and present from any of the six major religions and other faiths.

Explore: What is faith? What does it mean to have faith?
Build on children’s ideas and experiences.
Where does faith come from? How does it influence people’s lives and actions?
Case studies of some inspirational people of faith.
What actions can pupils identify that are related to/inspired by their faith?
Focus on how leaders of faiths have provided a model for their followers to live by, e.g. in what ways is Muhammad a role model for Muslims?
Focus on aspects of the teaching of Jesus that show everyone matters: Zacchaeus, the widow’s mite, healing of the ten lepers.
What role models do pupils admire? Why?
Are there people in the school and your local community who are inspired by their faith? Make visits and invite visitors to tell their stories.

I can explain what faith is and talk about how it makes a difference to people’s lives.
I can give examples of how and why faith is important in different religions.
I can talk about people who inspire me and affect the way I live my life.
Autumn 2
Festivals and Celebrations: Waiting and preparing

Learning objectives
Pupils:

- talk about their own experiences of celebrations
- learn that festivals are occasions for remembering particular events in religions
- explain what might happen at a festival and why
- explore and explain the meaning of Advent and Christmas for Christians

Re-visit and build on previous learning about the purpose of religious festivals and secular celebrations – explore characteristics, e.g., ways of passing on beliefs and values that matter most to a community through shared stories, shared hopes, shared beliefs, shared commitments – apply these to celebrations in faiths familiar to the children.
Remind pupils about some of the things that people celebrate, e.g. birthdays, weddings.
Compare through class discussion different ways of celebrating, recognising cultural differences. Ask why special food is used.
Choose a particular religious festival and ask questions about it: How is it different from a birthday? What is the story behind the festival?
Tell the story, show video extracts of the festival. Can pupils identify similarities and differences with their own experiences of festivals and celebrations?
Have a class festival. What is being celebrated? Why do we want to celebrate? How will it be celebrated? Food? Special clothes?

Christmas: waiting and preparing

Preparing for a celebration: draw on children’s experiences, e.g. getting ready for a party, anticipating, excitement, and their previous learning about festivals. Explain that Advent is a time when Christians prepare and wait for the birth of Jesus.
Revisit the Christmas story emphasising the experience of waiting for Mary, Joseph, Elisabeth, Zachariah (Use a suitable children’s Bible to tell/share these stories) use role play, hot-seating to help pupils explore the feelings and motivations of the people involved.
Explore pupils’ experiences of waiting for something/someone and their feelings in anticipation of Christmas or another special festival.

Spring 1a
How important can a book be?

Learning objectives
Pupils:

- learn how different believers make use of holy books, how they are treated and why they are special
- make links between beliefs, teachings and sources of at least two different religious groups
- explore stories and teachings from different religious books and explain how they affect believers’ lives

Why are some books holy and others just ordinary? Why did thousands of young people queue all night to buy the latest Harry Potter book?
Ask why books are so important to religions? What makes a book holy?
Show and talk about a range of sacred texts Why do religions have sacred texts? How are they different from other books?
Where do they come from? Words are inspired by God and, in some religions, they are believed to be the actual words of God.
Why are they special? How are they treated?
Focus on stories of key events, e.g. Passover (Judaism: Torah) and Easter (Christianity: Bible).
Pupils use appropriate versions of the Bible/re-telling of Jewish stories to find and read and actively explore the stories.
What do these events mean to believers?

- I can talk about my own feelings about books and how they can be special to some people
- I can describe how different believers make use of holy books
- I can tell some stories from different holy books and say what some people believe about them.
Spring 1b
Why is Easter important for Christians?
Learning objectives
Pupils:
- learn why and how Christians prepare for and celebrate Easter
- reflect on their own experiences of temptation.
- raise and reflect on questions prompted by the Easter story.

Introduce Lent through the story of Jesus spending 40 days in wilderness fighting temptation and explain that this is the reason why many Christians give up something for Lent. Reflect on experiences when pupils have felt tempted to do something wrong. What has influenced their choices? How does Lent help Christians prepare for Easter?

Tell the Easter story in stages, taking time for pupils to explore the feelings and emotions of those involved through ‘Stilling’, guided meditation, role-play, hot-seating.

How do some Christians prepare their churches for Easter?
Explore the symbolism.
If possible invite a local church member to talk about Good Friday and Easter Day worship celebrating the death and resurrection of Jesus.
Give pupils time to reflect and respond to what they have learnt in this unit, allowing them to raise questions about some of the difficult aspects of the story.

- I can explain how Christians get ready for Easter during Lent
- I can talk about times when I have been tempted to do something wrong
- I can tell the Easter story and talk about why it is important for Christians.

Spring 2
Understanding signs and symbols

This is an opportunity to build on and extend previous learning and to teach a unit that involves all of the six major faiths.

Learning objectives
Pupils:
- explore and develop vocabulary relating to religious practice
- understand the significance of symbols in different religions
- study a religious story in depth to draw out the symbolism and its significance for believers

Start with a discussion of everyday signs and symbols exploring how and why we use symbols.

Revisit religious symbols already covered, e.g. water in Christian baptism; light and darkness in Hindu celebration of Diwali; special food in the Jewish celebration of Passover. Move on to investigate examples of symbolic language in religion.

Investigate the possible and intended meanings of a wide range of signs and symbols used by believers to express their faith, e.g. outward signs of the 5Ks in Sikhism; Jewish Tallit, phylactery; Christian cross and crucifix; the Aum symbol for Hindus.

Focus on symbolic actions, such as those used in prayer by Muslims; Buddhist meditation.

Explore a religious story in depth to draw out the symbolism and its significance for believers, e.g. the story of Pentecost for Christians.

Give pupils opportunities to reflect on and ask questions prompted by the story/ies.

- I can use some religious words to explain what symbols are and what they stand for in different religions
- I can explain how actions can be symbolic and give examples of ways in which religious people show their beliefs through actions
- I can tell a religious story and explain how it is symbolic
- I can talk about some of the things I find puzzling in religious stories.

Summer 1 and 2
People who changed the world: a study of some key religious teachers and prophets

Use an inquiry-based approach, using ICT to research and present findings. This will need careful preparation and resourcing if pupils are to develop insight into the nature of key religious leaders.

Learning objectives
Pupils:
- know the stories of some key religious leaders
- identify their inspirational qualities
- reflect on their own experiences of who and what inspires and motivates them

Discuss pupils’ responses to the question: If you had the power to change the world for the better what would you change?

Explore what makes a great leader.
What is inspiration? When have pupils felt inspired?
The focus will depend on the religions studied, e.g. Moses, Jesus, Muhammad, Guru Gobind Singh, the Buddha
How do we know about them? Explore sources.
What do we know about them?
What do the stories about them tell us about them as people and what they believed in?
What is their impact today?
Work with pupils to enable them to identify the key characteristics of such people, identifying similarities and differences between the people they have studied and their beliefs.
• I can talk about what makes a good leader
• I can give examples of religious leaders and explain how they have inspired and influenced believers
• I can identify the qualities of people who have influenced and inspired me and compare them with the religious leaders I have studied.

Year 4

Through their study of these units pupils will learn to:

• develop their religious vocabulary to describe and show their understanding of sources, beliefs, practices, ideas, feelings and experiences
• describe some similarities and differences in and between religions and make links between them
• describe the impact of religion on people’s lives
• suggest meaning for a range of forms of religious expression, e.g. worship, celebration
• ask and suggest answers to questions and issues raised by religion and belief
• apply their ideas relating to their study of religion to their own and other people’s lives
• identify what inspires and influences themselves and others in relation to religion and belief.

