

# Any Questions?

The **Bournemouth** and Poole  
Agreed Syllabus for  
Religious Education  
2017-2022





# Any Questions?

## The **Bournemouth** and Poole Agreed Syllabus for Religious Education 2017-2022

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# Any Questions?

## Foreword

The RE agreed syllabus for Bournemouth and Poole, builds on the success of the previous syllabus 'EnquiRE Within', and continues to challenge pupils and teachers with big key questions and a robust enquiry-approach, but also adds an extra dimension to bring deeper understanding of the concepts and beliefs underpinning the religions and non-religious worldview of Humanism studied.

This extra dimension makes more explicit the core concepts which are central to each belief system.

These concepts were contained in 'EnquiRE Within', but with the growing sense nationally that RE can do more to develop theological and philosophical literacy, making these more explicit will help teachers identify and focus on these core concepts as appropriate during each enquiry.

The development of this syllabus has valued consultation with

- pupils and teachers through network briefings, questionnaires, and feedback invitations.
- SACRE members at separate and joint SACRE meetings and
- faith and belief communities through SACRE representatives.

Throughout the process, feedback has been appreciated, considered and integrated.

We hope that this new syllabus will continue to enable pupils and teachers to develop the knowledge and skills necessary to both understand themselves and others, beliefs, worldviews and different answers to the questions, dilemmas and conflicts affecting the world today.

RE makes a major contribution to ensuring that pupils become spiritually, morally and socially aware, developing empathy and compassion, as well as the ability to evaluate and analyse.

We need our young people to understand that life is precious and that it is important to cherish themselves and others, to build a strong sense of their own value and identity and be the best people they can be. We would like them to challenge those in authority to make the world a safe and better place, and believe high quality RE can help equip them with the knowledge, skills and attitudes with which to do this.

We commend this syllabus to schools, assuring them of support to implement it for the benefit of children and young people's learning.

Jane Portman

Jan Thurgood



# Any Questions?

## The **Bournemouth** and Poole Agreed Syllabus for Religious Education 2017-2022

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# Any Questions?

## 1. Context and Aims

Any Questions?

# Any Questions?

## The Context

This Bournemouth and Poole Agreed Syllabus for Religious Education, pays serious attention to a number of key considerations and priorities:

- The need to equip children and young people to thrive as members of the global community and to recognize their contribution to its welfare.
- The reality of religion's influence and perceived influence on world events and the effects, both positive and negative on individuals and communities.
- The need to help children and young people to consider such influences from a position of knowledge, understanding, open-mindedness and rationality, contributing to the prevention of extremism and radicalisation.
- The continuing emphasis on building sound subject knowledge about religions and non-religious worldviews as well as learning to apply critical thinking and evaluative skills to the application of this knowledge in:
  - a. understanding the people who hold these views ;
  - b. understanding and developing personal views and beliefs to strengthen personal identity.
- The recommendations of the Religious Education Council's 'A Curriculum Framework for Religious Education in England' (NCFRE) 2013 (non-statutory).
- The revised Ofsted inspection framework, 2015 (inspectors being charged with evaluating the 'effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development' before making the final judgement on the overall effectiveness of the school).
- The current local context regarding the nature and quality of Religious Education and the models being used effectively.
- The commitment to an enquiry approach for RE.
- Schools' increasing autonomy and flexibility in curriculum planning and assessment processes.
- The changing demographic of the local communities.
- The desire to support teachers to translate this agreed syllabus into relevant, engaging and challenging Schemes of Learning, mindful of the myriad of pressures they work with and the commitment they have to their pupils.

# Any Questions?

## The Aims of Religious Education

This agreed syllabus provides the structure by which the SACREs support teachers to: plan and deliver high quality RE that engages pupils in relevant questioning and exploration of their own and others' beliefs, ethics, religions and non-religious worldviews. This enquiry approach will enable the acquisition of knowledge and encourage the progression of pupils' critical thinking skills, as well as their spiritual and moral development, and thus promote respect for themselves and others, as well as the love of learning.

The SACREs agree with the Religious Education Council (REC) that,

“Every child and young person who goes to school is entitled to an experience of religious education (RE) that is both academically challenging and personally inspiring”( National Curriculum Framework for RE 2013, page 6).

To achieve this, RE in Bournemouth and Poole aims to:

- Provoke challenging questions about the ultimate meaning and purposes of life, beliefs (religious and non-religious) about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- Develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and non-religious worldviews such as Humanism. It aims to nurture pupils' awareness and understanding of beliefs, teachings, practices and forms of expression and to help them understand how these contribute to people's identity, sense of belonging, values and commitments;
- Encourage pupils to develop their own sense of identity and belonging, to enable them to flourish individually within their communities, to act with personal responsibility and as citizens in a pluralistic and global community;
- Offer opportunities for personal reflection and spiritual development, encouraging pupils to develop the ability to be still, to think deeply, to reflect and to appreciate times of stillness and silence;
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, values, belief, faith and ethics, as informed by religious and non-religious worldviews, and to effectively express and communicate their responses.

# Any Questions?

To achieve this, the agreed syllabus embraces the three aims of the 2013 NCFRE, to ensure all pupils:

**A. Know about and understand a range of religions and worldviews, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and non-religious worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**B. Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment, their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a non-religious worldview.

**C. Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

(NCFRE pages 11-12)



# Any Questions?

## The Legal Position

Governing bodies and head teachers must:

- Ensure that RE is provided as part of the school's basic curriculum, following the locally agreed syllabus, unless they are schools with a religious character, an academy or a free school, which are free to determine their own syllabi;
- provide an annual report to parents/or carers informing them of their children's progress and achievements in RE.

Religious Education must be taught in accordance with the Bournemouth and Poole agreed syllabus in all:

- Community schools, and;
- Foundation and Voluntary Controlled schools (SSFA 1998 paras 2(1) and 2(2) Schedule 19).

For Voluntary Aided schools with a religious character, the RE offered is to be determined by the governors in accordance with the trust deed, (SSFA 1998 Schedule 19.4).

It is hoped that Diocesan VA schools will continue to use the agreed syllabus as the basis for their RE curriculum.

All academies are required, through their funding agreements, to teach RE:

- For academies without a religious character, this will be the locally agreed syllabus;
- For denominational academies with a religious character (Church of England or Roman Catholic - but also Muslim and most Jewish academies), this will be in line with the denominational syllabus;
- For non-denominational (such as Christian) faith academies, this can be either of the above, depending on the wishes of the sponsor and what is agreed by Ministers.

