

**AGREED SYLLABUS  
for  
RELIGIOUS EDUCATION  
in  
SUNDERLAND  
2014**

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Sunderland City Council has entered into a contractual agreement with Durham County Council and has been granted the right to adopt and adapt the Agreed Syllabus for Religious Education. This document, Agreed Syllabus for Religious Education in Sunderland 2014 has been revised for use in Sunderland schools. These schools may store this document in electronic and/or paper form and can only use it within their school.

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### **Introduction from Chair of Agreed Syllabus Conference**

The Education Reform Act 1988 requires each Local Authority to review its Agreed Syllabus for Religious Education every five years. Sunderland Local Authority began this review process in 2012 with the Agreed Syllabus Conference voting approval of the revised Syllabus in July 2013. The Agreed Syllabus conference has taken in to account the views and representations made by schools and teachers. The Agreed Syllabus has also taken account of local and national developments and documentation including the Ofsted report on RE, 'Transforming Religious Education (2010)' and the publication of 'Religious Education in English Schools: non –statutory guidance 2010' by the Department of Education 2010.

There are some major changes to the agreed Syllabus including:

- The introduction of three key elements in RE (knowledge and Understanding Religion, Critical thinking, Personal reflection) to replace the Attainment targets (learning about and from religion)
- A greater emphasis on continuity and progression with revised programmes of study and key focus of learning for each Key Stage
- The separation of Key Stage 2 into Lower and Upper Key Stage 2
- Revised levels for RE
- The introduction of enquiry questions and enquiry based learning
- A revised bridging unit between Key Stage 2 and Key Stage 3
- Revised exemplar plans for each Key stage.

These changes build on previous developments and will form a firm basis for all pupils to make progress in RE both in terms of academic achievement and personal development.

On behalf of the Agreed Syllabus conference I would like to thank all teachers and leaders in schools who contributed to the review. I would also like to take this opportunity to thank members of the Agreed Syllabus Conference and Local Authority officers for their hard work and support through this revision process.

In addition I would like to extend my thanks to Isobel Short, Adviser to Sunderland SACRE, for all her efforts to the production of this Agreed Syllabus. Isobel has used her considerable expertise and experience to produce a first class Agreed Syllabus which builds on and develops the previous syllabus.

Sunderland SACRE and Sunderland School Improvement Service are planning a launch to support schools in the implementation of the revised Syllabus. I look forward to working with teachers and leaders in Schools as we continue to develop together high quality RE for all pupils in Sunderland schools.

Cllr Paul Stewart

## **CONTENTS**

Section 1:	What is RE? .....	1 to 22
Section 2:	Continuity and Progression .....	23 to 72
Section 3:	Key Stages .....	73 to 158
Section 4:	Special Schools .....	159 to 166
Appendices	.....	167 to 170

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# **Section 1**

## **What is RE?**

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## **SECTION 1**

### **What is RE?**

1. The Legal Requirements for Religious Education .....	3
2. The Importance of Religious Education .....	4
3. The Three Elements of Religious Education? .....	5-7
4. The Fundamentals of Religious Education .....	9
5. Concepts in Religious Education .....	10-11
6. Enquiry Questions .....	12-13
7. Enquiry Based Learning .....	14-17
8. Skills in Religious Education .....	18-19
9. Attitudes in Religious Education .....	20
10. The Contribution Religious Education makes to Pupils' Spiritual, Moral, Social and Cultural Development .....	21-22

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## **THE LEGAL REQUIREMENTS FOR RELIGIOUS EDUCATION**

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

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

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

The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. Teaching about denominations is not prohibited.

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

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

### **Footnotes**

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

## THE IMPORTANCE OF RELIGIOUS EDUCATION

RE provokes **challenging questions** about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human.

RE develops pupils' **knowledge and understanding** of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to the questions above. RE offers pupils the opportunity to examine the significance of religion in relation to themselves and others, as they consider how religion and beliefs have an impact on individuals and groups in local, national and global contexts.

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

RE encourages **respect for all**, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world. RE helps to challenge prejudice, discrimination and racism.

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

### RE and the Whole School Curriculum

RE contributes to the aims of the whole school curriculum and has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.

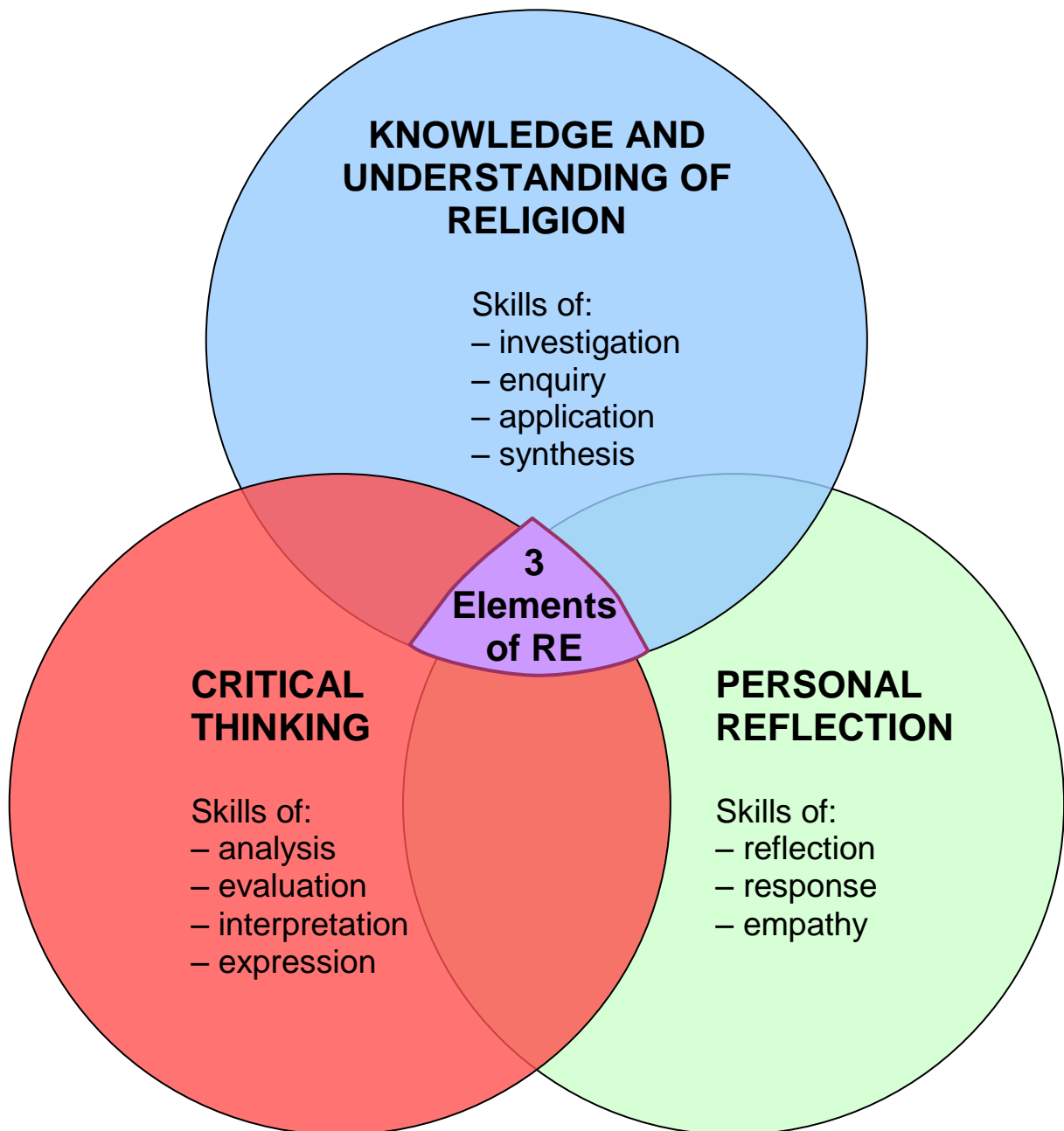
RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life<sup>1</sup>. Through RE pupils can develop skills e.g. discernment, critical thinking and reasoning. RE gives opportunities for pupils to listen to others, hear and analyse conflicting viewpoints and develop empathy and respect.

RE, therefore, contributes to the development of the following:

Economic	as pupils develop skills in RE for adult life, employment and lifelong learning
Cultural	as pupils develop understanding of how religious traditions contribute to the cultural heritage in all its diversity
Social	as pupils develop understanding of how religious identity and belonging are expressed, and consider their own participation in groups and communities
Personal	as pupils reflect on their own spiritual and moral ideas and those of others.

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<sup>1</sup> Section 78, Education Act 2002



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

## THE THREE ELEMENTS OF RELIGIOUS EDUCATION

RE is based on:

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

These are interlinked and enable pupils to make good progress in RE.

### Knowledge and Understanding of Religion

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

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

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

### Critical Thinking

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

Critical thinking requires pupils to be open minded and to value different types of reasoning including intuition e.g. the many differing reasons why people might hold onto a religious faith.

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

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

### Personal Reflection

This develops pupils' ability to reflect on religion in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions.

Personal evaluation is introspective, subjective and private. Pupils can make personal progress through reflection, empathy, developing respect and appreciation of others but **this should not be assessed**.

#### *Example 1*

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

#### *Example 2*

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

### **To Note**

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

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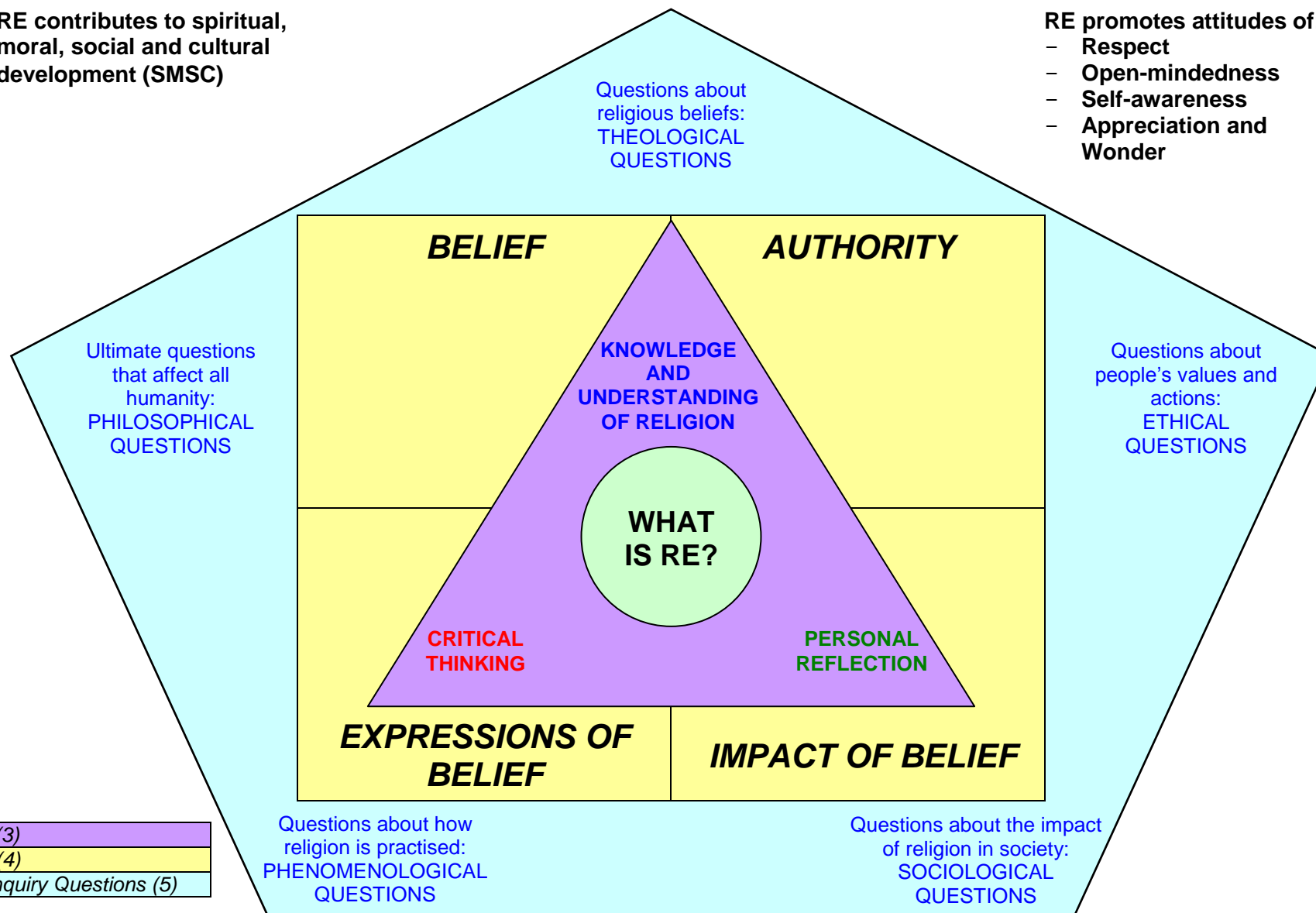


## THE FUNDAMENTALS OF RELIGIOUS EDUCATION

RE contributes to spiritual, moral, social and cultural development (SMSC)

RE promotes attitudes of:

- Respect
- Open-mindedness
- Self-awareness
- Appreciation and Wonder



Elements (3)
Concepts (4)
Type of Enquiry Questions (5)

## CONCEPTS IN RELIGIOUS EDUCATION

**Each concept:**

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

### BELIEF

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

Students have the opportunity to:

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

### AUTHORITY

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

Students have the opportunity to:

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

*Knowledge and Understanding of Religion   Critical Thinking   Personal Reflection*

## CONCEPTS IN RELIGIOUS EDUCATION

### EXPRESSIONS OF BELIEF

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

Students have the opportunity to:

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

### IMPACT OF BELIEF

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

Students have the opportunity to:

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

*Knowledge and Understanding of Religion   Critical Thinking   Personal Reflection*

## ENQUIRY QUESTIONS

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

### Theological Questions

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

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

### Phenomenological Questions

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

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

### Philosophical Questions

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

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

### Ethical Questions

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

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

### Sociological Questions

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

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

## How Schools Should Use Enquiry Questions

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

At Key Stage 1 and Lower Key Stage 2 units will focus on theological and phenomenological questions (see exemplar plans on pages 104, 113) e.g.

*What does it mean to belong to Christianity? (KS1) What do Christians believe about Jesus? (KS2)*

Some unit questions ask both theological and phenomenological questions e.g. *What do Muslims believe and how do they show this in their lives?* The teacher should develop enquiry questions within this unit of work to ensure both types of curriculum questions are addressed.

At Upper Key Stage 2 units will mainly focus on theological and phenomenological questions. Ethical questions can also be introduced (e.g. How and why do religious people care for others? Why should people with a religious faith care for others?). Philosophical questions may be raised within some units of work e.g. questions about miracles, existence of God, life after death are raised within units on Christianity.

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

At Key Stage 4 all types of enquiry questions are addressed through examination specifications. Some enquiry questions (e.g. ethical, philosophical questions) will be given greater emphasis depending on the specification chosen.