Autumn 1

What is Worship?
Learning objectives
Pupils:

• understand what is meant by worship
• explain why religious people come together to worship
• reflect on their responses to their own experiences of worship in and outside school

Start with pupils’ experience of worship in school. Discuss why we have assemblies in school. What happens in assemblies? Explore pupils’ views and experiences of school and other worship asking:

• Why do people worship?
• Why do religious people come together to worship?
• Why are the time and the place significant?
• What do they do when they worship?

Highlight and explore differences in Christianity between denominations researching the reasons why these difference have developed, e.g. Quakers, Roman Catholics and Pentecostalists.

Draw on places of worship in the school locality. (Churches, synagogues and mosques). What is prayer? What part prayer does play in worship – private and public?

Visits/visitors: find opportunities for pupils to experience worship in the community as observers, or through video extracts, enabling them to analyse and reflect on their experience.

• I can explain what is meant by worship using some religious words
• I can think about my own experiences of worship in school and compare them with what happens in the religions I have studied
• I can describe some differences in the ways people worship and give reasons for these differences.

Autumn 2

Where are we going? Pilgrimages and other Journeys
Learning objectives
Pupils:

• examine and reflect on the concept of pilgrimage
• investigate and explain the significance of pilgrimage in some of the major world religions
• view the Christmas story from the perspective of those who went on special journeys
• make links with their own experience of journeys and the symbolic journey of life

Start with children’s own experience of journeys – holidays, school trips, for some it might be a traumatic experience, e.g. asylum seekers and refugees. Use a ‘stilling’ activity or guided meditation to introduce this topic.

Introduce the concept of pilgrimage – how are pilgrimages different from other journeys? Include pilgrimages from a range of religions, e.g. Muslim experiences of Hajj; Hindu pilgrimages to Benares; the significance of Jerusalem in Judaism, the Golden Temple for Sikhs.

Reflect on where we are going in our own lives. Think about and share ‘A journey I would like to make.’

Christmas theme: Journeys:

Mary’s journeys: to see her cousin Elizabeth; journey to Bethlehem; journey to Egypt to escape the threat of Herod; journey back to Nazareth.

Look at these journeys on a map – how far? How long would it have taken? How would they have travelled? What would they have needed for their journey? What would it be like to take a baby on such a journey? Compare their journey with the experiences of refugees and asylum seekers today.

Create letters from Mary, or postcards, from these journeys. Use strategies such as hot-seating characters, e.g inn keeper/inn keeper’s wife/Herod/Joseph, even the donkey. Ask pupils a challenging question: What would the consequences have been if the Wise Men had decided to go back and tell Herod where Jesus was?

• I can explain what a pilgrimage is and give some examples of pilgrimages in different religions
• I can explain why pilgrimages are important to believers
• I can talk about the journeys in the Christmas story from the perspectives of some of the people involved
• I can reflect on my own experience of the journey of life.
Spring 1
How do Holy Books reveal God for believers?
Learning objectives
Pupils:

- learn why some books have special significance in religions
- know the names of some sacred books and how they should be treated
- identify some key stories and teachings from the sacred books they have learned about
- explain why a particular book or words are important to them.

Revisit previous learning about special books. Which sacred books can pupils identify? Explore the meaning of ‘holy’ and ‘sacred’. Why are some books ‘holy’ and some just ordinary? Focus on some holy books to discover what is in them and how members of that religion use them. Compare use of electronic technology, e.g. a Sat nav, with using a road map – what are the advantages and disadvantages of having a book? Is it the content of a book that makes it special? Or is it what people believe about it?


What do sacred books reveal for believers in other faiths studied? For example, find out how Muslims received their holy book. How is it used and respected? What similarities and differences are there? Ask pupils to identify words and books that are important to them and explain why.

- I can explain the meaning of ‘sacred’ and ‘holy’ and talk about how and why some books can be sacred/holy for believers
- I can talk about the importance of the Bible for Christians and the Qu’ran for Muslims (and other religions studied) and compare their beliefs about their sacred books
- I have reflected on how words and books are important in my life.

Spring 2
Who cares?
Learning objectives
Pupils:

- learn about how and why religious belief influences the way people treat others
- reflect on whether and how people should care for those in need

Take an example from any of the major religions of the expectation that there will be regular giving to help people who are less fortunate. Ask pupils whether you have to be religious to care about others. Ask pupils: Who or what do you care about most and why? Discuss what motivates believers in Christianity, and the religions studied to care for others?

Use examples from Christianity, the faiths studied and secular experiences which demonstrate care for others, both humans and animals, e.g. the Hindu belief in cow protection. Focus on charities – how many can the children list? What charities are supported by the school and why? Research the top ten charities that receive the most support in a year in the UK and use this to promote discussion.


- I can give examples of how religious belief influences the way people act and the decisions they make
- I can give reasons why some religious people believe that they should care for others
- I can explain my views about giving to charity and caring for others.

Summer 1
Moral values: how do we know what is right and what is wrong?
Learning objectives
Pupils:

- understand how people's beliefs about God and the world have impact on their lives
- reflect on ideas of right and wrong and their own and others’ responses to them

Start with a story involving moral choices, exploring the consequences of the different options. What are moral values? Where do we find our values to live by? Is it possible to have rules that never go out of date? For Christians and Jews the Ten Commandments provide the basis for living. Explore the commandments identifying their meaning and applying them in the modern world. What would it be like to live without a moral code? What would school/home/the world be like if there were no rules?
Vocabulary:

- moral: the correct way to behave
- moral code: a set of rules to help people decide the right thing to do

- I can explain what is meant by making moral choices
- I can ask questions about the moral choices people make and what might happen as a result of their decisions
- I can give examples of some religious teachings which guide the way believers live and make choices
- I have reflected on what guides me in making moral choices.

Year 5

Through their study of these units pupils will be able to:

- continue to develop their religious vocabulary to describe and show their understanding of sources, beliefs, practices, ideas, feelings and experiences
- identify and discuss some similarities and differences in and between religions and suggest reasons them
- describe the impact of religion on people’s lives
- suggest meaning for a range of forms of religious expression, e.g. worship, celebration
- ask and suggest answers to questions and issues raised by religion and belief
- explain how sacred books and stories are used to give answers to ultimate questions and ethical issues
- identify and explain what inspires and influences themselves and others in relation to religion and belief

Summer 2

Who are we and where do we belong?
A research-focused activity building on learning in RE and drawing on the local community

Learning objectives
Pupils:

- explore the question ‘who are we and where do we belong?’
- use a range of research and inquiry skills to investigate the significance of religion in the local community
- identify how religious families and communities practice their faith and the contribution this makes to local life
- reflect on ways of celebrating the diversity in the local community by working together to plan an assembly in which all can participate

Explore the key question “Who are we and where do we belong?” with pupils as an introduction to this enquiry. Pupils work together to research and produce a leaflet for visitors to one or more places of worship in the local area or prepare a trail for school groups visiting places of religious and cultural interest locally, explaining what interesting features they should look out for and why.

Plan and carry out interviews with leaders and members of local religious groups. Use small camcorders to record and then edit and create a soundtrack and commentary, presenting the final programme in an assembly. Research, plan and lead an assembly to celebrate the diversity of religious and secular groups represented in the school.

- I can work with others to plan an enquiry into what it means to belong in our community
- I can interview people to find out what is important to them and how their beliefs affect their lives
- I can work with others to summarise and present the findings of our enquiry
- I can explain some of the religious and other beliefs which influence how people live.