*DCSF Guidance on Religious Education in English Schools, 2010.*

Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents (s 71 SSFA 1998). This will include school children in Reception classes as well as Post-16 students (but not those at Sixth Form colleges). Special schools should comply as far as is practicable.

*The Education Act (2002), Section 80 (1) (a); (2) (a) (b).*

# Any Questions?

## **The Right of Withdrawal from Religious Education**

Parents/carers have the legal right to withdraw their children from Religious Education.

Schools, therefore, are advised to inform parents/carers of this right and need to ensure they are aware of the nature and content of the RE syllabus, its learning objectives and aims.

The use of the right to withdraw should be at the instigation of the parents (or pupils themselves if they are aged 18 or over), and it should be made clear if this is from the whole of the subject or specific parts of it.

The right of withdrawal does not extend to other areas of the curriculum where it is possible for aspects of religion to be discussed e.g. in history or citizenship.

When pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.

Pupils will usually remain on school premises.

*(Section 71, Schools Standards and Framework Act, 1998)*

# Any Questions?

## 2. Structure and Planning

Any Questions?

# Any Questions?

## Structure

The agreed syllabus sets out what pupils are entitled to study and explore in RE from the ages of 3-19.

It is built on the assumption that, at each Key Stage, pupils will receive the entitlement to 5% of their curriculum experience being focused on RE learning.

### Curriculum time allocation guidance

5% of their curriculum experience translates as follows (approximately):

Key Stage 1: 36 hours per year;

Key Stage 2: 45 hours per year;

Key Stage 3: 45 hours per year;

Key Stage 4: 40 hours per year.

### Teaching resources

There is an expectation that schools will provide adequate teaching and learning resources to enable effective learning.

## The Planning Process

It is not easy to translate an agreed syllabus into a sequential, progressive series of lesson plans, that is, a scheme of learning.

Over the course of their school careers, pupils are entitled to explore a range of the content of the programmes of study relevant to the religions and non-religious worldviews they explore and the enquiries they undertake.

Which religions and non-religious worldviews to be taught when?

The minimum number of religions covered by the end of a pupil's time at school (end of KS4), according to this syllabus, is 3:

- Christianity
- Islam and
- Judaism

PLUS

Buddhism as highly recommended, and Humanism as the highly recommended non-religious worldview to be taught.

It is, of course, preferable for pupils to have explored all 6 of the principal religions plus Humanism during their school careers. **We hope all pupils will encounter at least one of Buddhism, Hinduism or Sikhism** as well as the required religions and Humanism.

# Any Questions?

Schools make their own professional judgements as to which religions/non-religious worldviews they select alongside the required ones, taking into account their local community, the school curriculum and most importantly their pupils' learning needs.

## Primary Phase: required study

Christianity, Islam and Judaism

X3 minimum by the end of Key Stage 2

Plus Humanism as a highly recommended focus of study

(additional options: Buddhism, Hinduism, Sikhism and/or others of local significance)

## Secondary Phase; required study

Christianity, Islam and Judaism

X3 minimum by the end of Key Stage 4

Plus Humanism as a highly recommended focus of study

(additional options: Buddhism as highly recommended, Hinduism, Sikhism and/or others of local significance)

## The planning process

This syllabus recommends consideration of the 6 component parts necessary for overall planning and a 4-step model for sequencing the learning in each Enquiry. This enables teachers to draw on Strands A, B and C in a logical process.

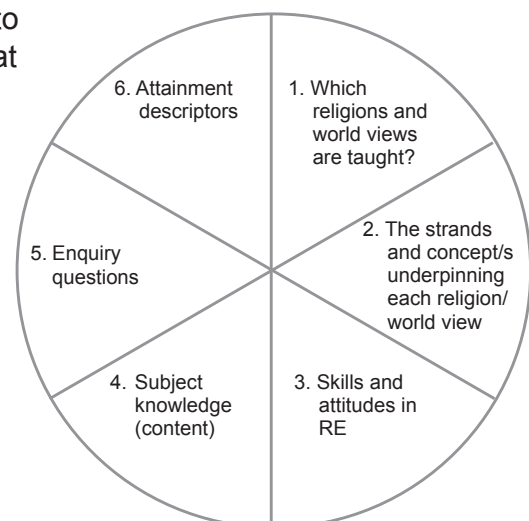
(There are, of course, other routes to achieving the same learning intentions and it is the teachers' prerogative to use their professional creativity as to the best learning pathways for their pupils).

## The 6 component parts, an overview:

The structure set out here identifies the component parts of RE planning. They are separated out into somewhat artificial sections to facilitate the understanding of the elements, so they can be brought together cohesively when planning a Scheme of RE learning.

The 6 component parts need to be skillfully collated into a series of enquiries forming a Scheme of Learning that enables pupils to gain:

- an overall holistic picture of each religion/ worldview studied;
- sound subject knowledge;
- deepening understanding of the underpinning concepts/theology;
- skills and attitudes to enable enquiry;
- personal spiritual development and expression.



# Any Questions?

## **Planning with the 6 component parts**

### **Long-term planning: the overview**

Planning pupils' learning in RE across a whole school, or across age-phases is a complex process.

It involves the careful selection of the relevant component parts to structure the long-term Scheme of Learning, designing progression and continuity, as well as the inclusion of the subject matter (content) and concepts required by the agreed syllabus, in a sequential and spiral way to maximize pupils' learning, and ensure appropriate coverage of the religions and worldviews required.

Long-term planning starts with parts 1 and 2:

which religions/worldview/s, and which concept/s when?

See the Bournemouth and Poole agreed syllabus requirements above, and

Appendix i) for long-term planning pro-forma.

### **Medium-term planning: building the content of each enquiry**

This next planning step builds on parts 1 and 2 to mold together skills, attitudes (component part 3) and subject knowledge/content (component part 4) in a way that gives a focus to the unit of work, to enable pupils to achieve understanding of the specific concepts and religion/s or worldview/s nominated.

Carefully designing a key enquiry question (component part 5) that draws all this learning together and gives it a purpose and direction, is the art of skillful RE planning.

Attainment descriptors (component part 6) and assessment tasks sharpen the focus for the planning and the learning for both pupils and teachers.

This 2017 syllabus retains the 4-step medium-term planning model purported in the previous syllabus.

# Any Questions?

## **The 4-Step Model for medium-term planning i.e. for each enquiry**

### **Step 1 ENGAGEMENT**

What is my own experience in my own world that might help me relate to the religion/worldview in this enquiry?