## **ENQUIRY BASED LEARNING**

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

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

### **Cycle of Enquiry**

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

#### **ENGAGE**

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

#### **EXPLORE**

Pupils:

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

#### **ENQUIRE/INVESTIGATE**

Pupils:

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

### **EVALUATE**

Pupils:

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

### **PRESENT**

- Pupils present findings to address the enquiry question.

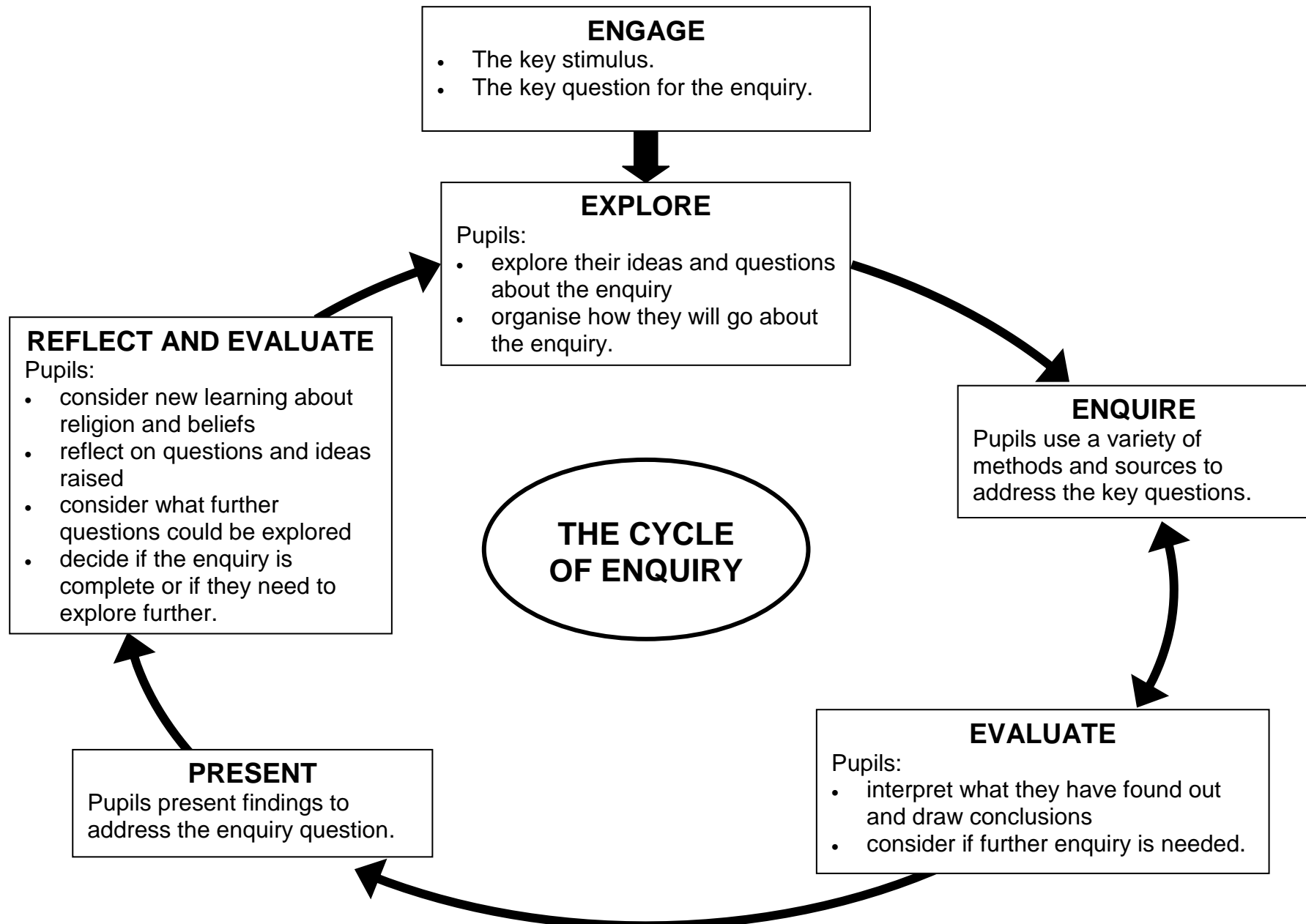
### **REFLECT and EVALUATE**

Pupils consider the following questions:

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

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## SKILLS IN RELIGIOUS EDUCATION

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

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

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

### Knowledge and Understanding of Religion

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

### Critical Thinking

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

## **Personal Reflection**

### **Reflection and Response e.g.**

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

### **Empathy e.g.**

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

## **ATTITUDES IN RELIGIOUS EDUCATION**

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

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

### **Self-awareness**

RE can give the opportunity for pupils to:

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

### **Respect**

RE can give the opportunity for pupils to:

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

### **Open-mindedness**

RE can give pupils the opportunity to:

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

### **Appreciation and Wonder**

RE can give the opportunity for pupils to:

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

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

All schools are required to promote pupils' spiritual, moral, social and cultural (SMSC) development and prepare pupils for adult life. Religious Education has a vital role to play in providing opportunities for SMSC development.

### **Spiritual Development**

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

RE provides opportunities for pupils' spiritual development through:

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

### **Moral Development**

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

RE provides opportunities for pupils' moral development through:

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

### **Moral Development (*cont*)**

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

### **Social Development**

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

RE provides opportunities for pupils' social development through:

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

### **Cultural Development**

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

RE provides opportunities for pupils' cultural development through:

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

# **Section 2**

## **Continuity and Progression**

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## SECTION 2

### Continuity and Progression

1. Overview .....	26-27
2. The Key Focus of Learning .....	28-29
3. Levels in Religious Education .....	30-33
4. Planning, Assessing and Reporting .....	34
5. Breadth of Study .....	35
6. Introduction to the Programmes of Study .....	36
7. Concepts in Christianity .....	37-41
8. Concepts in Buddhism .....	43-48
9. Concepts in Hinduism .....	49-54
10. Concepts in Islam .....	55-60
11. Concepts in Judaism .....	61-66
12. Concepts in Sikhism .....	67-72

### OVERVIEW

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

Pupils make progress in RE through:

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

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

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

These underpin the Programmes of Study KS1–3. Throughout the key stages pupils have the opportunity to deepen their understanding of these concepts and make increasingly complex studies of religion. Please see pages 10-11.

#### **The Programmes of Study**

These indicate appropriate learning about each religion across the key stages. This enables teachers to refer to other key stages to ensure they plan for progression in learning. Please see pages 36-72.

#### **Key Focus of Learning**

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

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

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

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

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

Teachers can use the key focus to build on previous knowledge and skills developed through the three elements, so enabling pupils to make progress. Please see pages 28-29.

### Learning Outcomes

These indicate what the majority of pupils should be able to do by the end of each key stage. They are based on the key focus of learning and the RE levels and build on previous knowledge, understanding and development of skills. They can be used in planning and assessment activities.

Please see pages 98-99 (KS1); 106-107 (Lower KS2); 117 (Upper KS2); 131-132 (KS3).

### RE Levels

The levels have been revised to reflect the three elements that comprise RE in this syllabus. The levels for RE consist of eight level descriptors of increasing difficulty. Each describes the types and range of performance that pupils working at that level should characteristically demonstrate, for the three elements in this syllabus.

These levels should be used to pitch work for these elements.

The levels for Knowledge and Understanding of Religion and Critical Thinking can be used for assessment. Personal Reflection cannot be assessed but pupils can make progress in this element.

Please see pages 30-33.

### Unit Questions

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

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

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

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

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

Please see pages 102-103 (KS1); 110-112 (Lower KS2); 120-122 (Upper KS2); 136-137 (KS3).

### Skills

These are common to all key stages but can be developed with and across key stages. RE skills are identified in the RE levels (see pages 30-33). The development of these skills is indicated on the introductory pages for each key stage.

Please see pages 101 (KS1); 109 (Lower KS2); 119 (Upper KS2); 134 (KS3).

### Attitudes

These are developed across all key stages. Please see page 20.

## THE KEY FOCUS OF LEARNING

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

Each is indicated through:

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

	Knowledge and Understanding of Religion	Critical Thinking	Personal Reflection
<b>Key Stage 1</b>	Children are able to <b>identify</b> some beliefs and features of religion.	In response to the religious material they learn about, children are able to express their views and give <b>simple reasons</b> to support these.	In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others.
<b>Lower Key Stage 2</b>	Pupils can <b>describe</b> some of the beliefs and features of religion.	In response to the religious material they learn about, pupils are able to express their views and support them using a <b>plausible reason or reasons</b> . They show some awareness of other people's views.	In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.
<b>Upper Key Stage 2</b>	Pupils will demonstrate <b>understanding</b> of some of the beliefs and features of religion through the RE concepts.	In response to the religious material they learn about, pupils can express their own views using <b>sound reasons</b> . Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.
<b>Key Stage 3</b>	Students will demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) <b>connect</b> in order to show understanding of what religion is.	In response to the religious material they learn about, students can evaluate their own and differing views, distinguishing between belief, opinion, fact, experience, and recognising bias. They can give <b>cogent reasons</b> for a range of views using evidence, factual information and persuasive argument (i.e. this is about quality of evidence and reasoning).	In relation to religious material studied, students are able to reflect on their own beliefs, ideas, feelings and values and appreciate how their beliefs may have an impact for others.

## Sunderland Agreed Syllabus 2014

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	Knowledge and Understanding of Religion	Critical Thinking	Personal Reflection
Key Stage 4	Students will demonstrate <b>coherent understanding</b> of what religion and belief is.	In response to the religious material they learn about, students recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to <b>make a persuasive case, using coherent arguments</b> to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.	In relation to religious material studied, students will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.

### DEFINITIONS

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

**Plausible:** reasonable or probable without necessarily being so, persuasive

**Sound:** reliable, competent, unbroken

**Cogent:** clear, logical, convincing

**Coherent:** consistent, connected, making sense

## LEVELS IN RELIGIOUS EDUCATION

These levels have been revised to reflect the three elements that comprise RE in this syllabus.

They consist of seven level descriptors of increasing difficulty. Each describes the types and range of performance that pupils working at that level should characteristically demonstrate.

To ensure continuity and progression for all pupils, these levels should be used in conjunction with the pages on Key Focus and Learning Outcomes for each key stage [pages 98-99 (KS1); 106-107 (Lower KS2); 116-117 (Upper KS2); 131-132 (KS3)].

### Pitch and Key Focus

The levels should be used to pitch work appropriately for both Knowledge and Understanding of Religion and Critical Thinking, which **can be assessed** and reported on.

They also show provision for progress in Personal Reflection but this **cannot be assessed** or reported on.

Pitch and Key Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3	Key Stage 4
<b>Pitch</b> of work for most pupils at <b>levels</b> :	1 – 3	2 – 4	3 – 5	3 – 6	5 – 8
Expected <b>key focus</b> for most pupils by the end of the key stage is <b>shown in level</b> :	2	3	4	5 / 6	7 / 7

The coloured type shows the key focus for the three elements: **Knowledge and Understanding of Religion**, **Critical Thinking** and **Personal Reflection** in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2

Level	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection &amp; response and empathy</i>
1	Pupils can <b>recognise</b> and <b>name</b> features of religious life and practice. They can <b>recall</b> religious stories, and <b>recognise</b> symbols, and other verbal and visual forms of religious expression.	Pupils <b>talk about</b> , what they find interesting or puzzling and what is of value and concern to themselves and to others.	Pupils reflect on their own feelings, ideas and values.
2	Pupils <b>identify</b> some beliefs and features of religion and their importance for some people. They begin to <b>show awareness</b> of similarities in religions. Pupils <b>retell</b> religious stories and <b>suggest meanings</b> for religious actions and symbols. They <b>identify</b> how religion is expressed in different ways.	In response to the religious material they <b>learn about</b> , children are able to express their views and give <b>simple reasons</b> to support these. Pupils <b>recognise</b> that some questions cause people to wonder and are difficult to answer.	In relation to the religious material studied children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.
3	Pupils <b>describe</b> some of the beliefs and features of religion, <b>recognising similarities and differences</b> . They <b>make links</b> between beliefs and sources, including religious stories and sacred texts. They begin to <b>identify the impact</b> religion has on believers' lives. They <b>describe</b> some forms of religious expression.	In response to the religious material they <b>learn about</b> , pupils are able to express their views and support them using a <b>plausible reason or reasons</b> . They show some awareness of other people's views. Pupils <b>ask important questions</b> about religion and beliefs.	In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They <b>reflect on</b> what influences them, <b>making links</b> between aspects of their own and others' experiences.
4	Pupils can demonstrate <b>understanding</b> of some of the beliefs and features of religion through the RE concepts and <b>make some links</b> between them. They can <b>describe some similarities and differences</b> both within and between religions. They <b>describe the impact</b> of religions on people's lives. They <b>suggest meanings</b> for range of forms of religious expression.	In response to the religious material they <b>learn about</b> , pupils can express their own views using <b>sound reasons</b> . They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.

**DEFINITIONS:**

**Reason:** the power of the mind to think, understand and form judgements logically; **Plausible:** reasonable or probable without necessarily being so, persuasive;

**Sound:** reliable, competent, unbroken

The coloured type shows the key focus for the three elements: **Knowledge and Understanding of Religion**, **Critical Thinking** and **Personal Reflection** in Key Stage 3 (Year 8 - Level 5; Year 9 - Level 6)

Level	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection &amp; response and empathy</i>
5	Pupils demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) <b>connect</b> in order to show understanding of what religion is. Pupils <b>explain</b> the impact of beliefs on individuals and communities. They <b>show understanding of</b> why people belong to religions. They <b>understand</b> that similarities and differences illustrate distinctive beliefs within and between religions and <b>suggest possible reasons</b> for this. They <b>explain</b> how religious sources are used to provide answers to ultimate questions and ethical issues, <b>recognising diversity</b> in forms of religious, spiritual and moral expression, within and between religions.	In response to questions of identity, belonging, meaning, purpose, truth, values and commitments, pupils show understanding of differing views and can give sound reasons to support a range of opposing views (i.e. they recognise that there are often several sides to an argument).	In relation to religious material studied pupils <b>can reflect on</b> what inspires and influences them and develop an understanding of where their ideas come from, They have the opportunity to develop open-mindedness when hearing the views, thoughts, ideas and feelings of others.
6	Pupils demonstrate how the RE concepts <b>connect</b> in order to show understanding of what religion is. <b>They can explain</b> the reasons for diversity within and between religions. They <b>explain</b> why the impact of religions and beliefs on individuals, communities and societies varies. They <b>interpret</b> sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They <b>interpret</b> the significance of different forms of religious, spiritual and moral expression.	In response to the religious material they learn about, pupils can evaluate their own and differing views, distinguishing between belief, opinion, fact, experience, and they can recognise bias. They can give <b>cogent reasons</b> for a range of views using evidence, factual information and persuasive argument. (i.e. this is about quality of evidence and reasoning)	In relation to religious material studied pupils are able to reflect on their own beliefs, ideas, feelings and values and appreciate how their beliefs may have an impact on others.