Autumn 1

What is meant by God?

Learning objectives
Pupils:

- explore the concept of God
- learn how different religions express their beliefs about the nature of God
- discuss their own and others’ views about the nature and existence of God
- reflect on what makes life worthwhile

Ask pupils: When you hear the word ‘God’ what does it suggest to you? Share pupils’ views and ideas. Emphasise that the idea of ‘God’ can mean different things to different people.

Some people do not believe there is a God and some people are not sure but have an open mind – see vocabulary.

Imagine that God is a ‘super being’, an invisible force – what would pupils want God to be able to do? What do they think God would know?

What would the characteristics of God be, e.g. would God be a good listener? God is often shown as a man but perhaps God could be female. Christianity often uses male language and images while in Hinduism the concept of God includes both male and female characteristics.

Introduce pupils to sacred images and explore how these help people of different faiths to understand God. In some religions – Christianity, Islam and Judaism – it is forbidden to create an image of God.

Explore the ideas of Humanists who believe we can be happy and live good lives without God and Buddhists who do not look to God to solve things but say we should rely on ourselves.

Explore what pupils feel makes life worthwhile.
Vocabulary:

- theist: someone who believes in the existence of God or gods
- agnostic: someone who is unsure whether God exists or not
- atheist: someone who believes that there is no God.
- sacred: holy, to do with God
- I can ask questions about what religious people believe about God, using religious words
- I can explain what different religions believe about the nature of God
- I can discuss my own and others’ views about whether God exists and what God might be like
- I can reflect on what makes life worthwhile.

Autumn 2

Religious expression: What does Peace mean?

This unit provides an opportunity for the study of Christian groups who emphasise the importance of inner peace and peace-making, e.g. Quakers and also to introduce the Hindu principle of Ahimsa (non-violence) and Buddhist teachings and practices which focus on meditation and non-violence.

Pupils:

- explore and evaluate how some religions emphasise peace and how this is expressed both as a spiritual idea and in practical ways
- reflect on their own beliefs and attitudes

Use artefacts and pictures on themes of peace as prompts to help pupils reflect and choose words to connect the artefacts and pictures

Explore ideas of peace – external: absence of war, not arguing, and internal/spiritual: forgiveness, inner harmony

Investigate, discuss and evaluate the teachings of some major religions about violence and non-violence with particular emphasis on Christianity, Hinduism and Buddhism.

Create an opportunity for pupils to experience stillness through ‘Stilling’ or guided meditation.

Enable pupils to express creatively how it feels to be peaceful using a range of media, e.g. cards, posters.

Spring 1

Religion and the individual: What does your faith mean to you?

Learning objectives

Pupils:

- research and investigate ways in which people from different religions practice and express their faith
- identify and explore what is expected of a person following a religion
- make links between the faiths studied identifying similarities and differences
- reflect on what it means to belong to a faith community
- reflect on my own experiences of belonging to a community

How do individuals experience their faith?

What is religious experience?

Explore aspects of religious experience e.g. worship, talking to God through prayer

Investigate reasons why people pray; where, when and how do they keep in touch with God?

Where possible draw on visitors and visits to places of worship to discover the impact and reality of religion.

Pupils carry out an investigation, planning questions and discussing them with people from a range of faith backgrounds.

Pupils evaluate and present their findings.

Resources:


Spring 2

Religious expression: spiritual values

Learning objectives

Pupils:

• learn that spirituality has a range of meanings
• identify how humans and animals differ
• explore spiritual symbolism in Buddhism and Christianity

Ask pupils to identify what makes humans different from animals.
Compile a class list of ideas including aspects such as thinking, reasoning, senses of right and wrong, experiencing wonder, joy, creativity, imagination, express as a mind map or Venn diagram.
Introduce the word ‘spirituality’ and explore the meaning with pupils.
What are spiritual values?

• Exploring the importance of spiritual values, e.g. respect, love, compassion, in different faiths
Focus on the spiritual qualities of people in two contrasting faiths e.g:
• Spirituality in Buddhism expressed through rupas (statues) and mudras (hand positions). What do they mean and how are they used in worship?
• Introduce the images of Bodhisattvas from the Mahayanan and Vajrayana traditions of Buddhism and explore the spiritual qualities called The Six Perfections associated with them. (Useful website: www2.bremen.de/info/nepal/Icono/Mudras/Mudras.htm)
• Introduce the Fruits of the Spirit in Christianity.
• Explore the qualities of saintliness in Christianity. What is a saint? What spiritual qualities does a saint have? Do saints exist today? Do saints have to be religious?
• If you could make someone a saint who would you choose and why?
• Reflect on how easy or difficult it might be to live in ways that show the qualities of saintliness in Christianity or the Six Perfections in Buddhism.

Summer 1

Follow the Leader: Religious authority and leadership

Learning objectives

Pupils:

• learn what is meant by authority
• identify the qualities of effective leaders
• explore the lives of some religious leaders
• reflect on the challenges of leadership

Discuss what is meant by authority? Who has authority over the pupils and why? How is it exercised?
What makes a good leader? Why? Where does a leader’s authority come from?
Explore the differences and similarities between religious and secular leaders.
What are his/her duties? What is the scope of their authority?
Focus on some religious leaders e.g. the Dalai Lama, Archbishop of Canterbury, The Pope. How are they chosen?
Revisit the story of Moses who did not want to take on the leadership role which God had given him.
Do we need leaders? Consider religions/groups that do not have important leaders e.g. Hinduism, Quakers.
Explore aspects of Sikhism through stories of the Gurus, evaluating their leadership qualities.
Discuss that for Sikhs today the sacred book, the Guru Granth Sahib, is the leader.
Draw on learning in this unit to imagine the qualities of ‘The Ideal Leader’.
What challenges do leaders face?

• I can explain what is meant by ‘authority’ and what I think makes a good leader
• I can give examples of some religious and non-religious leaders and say where their authority comes from
• I have reflected on the challenges that religious and non-religious leaders face.
Summer 2
Whose world is it? Religion and the environment
Learning objectives
Pupils:
• raise some questions and explore answers relating to responsibility for the environment
• show understanding of some creation stories from different religions and why believers claim that the world is sacred,
• use a variety of media to create and express visions of the world
• express their own views about the relationship between people and the environment

Discuss: Who owns the world? Explore the ideas of ownership and inter-dependence.
Use visual images to explore our relationship with the natural world.
Read and interpret creation stories from a range of religions and compare with a secular view. Why do religious believers claim that the world is sacred?
Do some research to find out about the beliefs of members of the Bahá’í and Jain religions about care for the environment.
How do humans treat the world? Look at examples of conservation and of environmental damage.
Make links with art, design and technology to create visions of the world as it might be if it is cared for and if it is neglected.
Encourage pupils to identify and get involved in an environmental project in their school or local area.