Can I resonate with the underpinning concept/human experience to be studied in my own world (which may or may not have religion or a specific worldview in it)

What is my current view towards these questions i.e. my starting point?

### **Step 2 INVESTIGATION**

Can I find out the information I need to enable me to answer the key question/s of this enquiry?

### **Step 3 EVALUATION**

Can I critically reflect on the key question/s and possible answers and substantiate with evidence from the knowledge I gained in step 2?

### **Step 4 EXPRESSION**

Does what I've learnt in this enquiry change, strengthen or make a difference to my original starting point in step 1?

What questions does this raise for me?

What would I like my next enquiry/ investigation to be about?

See Appendix ii) for medium-term (4-step) planning pro-forma

## **Short-term planning:**

### **Designing teaching and learning experiences for each lesson/session within the 4-step medium-term plans**

This syllabus encourages the use of a range of teaching and learning activities to appeal to different preferred learning styles.

Each session of learning needs its own set of Learning Intentions, enabling the growth and deepening of learning as pupils move towards the attainment expectations identified for each Enquiry.

See Appendix iii) for short-term planning pro-forma (lesson plan).

# Any Questions?

## 3. Component Parts Explained

Any Questions?



# Any Questions?

## 3.1 Which religions and worldviews are taught when? (Breadth of Study)

In order to provide a broad and balanced Religious Education curriculum, to ensure statutory requirements are met, and to offer flexibility to schools to design an RE curriculum best suited to the needs of their pupils and considering the local demographic:

- Christianity must be studied in each Key Stage, preferably in each year group;
- Islam and Judaism must be studied in both the Primary and Secondary Phase;
- The non-religious worldview of Humanism is highly recommended to be taught in both the Primary and Secondary Phase;
- Other religions and worldviews relevant to the local community may be studied at the school's discretion. It is hoped that pupils will encounter Buddhism (highly recommended), and at least one of Hinduism or Sikhism as well as the required religions and Humanism.
- Ideally pupils will encounter all 6 principal religions plus the non-religious worldview of Humanism by the end of Key Stage 4;
- Ongoing liaison across school clusters is vital to plan progression and continuity, to avoid duplication of context and to ensure pupils receive their entitlement.

**Bournemouth and Poole agreed syllabus recommended pattern (for Bournemouth schools): which religions/non-religious worldviews when?**

Key Stage	Year Groups	Ages	RELIGIONS AND WORLDVIEWS	
1	1-2	5-7	<b>Christianity in every year group</b>	<b>Plus Islam and Judaism</b> <b>Buddhism and Humanism are highly recommended</b> Other religions from: Hinduism, Sikhism, and/or material from other religious traditions represented locally could also be included e.g. the Baha'i faith or Pagan traditions. At least x3 by the end of KS2
2	3-6	7-11		
3	7-9	11-14		<b>Plus Islam and Judaism</b> <b>Buddhism and Humanism are highly recommended</b> Other religions from: Hinduism, Sikhism, and/or material from other religious traditions represented locally could also be included e.g. Baha'i faith or Pagan traditions. At least x3 by the end of KS4
4	10-13	14-19		

**It is hoped that schools will be able to give pupils the opportunity to explore Buddhism, Hinduism and/or Sikhism along with Humanism during their RE careers, to ensure a balanced view across a range of religions and non-religious worldviews is afforded.**

# Any Questions?

## 3.2 Strands and concepts

### Introduction

The 3 strands reflect the 3 aims in the NCFRE, national non-statutory guidance on RE, 2013.

The subject knowledge/content of the Programmes of Study is arranged under these three strands, being mindful that these naturally interweave in the human experience. It is essential that Strands 1 and 2 guide the content and focus of each Enquiry, that Strand 3 guides the nature of the teaching and learning activities planned, and that the attainment descriptors set the expectations for achievement.

This 2016 syllabus contains the same content and expectations as in the previous agreed syllabus, but rearranges the material to be taught and learnt under the 3 NCFRE strands with scaffolded attainment descriptors.

### Strands A, B and C (from the NCFRE, 2013)

#### Learning about Religions and Human Experience

##### **A. Know about and understand a range of religions and non-religious worldviews, so that they (pupils) can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

##### **B. Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

##### **C. Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

# Any Questions?

## What do the 3 strands look like across Key Stages 1-3?

AIM/STRAND A: Know about and understand	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:	At the end of Key Stage 3 pupils will be able to:
A1. Describe, explain and analyse <b>beliefs, and practices</b> , recognising the <b>diversity</b> which exists within and between communities	<b>Recall and name</b> different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them	<b>Describe and make connections</b> between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas	<b>Explain and interpret</b> ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences
A2. Identify, investigate and respond to <b>questions</b> posed by, and responses offered by, some of the <b>sources of wisdom</b> found in religions and worldviews	<b>Retell and suggest meanings</b> to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	<b>Describe and understand</b> links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	<b>Explain and interpret</b> a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and worldviews as coherent systems or ways of seeing the world
A3. Appreciate and appraise the nature, significance and impact of different <b>ways of life and ways of expressing meaning</b>	<b>Recognise</b> some different symbols and actions which express a community's way of life, appreciating some similarities between communities	<b>Explore and describe</b> a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	<b>Explain</b> how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them

# Any Questions?

<b>AIM/STRAND B: Express and communicate</b>	<b>At the end of Key Stage 1 pupils will be able to:</b>	<b>At the end of Key Stage 2 pupils will be able to:</b>	<b>At the end of Key Stage 3 pupils will be able to:</b>
B1. Explain reasonably their ideas about how <b>beliefs, practices and forms of expression influence</b> individuals and communities	<b>Ask and respond</b> to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	<b>Observe and understand</b> varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities	<b>Explain</b> the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about <b>identity, diversity, meaning and value</b>	<b>Observe and recount</b> different ways of expressing identity and belonging, responding sensitively for themselves	<b>Understand</b> the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	<b>Observe and interpret</b> a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities
B3. Appreciate and appraise <b>varied dimensions of religion</b>	<b>Notice and respond</b> sensitively to some similarities between different religions and worldviews	<b>Observe and consider</b> different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews	<b>Consider and evaluate</b> the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied

# Any Questions?

<b>AIM/STRAND C: Gain and Deploy skills</b>	<b>At the end of Key Stage 1 pupils will be able to:</b>	<b>At the end of Key Stage 2 pupils will be able to:</b>	<b>At the end of Key Stage 3 pupils will be able to:</b>
C1. Find out about and investigate key <b>concepts</b> and questions of <b>belonging, meaning, purpose and truth</b> , responding creatively	<b>Explore questions</b> about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry	<b>Discuss and present their own and others' views</b> on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry	<b>Explore</b> some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy
C2. Enquire into what enables different communities to <b>live together respectfully for the well-being of all</b>	<b>Find out about and respond</b> with ideas to examples of co-operation between people who are different	<b>Consider and apply</b> ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect	<b>Examine and evaluate</b> issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews
C3. Articulate <b>beliefs, values and commitments</b> clearly in order to explain reasons why they may be important in their own and other people's lives	<b>Find out</b> about questions of right and wrong and begin to <b>express their ideas</b> and opinions in response	<b>Discuss and apply</b> their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response	<b>Explore and express insights</b> into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

# Any Questions?

## Concepts

This agreed syllabus seeks to emphasise the concept/s and underpinning beliefs/theology at the heart of each religion and non-religious worldview studied, with the aim of deepening pupils' understanding of the essence and most important aspects of each of these religions and Humanism to the people embracing them.

The syllabus also endeavours to encourage an holistic teaching of each religion or non-religious worldview studied, so pupils understand the whole narrative of each.

When teachers understand these underpinning concepts/beliefs and/or theology, and the holistic narrative, they are better placed to reflect these in the process of teaching the subject knowledge e.g. teaching about Jesus' miracles could give young children the idea that Jesus was a kind man. Whilst this is fine, it is not adequate if we are aiming for children to become theologically literate and thereby to understand that Christians believe Jesus was a kind man but was much more than this; to Christians he was the incarnation of God.

**The concepts/beliefs to be studied are held in the left-hand column of the Programmes of Study grids, and where possible an overview of the narrative relating to the religion is offered at the beginning of the relevant section.**

# Any Questions?

## 3.3. Skills and attitudes in RE

Learning in RE is dependent on the development of a range of skills and attitudes which enable pupils to understand the concepts within Strands A, B and C.

Careful attention should be given to the progression and development of these skills and attitudes across the age-phases.

This necessitates liaison between schools and a focus on continuity and successful transition.

Skills and attitudes are arranged below aligned to those necessitated in each of the 4 steps of the 4-step Enquiry (medium-term) planning model.

### The 4-Step Planning Model

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness

### Skills

Step 1 Skills of Engagement Interpretation Empathy	Step 2 Skills of Investigation Investigation Application	Step 3 Skills of Evaluation Discernment Analysis Evaluation	Step 4 Skills of Expression Expression Reflection Synthesis
<p><b>Interpretation</b> in RE includes: the ability to draw meaning from stories, artefacts, works of art, poetry and symbolism; the ability to suggest meanings of religious texts.</p> <p><b>Empathy</b> in RE includes: the ability to ponder on the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others, and see issues from their point of view.</p> <p>Empathy requires a high level of emotional literacy which is supported by work on the social and emotional aspects of learning.</p>	<p><b>Investigation</b> in RE includes: asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions.</p> <p><b>Application</b> in RE this includes: making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones.</p>	<p><b>Discernment</b> in RE includes: explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences; seeing clearly how individuals might learn from the religions they study for themselves.</p> <p><b>Analysis</b> in RE includes: drawing out essential ideas and being able to sort out their component parts; distinguishing between opinion, belief and fact; distinguishing between the features of different religions.</p> <p><b>Evaluation</b> in RE includes: the ability to debate issues of religious significance with reference to evidence and argument; weighing up the respective claims of self-interest and consideration for others.</p>	<p><b>Expression</b> in RE includes: the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern by a variety of means - not only through words; the ability to respond to religious issues through a variety of media.</p> <p><b>Reflection</b> in RE includes: the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; the ability to use stillness (mental and physical) to think with clarity and care about significant events, thoughts and emotions.</p> <p><b>Synthesis</b> in RE includes: linking significant features of religion together in a coherent pattern; connecting different aspects of life into a meaningful whole.</p>

# Any Questions?

## Attitudes

Attitudes, such as respect for others and respect for the truth, care for all people and determination to achieve, should be promoted through all areas of school life.

There are some attitudes that are fundamental to religious education. These attitudes enable learners to enter fully into the study of religions and worldviews, and are, in turn, fostered and deepened by the study of RE.

<b>Step 1 Attitudes of Engagement</b> Curiosity Appreciation Wonder Respect for all	<b>Step 2 Attitudes of Investigation</b> Critical awareness	<b>Step 1 Attitudes of Evaluation</b> Open-mindedness and questioning	<b>Step 1 Attitudes of Expression</b> Self-awareness
<p><b>Curiosity, appreciation and wonder</b> in RE includes pupils: developing their imagination and curiosity; recognising that knowledge is bounded by mystery; appreciating the sense of wonder at the world in which they live; developing their capacity to respond to questions of meaning and purpose.</p> <p><b>Respect for all</b> in RE includes pupils: developing skills of listening and a willingness to learn from others, even when others' views are different from their own; being ready to value difference and diversity for the common good; appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society; being prepared to recognise and acknowledge their own bias; being sensitive to the feelings and ideas of others</p>	<p><b>Critical awareness</b> in RE includes pupils: having a willingness to examine ideas, questions and disputes about religious and spiritual questions; distinguishing between opinions, viewpoints and beliefs; being prepared to re- consider existing views; developing the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions; being prepared to acknowledge bias and prejudice in oneself</p>	<p><b>Open-mindedness and questioning</b> in RE includes pupils: being willing to learn and gain new understanding; engaging in argument or disagreeing reasonably and respectfully about religious, moral and spiritual questions; being willing to go beyond surface impressions; distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.</p>	<p><b>Self-awareness</b> in RE includes pupils: feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule; developing a realistic and positive sense of their own religious, moral and spiritual ideas; recognising their own uniqueness as human beings and affirming their self-worth; becoming increasingly sensitive to the impact of their ideas and behaviour on other people.</p>



# Any Questions?

## **3.4 Knowledge and Programmes of Study (component part 4)**

**This section of the syllabus is divided into four age phases:**

- 3.4a** The Foundation Stage (Ages 3 - 5)
- 3.4b** The Primary Stage (Key Stages 1 and 2)
  - Key Stage 1 (Ages 5 - 7, Years 1 and 2)
  - Key Stage 2 (Ages 9 - 11, Years 3 - 6)
- 3.4c** Key Stage 3 (Ages 12 - 14, Years 7 - 9)
- 3.4d** 14 -19 entitlement

# Any Questions?

## 3.4a. Early Years Foundation Stage

### RE in the Early Years Foundation Stage

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

Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.