**DEFINITIONS:**

**Reason:** the power of the mind to think, understand and form judgements logically; **Cogent:** clear, logical, convincing



## Sunderland Agreed Syllabus 2014

The coloured type shows the key focus for the three elements: **Knowledge and Understanding of Religion**, **Critical Thinking** and **Personal Reflection** in Key Stage 4

Level	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection &amp; response and empathy</i>
7	<p>Pupils demonstrate <b>coherent understanding</b> of what religion and belief is.</p> <p>They <b>account for</b> the influence of history and culture on aspects of religious life and practice. They <b>explain why</b> the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They <b>use some of the principal methods</b> by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.</p>	<p>In response to the religious material they learn about pupils recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to <b>make a persuasive case, using coherent arguments</b> to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.</p>	<p>In relation to religious material studied pupils will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.</p>
8	<p>Pupils demonstrate <b>coherent knowledge</b> and understanding of what is meant by religion, illustrating this through coherent knowledge and understanding of several religions.</p> <p>They account for the influence of history and culture on aspects of religion and practice, showing how this can differ within and between religions.</p> <p>Pupils use a wide range of enquiry questions and sources to develop learning about religion and belief.</p>	<p>In response to the religious material they learn about, pupils synthesise and analyse a range of arguments and evidence. They give a detailed evaluation of the range of differing perspectives and <b>fully justify their own view point through persuasive and coherent reasoning</b>.</p>	<p>In relation to the religious material studied pupils will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.</p>

### DEFINITIONS:

**Reason:** the power of the mind to think, understand and form judgements logically; **Coherent:** consistent, connected, making sense

## PLANNING, ASSESSING AND REPORTING

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

- **Key Focus of Learning** indicated through the three elements: **Knowledge and Understanding of Religion, Critical Thinking, Personal Reflection**. See pages 28-29 and the introductory pages for Key Stages 1 – 4
- **Learning Outcomes** indicating what the majority of pupils should be able to do by the end of each key stage. See introductory pages for Key Stages 1–3
- **RE Levels** which consist of seven level descriptors in increasing difficulty. See pages 30-33.

At **Key Stages 1–3** these should be used for planning work to match the differing abilities of pupils, setting targets, assessing and reporting on pupil progress in RE.

Please note: the levels for **Knowledge and Understanding of Religion** and **Critical Thinking** can be used for assessment. **Personal Reflection** cannot be assessed although pupils can make progress in this element.

**Please note:** In the **Foundation Stage**, work should be planned and children's progress and attainment assessed and reported on, in relation to the Early Learning Goals.

At **Key Stage 4**, national qualifications are the main means of target setting, reviewing progress and assessing achievement and attainment in Religious Education. The key focus for Key Stage 4 and the RE levels may also be used to plan for and assess progress.

At **sixth form** teachers should ensure that planning enables students to make progress from Key Stage 4 and further develop skills and attitudes.

### Reporting

Schools can use the forms of assessment indicated above to:

- report to parents on pupils' progress in Religious Education
- pass on information about pupil achievement and attainment to partner schools (i.e. junior and secondary schools) in order to aid progression.

## BREADTH OF STUDY

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

Key Stage	Core religion to be studied	Supplementary religions which can be studied as selected by school
<b>1</b>	Christianity Buddhism	One religion at discretion of school: – Hinduism – Islam – Judaism – Sikhism
<b>Lower 2</b>	Christianity Islam or Sikhism	One religion at discretion of schools: – Buddhism – Hinduism – Judaism
<b>Upper 2</b>	Christianity Islam or Sikhism (whichever religion was not core in Lower KS2)	Aspects of the following religions at the discretion of the school: – Buddhism – Hinduism – Judaism
<b>3</b>	Christianity Hinduism Judaism	At least one religion and/or aspects from the following religions at the discretion of the school: – Buddhism – Islam – Sikhism
<b>4</b>	Christianity	At least one from: – Buddhism – Hinduism – Islam – Judaism – Sikhism

RE should also include:

- study of a religious community with significant local presence, where appropriate (for example the Bahá'í Faith)
- consideration of a secular world view where appropriate (for example Humanism).

## **INTRODUCTION TO THE PROGRAMMES OF STUDY**

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

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

**Belief**

**Authority**

**Expressions of Belief**

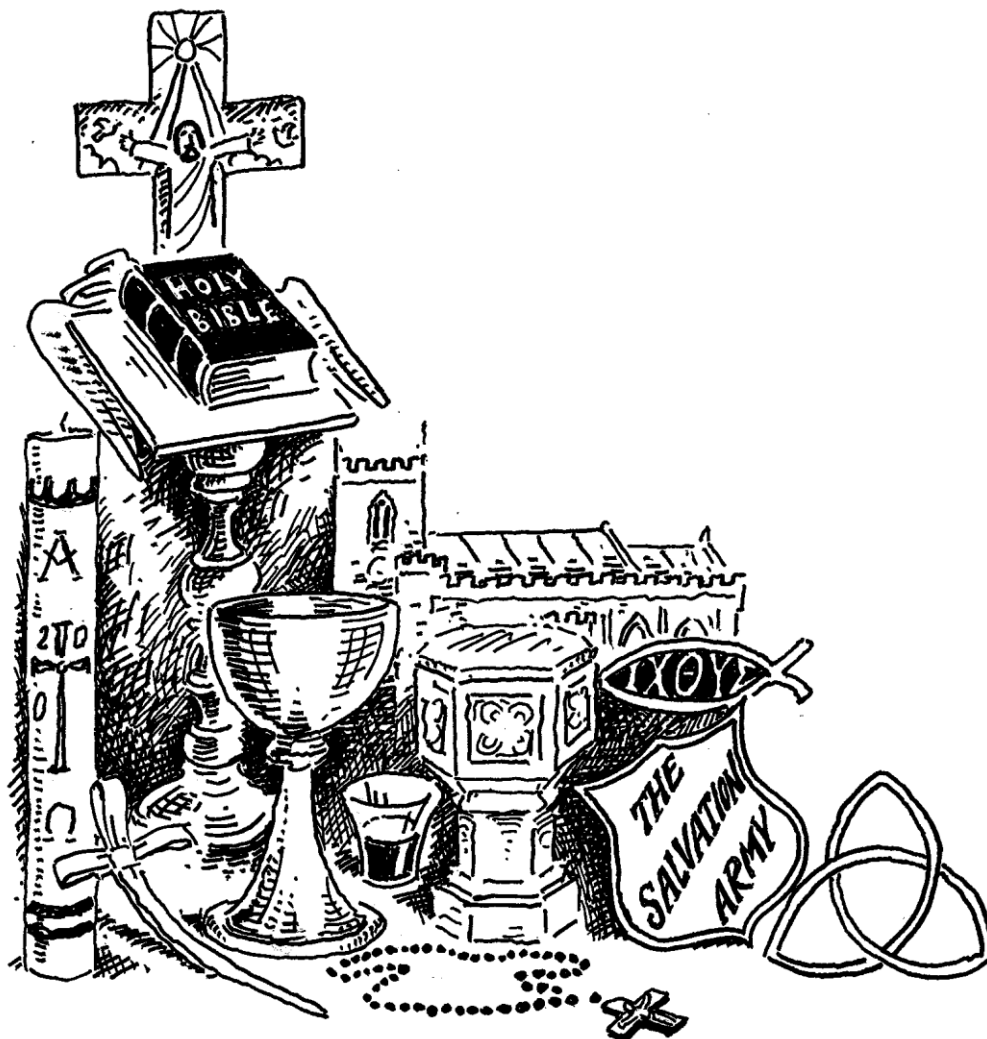
**Impact of Belief**

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

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

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

# Concepts in Christianity



## CONCEPTS IN CHRISTIANITY

### BELIEF



#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

## CONCEPTS IN CHRISTIANITY

### AUTHORITY



#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

## CONCEPTS IN CHRISTIANITY

# EXPRESSIONS OF BELIEF



### Key Stage 1

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

*It is anticipated that pupils will visit their local church (any denomination). Opportunities can be given to visit other church buildings e.g. Sunderland Minster, St Peter's Church in Sunderland, Durham Cathedral. Pupils could also be given the opportunity to visit Bede's World in Jarrow.*



### Key Stage 2

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

*It is anticipated that pupils will visit at least 2 local churches in order to compare features and aspects of worship in different denominations. Pupils could also visit Sunderland Minster and Durham Cathedral (for work on northern saints).*



### Key Stage 3

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



## CONCEPTS IN CHRISTIANITY

### IMPACT OF BELIEF



#### Key Stage 1

(Links should be made to Belief concept)

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



#### Key Stage 2

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



#### Key Stage 3

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

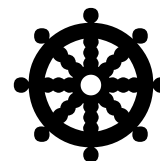
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# Concepts in Buddhism



## CONCEPTS IN BUDDHISM

### BELIEF



#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

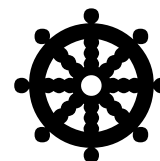
##### Key concepts:

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

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

## CONCEPTS IN BUDDHISM

### AUTHORITY



#### Key Stage 1

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



#### Key Stage 2

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



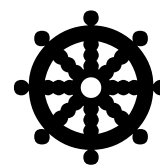
#### Key Stage 3

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

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

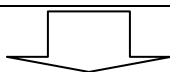
## CONCEPTS IN BUDDHISM

### EXPRESSIONS OF BELIEF



#### Key Stage 1

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



#### Key Stage 2

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



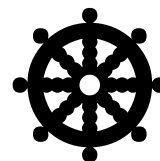
#### Key Stage 3

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

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

## CONCEPTS IN BUDDHISM

### IMPACT OF BELIEF



#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

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

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# Concepts in Hinduism



## CONCEPTS IN HINDUISM



### BELIEF

#### Key Stage 1

- Belief in one God represented in many forms and images e.g. Ganesh as God of wisdom and remover of obstacles.
- How God is depicted through murtis.



#### Key Stage 2

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



#### Key Stage 3

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

## CONCEPTS IN HINDUISM

### AUTHORITY



#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

## CONCEPTS IN HINDUISM

### EXPRESSIONS OF BELIEF



#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

## CONCEPTS IN HINDUISM

### IMPACT OF BELIEF



#### Key Stage 1

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



#### Key Stage 2

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

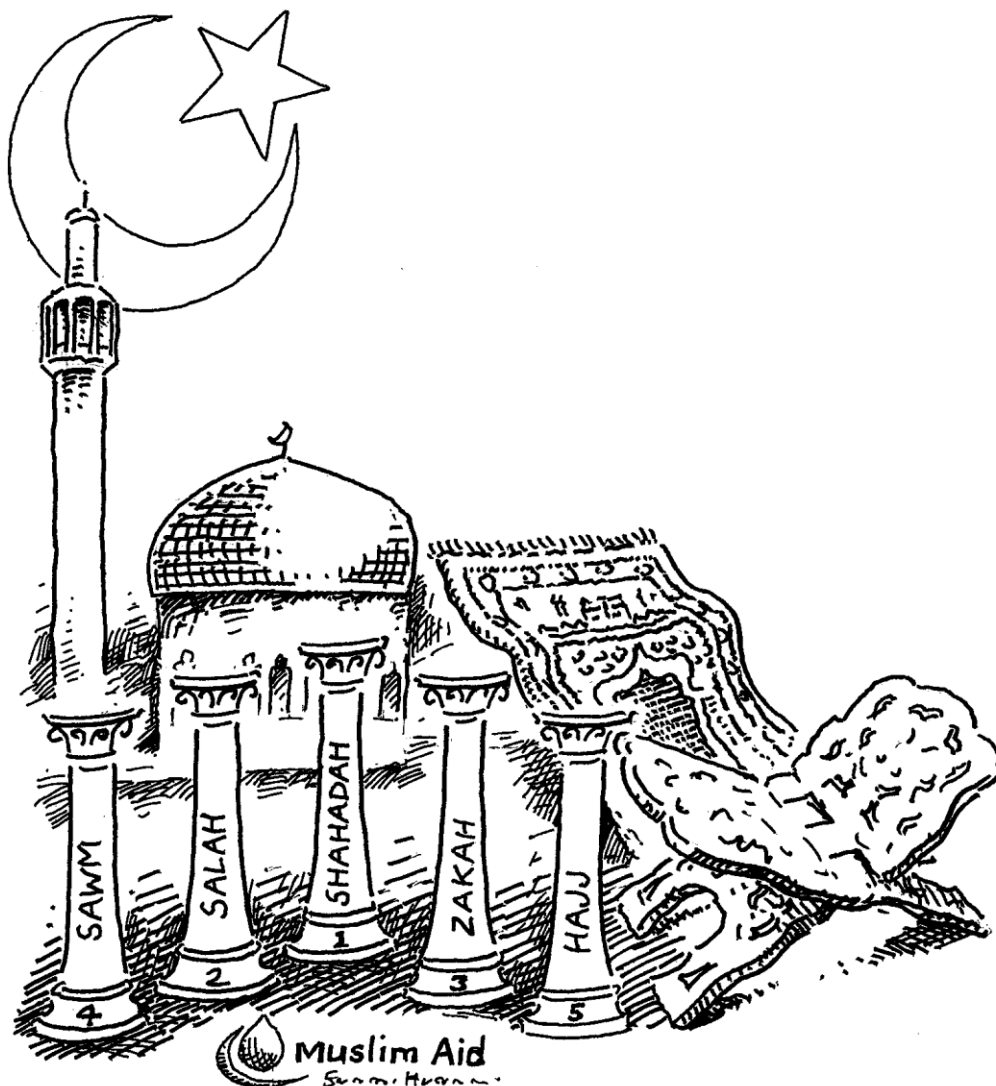


#### Key Stage 3

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

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# Concepts in Islam



## CONCEPTS IN ISLAM

### BELIEF



#### Key Stage 1

- The nature of Allah: One God, no partners, Creator who provides all things.



#### Key Stage 2

- The nature of Allah revealed in Qur'an: oneness of God, 99 names of God, gives guidance through messengers and books.
- Concept of shirk (not associating anything or anyone with God).
- Beliefs expressed in Shahadah (One God, Muhammad as prophet of God). God as key Muslim belief.
- Islam means submission; central belief.



#### Key Stage 3

- Overview of 6 beliefs in Islam:
  - Tawhid: oneness of God, nature of Allah, as shown in 99 names, Surah 1, Surah 112, Surah 59: 22-24 of Qur'an.
  - Risalah: belief in how God communicates with humans through prophets (Muhammad as final prophet), angels, holy books (Qur'an as final and complete revelation).
  - Akirah: judgement day and life after death.
- Other key beliefs: ummah (worldwide community of Islam), submission to God, obedience, jihad (personal struggle in the way of Allah to achieve self-improvement, campaign for truth, defence of faith).
- Questions that Muslim beliefs raise e.g. about meaning of life, truth, life after death, role of humanity.



## CONCEPTS IN ISLAM

### AUTHORITY



#### Key Stage 1

- The Qur'an as a sacred book, how it is treated with respect.
- Introduction to Muhammad as the prophet of God; some stories from his life.



#### Key Stage 2

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



#### Key Stage 3

- Qur'an as the final revelation, unchanging, its significance for Muslims today.
- The role and significance for Muhammad as final prophet.
- Other sources of authority e.g. hadith (sayings of the prophet), sunnah (actions of the prophet), shariah law, imams.
- Differing views of authority amongst Sunni and Shi'ite Muslims.