Year 6
Through their study of these units pupils will be able to:
• use an increasingly wide religious vocabulary to explain the impact of beliefs on how people live
• identify and discuss some similarities and differences in and between religions and suggest reasons them
• describe and show understanding of why people belong to religions
• suggest meaning for a range of forms of religious expression
• ask and suggest answers to questions and issues raised by religion and belief relating them to their own lives
• explain how religious sources are used to give answers to ultimate questions and ethical issues
• identify and explain what inspires and influences themselves and others in relation to religion and belief

Autumn 1&2
Beliefs and Big Questions (double unit)
Learning objectives
Pupils:
• begin to reflect on and discuss some challenging religious and philosophical questions
• employ philosophical enquiry to explore the questions they have raised
• reflect on their own responses to such questions and the reasons for them
• explore how Christians and members of the religions they have studied and those who do not hold religious views respond to these questions

Introduce pupils to philosophical thinking and explain that they are going to be philosophers exploring fundamental questions such as how we ought to live, what is right and wrong and how we know we really exist.
They will need critical thinking skills, creative thinking skills, reasoning, concentration, good listening and social skills.
Work together to make a list of the most challenging and interesting questions about the meaning and purpose of life, e.g. Who am I? Why am I here? What is good? What is bad? Is death the end?
Record all the questions. Don’t worry if some of the questions seem to be unanswerable!
Analyse and discuss which of their questions can be answered by someone, somewhere and which appear to have no right answer, or no answer at all.
Ask pupils to identify what questions they think can be/are answered by religion?
Take the pupils’ questions as the basis for the unit exploring how such questions would be answered by members of the religions and secular groups which have formed part of their study of RE in KS2 and introducing some new religions and secular perspectives.
What is the Biggest Question in the view of the pupils, and why?
Use a Philosophy for Children approach to teaching this unit.

Resources for teaching this unit:
www.sapere.org.uk
info@philosophy4children.co.uk
Philosophy for Young Children: A Practical Guide – Berys Gaut & Morag Gaut, Pub. David Fulton
RE Today Exploring the Journey of Life and Death (Page 53)

- I can ask questions about the meaning and purpose of life and suggest answers that might be given by members of different religious groups or individuals
- I can analyse and classify different types of questions
- I can explain how philosophers use questions to explore other questions
- I can explain why some questions are difficult to answer and why some questions may have different answers
- I can compare and talk about the different answers given by religious and non-religious people to these questions.

Christmas: What do Christians believe about Jesus?
Learning objectives
Pupils:
- I can explain that Christians believe that Jesus is God in human form
- I can analyse stories about the birth of Jesus and talk about how the people in the stories might have felt
- I can reflect and ask questions about things that interest and puzzle me.

Spring 1 and 2
Beliefs in action in the world (double unit)
Learning objectives
Pupils:
- I can explain what human rights are
- I can give examples of people who have been influenced by their religious beliefs to work for human rights
- I have reflected on and identified the human rights I think are most important and can explain why.

Use the Declaration of Human Rights for Children as a basis for this unit.
Resource: We Are All Born Free – The Universal Declaration of Human Rights in Pictures: Frances Lincoln Books in Association with Amnesty International
Discuss with pupils what rights they think they have. What does it mean to be free? To be treated equally? Introduce the Declaration of Human Rights for Children and ask pupils to work in groups to discuss how they would rank them.
Introduce the question: How does religious belief influence the way people act in the wider world?
Explain that many people have been and continue to be involved in global issues and human rights issues because of their religious beliefs.
Examples:
- The Bahá’í faith teaches that there is only one human family and that all people are part of God’s creation and share the same human rights
- Jains believe that harming anyone in any way goes against a person’s human rights
- Christians believe that everyone was created equal by God and should be treated equally with justice and fairness.

Use the example of John Sentamu, Archbishop of York who spent 7 days living inside a tent in York Minster praying and fasting for peace in the Middle East (Resource: RE Today Exploring beliefs in Action in the World)
Research/read/tell the stories of people who have worked for the rights of others, e.g. Martin Luther King, the Dalai Lama, Gandhi. Use role play, hot-seating, interviews to explore the stories.
As a group activity pupils imagine they are the government of a newly created country – what ten rules would they make and why?
Summer 1 and 2
Expressing faith through the arts (double unit)

Learning objectives

Pupils:

• show understanding of how the creative and expressive arts can be used to express insights into faith and spirituality
• interpret and explain how symbolism is used in art
• express and communicate their own and others’ insights through the creative and expressive arts

Explore the connections between religion and art/the arts from different faith perspectives, e.g. the discipline of Islamic art, the symbolism of Hindu art. Include art, sculpture, music, dance and drama to enable pupils to express their responses to the teachings and practices, stories and images of the religions they have studied. Show pupils pictures of Jesus from different cultures, explore why, in each case, Jesus is portrayed differently. Make a link with the Spirited Arts Project – RE Today giving pupils the opportunity to respond creatively to their learning about religion and spirituality.

Note: The details of the Spirited Arts Project and other useful resources are in the Resources List.

• I can explain and give examples of ways in which religious beliefs are expressed through art and how they may differ
• I can explain some religious symbols and why they are important to believers
• I can talk about how art can be used to express feelings, emotions and spiritual ideas.
Key Stage 3
Key Stage 3

Students will study:

• all six principal religions
• other religions
• a religious community with a significant local presence, where appropriate
• a secular world view, where appropriate

Teachers’ planning should ensure balanced coverage of Christianity and the other major world religions across key stage 3

Year 7

Faith and community
Through their study of these units students will be able to:

• understand what it means to be a member of a religious community
• make links between beliefs, faith and how people behave
• identify and reflect on the inspiration and influences in their own lives and make comparisons with the experiences of others
• explain the characteristics of religious and secular communities
• demonstrate knowledge and understanding of the groups which make up the local community and what matters to them

Assessing students’ progress/assessment for learning

• The ‘I can’ statements express the knowledge, skills and understanding that most students will have developed at the end of each unit. These are based on the eight level descriptions of the Non-statutory National Framework for RE (see page 45) and cover both attainment targets.

1. What do people believe and why?

An introductory unit to bridge the transition from KS2-KS3

• What is RE and why do we do it?
• Audit pupils knowledge and experience of RE
• What do pupils know already about religion?
• Explore meanings for fact/opinion/belief/faith
• How does belief influence actions? – e.g. worship, spreading the message, caring for others, moral and ethical actions
• What difference does faith make?
• Why and how do religious beliefs inspire?
• Who/what inspires you/us?
• Who/what influences the way you/we live?

• I can explain what faith is
• I can identify the key beliefs of Christians and other religions studied
• I can describe how beliefs affect people’s choices and actions
• I can talk about what inspires and influences the way I act and the choices I make
• I can compare my own actions with the actions of others.

2. What makes a community?

Community: practices and ways of life/identity and belonging/values and commitments both secular and religious.

This unit should have a strong local focus and draw on people and places in the community.

• What is a good community and what makes it work? (draw on pupils’ experiences and link with people and groups in the community)
• What are the features of religious communities?
• What place does worship have in the local community – identify local places of worship – meet people, make visits.

• I can explain some reasons why some people belong to a religion
• I can identify and describe some features of religious and secular/non-religious communities
• I can describe and make comparisons of some of the ways people from different religions express themselves, through worship, for example, and give reasons to explain why they do what they do
• I can explain what is important to some religious communities in Barking and Dagenham and give reasons why.
3. How and why do communities celebrate together?

a. Celebrating: beliefs/teachings/practices/ways of life/identity and belonging
A local focus including emphasis on inter-faith relationships
• Identify key celebrations for the religions studied, understand the key features of these/compare, identify similarities and differences between religions and with secular celebrations, drawing on pupils’ experiences.

• I can explain the meaning of ‘festival’ and ‘celebration’ and give examples of each.
• I can compare religious and secular festivals and celebrations
• I can explain the importance of some religious celebrations and festivals and the role they have in the community.
• I can compare and contrast these experiences with my own.

b. Changing the world: influential people: beliefs, teachings, sources/values, commitments, moral and spiritual expression

• What does it take to make a difference?
• What motivates and inspires such people?
• Who cares? Why should we care? Do we want to make a difference? How can we do this? Locally / nationally / internationally?