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

#### Communication and language:

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

#### Personal, social and emotional development:

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

# Any Questions?

## **Understanding the world:**

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

## **Expressive arts and design:**

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

## **Literacy:**

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

## **Mathematics:**

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

Suggested Enquiry questions to include this learning ensuring explicit religious knowledge/content is included:

What makes people special?

What made Jesus special?

What made Moses special?

What is Christmas?

How do people celebrate?

How do Muslims celebrate Eid?

How do Jews celebrate Chanukah?

What is Easter?

Why do people have Easter eggs?

What can we learn from stories?

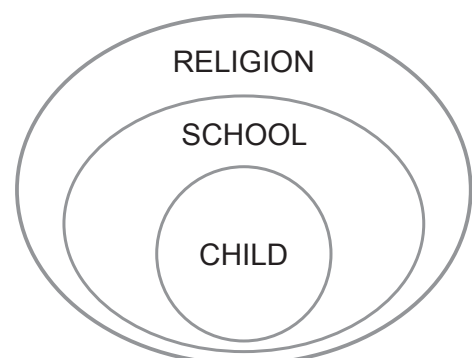
What can we learn from Buddhist/Christian/Hindu/Jewish/Muslim/Sikh stories?

What makes places special?

Which places might be special for Buddhists/Christians/Hindus/Jews/ Muslims/Sikhs?

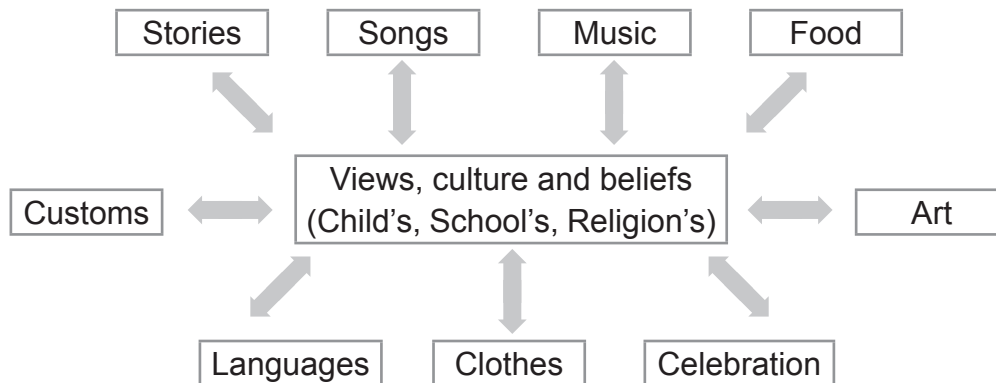
RE learning is built from the child's world to the world of religion and back to the child's world.

(See the 4-step planning model)



# Any Questions?

Learning about 'views, culture and beliefs' in the EYFS could include exploring:



RE aims to promote the spiritual development of children through exploration and reflection. Much of this will focus on a growing awareness of themselves, their lives and what is special and valuable to them and others, the culture and beliefs (religious or secular) of the people closest to them and their own, as well as on the nurturing of respect for themselves and others.

The Foundation Years are vital in helping children to experience for themselves some of the human experiences that underpin religion, e.g. belonging, love and compassion, thus giving them personal experience with which to walk the bridges between their own worlds and the worlds of religion.

A problem-solving, questioning and philosophical approach to learning is nurtured at this stage which enables enquiry-based RE both now and later.

# Any Questions?

## 3.4b. Primary Phase

The Programmes of Study (subject knowledge/content)) grids constitute component part 4 and suggest the relevant aspects of each religion or non-religious worldview to be taught.

Teachers are charged with selecting the most appropriate content to include in each Enquiry to best facilitate pupils responding to that specific Enquiry question, whilst ensuring enough content is covered overall to give an holistic picture of each religion/ non-religious worldview, and at the same time being mindful that depth of understanding of the underpinning concepts/theology is more important than the quantity of content covered.

It is NOT expected that ALL the content described in the Programmes of Study will be covered.

The Programmes of Study are set out under three main column headings:

- A. Know about and understand a range of religions and worldviews;**
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews;**
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.**

(the aims/strands from the NCFRE, 2013)

The 'Concepts/beliefs' column focuses attention on the essence of the learning that the content should enable e.g. the content on Christmas enables the understanding of the concept/theology of 'Incarnation' in Christianity.

Teachers are given choices:

- Which enquiry question shall I choose or shall I design one for myself?  
(The Enquiry questions draw the content together in different ways and so offer different learning pathways)
- Which content shall I select to best equip pupils to answer the enquiry question I have chosen/designed?

During Key Stages 1 and 2 (the primary phase), pupils study Christianity in each year group, plus Islam and Judaism. Humanism is the recommended (but not 'required') non-religious worldview to be studied.

**It is hoped they will also encounter at least one religion from Buddhism, Hinduism and Sikhism, as well as the non-religious worldview of Humanism.**

So by the end of KS2 they will have considered at least 3 religions.

RE Learning at Key Stages 1 and 2 will be based on the 4-step enquiry-model, and planning will be best done considering the 6 component parts described above.

# Any Questions?

## Primary Phase (KS1) Programmes of Study (content/subject knowledge)

**Religion:** Christianity **Key Stage:** 1

### Possible Enquiry Questions:

Does God want Christians to look after the world?

How does God feel about the world and his people?

Why do Christians believe God created the world?

How do Christians show they are grateful to God?

What can we find out about Christians by visiting a local church?

Which Christian festival is most important to Christians?

How does the Bible help Christians be good people?

How and why do Christians try to help people?

Is it important to Christians that their children go to church?

What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?

Is it possible for Christians to be kind to people all the time?

Why did God give Jesus to the world?

Was it always easy for Jesus to show friendship?

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

How important is it to Christians that Jesus came back to life after his crucifixion?

Which symbol best shows what Easter means to Christians?

Which symbol best shows what Christmas means to Christians?

What do Christians believe about God?

Why did Jesus tell so many stories/parables?

How do friendships and communities help Christians lead better lives?

What do Christians do in their communities and groups which helps them follow Jesus more closely?

There follows an overview summary of the essence of Christian beliefs for Christians, a good grasp of which will help teachers to take pupils' deeper in their understanding of Christian beliefs and theology, as well as giving them the overall picture/story/narrative of Christianity. This agreed syllabus aims to give pupils an holistic picture of each religion and an understanding of the core beliefs underpinning them. This summary helps this process.