**CONCEPTS IN ISLAM**

**EXPRESSIONS OF BELIEF**



**Key Stage 1**

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



**Key Stage 2**

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



**Key Stage 3**

- How the 5 pillars express key beliefs in Islam (including 6 beliefs; jihad, ummah, submission, obedience to will of God).
- How the arts are used to express spirituality in different groups within Islam (including Sufism).
- How beliefs in life after death are expressed in funerals.

## CONCEPTS IN ISLAM

### IMPACT OF BELIEF



#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

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# Concepts in Judaism



## CONCEPTS IN JUDAISM



### BELIEF

#### Key Stage 1

- Belief in God as One, Creator.
- Introduction to Shema prayer as expressing key beliefs for Judaism.
- Beliefs about creation and natural world; responsibility to be thankful for and care for the created world (e.g. children's tree planting ceremony – Tu B'Shevat).



#### Key Stage 2

- God as One, Creator.
- God as provider in life; after life.
- Beliefs expressed through Shema, first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah.



#### Key Stage 3

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

## CONCEPTS IN JUDAISM

### AUTHORITY



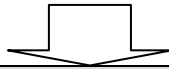
#### Key Stage 1

- Torah: introduction to sacred scrolls, what they are and how they are read from and treated with respect (their place in the synagogue).
- Some stories from the Torah e.g. story of creation.



#### Key Stage 2

- The importance of the Torah; its place, use and significance in the synagogue and importance for Jews today.
- Sefer Torah and work of the scribe.
- The giving of the Torah to Moses on Mount Sinai.
- Ten Commandments and 613 commandments.
- Significance of Moses in Judaism; called by God (Burning Bush), leading Israelites out of slavery, receiving Ten Commandments, beginnings of Judaism, importance for Jews today.
- Role of the Rabbi as teacher.



#### Key Stage 3

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

**CONCEPTS IN JUDAISM**

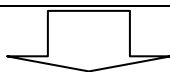
**EXPRESSIONS OF BELIEF**



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**Key Stage 1**

- Shabbat – how Shabbat is celebrated in the home, symbolic objects of Shabbat.
- Other Jewish symbols as expressions of belief, e.g. mezuzah, menorah, kippah, tallit, kosher kitchen.
- How Jews celebrate Hanukkah.



**Key Stage 2**

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



**Key Stage 3**

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



## CONCEPTS IN JUDAISM

### IMPACT OF BELIEF



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#### Key Stage 1

- The importance of the home in developing beliefs and values and demonstrating commitment to Jewish way of life e.g. Friday Shabbat meal as a family, the role of the mother in educating children.
- How Jews show responsibility to God's creation e.g. Tu B'Shevat (tree planting).



#### Key Stage 2

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



#### Key Stage 3

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

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# Concepts in Sikhism



## CONCEPTS IN SIKHISM



### BELIEF

#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

- Overview of key beliefs in Sikhism:
  - understanding of the nature of God as described in Mool Mantar (gender free language) – One, Truth, Creator, not incarnated, self-existent, without enmity, without fear, beyond time
  - attributes of God: transcendence, imminence, grace, benevolence
  - purpose of human life (hukam – to do God's will)
  - importance of Sikh values – earning one's living by honest means, service to others, equality of gender, race, creed, the oneness of humanity, respect the oneness of the human race, justice and tolerance, peace, force as a last resort, defend righteous and protect the oppressed, no alcohol, no tobacco.
  - Questions that beliefs raise e.g. meaning of life, truth, the afterlife.

## CONCEPTS IN SIKHISM



### AUTHORITY

#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

## CONCEPTS IN SIKHISM



### EXPRESSIONS OF BELIEF

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#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

## CONCEPTS IN SIKHISM



### IMPACT OF BELIEF

#### Key Stage 1

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



#### Key Stage 2

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



#### Key Stage 3

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

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# **Section 3**

## **Key Stages**

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## **SECTION 3**

### **Key Stages**

1. Introduction to Key Stage Sections .....	77
2. Teaching and Learning Activities .....	78
3. Early Years Foundation Stage .....	79-96
4. Key Stage 1 .....	97-104
5. Lower Key Stage 2 .....	105-114
6. Upper Key Stage 2 .....	115-124
7. Bridging – Key Stage 2/Key Stage 3 .....	125-128
8. Key Stage 3 .....	129-140
9. Key Stage 4 .....	141-144
10. Sixth Form .....	145-158

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## **INTRODUCTION TO KEY STAGE SECTIONS**

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

### **Early Years and Foundation Stage**

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

### **Key Stages 1–3**

There are four sections here to include Lower and Upper Key Stage 2.

Each section provides the following:

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

### **Bridging Unit**

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

### **Key Stage 4**

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

### **Sixth Form**

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

### **Teaching and Learning**

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

### **Planning**

When devising a Scheme of Work teachers should use the relevant key stage sections in this syllabus, the key focus, RE levels and the appropriate Programmes of Study. The section on enquiry based learning (pages 14-17) should be used along with the enquiry questions (pages 12-13).

## Teaching and Learning Activities

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

### Artefacts from Faith Communities:

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

### Interfaith Conference:

Inviting members from faith communities to talk to pupils on a particular question e.g. life after death, what it means to belong. Invite members to take part in 'question time' panel. Can include representatives from secular traditions.

### Visitors:

Members of faith communities to talk about their faith, answer questions. Could be linked to a particular unit e.g. celebrating Diwali, importance of 5 pillars, attitudes to environment, life after death. Faith members can be invited to school or could talk to pupils through Skype.

### Enquiry Based Learning:

Pupils are given opportunities to develop questions, undertake research, present and evaluate findings. Please see pages 14-17 for further guidance.

### Community of Enquiry:

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

### ICT:

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

### Visits:

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

### Auditory:

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

### Intrapersonal:

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

### Events:

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

### Kinaesthetic:

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

### Interpersonal:

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

### Drama, Role Play, Dance:

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

### Writing:

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

### Visual:

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

### Literature:

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

### Thinking Skills:

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

### Using the Senses:

Visual  
Auditory  
Smell – e.g. incense, candles, Shabbat spice box  
Touch – artefacts  
Taste – food with religious significance e.g. kara prashad, charoset, festival foods.  
Using senses in visiting a place of worship.

## EARLY YEARS FOUNDATION STAGE

1. Overview of RE in the Early Years Foundation Stage .....	80-81
2. Programme of Study .....	82-83
3. Exemplar plan .....	85
4. Examples of Planning .....	86-95
• Qur'an	
• Infant Baptism	
• Harvest	
• Special Places	
• Raksha Bandhan	

## OVERVIEW OF RE IN THE EARLY YEARS FOUNDATION STAGE

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

The statutory requirement for RE does not extend to the nursery. RE may, however, form a valuable part of the educational experience of children throughout the key stage and does make a significant contribution towards meeting the requirements of the Early Learning Goals. This Agreed Syllabus, therefore, **highly recommends the inclusion of RE at nursery.**

During the Early Years Foundation Stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and concepts and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. Topics such as Special Times, Special Objects, Special People, Special Books, Belonging, The Natural World, New Life, New Places, Story, provide excellent opportunities for foundation work in nursery and Reception and can be successfully built on at Key Stage 1.

### The Contribution of RE to the Early Learning Goals

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

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

### Some Points to Note

- Planning in RE at the Foundation Stage should take account of the elements of RE (see pages 5-7). Children should be introduced to some practices and beliefs within religion (Knowledge and Understanding of Religion) and be given opportunities to reflect on their own experiences and feelings (Personal Reflection).
- Whilst there are clearly strong links between RE and personal, social and emotional development, **it must be noted that RE must contain appropriate and explicit references to religions** through the study of religious beliefs and practice i.e. Personal Reflection in RE must be linked to Knowledge and Understanding of Religion.



- A wide range of experiences and learning activities can be offered e.g. using pictures, objects, film, stories and poems, circle time, role play, dance, music, art, craft, ICT. Schools should ensure that children have the opportunity to engage with faith communities e.g. through handling artefacts that belong within the faith traditions, watching DVDs of real children celebrating in different faiths, visiting local places of worship and meeting members from faith communities. In this way children have the opportunity to glimpse the religious world without being nurtured into a faith.
- All children should be included in RE, whether they belong to a faith community or not. Care should be taken in the use of language, activities and materials to ensure that all children can be included and any stereotyping is challenged (e.g. avoid saying, 'We all believe ....').
- Whilst children may take part in role play and re-enactments in RE lessons and can learn about religious practices in an interactive way, teachers should be clear that they are not asking children to 'celebrate' a religious practice or take part in worship within RE. Role play and developing empathy are not the same as worship within a religious community and RE in community schools is not about nurturing children into a faith (see legal requirements on page 3).
- Pages 86-95 give some examples of a focus for RE in Nursery and Reception, with suggestions for appropriate activities and links to Early Learning Goals.
- The new Early Years Foundation Stage will be implemented in September 2012. Children are expected to achieve the Early Learning Goals by the end of the Reception year. Practitioners should use the 'Development Matters' column in the 'Practice Guidance for the Early Years Foundation Stage' document to pitch each activity at an appropriate level.

## **PROGRAMME OF STUDY**

### **Early Years Foundation Stage**

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

#### **Special Times**

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

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

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

#### **Special Objects, Special Music**

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

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

#### **Special Books**

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

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

*Please note: the Qur'an should not be handled.*

### Special People

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

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

### Belonging

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

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

### Special Places

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

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

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

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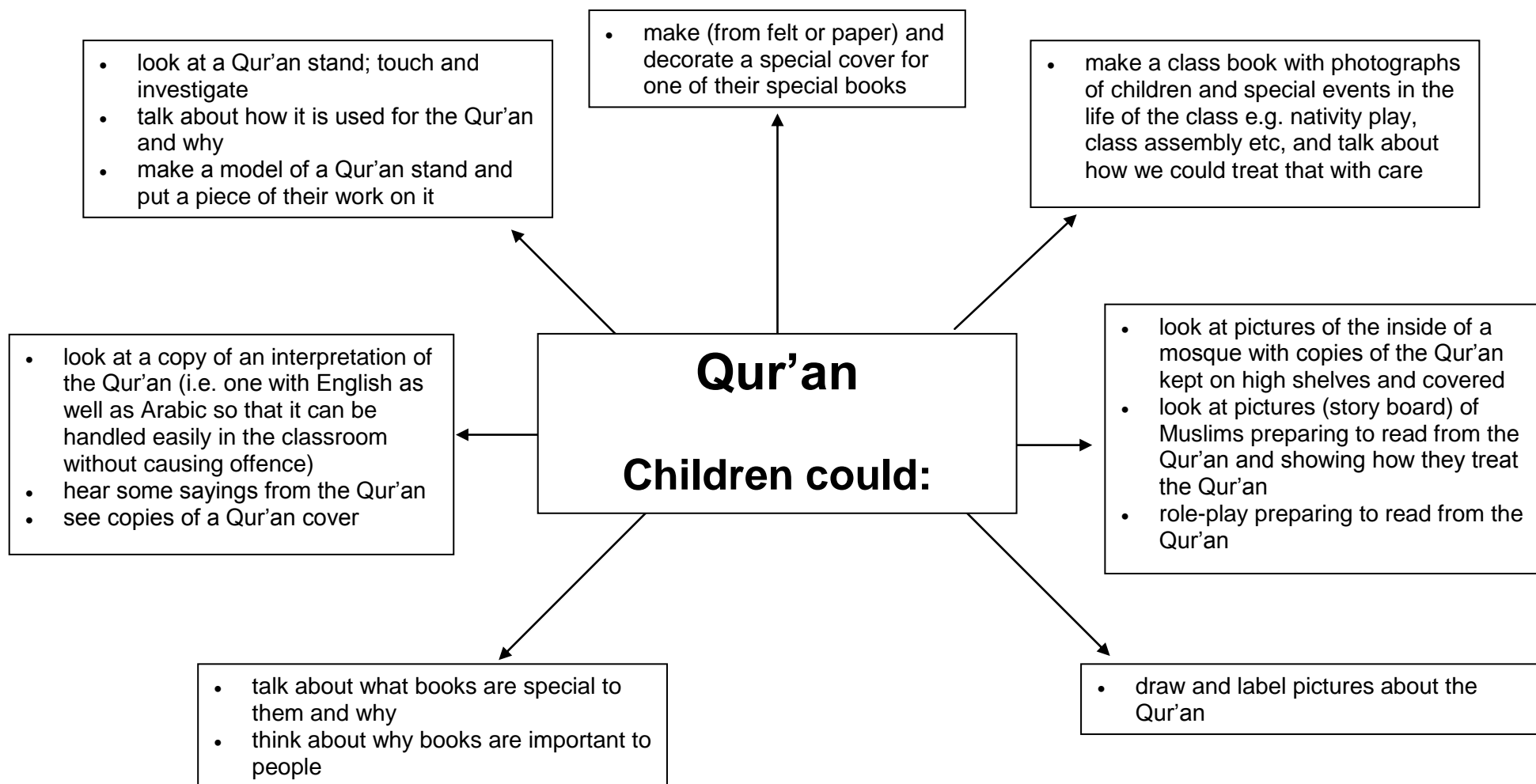
## EXEMPLAR PLAN – Early Years Foundation Stage

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

## Early Years Foundation Stage – Religious Education (Special Books – QUR’AN)

<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and the lives of family members</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials e.g. look at a Qur’an stand</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Select and use technology for a range of purposes</li> </ul>	<p style="text-align: center;"><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Talk about how they and others show feelings, and know that not all behaviours are acceptable</li> <li>• Work as part of a group or class and understand and follow rules</li> <li>• Adjust their behaviour to different situations</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to the needs and feelings of others</li> </ul>
<p style="text-align: center;"><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories</li> </ul> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Use and explore a variety of materials, experimenting with colour design, texture, shape and form e.g. make a special cover for one of their special books</li> </ul>	<p style="text-align: center;"><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Give their attention to what is being said to them and respond appropriately, while remaining involved in an activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Develop own narratives and explanations by connecting ideas or events e.g. using new words such as mosque, Islam, holy</li> </ul> <p style="text-align: center;"><b>LITERACY</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding when talking with others about what they have read, or what has been read to them</li> </ul>