• I can identify some people who have made the world a better place
• I can explain how their religious sources/beliefs have directed their actions
• I can identify ways people can make a difference locally, nationally and globally
• I can identify some of the challenges of belonging to a religion in the world today
• I have reflected on how these issues relate to my own experiences

Year 8

Exploring the nature and existence of God
Through their study of these units students will be able to:

• give arguments relating to the existence of God and life after death, including ideas from religious and secular perspectives
• evaluate some religious and secular theories about the existence of the universe and the place of human beings in it
• interpret sources and arguments about the nature of God and explain their own ideas and views using religious and philosophical vocabulary
• explain what is meant by rites of passage and give examples from the religions they have studied
• reflect on questions of meaning and purpose and their own responses to such questions
• raise questions of their own

1a. What do people believe about God?

• What do the faiths studied believe about God?
• Was the universe designed – an exploration of the key theories
• Are religious and scientific views incompatible?

1b. How do people ‘see’ and represent God?

• An exploration of the nature, character and images of God in the faiths studied.
• What are students’ own beliefs and responses?
• What questions does this unit raise for them?

2. A matter of life and death: What happens when people die?

• What matters to people when someone dies?
• What are the beliefs and teachings of the religions studied?
• Why do these beliefs matter when someone dies?
• How do these beliefs about what happens when someone dies affect the way people live their lives?
• What do people believe about life after death and why?
• Examining the evidence – near death experiences, belief in reincarnation.
• Humanist view – this life is all we have and death is the end – impact on life?
• Opportunities for students to explore their own views and experiences.
3. Rites of Passage: the special events during the journey of life

- Take students’ experiences as the starting point: birthdays, weddings, funerals; explore the religious and secular significance of these occasions.
- Focus on taking responsibility – when/how/why
- Religious responsibility in the faiths studied, e.g. bar/bat mitzvah, sacred thread, baptism, confirmation – highlight similarities and differences
- who is in charge – parents or child?

The following ‘I can’ statements express the knowledge, skills and understanding that most students will have developed by the end of Year 8. These are based on the eight level descriptions (see page 45) and cover both attainment targets.

- I can give arguments relating to the existence of God and life after death, including ideas from religious and secular perspectives
- I can evaluate some religious and secular theories about the existence of the universe and the place of human beings in it
- I can interpret sources and arguments about the nature of God and explain my own ideas and views using religious and philosophical vocabulary
- I can explain what is meant by rites of passage and give examples from the religions I have studied
- I can reflect on questions of meaning and purpose and my own and others’ responses to such questions
- I can raise questions of my own in response to my learning in RE.

Year 9

Moral and ethical questions

Through their study of these units students will be able to:

- investigate, analyse and evaluate how moral judgements are made within religions and how beliefs affect actions
- understand how religious sources and teachings are used to provide the basis for answering moral questions and making judgements
- apply their learning about religion to their own lives and those of others.
- raise questions and respond critically and creatively to what they have learnt.

1. Moral and ethical questions

1a. Right or wrong? Who decides?

Introduction: exploring moral dilemmas – developing a practical problem solving approach to some real life situations.

- What is morality?
- What makes a decision moral?
- Students investigate scenarios, analysing what influences moral judgements and identifying religious and other factors.
- What guides us in making moral choices? E.g. conscience, the voice of God, authority of scriptures, for Christians the example of Jesus
- Understanding Christian and other religious approaches to making moral judgements, including situation ethics.

- I can explain the terms morality and moral judgement
- I can identify some ways that religion affects how people choose to act
- I can make connections with how I make decisions and choices in my own life.

1b. Rights to life: Whose life is it anyway?

- What is meant by the ‘sanctity’ of life?
- Is life precious?
- Who does life belong to?
- medical ethics – what are the issues and dilemmas involved in abortion, IVF, euthanasia
- How do members of the faiths studied respond?
- personal responses: reflection and insight on a range of different perspectives

- I can explain what is meant by ‘sanctity of life and give religious and secular reasons why life may be seen as precious by some people
- I can explain how religious sources can be used to support arguments for or against courses of action
- I can critically evaluate these arguments
- I can reflect on and show insight into my own responses and the responses of others.
2. Why do people suffer? An exploration of evil and suffering

2a. What is suffering?

- Causes of suffering to be explored: moral, natural, accidental, caused by humans
- Exploring the concept of evil: does evil exist?
- Are evil and suffering linked?
- How do members of the religions being studied respond to evil and suffering?
- What religious sources/teachings inform their thinking?
- Introduce challenging questions for discussion and exploration: Would a loving God allow suffering? Why/why not? How would a member of the religions studied respond to this question?

2b. What is persecution?

This is a detailed study of a deliberate persecution of a group or religion, its reasons and impact, e.g. the Holocaust, Islamophobia, ethnic cleansing, e.g. Kurds, Roma, homophobia.

- explore reasons
- responses of the persecuted people then/now
- how do religions challenge prejudice and promote respect
- students reflect on their own experiences
- explore examples in local community
- meet people involved in community cohesion, conflict resolution, reconciliation e.g. Faith Forums, Race Equality Groups

3. A transition unit preparing students for GCSE

The content for this unit is not specified but the focus should be on the skills to be developed for GCSE, e.g.

- understanding religious and philosophical vocabulary, ability to use key words, understanding of diversity within and between faiths.
- Skills analysis – ability to apply their learning to their own and others’ lives, critical evaluation, empathy.
- understanding the relationship between beliefs, teachings and world issues, e.g. Media: Film/TV/music
- What’s in the news? Explore ‘live issues’:
  - War and peace/conflict resolution
  - Making moral choices
  - Prejudice and discrimination
  - Medical ethics
  - Crime and punishment

Schools also have the option of starting the GCSE course during this term.
Appendices
Planning challenging questions and activities in Religious Education

Question and answer is the most common form of communication between teachers and students. The Taxonomy of Questioning developed by Bloom (1956) provides a very useful basis for ensuring that questions and activities are appropriately challenging. Bloom carried out research into thousands of questions asked by teachers which he then categorised. His study, and subsequent research, shows that the vast majority of questions asked are in the first two categories – knowledge and comprehension, with few questions covering the other categories which require higher order thinking.

Planning a range of questions which include open and closed questions and questions which cover the range of higher and lower order questions identified by Bloom will help to ensure that all students are challenged to think and respond at levels beyond showing basic knowledge and comprehension.

The taxonomy is also useful in helping teachers to plan tasks that are appropriately challenging.

Key points for teachers in planning for effective questioning

- Use Bloom’s Taxonomy to help plan your questions and consider when to use low, medium and higher order questions.
- Write down your key questions in advance of the lesson, making sure you have a range to suit all abilities.
- Make sure that students of all abilities have a chance to engage with higher order questions.
- Model the questioning mind you want to see in the students by thinking aloud and asking good questions.
- Push students to give better answers...take time to invite more responses, extend thinking and probe more deeply.
- Encourage students to ask more questions and value their questions as much as their answers.
- Use a variety of questioning techniques; try to ask each student a question during the lesson – use ‘no hands up’.
- Allow students thinking time before answering and give yourself time to think about their answers.
- Share Bloom’s Taxonomy with students and encourage them to use it to analyse and plan their own questions and responses.
- Encourage students to question each other.
- Aim to make your classroom a ‘questioning environment’ and say so!

Planning questions using Bloom’s Taxonomy

Knowledge

Knowledge involves:

- observation and recall of information
- knowledge of dates, events, places
- knowledge of major ideas
- mastery of subject matter

Types of question which require knowledge-based responses:

Can you....?

list, define, tell describe, identify, show, label, collect, examine, tabulate, quote, who, when, where....