# Any Questions?

## **What do Christians believe?**

### **From a Christian perspective:**

God is the Creator. He made and continues to make the world and everything in it, and he loves all that he has made. He is our loving Father and hopes that we shall love him; celebrate, enjoy and care for his creation; be friends with Jesus and each other. God wants all of us to be with him for ever. He is all-knowing, omni-present and all-loving.

As human beings found it so difficult to maintain the relationship with God that he had intended, God became incarnate on earth in human form, as Jesus. Jesus shows us what God is like; he shows us how to love God and he promises us that we can be forgiven when we get it wrong. In particular he shows that we can love God by being generous and giving and he gave everything even his life to show us that. Christians believe that loving generosity is everlasting and the resurrection shows us that love cannot be ended.

We can show our love for God by celebrating and by living thankfully and generously; by following the way Jesus taught, and by seeking to develop a community of humanity which is characterised by justice for all. That's the sort of life that goes on for ever. When we don't live generously we must be honest about that and be sorry and Christians believe that God will forgive us and give us a new start. In the same way, we must forgive people who hurt us.

Human beings do seem to have a tendency to be selfish and this is what Christians call 'sin'. Specific 'sins' are symptoms of this tendency. Sin causes a division between humanity and God and breaks the friendship, but God restores our relationship with him by forgiving our sin. Jesus' death enables this to happen. Christians understand this in a number of ways. One is that Jesus takes the punishment for everyone. Another is that Jesus' death shows complete selfless obedience to God which reverses human disobedience. God focuses on that obedience and forgives the sin. This process is called 'redemption' and it 'saves' humans from the separation from God that results from sin. God wants this restored relationship to be eternal, hence the promise of life after death and heaven. Christians think of this as the good news (Gospel) that they are to tell everyone.

Jesus calls on his followers to be a community which tells others about him; which shows others what it means to follow Jesus, and in which each member is supported, encouraged and challenged. Christians meet together to worship God; to learn together and to act together for justice.

The emphasis here is on relationship; thanksgiving and celebration.

# Any Questions?

## Christianity KS1

Choose an Enquiry question or design your own, and select the content most applicable to it to scaffold your 4-part enquiry.

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>One Creator God who continues to create</p> <p>Loving relationship with God</p>	<p>Source: Genesis 1-2:4 The Creation Story</p> <p>Christians to be stewards of God's creation</p> <p>Psalms 8 and 100</p> <p>Harvest Festival /The Lord's Prayer/Hymns</p> <p>Sunday, a day of rest and worship Prayer, Bible reading, etc</p> <p>Worship</p>			<p>The church</p> <p>Leaders of worship e.g. vicar, priest, minister, lay-people</p> <p>Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.</p>			<p>Global citizenship and inter-connectedness e.g. fair-trade (looking after people as part of the natural world) e.g. OXFAM/ Christian Aid</p> <p>Global Christian community (Church)</p> <p>As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God. They continue to be created and to grow</p>		



# Any Questions?

## Christianity KS1

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Incarnation: Jesus is the incarnation of God (God in human form)	Christmas: Advent and Christmas Day Nativity story Celebrations Jesus as a gift from God Jesus as the incarnation of God Luke 2:1-20 Matthew 1:18-2:12 Jesus in the Temple as a boy Luke 2 Jesus shows people what God is like because he is God in human form (God's Son)			Advent calendars, wreaths, candles Symbolism of the Nativity story Christmas services in churches Christmas traditions compared to Christian Christmas celebrations and meaning Symbolism in churches at Christmas and Easter			Giving and receiving in the home and community Christingle		
Salvation	The Easter Events: Palm Sunday to Easter Sunday Redemption Salvation Sacrifice Resurrection Hope New life Relationship with God			Palm Sunday, palm crosses, services in churches Last Supper, symbolism of bread, wine Good Friday services and music (Hot cross buns, crucifixes in churches and in Christians' lives and homes) Easter Sunday (Easter eggs, services, music, empty crosses in churches and in Christians' lives and homes)			Holy Communion, Eucharist Prayer Saying sorry, asking forgiveness Starting afresh		
Gospel	Good news that people can be in a relationship with God because Jesus shows them how Christians try to follow Jesus' example and teaching e.g. Zacchaeus Luke 19:1-9 The 2 Great Commandments: Love God, Love your neighbour as yourself Mark 12:29-31 Parables e.g. Lost sheep Luke 15:1-7 Lost coin Luke 15:8-10 Good Samaritan Luke 10:25-37 Healing stories e.g. Jesus heals a paralysed man Luke 5:17-26 Jesus helped the crowd e.g. feeding the 5,000 Luke 9:10-17			The Lord's Prayer The Bible, how is it used in worship and for guidance Why and how is it important? Who wrote it? Is it true?			Being part of a Christian community, local and global Putting the 2 Great Commandments into action in Christians' everyday lives Examples of Christian charities as well as individual acts of kindness How do Christians follow Jesus' teaching and example?		

# Any Questions?

## Christianity KS2

**Religion:** Christianity **Key Stage:** 2

### Possible Enquiry Questions:

(Teachers are welcome to look back at the KS1 Christianity enquiry questions and select from them also to use with KS2 children)

What do Christians believe about who Jesus was?

Has Christmas lost its true meaning?

What is the most significant part of the Nativity story for Christians today?

Is the Christmas story true?

How significant is it that Mary was Jesus' mother?

Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

Could Jesus heal people?

Do people need to go to church to show they are Christians?

Is forgiveness always possible for Christians?

Do Christians believe anything is eternal?

What is the best way for a Christian to show commitment to God?

What is good about Good Friday?

How significant is it for Christians to believe God intended Jesus to die?

Is Christianity still a strong religion 2000 years after Jesus was on Earth?

Why did Jesus tell parables?

How do Christians put their faith into action?

How can God be father, son and holy spirit?

How do Christians celebrate their relationship with God?

# Any Questions?

## Christianity KS2

Choose an Enquiry question or design your own, and select the content most applicable to it to scaffold your 4-part enquiry.