### Special Books – QUR'AN *(an example from Islam)*

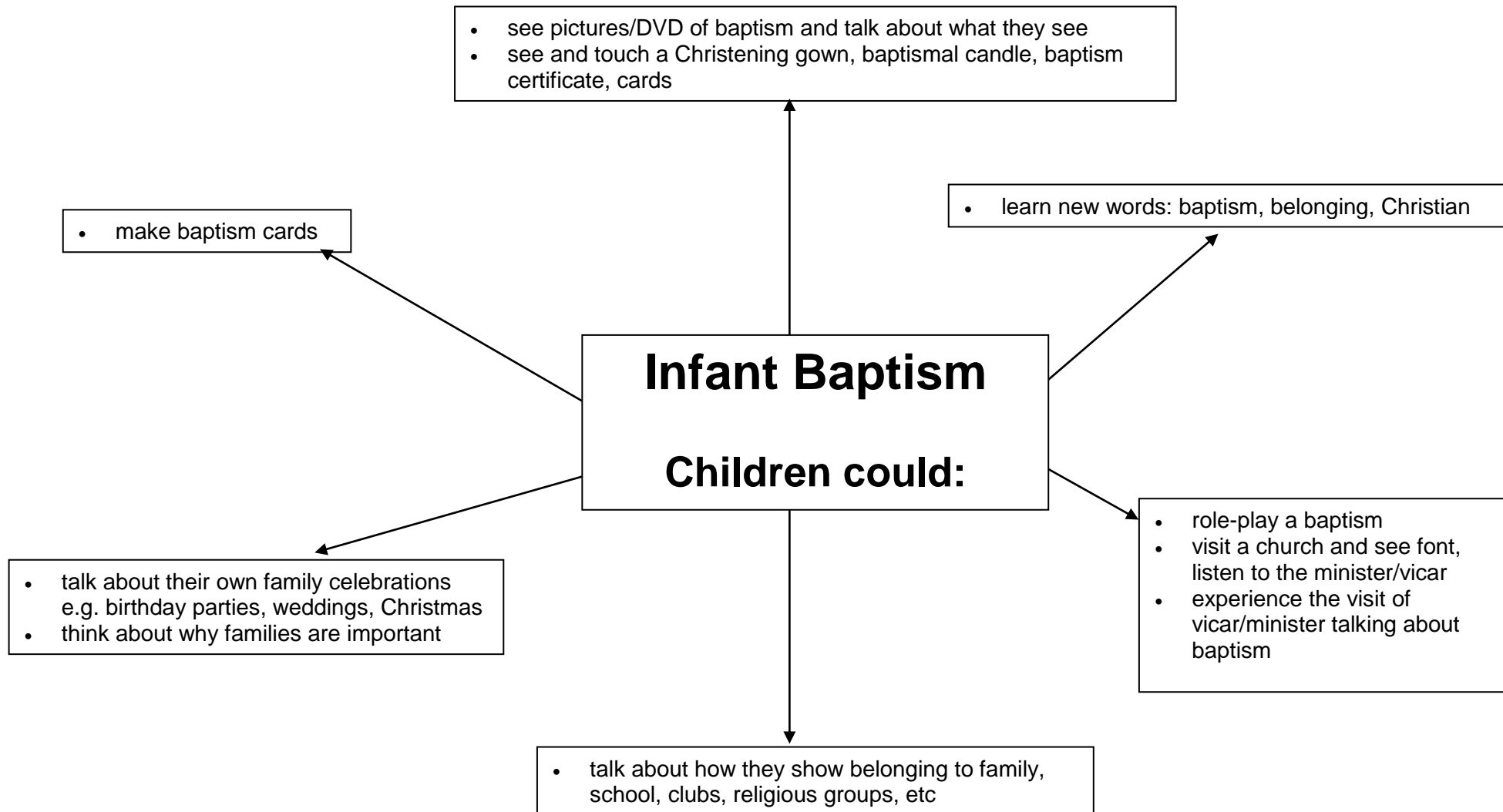


## Early Years Foundation Stage – Religious Education (Belonging – INFANT BAPTISM)

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



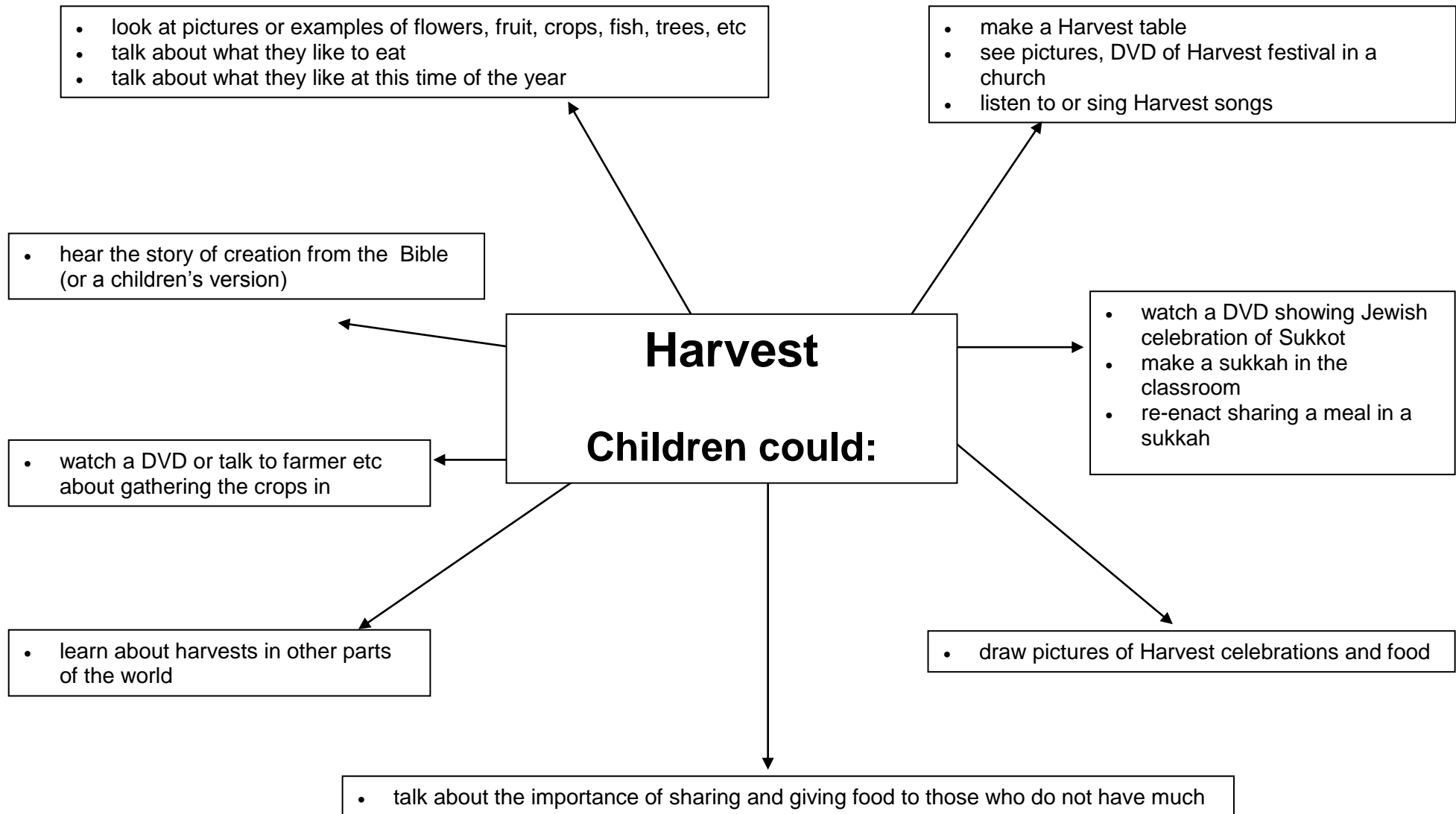
### Belonging – INFANT BAPTISM *(an example from Christianity)*



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

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

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

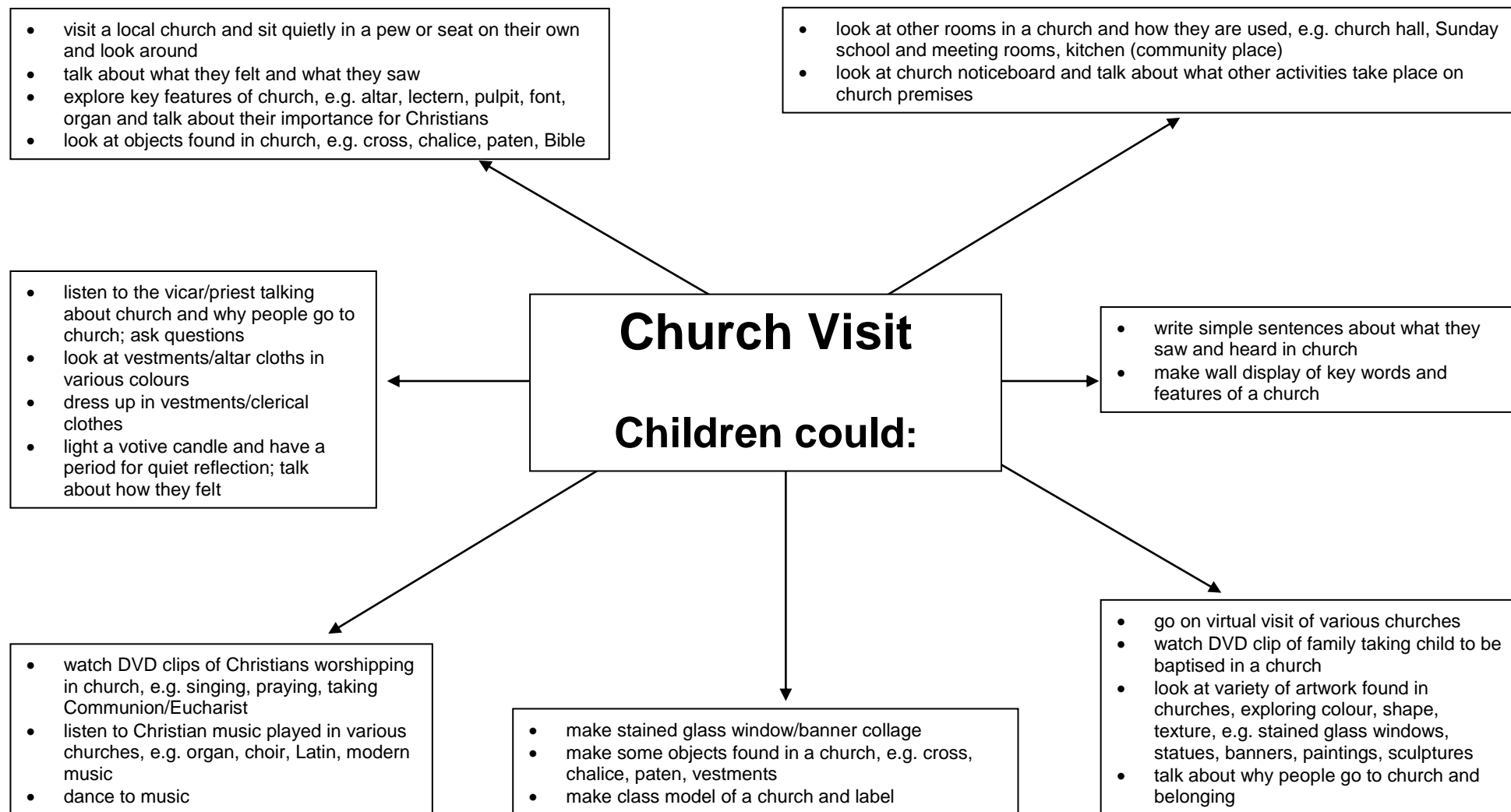


## Early Years Foundation Stage – Religious Education (Special Places – CHURCH VISIT)

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

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

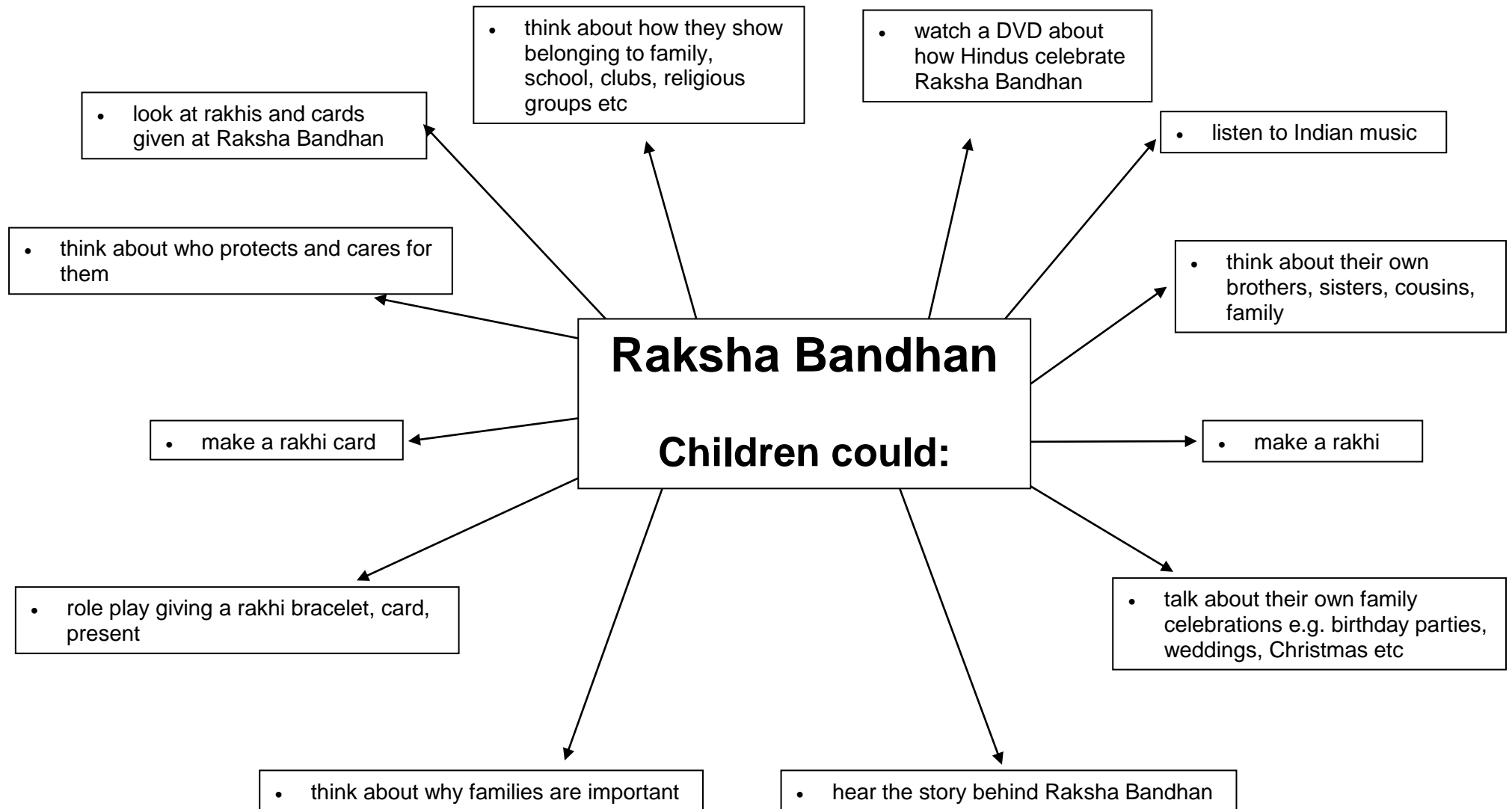
## Special Places – CHURCH VISIT *(an example from Christianity)*



## Early Years Foundation Stage – Religious Education (Belonging – RAKSHA BANDHAN)

<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></p> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and the lives of family members</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Select and use technology for a range of purposes</li> </ul>	<p style="text-align: center;"><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to try out new activities and talk about their own celebrations</li> </ul> <p><b>Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Talk about how they and others show feelings and know that not all behaviours are acceptable</li> <li>• Adjust their behaviour to different situations</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to the needs and feelings of others</li> </ul>
<p style="text-align: center;"><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings through art and design, music, dance role play and stories</li> </ul> <p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Use and explore a variety of materials, experimenting with colour design, texture, shape and form</li> </ul>	<p style="text-align: center;"><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Give their attention to what is being said to them and respond appropriately, while remaining involved in an activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Develop own narratives and explanations by connecting ideas or events</li> </ul> <p style="text-align: center;"><b>LITERACY</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding when talking with others about what they have read, or what has been read to them</li> </ul>

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



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## KEY STAGE 1

1. Overview of RE at Key Stage 1 ..... 98-99
2. Planning ..... 100-101
3. Key Stage 1 Questions ..... 102-103
4. Exemplar Plan ..... 104

## OVERVIEW OF RE AT KEY STAGE 1

At Key Stage 1 children are introduced to some of the beliefs and features of a religion. In relation to their learning about these religious beliefs and practices, children are given the opportunity to express their views and reflect on their own ideas and feelings.