RE example

What does it mean to make a moral decision?

Comprehension

Comprehension involves:

- understanding information
- grasping meaning
- translating knowledge into new context
- interpreting facts, compare, contrast
- ordering, grouping, inferring causes
- predicting consequences

Types of question which require comprehension

Can you....?

summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.

RE example

What might a Buddhist mean by the phrase ‘tread lightly’ when talking about how people should live?

Application

Application requires students to:

- use information
- use methods, concepts
- apply theories in new situation
- solve problems using required skills and/or new knowledge

Types of question which require students to apply their knowledge and understanding:

Can you....?

apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.
RE example
Apply what you have learnt from your discussion of the teaching ‘an eye for an eye’ and Gandhi’s statement ‘an eye for an eye and we’ll all be blind’ to preparing arguments for and against the death penalty.

Analysis
Analysis can be demonstrated through:

• seeing patterns
• organisation of parts
• recognition of hidden meanings
• identification of components

Types of question which promote analysis:
Can you...?

analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

RE example
Construct a Venn diagram to show which of these views about war and reconciliation might be held by Catholics, which by Quakers and which could be held by both.

Synthesis
Synthesis is demonstrated when students:

use old ideas to create new ones
generalise from given facts
relate knowledge from several areas
predict, draw conclusions

Types of question which promote synthesis:
Can you....?

combine, integrate, modify, rearrange, substitute, plan, create, design, invent, ask ‘what if?’, compose, formulate, prepare, generalise, rewrite

RE example
What would have happened if the Wise Men had decided to return to Herod to tell him where Jesus was?

Evaluation
Evaluation is developed when students:

• compare and discriminate between ideas
• assess value of theories, presentations
• make choices based on reasoned argument
• verify value of evidence
• recognise subjectivity

Types of question which promote evaluation
Can you....?

assess, rank, grade, test, measure, recommend, convince

RE example
Which is preferable and why, a set of rules such as the Ten Commandments or a moral guidance statement like the Golden Rule?
The Early Learning Goals 2012

The statutory early learning goals (detailed below) establish expectations for most children to reach by the end of the Early Years Foundation Stage (EYFS). They provide the basis for planning throughout the EYFS, so laying secure foundations from birth for future learning from five. This new guidance was published in March 2012, for implementation from September 2012.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These areas, the three prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.


The section below lists the education programmes followed by the early learning goals for each of the seven areas of Learning and Development.

The early learning goals

The prime areas

1. Communication and language

- **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

- **Understanding:** children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

- **Speaking:** children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

2. Physical development

- **Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

3. Personal, social and emotional development

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

- **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

The specific areas

4. Literacy

- **Reading:** children read and understand simple sentences. They use phonics knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
• **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

5. **Mathematics**

• **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

• **Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

6. **Understanding the world**

• **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

• **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

• **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

7. **Expressive arts and design**

• Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

• Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**Progress check at age two**

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development involving other professionals (for example, the provider’s Special Educational Needs Co-ordinator) as appropriate.

**Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)**

In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child’s level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). This is the EYFS Profile.

Detailed guidance on the early learning goals and how to work with children to achieve them is set out in the non-statutory guidance Development matters in the EYFS. This supports practitioners in implementing the statutory requirements of the EYFS.

http://media.education.gov.uk/assets/files/pdf/d/development%20matters%20in%20the%20eyfs.pdf

All the 2012 latest documents can be found at:

http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs
**Eight-Level Assessment Scale with exemplars**