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Creation and Fall	Genesis 1-2:4 and 2:15-25 Creation Story and of Adam and Eve Genesis 3 (use carefully) to explain the Christian understanding of 'the Fall' and the need for people to reclaim the loving relationship with God he wants them to have			Honouring Sunday as a day of rest and worship  Sunday services of worship in different settings and churches  The significance of church buildings to many Christians			Rites of passage: baptism (infant and adult), naming, confirmation, marriage, funeral  Christians believe in God's ongoing creativity and that they are given this creativity to enable them to grow in faith, strength and wisdom		
Loving relationship with God (Covenant)	Psalms 8 and 100 Psalm 139:13-16  The relationship with God is made possible by Jesus' incarnation			Prayer, private and public Why might Christians pray? e.g. thanks, forgiveness, confession, help and guidance, praise					
Incarnation	Jesus' incarnation Emmanuel, fulfilment of prophecy Jesus' baptism by John the Baptist John 1 Luke 1 and 2 Hebrews 1:1-3  Jesus shows Christians how they can have the relationship with God he wants them to have. Teaches them by his example and his teaching and parables  The 10 Commandments Exodus 20:1-17  The 2 Great Commandments Mark 12:28-33  Sermon on the Mount Matthew 5			Christmas The Annunciation The Nativity story Virgin birth an symbolism of aspects of the story Christmas celebrations in churches, Christian communities (maybe globally), and in the home  Christmas traditions: which are Christian and which not?  Baptism  Eucharist			The Lord's Prayer  Why is Christmas meaningful to Christians?  Case studies of people, famous and otherwise, who have been/are motivated by their Christian beliefs and faith to work for good in the world.  Christian aid organisations and charities  Becoming a Christian monk or nun, commitment, lifestyle, meaning		

# Any Questions?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Salvation	Parables e.g. Prodigal Son Good Samaritan Sheep and Goats Unforgiving Servant  The Easter Story from Palm Sunday to Easter Sunday and beyond to the resurrection appearances  The Ascension Acts 1:6-11			Christian expression through art, music etc.  Lent  Easter services in churches and different settings  Stations of the cross, symbolism  Pilgrimage to Jerusalem  Holy Communion, Eucharist			The Creeds		
Gospel	1 Corinthians 12 John 13:1-15 John 15:12ff Matthew 28:16ff  Pentecost and the first disciples Acts 2:1-13			The Holy Spirit Celebrating Pentecost in church services, symbolism  Gifts of the Holy Spirit  Diversity in Christian worship			Christians who stand up for their faith even in when this may put them in danger  Baptism  Healing  Evangelism  Missionary work		

# Any Questions?

## **Primary Phase (KS1 and 2) Programmes of Study (content/subject knowledge)**

**Religion: Islam Key Stage: 1/2**

### **Possible Enquiry Questions:**

How do the 5 Pillars of Islam help Muslims plan their lives?

Does completing Hajj make a person a better Muslim?

Does going to the Mosque give Muslims a sense of belonging?

Does praying at regular intervals every day help a Muslim in his/her everyday life?

Does belief in Akhirah (life after death) help Muslims lead good lives?

What does celebrating Eid mean to Muslim children?

Why do Muslims fast during Ramadan?

How do Muslims make a positive difference in their communities?

Why is the Qur'an important to Muslims?

How does believing in God shape a Muslim's life?

What is the best way for a Muslim to show commitment to God?

# Any Questions?

## Islam (Primary)

Choose an Enquiry question or design your own, and select the content most applicable to it to scaffold your 4-part enquiry.

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Creator God  Tawhid (monotheism)  Relationship with God  Prophets Muhammad  Prophethood  Worship  Akhirah (life after death)	The Qur'an How is the Qur'an treated in the Mosque and the home?  The Shahadah: There is no God but Allah and Muhammad (pbuh) is his messenger  99 names/attributes of Allah  Creation story  5 greatest prophets - Nuh (Noah), Ibrahim (Abraham), Musa (Moses), Isa (Jesus), Muhammad  The 5 Pillars Shahadah Prayer Sawm during Ramadan Hajj Zakah			Muhammad: Life and example  Mosque  Imam  Worship and prayer Prayer and worship in the Mosque and the home.  Facing Makkah  Friday Prayers  Madrassas  Eid-ul-Fitr  Eid-ul-Adha			Muslim Aid organisations  Faith into action zakah  The Ummah (global Muslim Community)  Rites of Passage e.g. Birth, naming Marriage Funeral  Groups within Islam  Halal		

# Any Questions?

## **Primary Phase (KS1 and 2) Programmes of Study (content/subject knowledge)**

**Religion: Judaism Key Stage: 1/2**

### **Possible Enquiry Questions:**

Why is Shabbat important to Jews?

How special is the relationship Jews have with God?

Which prophets are the most significant to Jews?

Why do Jews believe God created the world?

Do Jews believe God wants them to look after the world?

How important is it for Jews to do as God asks them to do?

What are the best ways for Jews to show commitment to God?

How important is worship to Jews?

Why do Jews place importance on family life?

Is it important to Jews to have a local synagogue?

How does celebrating festivals help Jews feel a sense of closeness to God and community?

How significant is the Bar/Bat Mitzvah ceremony to a Jewish boy or girl?

Why is the Exodus from Egypt so significant to Jews today?

Does keeping kosher make someone a better Jew?

Why is Israel important to Jews?

What do Jews believe about God?

What difference does the Torah make to a Jew's life?

# Any Questions?

## Judaism (Primary)

Choose an Enquiry question or design your own, and select the content most applicable to it to scaffold your 4-part enquiry.

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
One creator God  Relationship with God  Covenant (started with Abraham, still exists today and was exemplified during the Exodus from Egypt)  Prophets  Torah Talmud	The Torah  Genesis 1-2  Abraham, Sarah, Isaac  The Shema ( Deuteronomy 6:4-9)  The Exodus from Egypt: Moses, plagues, escape, journey to freedom, relationship with God  The 10 Commandments (Exodus 20) 613 Mitzvot  Pesach in the home and synagogue Seder Meal and its symbolism  Rosh Hashannah and Yom Kippur  Sukkot			Shabbat practices and symbolism at home and in the synagogue  Prayer, Menorah, Star of David Mezuzah, Music, Worship Tallit, kippah etc  Synagogue: Torah, Ark, Yad, Bimah, Ner Tamid  Kashrut (food laws)  Rites of Passage e.g. Brit Milah  Pidyon Haben (Redeeming the first born son)  Bar/Bat Mitzvah  Marriage  Funeral and sitting shiva			Family and Community  Environment  Shabbat  Synagogue  Keeping kosher  Shavuot  Groups within Judaism: Orthodox and Reform		



# Any Questions?

## **Primary Phase (KS1 and 2) Programmes of Study (content/subject knowledge)**

**Religion:** Humanism **Key Stage:** 1/2

### **Possible Enquiry Questions:**

Is Humanism a belief system or an attitude to life?

What do Humanists believe?

How do Humanists decide what is right and wrong?