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

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

Children will learn about these religions separately.

They may also be introduced to:

- one other religion (if appropriate)
- aspects of secular worldviews, if appropriate.

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

The elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Key Stage 1

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

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

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

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

### Learning Outcomes at Key Stage 1

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

- identify some of the beliefs of Christianity and Buddhism
- retell some stories within Christianity and Buddhism
- identify some ways in which Christians and Buddhists worship and celebrate special events
- use some religious words
- show some awareness of how some aspects are the same in both Christianity and Buddhism e.g. both have a special founder, stories, ways of worship
- express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism
- reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism

- show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt about Christianity and Buddhism.

### Levels for RE

The learning outcomes above are based on the revised levels for RE on pages 30-33.

Most children at Key Stage 1 will be working at levels 1 – 2. Teachers should ensure they use the key focus, outcomes and RE levels to pitch work appropriately.

Learning outcomes and RE levels should be used for assessment and reporting.

NB: **Knowledge and Understanding of Religion** and **Critical Thinking** can be assessed.

Progress can be made for **Personal Reflection** but this cannot be assessed.

## **PLANNING**

### **Time Allocation**

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

### **Ways of Delivery**

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

### **Programmes of Study**

The Programmes of Study on pages 36-71 identify the content which should be taught about each religion at Key Stage 1. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

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

### **Long Term Plan**

The exemplar Long Term Plan on page 104 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

### **Teaching and Learning Activities**

A range of activities should be developed to ensure good learning in RE. Please see page 78 for some examples.

### **Skills**

Children develop skills through the three elements of RE:

#### **Knowledge and Understanding of Religion**

##### **Investigation and Enquiry**

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

##### **Critical Thinking**

##### **Interpretation**

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

##### **Personal Reflection**

##### **Empathy**

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

##### **Reflection and Response**

- reflecting on their own feelings and experiences

### **Attitudes**

Attitudes (see page 20) can be developed and should be planned for throughout Key Stage 1 e.g.

##### **Self-awareness**

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

##### **Respect**

- sensitivity to the beliefs and feelings of others

##### **Appreciation and Wonder**

- a sense of wonder about the world

## **KEY STAGE 1 QUESTIONS**

### **Christianity**

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

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

What can we learn about Christianity from visiting a church?

What do Christians believe about God?

Why is the Bible special to Christians?

Why is Jesus special to Christians?

What is the meaning of Christmas?

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

What can we learn from the story of Venerable Bede?

What does it mean to belong in Christianity?

What is the meaning of Easter?

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

How and why do Christians celebrate Harvest?

### **Buddhism**

What can we find out about Buddha?

- How is Buddha special to Buddhists?
- Why did Buddha leave home?

How do Buddhists express their beliefs?

- How do Buddhists show their beliefs in practice?
- How do Buddhists worship at home?

### **Hinduism**

How do Hindus worship at home and in the mandir?

How is Divali a festival of light?

What does it mean to belong to Hinduism?

**Islam**

What does it mean to belong to Islam?

How is Qur'an treated as sacred?

How do Muslims worship at home and at the mosque?

**Judaism**

How do Jews celebrate Shabbat?

What do the Jewish symbols mean?

How is Hanukkah a festival of light?

**Sikhism**

How do Sikhs treat the Guru Granth Sahib as sacred?

How do Sikhs show belonging?

## EXEMPLAR PLAN KEY STAGE 1

	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 1	<p>What can we learn about Christianity from visiting a church?</p> <p><i>Introducing features of a church, worship (including Harvest), leaders:</i> <b>Expressions of Belief, Authority</b></p>	<p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians?</p> <p><i>Introducing Jesus, beliefs and stories about Jesus:</i> <b>Belief, Authority.</b></p>	<p>What is the Easter story?</p>	<p>What can we find out about Buddha?</p> <p><i>Introducing beliefs and stories about Buddha:</i> <b>Belief, Authority.</b></p>
Year 2	<p>What can we learn from the story of Venerable Bede?</p> <p><i>Introducing stories about Bede and his influence:</i> <b>Impact of Belief, Expressions of Belief</b></p> <p>Why is the Bible special to Christians?</p> <p><i>Introducing the Bible, how it is treated, beliefs about God shown in the Bible:</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>How and why is light important at Christmas?</p>	<p>What does it mean to belong in Christianity?</p> <p><i>Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals:</i> <b>Expressions of Belief, Impact of Belief</b></p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs?</p> <p><i>Introducing worship, ceremonies and how commitment and belonging is shown:</i> <b>Expressions of Belief, Impact of Belief</b></p>



## LOWER KEY STAGE 2

1. Overview of RE at Lower Key Stage 2 .....	106-107
2. Planning .....	108-109
3. Key Stage 2 Questions .....	110-112
4. Exemplar Plan .....	113

## OVERVIEW OF RE AT LOWER KEY STAGE 2

At Lower Key Stage 2 pupils can build on their learning at Key Stage 1 as they develop a capacity to deepen their factual knowledge of religious beliefs and practices. They become more aware of themselves as individuals and begin to ask questions about human experiences, beliefs and ideas. In relation to the religious material studied, pupils develop the capacity to form their own reasoned opinions and reflect on their own feelings and ideas.

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

- Christianity (core religion)
- **either** Islam **or** Sikhism (core religions). They will learn about these religions separately.

Pupils may also be introduced to:

- one other religion, if appropriate
- aspects of secular worldviews, if appropriate.

The elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Lower Key Stage 2

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

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

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

### Learning Outcomes at Lower Key Stage 2

By the end of Year 4 pupils:

- will be able to **describe** beliefs and practices within Christianity and Islam or Sikhism e.g. describe ways in which Sikhs worship, describe some Christians beliefs about God, describe how and why Advent is important to Christians
- will link religious stories and teaching to the beliefs that underlie them e.g. belief in equality and commitment shown in story of Khalsa, belief in Jesus as Son of God shown through miracle stories
- will know some similarities and differences between Christianity and Islam or Christianity and Sikhism (e.g. similarity - belief in one God in Christianity, Islam and Sikhism; difference - differing ways in which The Bible and Guru Granth Sahib are handled)

- in response to the religious material:
  - give a view and support with a plausible reason
  - show awareness that some people have a different view
- in relation to the religious material:
  - reflect on their own beliefs, feelings, values, attitudes and experiences
  - show understanding that not all people respond to ideas and experiences in the same way
  - listen to others who have different views, beliefs, practices from their own.

### Levels for RE

The learning outcomes above are based on the revised levels for RE on pages 30-33. Most pupils at Lower Key Stage 2 will be working at level 3. Teachers should ensure they use the key focus, outcomes and RE levels to pitch work appropriately.

Learning outcomes and RE levels should be used for assessment and reporting.

NB: **Knowledge and Understanding of Religion** and **Critical Thinking** can be assessed.

Progress can be made for **Personal Reflection** but this cannot be assessed.

## **PLANNING**

### **Time Allocation**

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

### **Ways of Delivery**

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

### **Programmes of Study**

The Programmes of Study on pages 36-71 identify the content which should be taught about each religion at Lower Key Stage 2. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 2 for Christianity and Islam **or** Sikhism (core religions). Lower Key Stage 2 teachers should liaise with Upper Key Stage 2 teachers to ensure the core religions and relevant Programmes of Study are covered (i.e. if Sikhism is studied in Lower Key Stage 2, Islam should be studied in Upper Key Stage 2 and vice versa). Teachers may also use the Programmes of Study at Key Stage 2 for supplementary religions.

Teachers should look at the Key Stage 1 sections of the Programmes of Study (in particular for Christianity) and build on previous learning. In the case of Junior schools there should be liaison with the contributory Infant school to address continuity and progression appropriately.

### **Long Term Plan**

The exemplar Long Term Plan on page 113 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

### **Teaching and Learning Activities**

A range of activities should be developed to ensure good learning in RE. Please see page 78 for some examples.

**Skills** – pupils develop skills through the three elements of RE:

### Knowledge and Understanding of Religion

#### Investigation and Enquiry

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

#### Application

- making links between religions and individual and community life

### Critical Thinking

#### Expression (learning to communicate)

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

#### Interpretation

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

### Personal Reflection

#### Empathy

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

#### Reflection and Response

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

**Attitudes** – (see page 20) can be developed and should be planned for throughout Key Stage 2 e.g.

#### Self-awareness

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

#### Respect

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

#### Appreciation and Wonder

- a sense of wonder about the world

#### Open-mindedness

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

## **KEY STAGE 2 UNIT QUESTIONS**

The following questions can be used as the basis for an extended enquiry (unit of work).  
**They appear in both sections (Lower and Upper Key Stage 2) of this Agreed Syllabus.**  
Please refer to the Exemplar Plan on page 113.

### **Christianity – Core Religion**

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

What do Christians believe about Jesus?

What do Christians believe about God?

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

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

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

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

What is the meaning of Christmas?

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

What is the meaning of Easter?

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

### **Further questions based on the general enquiry questions**

What can we find out about a local Christian community?

How and why do Christians show care for others?

What does Christianity teach about the environment? How does this affect what Christians do?

Why do Christians travel to sacred places?

How do Christians use ceremonies and ritual to worship and express belonging?

### Islam – Core Religion

What do Muslims believe and how are these beliefs expressed?

This question can be explored through the following supplementary questions:

- What do Muslims believe about God?
- Why is Muhammad important to Muslims?
- Why is the mosque important to Muslims?
- How do Muslims show their faith through actions?
- What can we find out about a local Muslim community?

#### Further questions based on the general enquiry questions

How and why do Muslims show care for others?

What does Islam teach about the environment? How does this affect what Muslims do?

Why do Muslims travel to sacred places?

How do Muslims use ceremonies and ritual to worship and express belonging?

### Sikhism – Core Religion

What do Sikhs believe?

This question can be explored through the following supplementary questions:

- What do Sikhs believe about God?
- Why are the Gurus inspirational for Sikhs?

How do Sikhs express their beliefs?

This question can be explored through the following supplementary questions:

- How do Sikhs worship in the Gurdwara?
- How do Sikhs show commitment and belonging to faith?
- What difference do Sikh beliefs make?
- What can we find out about a local Sikh community?

#### Further questions based on the general enquiry questions

How and why do Sikhs show care for others?

What does Sikhism teach about the environment? How does this affect what Sikhs do?

Why do Sikhs travel to sacred places?

### General Enquiry Questions

These questions are suitable for end of Lower Key Stage 2 and Upper Key Stage 2.

They should be answered by reference to more than one religion.

This can include:

- one or more of KS2 core religions: Christianity, Islam, Sikhism.
- one or more KS2 supplementary religions: Buddhism, Hinduism, Judaism
- another religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

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

How do religious people show care for others?

What do religions say about the environment?

Why do people travel to sacred places?

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

**Buddhism – based on the general enquiry questions**

What can we find out about a local Buddhist community?

How and why do Buddhists show care for others?

What does Buddhism teach about the environment? How does this affect what Buddhists do?

Why do some Buddhists travel to sacred places?

How do Buddhists use ceremonies and ritual to worship and express belonging?

**Hinduism – based on the general enquiry questions**

How and why do Hindus show care for others?

What does Hinduism teach about the environment? How does this affect what Hindus do?

Why do Hindus travel to sacred places?

How do Hindus use ceremonies and ritual to worship and express belonging?

**Judaism – based on the general enquiry questions**

What can we find out about a local Jewish community?

How and why do Jews show care for others?

What does Judaism teach about the environment? How does this affect what Jews do?

Why do Jews travel to sacred places?

How do Jews use ceremonies and ritual to worship and express belonging?



## EXEMPLAR PLAN LOWER KEY STAGE 2

	Autumn Term	Christmas Unit What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 3	<p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p><i>Developing knowledge of Christian worship, differing practices, symbols:</i> <b>Expressions of Belief</b></p>	<p>How and why is Advent important to Christians?</p> <p><i>Developing knowledge of Christmas story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>What do Christians believe about Jesus?</p> <p><i>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today:</i> <b>Belief, Authority, Impact of Belief</b></p>	<p>What do Christians remember on Palm Sunday?</p> <p><i>Developing knowledge of Palm Sunday in context of Easter, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>What do Sikhs believe?</p> <p><i>Developing knowledge about Sikh beliefs about God and the Gurus.</i> <b>Belief, Authority</b></p>
Year 4	<p>How and why do religious people show care for others?</p> <p><i>Developing knowledge about practices within religious traditions and their links to beliefs and sources. Developing knowledge of similarities between at least 2 religions:</i> <b>Belief, Authority, Impact of Belief</b></p>	<p>Why do Christians call Jesus the light of the world?</p> <p><i>Developing knowledge of Christmas story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>What do Christians believe about God?</p> <p><i>Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act:</i> <b>Belief, Expressions of Belief, Impact of Belief</b></p>	<p>Why is Lent such an important period for Christians?</p> <p><i>Developing knowledge of Lent period, connections to Easter story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>How do Sikhs express their beliefs?</p> <p><i>Developing knowledge about how Sikh beliefs are expressed through worship at the Gurdwara, festivals, symbols used and through actions.</i> <b>Belief, Expressions of Belief, Impact of Belief</b></p>

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## UPPER KEY STAGE 2

1. Overview of RE at Upper Key Stage 2 .....	116-117
2. Planning .....	118-119
3. Key Stage 2 Questions .....	120-122
4. Exemplar Plan .....	123

## OVERVIEW OF RE AT UPPER KEY STAGE 2

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

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

- Christianity (core religion)
- **either** Islam **or** Sikhism (core religions), whichever of these 2 core religions was not taught at Lower Key Stage 2.
- one other supplementary religion (Buddhism, Islam, Judaism) or aspects from these religions.

If appropriate, pupils may:

- study another religious community, with a significant local presence
- be introduced to aspects of secular worldviews.

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

The three elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Upper Key Stage 2

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

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

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

### Learning Outcomes at Upper Key Stage 2

By the end of Year 6 pupils can:

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

### Levels for RE

The learning outcomes above are based on the revised levels for RE on pages 30-33. Most pupils at Upper Key Stage 2 will be working at levels 3 – 5. Teachers should ensure they use the key focus, outcomes and RE levels to pitch work appropriately.