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<tr>
<th>Level</th>
<th>I can...</th>
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<tbody>
<tr>
<td>1</td>
<td>remember a religious story and talk about it e.g. talk about the story of Diwali, Christmas, Hannukah</td>
<td>use the right names for things that are special to Christians, Jews, Buddhists etc e.g. say, “That is a Church,” or “This is a synagogue,” when looking at pictures of places of worship</td>
<td>recognise religious art, symbols and words, and talk about them e.g. say, “That is a Star of David,” when my teacher shows me a picture</td>
<td>talk about things that happen to me e.g. talk about how I felt when my baby brother or sister was born</td>
<td>talk about what I find interesting or puzzling e.g. say, “I think David was brave to stand up against Goliath”</td>
<td>Talk about what is important to me and to other people e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel</td>
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<td>2</td>
<td>tell a Christian (Muslim, Sikh, etc) story and say some things that people believe e.g. tell the story of the birth of Jesus and say that Christians believe Jesus is God’s son</td>
<td>talk about some of the things that are the same for different religious people e.g. say that Christians and Sikhs both have holy books</td>
<td>say what some Christian (Jewish, Sikh etc) symbols stand for and say what some of the art is about e.g. say that the cross reminds Christians that Jesus died on a cross and some people sing, dance play music when they worship God</td>
<td>ask about what happens to others with respect for their feelings e.g. think about how Jewish people say sorry as part of Rosh Hashanah</td>
<td>talk about some things in stories that make people ask questions e.g. say “It was puzzling and mysterious when God spoke to Moses”</td>
<td>talk about what is important to me and to others with respect for their feelings e.g. say, “I agree with the rule about not stealing as stealing is not fair”</td>
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<td>3</td>
<td>describe what a believer might learn from a religious story e.g. make a connection between forgiveness and the story of the Prodigal Son</td>
<td>describe some of the things that are the same and different for religious people e.g. note how Christians and Jews both treat their holy books with respect but look after them in different ways</td>
<td>use religious words to describe some of the different ways in which people show their beliefs e.g. identify special clothes Jewish people might wear</td>
<td>compare some of the things that influence me with those that influence other people e.g. talk about how Jesus influenced his disciples and how friends influence them</td>
<td>ask important questions about life and compare my ideas with those of other people e.g. ask why many people believe in life after death, giving my view and comparing with a particular religious view</td>
<td>link things that are important to me and other people with the way I think and behave e.g. talk about how listening to a story about generosity might make me behave when I hear about people who are suffering</td>
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<td>4</td>
<td>make links between the beliefs, teachings and sources of different religious groups and show how they are connected to believers’ lives e.g. describe different views about how the world was created</td>
<td>use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups e.g. compare ideas and views about pilgrimage and journeys in Christianity, Hinduism and/or Islam</td>
<td>describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean e.g. produce visitor leaflets for two different Christian churches, identifying the key features and explaining their meaning for those who worship there</td>
<td>ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others e.g. write an interview with a member of a religious community, referring to the beliefs which sustain them and give them their identity</td>
<td>ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals e.g. ask some questions about life after death and provide answers that refer to resurrection and reincarnation</td>
<td>ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values e.g. present a report about the environment and suggest what might happen depending on different moral choices that could be made</td>
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<td>5</td>
<td>suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions e.g. compare different Christian beliefs about the Resurrection and discuss how different beliefs might come about</td>
<td>describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities e.g. write diary entries from the perspective of a young Hindu living in Britain today explaining how religious practice helps him/her to cope with the temptations of life</td>
<td>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith e.g. carry out a survey of different forms of religious expression suggesting reasons for similarities and differences between them</td>
<td>give my own and others’ views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me e.g. carry out some research in the local community and write a ‘question and answer’ style report on what it may be like to be a member of a religious community in Britain today and outline what has been learnt about religious identity and community</td>
<td>ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others’ lives e.g. write a short story which raises questions about what is ‘true’ and which relates to their own personal search for meaning in life and compare this with the four noble truths in Buddhism</td>
<td>ask questions about things that are important to me and to other people and suggest answers which relate to my own and others’ lives e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others’ lives</td>
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<td>6</td>
<td>say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them e.g. complete a poster demonstrating two contrasting religious views on evil and suffering and making reference to religious texts and teachings which support the alternative views</td>
<td>say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies e.g. prepare a guide for Anglican Christians on the celebration of Easter in the Orthodox Church, showing how belief in the resurrection is expressed in different ways</td>
<td>use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers e.g. produce a booklet illustrating and explaining different sorts of symbolic expression involved in the life of a Buddhist monk or nun</td>
<td>consider the challenges of belonging to a religion today with reference to my own and other people’s views on human nature and society, supporting those views with reasons and examples e.g. write a news report on different Sikh attitudes to aspects of ‘British’ culture, explaining how Sikh views of human nature and society affect their views</td>
<td>use reasoning and examples to express insights into my own and others’ views on questions about the meaning and purpose of life and the search for truth e.g. produce a booklet of ideas about the soul and ahimsa in Hinduism with reference to religious and non-religious points of view and their own conclusions</td>
<td>use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me e.g. produce an e-media presentation on religious views of ‘terrorism’ with reference to religious and non-religious points of view and their own conclusions</td>
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<td>7</td>
<td>present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence e.g. using books and the internet, investigate Sikh beliefs about the importance of the Guru and do a presentation which coherently illustrates a variety of views</td>
<td>show how religious activity in today’s world has been affected by the past and traditions, and how belonging to a religion may mean different things to different people, even within the same religion e.g. produce two ‘pen-pictures’ of Muslims from different communities and explain how history and culture have influenced the way they put their faith into practice in different ways</td>
<td>use a wide religious and philosophical vocabulary as well as different forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways e.g. produce an illustrated guide to representations of Jesus from different times and cultures, explaining the Christian beliefs and values presented through the different media</td>
<td>give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others e.g. produce a summary of my own personal and social relationships alongside an analysis of Christian and other religious and secular insights into human nature and community</td>
<td>give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people e.g. following research into Jewish and Humanist views on faith schools, produce a report with my recommendations on an application for a new Jewish foundation school</td>
<td>give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people e.g. following research into Jewish and Humanist views on faith schools, produce a report with my recommendations on an application for a new Jewish foundation school</td>
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<td>8</td>
<td>analyze the results of different sorts of research and place different interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts. e.g. research the internet and interview individuals to produce a contextual comparison of interpretations of the resurrection of Jesus.</td>
<td>weigh up different points of view and come to a conclusion on how religions and beliefs make a difference to communities and societies in different times and places. e.g. conduct a questionnaire and analyze and evaluate the responses to produce findings on varying effects of religion in different local communities.</td>
<td>use a comprehensive religious and philosophical vocabulary in weighing up the meaning and importance of different forms of religious, spiritual and moral expression. e.g. select some items of Buddhist artistic expression for an exhibition and produce a booklet of explanations of the symbolism and impact of the items for Buddhist belief and practice over time.</td>
<td>weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments reflections and examples. e.g. write an article entitled, ‘What is distinctive about Judaism?’ making use of Jewish and non-Jewish points of view and coming to a conclusion that takes account of religious, cultural and philosophical perspectives.</td>
<td>weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples. e.g. write a speech for or against the motion that ‘science will one day remove all need for religion’, coming to a conclusion that takes account of religious, philosophical and historical perspectives.</td>
<td>weigh up in detail a wide range of viewpoints on questions about values and commitments, and come to my own conclusions based on evidence, arguments, reflections and examples. e.g. write a dialogue between a Muslim and Buddhist on how religious insights might save us from environmental disaster and write a conclusion that takes account of religious and social perspectives.</td>
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<td>PP1</td>
<td>Lie, sit, be part of my group whilst an RE session is running.</td>
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<td></td>
<td>Turn my head or eye towards an auditory/visual stimulus.</td>
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<td></td>
<td>Move my body towards light, sound or scent.</td>
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<td></td>
<td>Clap, vocalise, hum, sing in response to songs and music.</td>
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<td>Explore materials in a more complex way.</td>
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<td>Request events or activities.</td>
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<td></td>
<td>Use simple elements of communication to express my feelings.</td>
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<td>P2</td>
<td>Turn my head or eye away from an auditory/visual stimulus.</td>
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<td>Smile and look towards an adult.</td>
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<td>Sustain concentration for short periods.</td>
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<td>Request events or activities.</td>
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<td>Join in with activities by starting ritual actions or sounds.</td>
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<td>Show an understanding of yes or no.</td>
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<td>Use simple elements of communication to express my feelings.</td>
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<td>P3</td>
<td>Become very quiet in response to worship.</td>
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<td>Perform a simple, repetitive action with an artefact.</td>
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<td>Anticipate events or activities.</td>
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<td>Join in with activities by starting ritual actions or sounds.</td>
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<td>Use simple elements of communication to express my feelings.</td>
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<td>P4</td>
<td>Be part of my group whilst an RE session is running.</td>
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<td>Recognise familiar people (regular visitors, class staff).</td>
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<td>Actively explore events and objects for longer periods.</td>
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<td>Respond to the feelings of others.</td>
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<td>Show an understanding of yes or no.</td>
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<td></td>
<td>Use simple elements of communication to express my feelings.</td>
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<td>P5</td>
<td>Use simple elements of communication to express my feelings e.g. communicate to your teacher you liked the piece of music from religion</td>
<td>Join in with activities by starting ritual actions or sounds e.g. join in with a song about celebration</td>
<td>Show an understanding of yes or no e.g. communicate a response to a simple question with a visual cue when looking at a book about religion</td>
<td>Respond to the feelings of others e.g. join in with laughter at a funny puppet show which is illustrating a religious story</td>
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<td>P5</td>
<td>Use words, gestures, signs and symbols in response to a simple, familiar question or experience connected to RE e.g. close hands as a symbol of prayer</td>
<td>Use simple phrases to talk about a story or picture e.g. ‘Sita gone.’ in the story of Rama and Sita</td>
<td>Respond to a variety of new religious experiences e.g. taste some new food, or respond to music from religion</td>
<td>Take part in an activity involving two or three others e.g. use gestures, symbols or signs to show a like or dislike, move away/towards an artefact</td>
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<td>P6</td>
<td>Carry out ritualised actions in familiar circumstances e.g. join in with a happy birthday song</td>
<td>Contribute to celebrations and festivals e.g. take part in the Christmas play</td>
<td>Respond to others in a group and co-operate when in a group e.g. look at the speaker and or the person holding the resource</td>
<td>Respond to familiar stories, poems and music from religions e.g. answer a simple question about a religious story: ‘Where is Jesus in the picture?’</td>
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<td>P7</td>
<td>Listen to a religious story e.g. name at least one key religious person within the story</td>
<td>Communicate my ideas about religion, life events and experiences using simple phrases e.g. ‘I miss my pet dog’</td>
<td>Find out about different aspects of religion through stories, music, visits and drama and respond to questions e.g. go to a synagogue/church/mosque or other religious building and share what they have discovered</td>
<td>Evaluate my work and behaviour in simple ways and know some actions as right or wrong according to their consequences e.g. make a comment on their work: ‘I concentrated on the DVD’ and comment on behaviour: ‘Sorry for hurting you’</td>
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| P8    | Listen attentively to religious stories or to people talking about religion  
  e.g. ask, 'Why was the shepherd so happy when he found the sheep that was lost? (story of the Lost Sheep) | Communicate simple facts about religion and its importance for some people  
  e.g. know the Torah is a special text for Jews | Understand that religious stories can carry moral and religious meaning/ retell a religious story  
  e.g. talk about how David showed courage when he met Goliath | Communicate ideas, feelings or responses to experiences/ demonstrate a basic understanding of what is 'right' and 'wrong' in familiar situations  
  e.g. tell a friend about your visit to a local church/think about whether people were right or wrong when they met the injured man in the story of the Good Samaritan | Realise the significance of religious artefacts symbols and places  
  e.g. cover head, wash hands and feet before entering a Mosque/change behaviour within the Mosque | Reflect on what makes me happy, sad excited or lonely/show sensitivity and respect to others and their environment  
  e.g. 'I was lonely when my friend was away sick' /be friendly to someone feeling sad |
Resources to support the teaching of RE

Websites

**National organisations**

- **www.ofsted.gov.uk**
  Contains key information about RE in schools, particularly relating to standards, teachings and learning.

- **www.tda.org.uk**
  Contains useful information about teaching RE and CPD.

- **www.dfes.gov.uk**
  The Government ministry for education.

**Other national providers**

- **www.bbc.co.uk**
  The BBC site has helpful material on RE, including GCSE.

- **www.topmarks.co.uk**
  Has a wide range of RE themes, beliefs and resources

**National RE organisations**

- **NATRE** [www.natre.org.uk](http://www.natre.org.uk)
  The National Association for RE Teachers supports teachers and promotes RE across the full age range.

- **RE Today** [www.retoday.org.uk](http://www.retoday.org.uk)
  Excellent RE resources and support for teachers in both primary and secondary schools.

- **AREIAC** [www.areiac.org.uk](http://www.areiac.org.uk)
  The Association of RE Advisers, Inspectors and Consultants provides helpful support and materials including subject leadership, literacy and boys’ achievement in RE.

- **NASACRE** [www.nasacre.org.uk](http://www.nasacre.org.uk)
  The National Association of SACREs is focused on supporting SACREs but also has relevance for schools.

- **REC** [www.rec.org.uk](http://www.rec.org.uk)
  The Religious Education Council for England and Wales brings together faith communities, professional RE groups and works closely with national organisations.

- **AULRE** [www.aulre.org.uk](http://www.aulre.org.uk)
  The Association of University Lecturers in RE has useful information about RE in Higher Education.

**Other recommended RE websites**

**Visiting places of worship**


- The Spirited Arts Project [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts)

**Religion and the Media**

- James Goody Farmington Report: Religion and the Media: Consensus or Controversy [www.farmington.ac.uk](http://www.farmington.ac.uk)

**Philosophy for Children**

- [info@philosophy4children.co.uk](mailto:info@philosophy4children.co.uk)
  Very useful materials for introducing thinking skills and Socratic inquiry.

- [www.sapere.org.uk](http://www.sapere.org.uk)
  Sapere promotes philosophy for children, aims to encourage critical, creative thinking through a Community of Enquiry approach.

**General RE**

- **www.reonline.org.uk**
  The key gateway RE site with a wide range of news, articles and curriculum ideas.

- **www.betterre.org.uk**
  Part of the RE Online site. Helpful ideas for effective RE, assessment, use of ICT, leadership and management.

- **www.restuff.co.uk**
  Some helpful interesting ideas for teaching RE.

- **www.theredirectory.org.uk**
  A ‘Who’s Who’ for RE. Linked to the Culham Institute who provide courses and support for RE.

- **www.re-net.ac.uk**
  Valuable information aimed at trainee teachers.

- **www.gcsere.org.uk**
  Helpful hints for teachers and students. Covers a wide range of syllabuses.

- **www.articlesoffaith.co.uk**
  An excellent site for purchasing artefacts and my other RE resources.

- **www.truetube.co.uk**
  Interesting and lively with DVD clips and online discussions.

- **www.shipfools.com**
  An entertaining and witty site for Christianity.
**Faith specific sites**

**Baha’i**

[www.baha’i.org/](http://www.baha’i.org/)

International Baha’i website includes key beliefs and teachings and frequently asked questions.

[www.bbc.co.uk/religion/religions/bahai/](http://www.bbc.co.uk/religion/religions/bahai/)

Guide to the Baha’i faith including history and beliefs

**Buddhism**

[www.buddhanet.net](http://www.buddhanet.net)

Buddhist links around the world with guides to Buddhism.

**Christianity**

[www.thebricktestament.com](http://www.thebricktestament.com)

Bible stories told using Lego. Some adult content.

[www.biblegateway.com](http://www.biblegateway.com)

Bible passages in a wide range of versions.

[www.stapleford-centre.org](http://www.stapleford-centre.org)

Excellent RE resources, often free.

[www.natsoc.org.uk](http://www.natsoc.org.uk)

The Church of England education site

**Hinduism**

[www.hindunet.org](http://www.hindunet.org)

Information about Hinduism

**Islam**

[www.islam.org](http://www.islam.org)

Questions and answers, news, discussion on Islam.

**Jainism**

[www.bbc.co.uk/religion/religions/jain/](http://www.bbc.co.uk/religion/religions/jain/)

Guide to the Baha’i religion including history and beliefs

**Judaism**

[www.jewish.co.uk](http://www.jewish.co.uk)

Jewish website, includes ‘Ask the Rabbi’ facility.

[www.jwol.org.uk](http://www.jwol.org.uk)

Useful information and free copies of Jewish Way of Life CD.

[www.annefrank.org](http://www.annefrank.org)

A Short Life of Anne Frank DVD available to purchase + virtual tour of the Anne Frank House in Amsterdam

**Sikhism**

[www.sikhs.org](http://www.sikhs.org)

Website includes links to educational resources, e.g. Sikh weddings, virtual tour of the Golden Temple

Zoroastrianism

[www.bbc.co.uk/religion/religions/zoroastrian](http://www.bbc.co.uk/religion/religions/zoroastrian)

A guide to Zoroastrian history and beliefs.

**Secular worldviews**

**Humanism**

[www.humanism.org.uk](http://www.humanism.org.uk)

The British Humanist Association website includes a good range of resources for teachers and students, e.g interviews with Richard Dawkins and Philip Pullman.

[www.secularism.org.uk](http://www.secularism.org.uk)

National Secular Society website.

**Other resources**

**RE Today publications:**

- Exploring Religion Around Me: Listening to Children Speak
- Exploring the Journey of Life and Death
- Exploring Beliefs in Action in the World
- Jesus through Art/The Bible through Art
- Jesus Worldwide

The full list of publications is available from:

**RE Today Services**

1020 Bristol Road, Selly Oak, Birmingham, B29 6LB
Tel: 0121 472 4242

[www.retoday.org.uk](http://www.retoday.org.uk)

**Stories: examples of the many stories that are appropriate for use in teaching RE**

- Dogger: Shirley Hughes (Red Fox Picture Books)
- Badger’s Parting Gifts: Susan Varley (Harper/Collins)
- First stories for Thinking: Robert Fisher, Nash Pollock Publishing
- Stories for Thinking: Robert Fisher, Nash Pollock Publishing
- The Chronicles of Narnia: C.S.Lewis (Harper/Collins)

**Issues and Philosophy**

- We Are All Born Free: The Universal Declaration of Human Rights in Pictures: Frances Lincoln Books in Association with Amnesty International
- Values for Thinking: Robert Fisher, Nash Pollock Publishing
- Philosophy for Young Children, A Practical Guide: Gaut & Gaut (David Fulton)
- Philosophy for Children Through the Secondary Curriculum: Lewis & Chandler

**General**

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