Learning outcomes and RE levels should be used for assessment and reporting.

NB: **Knowledge and Understanding of Religion** and **Critical Thinking** can be assessed.

Progress can be made for **Personal Reflection** but this cannot be assessed.

## **PLANNING**

### **Time Allocation**

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

### **Ways of Delivery**

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

### **Programmes of Study**

The Programmes of Study on pages 36-71 identify the content which should be taught about each religion at Upper Key Stage 2. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

Teachers should ensure that the RE Scheme of Work covers the Programmes of Study at Key Stage 2 for Christianity and Islam **or** Sikhism (core religions). Upper Key Stage 2 teachers should liaise with Lower Key Stage 2 teachers to ensure the core religions and relevant Programmes of Study are covered. Teachers may also use the Programmes of Study at Key Stage 2 for supplementary religions.

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

Teachers should also refer to Key Stage 3 sections of the Programmes of Study (in particular for Christianity) to ensure continuity and progression for pupils. Please see section on RE bridging unit on pages 125-127.

### **Long Term Plan**

The exemplar Long Term Plan on page 123 shows how the content in the Programmes of Study can be organised into units, each with a key question. Schools can use the exemplar plan or devise their own Long Term Plan based on the Programmes of Study for the statutory core religions and the supplementary religions (chosen at the discretion of the school).

### **Teaching and Learning Activities**

A range of activities should be used to ensure good learning in RE. Please see page 78 for some examples.

**Skills** - pupils develop skills through the three elements of RE.

### Knowledge and Understanding of Religion

#### Investigation and Enquiry

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

#### Application

- making links between religions and individual and community life

### Critical Thinking

#### Expression (learning to communicate)

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

#### Interpretation

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

### Personal Reflection

#### Empathy

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

#### Reflection and Response

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

**Attitudes** – (see page 20) can be developed and should be planned for throughout Key Stage 2 e.g.

#### Self-awareness

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

#### Respect

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

#### Appreciation and Wonder

- a sense of wonder about the world

#### Open-mindedness

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

## **KEY STAGE 2 UNIT QUESTIONS**

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

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

Please refer to the Exemplar Plan on page 113.

### **Christianity – Core Religion**

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

What do Christians believe about Jesus?

What do Christians believe about God?

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

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

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

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

What is the meaning of Christmas?

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

What is the meaning of Easter?

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

### **Further questions based on the general enquiry questions**

What can we find out about a local Christian community?

How and why do Christians show care for others?

What does Christianity teach about the environment? How does this affect what Christians do?

Why do Christians travel to sacred places?

How do Christians use ceremonies and ritual to worship and express belonging?



### Islam – Core Religion

What do Muslims believe and how are these beliefs expressed?

This question can be explored through the following supplementary questions:

- What do Muslims believe about God?
- Why is Muhammad important to Muslims?
- Why is the mosque important to Muslims?
- How do Muslims show their faith through actions?
- What can we find out about a local Muslim community?

#### Further questions based on the general enquiry questions

How and why do Muslims show care for others?

What does Islam teach about the environment? How does this affect what Muslims do?

Why do Muslims travel to sacred places?

How do Muslims use ceremonies and ritual to worship and express belonging?

### Sikhism – Core Religion

What do Sikhs believe?

This question can be explored through the following supplementary questions:

- What do Sikhs believe about God?
- Why are the Gurus inspirational for Sikhs?

How do Sikhs express their beliefs?

This question can be explored through the following supplementary questions:

- How do Sikhs worship in the Gurdwara?
- How do Sikhs show commitment and belonging to faith?
- What difference do Sikh beliefs make?
- What can we find out about a local Sikh community?

#### Further questions based on the general enquiry questions

How and why do Sikhs show care for others?

What does Sikhism teach about the environment? How does this affect what Sikhs do?

Why do Sikhs travel to sacred places?

### General Enquiry Questions

These questions are suitable for end of Lower Key Stage 2 and Upper Key Stage 2.

They should be answered by reference to more than one religion.

This can include:

- one or more of KS2 core religions: Christianity, Islam, Sikhism.
- one or more KS2 supplementary religions: Buddhism, Hinduism, Judaism
- another religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

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

How do religious people show care for others?

What do religions say about the environment?

Why do people travel to sacred places?

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

**Buddhism – based on the general enquiry questions**

What can we find out about a local Buddhist community?

How and why do Buddhists show care for others?

What does Buddhism teach about the environment? How does this affect what Buddhists do?

Why do some Buddhists travel to sacred places?

How do Buddhists use ceremonies and ritual to worship and express belonging?

**Hinduism – based on the general enquiry questions**

How and why do Hindus show care for others?

What does Hinduism teach about the environment? How does this affect what Hindus do?

Why do Hindus travel to sacred places?

How do Hindus use ceremonies and ritual to worship and express belonging?

**Judaism – based on the general enquiry questions**

What can we find out about a local Jewish community?

How and why do Jews show care for others?

What does Judaism teach about the environment? How does this affect what Jews do?

Why do Jews travel to sacred places?

How do Jews use ceremonies and ritual to worship and express belonging?

## EXEMPLAR PLAN UPPER KEY STAGE 2

	Autumn Term	Christmas Unit What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 5	<p>What can we learn about Christian faith through studying the lives of northern saints?</p> <p><i>Demonstrating understanding of the significance of northern saints, then and now:</i> <b>Impact of Belief</b></p>	<p>What are the themes of Christmas?</p> <p><i>Demonstrating understanding of significance of Christmas story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p><i>Demonstrating understanding of the importance of the Bible, its impact on worship, values and daily living:</i> <b>Authority, Impact of Belief</b></p>	<p>Why is the Last Supper so important to Christians?</p> <p><i>Demonstrating understanding of Last Supper, its significance at the time of Jesus and today, Impact of Belief</i> <b>Belief, Authority, Expressions of Belief, Impact of Belief</b></p>	<p>What do Muslims believe and how are these beliefs expressed?</p> <p><i>Demonstrating understanding of beliefs and practices within Islam and how these beliefs make a difference to individual and communal life.</i> <b>Belief, Authority, Expressions of Belief, Impact of Belief</b></p>
Year 6	<p>Why do people have ceremonies and use ritual in their lives?</p> <p><i>Demonstrating understanding of meaning and importance of rituals in more than one religion, comparing similarities and differences in religious beliefs and expression:</i> <b>Belief, Expressions of Belief:</b></p> <p><b>Core and supplementary religions can be used e.g. Judaism</b></p>	<p>What do the gospels tell us about the birth of Jesus?</p> <p><i>Demonstrating understanding of significance of Christmas story, Christian symbols and practices today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>Why should people with a religious faith care about the environment?</p> <p><i>Demonstrating understanding of the impact of religious faiths on actions:</i> <b>Impact of Belief</b></p>	<p>Why are Good Friday and Easter Day the most important days for Christians?</p> <p><i>Demonstrating understanding of crucifixion and resurrection as basis of Christianity and significance for Christians today</i> <b>Belief, Authority, Expressions of Belief</b></p>	<p>So, what do we now know about Christianity? (exploration through the concepts)</p> <p><i>Demonstrating understanding of what they have learnt about Christianity through the 4 concepts:</i> <b>Belief, Authority, Expressions of Belief, Impact of Belief</b></p> <p><b>Statutory Bridging Unit</b></p>

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## **BRIDGING UNIT**

### **Key Stage 2/Key Stage 3**

1. Overview .....	126
2. Requirements .....	126
3. Breadth of Study .....	126
4. Planning and Implementation .....	127
5. Year 6 Unit Question .....	127
6. Learning Outcomes for the Year 6 Unit .....	127

## BRIDGING UNIT KEY STAGE 2/KEY STAGE 3

### Overview

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

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

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

### The bridging unit aims to:

- provide Year 6 pupils with a positive curriculum whilst consolidating and reinforcing prior learning;
- give Year 7 students an appropriate starting point as they use their prior knowledge of Christianity to develop knowledge and understanding of the key RE concepts.
- give Key Stage 3 teachers a framework on which to build and develop learning at Key Stage 3.

### Requirements

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

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

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

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

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

### Breadth of Study

#### Year 6

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

#### Year 7

Content should be drawn from the Programme of Study for Christianity and at least one core religion at Key Stage 3. The Key Stage 3 Programme of Study for supplementary religions may also be used.

### Planning and Implementation

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

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

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

#### Subsidiary Questions and Key Content

- What do Christians believe about:
  - God?
  - Jesus?
  - The Easter Story? (**Belief**)
- What do Christians believe about the Bible and why is this important? (**Authority**)
- How do Christians express their beliefs through:
  - worship in church (including at Christmas and Easter)?
  - ritual and symbols?
  - journeys to sacred places? (**Expressions of Belief**)
- What difference does being a Christian make to people's lives through e.g.:
  - caring for others?
  - caring for the environment? (**Impact of Belief**)
- What do we know about Christianity in our local area?

#### Learning Outcomes for the Year 6 Unit

Through this unit pupils will be able to:

- describe and show understanding of main Christian beliefs about the nature of God (Belief).
- describe and show understanding of Christian beliefs about Jesus through the key events in the life of Jesus, some of his teachings and actions; the significance of his life, death and resurrection for Christians (Belief, Authority).
- describe and show understanding of the importance of the Bible for Christians and the difference it makes to their lives (Authority).
- describe and show understanding of the different ways in which Christians express beliefs e.g. through worship, rituals, symbols, Christian practices connected with Christmas and Easter, ceremonies of initiation into the church, pilgrimage (Expressions of Belief).
- describe the impact that Christian beliefs and practices can have for people e.g. care for others, care for the environment (Impact of Belief).
- describe and show understanding of Christianity in the local area e.g. through local church communities, the Cathedral, northern saints.
- describe some similarities and differences within Christianity (based on the above).

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## KEY STAGE 3

1. Overview of RE at Key Stage 3 .....	130-132
2. Planning .....	133-135
3. Key Stage 3 Questions .....	136-137
4. Exemplar Plan – 2 years .....	138
5. Exemplar Plan – 3 years .....	139

## OVERVIEW OF RE AT KEY STAGE 3

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

At Key Stage 3 students develop an increasingly sophisticated knowledge and depth of understanding of religion and beliefs. They have the capacity to connect the differing aspects of religion and RE concepts and explain the impact that religion and belief can have for individuals and local, national and global communities. They can suggest lines of enquiry and undertake independent investigations into a range of enquiry questions, including theological, philosophical, sociological and ethical questions connected with religion and beliefs. They can critically evaluate their own and others' views about a range of issues and distinguish between different types of evidence. They can use their growing self-awareness positively to think about and refine their own ideas, beliefs, values and attitudes.

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

- Christianity (core religion)
- Hinduism (core religion)
- Judaism (core religion)
- aspects of Buddhism, Islam, Sikhism (supplementary religions)
- a religious community with a significant local presence, where appropriate e.g. Bahá'í, Islam
- secular worldviews, where appropriate.

Content may be drawn from more than one religion to explore key issues and themes. Core religions should also be taught separately to ensure students understand what is distinctive about each religion and can develop understanding of how the RE concepts connect within a religious tradition.

The three elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Key Stage 3

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

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

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

### Levels for RE

The key focus above shows the general pitch of work for students throughout Key Stage 3. They are based on the revised levels for RE on pages 30-33 as are the learning outcomes below.

Teachers will plan work at Key Stage 3 using levels 3 – 7.

If the Key Stage 3 curriculum is two years (Years 7 and 8) the expected level for the majority of students at the end of the key stage will be level 5.

If the Key Stage 3 curriculum is three years (Years 7 to 9) the expected level for the majority of students at the end of the key stage will be level 6.

Learning outcomes and RE levels should be used for assessment and reporting.

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

### Learning Outcomes at Key Stage 3

By the end of Year 8 students can:

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

By the end of Year 9 students can:

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

## **PLANNING**

### **Time Allocation**

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

### **Programmes of Study**

The Programmes of Study on pages 36-71 identify the content which should be taught about each religion at Key Stage 3. They are organised to show appropriate content for the four RE concepts: Belief, Authority, Expressions of Belief, Impact of Belief. For further detail on the RE concepts see pages 10-11.

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

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

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

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

Please see section on RE bridging unit on pages 125-127.

### **Long Term Plan**

The exemplar Long Term Plans on pages 138-139 show how the content in the Programmes of Study can be organised into units, each with a key question.

The plan on page 138 is appropriate if Key Stage 3 is two years. The plan on page 139 is appropriate if Key Stage 3 is three years.

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

### **Teaching and Learning Activities**

A range of activities should be developed to ensure good learning in RE. Please see page 78 for some examples.

### **Skills**

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

### **Knowledge and Understanding of Religion**

#### **Investigation and Enquiry**

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

#### **Application**

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

#### **Synthesis**

- linking significant features of religion together in a coherent pattern

### **Critical Thinking**

#### **Analysis**

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

#### **Evaluation**

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

#### **Interpretation**

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

### **Personal Reflection**

#### **Reflection and Response**

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

#### **Empathy**

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

### **Attitudes**

These attitudes can be developed further throughout Key Stage 3.

#### **Self-awareness**

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

#### **Respect**

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

#### **Open-mindedness**

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

#### **Appreciation and Wonder**

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

## **KEY STAGE 3 QUESTIONS**

The following are examples of the types of questions which can be used for units of work.

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

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

What does it mean to live as a Hindu in Britain today? (core religion)

What does it mean to be Jewish? (core religion)

What can we find out about a local Muslim community? (supplementary religion)

### **Key Questions which draw on more than one religion**

Why do some people believe in God?

What do religions say about good, evil and suffering?

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

Can religion and science mix?

Can miracles happen?

What does it mean to be human?

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

What are the various reasons why people might belong to a religion?

Where does authority lie in religions? Comparison in at least two religions.

Why is Israel significant for religious believers today?

How might people of faith make moral decisions?



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

Should religious people get involved in wars?

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

What does it mean to live in a religiously diverse country?

Is religion relevant in our world today?

How can religious beliefs affect identity and what issues does this raise?

Do religions bring conflict or harmony?

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

How does the media portray religion?

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

**Note:**

Some of these questions could be used as supplementary questions within a unit of work  
e.g.

<i>Unit Question:</i>	Why do some people believe in God?
<i>Supplementary question:</i>	What do some religions say about good, evil and suffering?
<i>Unit Question:</i>	What does it mean to live in a religiously diverse country?
<i>Supplementary question:</i>	Is religion relevant in our world today?

### KEY STAGE 3 EXEMPLAR PLAN – 2 YEARS

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<p>How do the RE concepts help us understand religion? <b>(statutory bridging unit)</b></p> <p>How and why are the arts used to express religious belief and spirituality?</p>	<p>What does it mean to live as a Jew in the North East today?</p>	<p>Why do some people believe in God?</p>
<b>Year 8</b>	<p>What does it mean to live in a religiously diverse country?</p> <p>What can we find out about a local faith community? (e.g. Muslim)</p>	<p>What are the various reasons why people might belong to a religion?</p> <p>What does it mean to live as a Hindu in Britain today?</p>	<p>What are the beliefs of Christians and what impact might these have on individuals and communities today?</p> <p>Is death the end? How do religions reflect beliefs about life after death?</p>

### KEY STAGE 3 EXEMPLAR PLAN – 3 YEARS

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<p>How do the RE concepts help us understand religion? (<b>statutory bridging unit</b>)</p> <p>How and why are the arts used to express religious belief and spirituality?</p>	<p>What does it mean to live as a Jew in the North East today?</p>	<p>Why do some people believe in God?</p>
<b>Year 8</b>	<p>What does it mean to live in a religiously diverse country?</p> <p>What can we find out about a local faith community? (e.g. Islam)</p>	<p>Is death the end? How do religions reflect beliefs about life after death?</p> <p>What does it mean to be human?</p>	<p>What are the various reasons why people might belong to a religion?</p> <p>What does it mean to live as a Hindu in Britain today?</p>
<b>Year 9</b>	<p>What are the beliefs of Christians and what impact might these have on individuals and communities today?</p>	<p>How might people of faith make moral decisions?</p>	<p>Can religion and science mix?</p> <p>How does the media portray religion?</p>

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## KEY STAGE 4

Overview of RE at Key Stage 4 ..... 142-143

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

## OVERVIEW OF RE AT KEY STAGE 4

### Introduction

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

### Requirements

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

Schools should plan for continuity of provision of Religious Education from Key Stage 3 for all students. Teachers should ensure that RE at Key Stage 4 builds on previous learning and enables students to make progress that is appropriate for their age and ability.

This syllabus **requires** that all students aged 14–16, should be taught through a course in Religious Education or Religious Studies leading to an accredited qualification approved under Section 96\*.

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

At Key Stage 4 the pupils must study at least **two** religions, one of which must be **Christianity**.

Less emphasis should be placed at this stage on the outward elements of religion in favour of addressing what can be learned from religion. Increasingly, the pupils should be encouraged to consider non-religious views of the world.

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

### Time Allocation

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

### Planning for Progression

The key focus below shows the general pitch of work for students throughout Key Stage 4. It is based on the revised levels for RE on pages 30-33. Teachers should use levels 5 – 7 and the assessment objectives and grade descriptions in the chosen examination specifications, to pitch and assess student work.

If Key Stage 3 is two years (Years 7 and 8), the expected level for the majority of students beginning the Key Stage 4 curriculum in Year 9 will be level 5.

If Key Stage 3 is three years (Years 7 to 9), the expected level for the majority of students beginning the Key Stage 4 curriculum in Year 10 will be level 6.

The three elements of RE are indicated as follows:

Knowledge and Understanding of Religion

Critical Thinking

Personal Reflection

For information about these three elements please refer to pages 5-7.

### Key Focus of Learning at Key Stage 4

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

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

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

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## **SIXTH FORM**

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

## **OVERVIEW OF RE IN THE SIXTH FORM**

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

RE for sixth form students should reflect their increasing maturity and should enable them to broaden and deepen their knowledge and understanding of religion and beliefs today.

Students should be provided with learning experiences and opportunities which will allow them to develop their own thinking on religious, philosophical, social and moral issues, drawing on distinctive features of Christianity, other principal world religions and secular viewpoints. Teachers should present materials in such a way that students have the opportunity to deepen their insight into their own beliefs, values and attitudes (Personal Reflection). Students should also be given opportunities to critically evaluate religious and non-religious truths, ideas and values on life, purpose and meaning (Critical Thinking).

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

### **External Accreditation**

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

### **Planning for RE in Sixth Form**

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

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

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

## **The Scheme of Work for General RE**

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

When planning a Scheme of Work, schools should ensure that students have the opportunity to explore all the forms of enquiry questions outlined in this syllabus (see page 12): philosophical questions, sociological questions, phenomenological questions, theological questions, ethical questions. The following units focus predominantly on the enquiry questions indicated:

- Is Britain religiously diverse? (Sociological Question)
- Ultimate questions e.g. Does God exist? (Philosophical Question)
- Should we care about the environment? (Ethical Question)
- What is the value of human life? (Theological Question, Philosophical Question)

## POST 16 GENERAL RE UNITS

### Is Britain religiously diverse?

#### Overview

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

#### Key Questions

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

#### Suggested Approaches

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

## POST 16 GENERAL RE UNITS

### New Religious Movements

**Overview**

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

**Key Questions**

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

**Suggested Approach**

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

## POST 16 GENERAL RE UNITS

### Does care for the environment really matter?

#### Overview

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

#### Key Questions

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

#### Suggested Approaches

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

## POST 16 GENERAL RE UNITS

### Does spirituality matter?

#### Overview

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

#### Key Questions

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

#### Suggested Approaches

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

## POST 16 GENERAL RE UNITS

### Ultimate Questions

#### Overview

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

#### Key Questions

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

#### Suggested Approaches

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



## POST 16 GENERAL RE UNITS

### Do religion and politics mix?

#### Overview

To consider and evaluate the relationship between religion and politics.

#### Key Questions

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

#### Suggested Approaches

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

## POST 16 GENERAL RE UNITS

### Controversial issues surrounding religion today

#### Overview

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

#### Key Questions

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

#### Suggested Approaches

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

## POST 16 GENERAL RE UNITS

### What is the value of human life?

#### Overview

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

#### Key Questions

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

#### Suggested Approaches

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

## POST 16 GENERAL RE UNITS

### Death: the final frontier?

#### Overview

To explore different religious beliefs about death and the afterlife.

#### Key Questions

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

#### Suggested Approaches

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

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

This conference could be held as part of a wider PSHE programme.

## POST 16 GENERAL RE UNITS

### Is religion a laughing matter?

#### Overview

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

#### Key Questions

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

#### Suggested Approaches

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

## POST 16 GENERAL RE UNITS

### What makes us happy?

#### Overview

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

#### Key Questions

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

#### Suggested Approaches

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

# **Section 4**

## **Special Schools**

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## **SECTION 4**

### **Special Schools**

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

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## OVERVIEW OF RE IN SPECIAL SCHOOLS

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

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

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

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

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

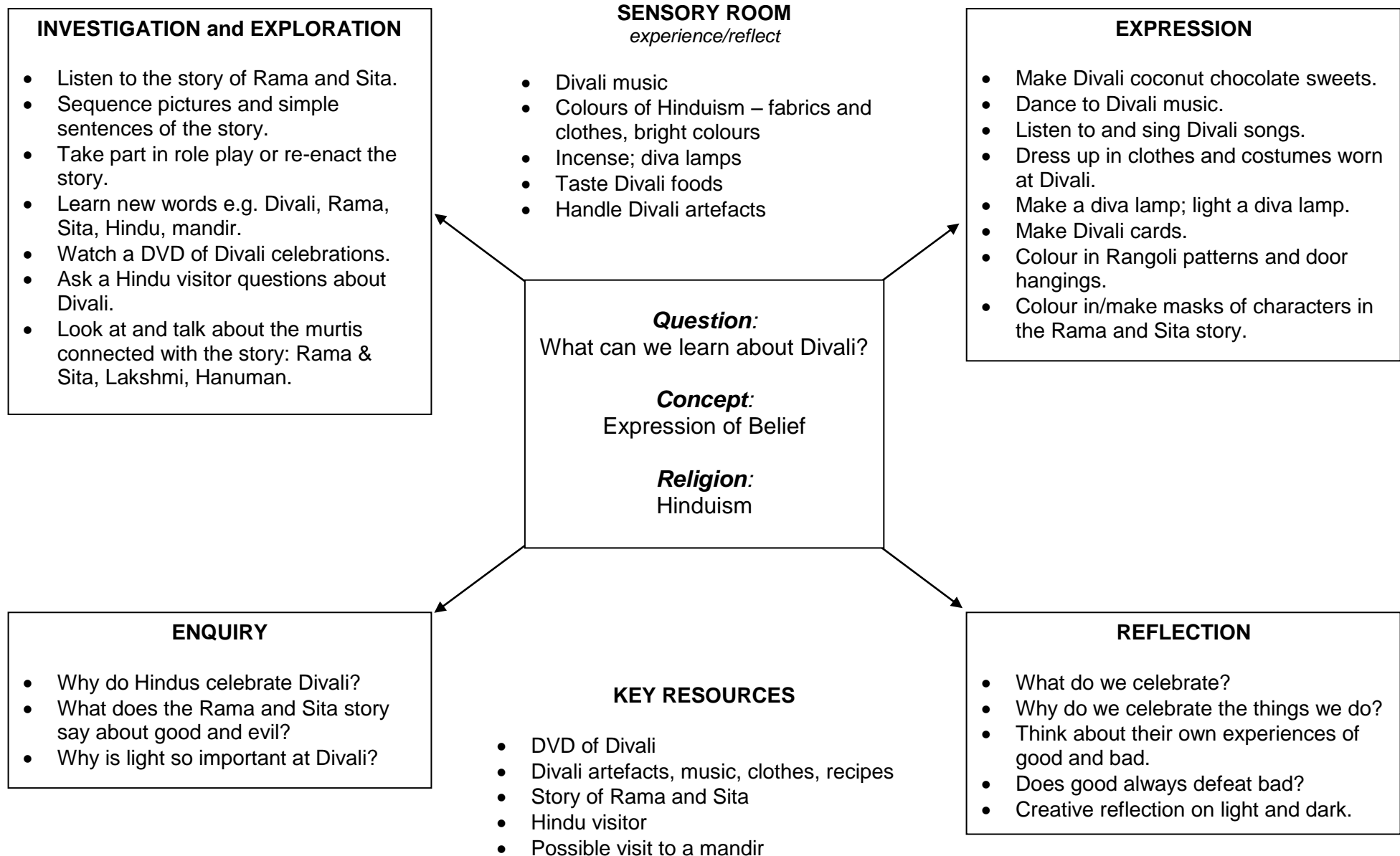
### Planning Guidance for Special Schools

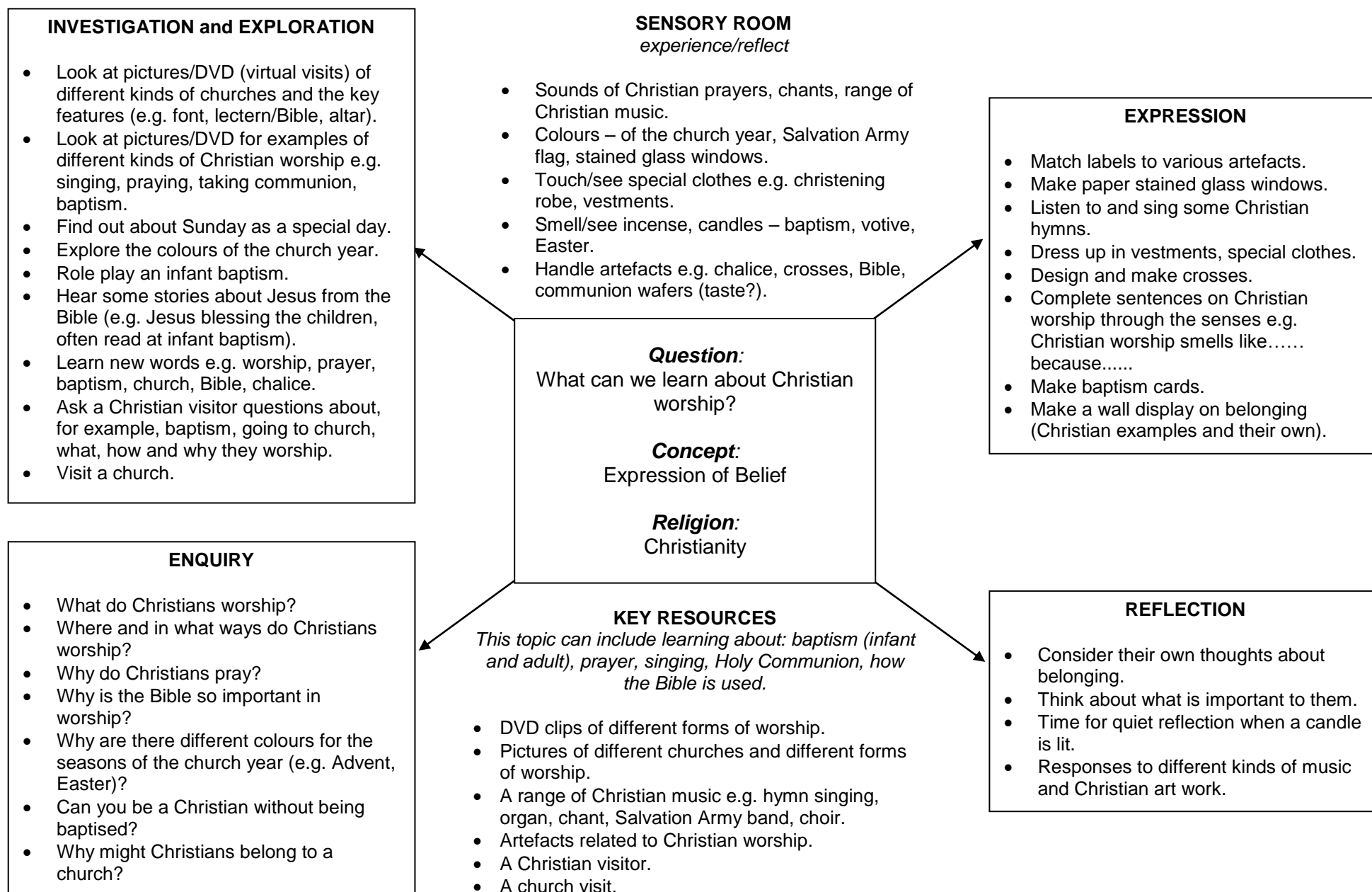
- The school can select which religions pupils will learn in each phase. The school may wish to organise planning so that all pupils are learning about the same religion at the same time. Christianity should appear in every phase.
- Any of the Programmes of Study from across the key stages can be used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

**NB** Schools can use their own assessment methods in relation to RE. P levels for RE are not a requirement but may help in pitching work appropriately.

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

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





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

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# Appendices

- i) Membership of the Agreed Syllabus Standing Conference
- ii) Acknowledgements
- iii) Copyright

**MEMBERSHIP OF THE AGREED SYLLABUS STANDING  
CONFERENCE**

**CHAIR: Teresa Laybourne**

**TO UPDATE**

<b>Church of England</b>	<b><i>Teachers Associations</i></b>
<b><i>Other Religious Denominations and Faiths</i></b>	<b>NUT</b>
<b>Roman Catholic</b>	<b>NAS / UWT</b>
<b>Methodist Church</b>	<b>ATL</b>
<b>United Reformed Church</b>	<b>SHA</b>
<b>Baptist Church</b>	<b>NAHT</b>
<b>Assemblies of God</b>	<b><i>County Council Representatives</i></b>
<b>Sikhism</b>	<b><i>Officer Representatives:</i></b>
<b>Judaism</b>	
<b>Islam</b>	
<b>Hinduism</b>	
<b>Buddhism</b>	
<b>Bahá'í Faith</b>	
<b>Salvation Army</b>	
<b>Society of Friends</b>	



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### TO CHANGE

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Clerk?  
Proof readers?  
Printing?

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