How do Humanists celebrate important moments in life e.g. the birth of a baby?

How do Humanists try to make the world a better place?

What do Humanists believe about how the world began?

What difference does being a Humanist make to people?

What do Humanists believe happens to them when they die?

Do Humanists believe life has a purpose?

# Any Questions?

## Humanism (Primary)

Choose an Enquiry question or design your own, and select the content most applicable to it to scaffold your 4-part enquiry.

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Human reason  Freewill  Science Need evidence for beliefs  There is no God	<p>The Golden Rule: Treat others as we ourselves would like to be treated</p> <p>Live full and happy lives and help others to do the same</p> <p>Ceremonies marking rites of passage e.g. birth, marriage, death</p> <p>No sacred texts but consider human knowledge and reason</p> <p>No worship but reflection, awe and wonder about the world. Art, drama, music 'an attitude to life'</p>			<p>How human psychology is special compared to other life.</p> <p>Celebrate this life rather here and now</p> <p>Charles Darwin's Theory of Evolution by Natural Selection: How life evolved explained by Susan Blackmore Richard Dawkins Steve Jones Stephen Law Armand Leroy</p>			<p>Good relationships</p> <p>Darwin Day</p> <p>Caring for others, animals and the environment</p> <p>How did the universe begin? Big Bang Theory explained by humanists: Peter Atkins Brian Cox Albert Einstein Stephen Hawking Stephen Law</p> <p>Groups within Humanism</p>		

# Any Questions?

## **Primary Phase (KS1 and 2) Programmes of Study (content/subject knowledge)**

**Religion:** Buddhism **Key Stage:** 1/2

### **Possible Enquiry Questions:**

What is the best way for a Buddhist to lead a good life?

Can the Buddha's teachings make the world a better place?

Can being a Buddhist help someone to be happy?

What do Buddhists believe if they don't believe in God?

Who was the Buddha and why is he important to Buddhists today?

Why are the Buddha, the Dharma and the Sangha seen as the 3 Jewels of Buddhism?

How does meditation help Buddhists to show compassion to all beings?

Why do some Buddhists choose to spend time as monks or nuns and others don't?

Is it possible to follow the 8-fold path?

# Any Questions?

## Buddhism (Primary)

Choose an Enquiry question or design your own, and select the content most applicable to it to scaffold your 4-part enquiry.

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
There is no Creator God  Buddhahood  Karma, Samsara, Moksha  Nirvana  Attachment is the cause of suffering.  Sangha  3 Refuges	<b>Source:</b> Dharmapada 393-4  The life and teachings of Siddhartha Gautama, the Buddha  The 3 Universal Truths: Anicca, Dukka, Anatta  The 4 Noble Truths The 8-fold Path: Right... Understanding, Speech, Intention, Action, Livelihood, Effort, Concentration, Mindfulness  6 Perfections			Lotus flower  Dharma  Buddhist shrines  Monks (Bhikkus) Nuns (Bhikkhunis)  Bodhisattvas e.g. Avalokiteshvara  Wheel 3 turnings of the wheel Theravada, Mahayana, Vajrayana  Mantras Mandalas  Meditation			Belonging to the Sangha (Different types of Sangha)  Developing compassion for self and others  Being mindful  The Middle Way  Groups within Buddhism		

# Any Questions?

## **Primary Phase (KS1 and 2) Programmes of Study (content/subject knowledge)**

**Religion: Hinduism Key Stage: 1/2**

### **Possible Enquiry Questions:**

Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

How can Brahman be everywhere and in everything?

Would visiting the River Ganges feel special to a Hindu from England?

What is the best way for a Hindu to show commitment to God?

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

Why does there seem to be so many gods in Hinduism?

Is having a local Temple important to Hindus?

How could Hindu beliefs help to make the world a better place?

What does the Rama and Sita story teach Hindus?

# Any Questions?

## Hinduism (Primary)

Choose an Enquiry question or design your own, and select the content most applicable to it to scaffold your 4-part enquiry.

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Brahman is the ultimate reality and is everywhere and in everything  Karma  Samsara  Moksha  Dharma  Bhakti  Ahimsa (non-violence)	Upanishads Vedas  Krishna's teaching from the Bhagavad Gita  Ramayana  Stories of e.g. Rama and Sita, Hanuman, Ganesh  Rites of Passage e.g. Birth, marriage, death  Pilgrimage to Varanasi (the River Ganges)  Divali  Holi			Worship at home and at the Mandir  Arti Puja  Murtis The Trimurti: Brahma- Creator Vishnu- Preserver Shiva- Destroyer  Om-(Aum) The most sacred sound  Meditation  Yogas (paths or practices)  Yoga			Showing love and respect to others and being committed to dharma, austerity, purity, compassion and truthfulness can bring happiness  Vegetarianism  Ahimsa Ghandi's example  Groups within Hinduism		

# Any Questions?

## **Primary Phase (KS1 and 2) Programmes of Study (content/subject knowledge)**

**Religion: Sikhism Key Stage: 1/2**

### **Possible Enquiry Questions:**

How far would a Sikh go for his/her religion?

Are Sikh stories important today?

What is the best way for a Sikh to show commitment to God?

Does joining the Khalsa make a person a better Sikh?

Do Sikhs think it is important to share?

How do Sikhs show they value equality?

Would celebrating Divali at home and in the community bring a feeling of belonging to a Sikh child?

Would visiting the Golden Temple at Amritsar feel special to a Sikh from England?

How does believing in God help a Sikh to make the world a better place?

Why are the gurus so important to Sikhs?

Is having a local Gurdwara important to Sikhs?

What does sewa mean to Sikhs?

Why do some Sikhs choose not to wear crash helmets?

Why do Sikhs contribute to the Langar?

Does believing the presence of God is in everything help Sikhs led good lives?

# Any Questions?

## Sikhism (Primary)

Choose an Enquiry question or design your own, and select the content most applicable to it to scaffold your 4-part enquiry.

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>Creator God who is everywhere and in everything</p> <p>Sewa</p> <p>Everyone is equal to God</p> <p>Karma</p> <p>Samsara</p> <p>Moksha</p>	<p>Guru Granth Sahib and rituals associated with it at the Gurdwara</p> <p>Diwan (poetry)</p> <p>The Gurus</p> <p>Mool Mantar (statement of belief at beginning of the Guru Granth Sahib)</p> <p>Baisakhi, community, flagpole etc</p> <p>Divali</p> <p>Rites of Passage e.g. birth, marriage, death</p> <p>Pilgrimage to the Golden Temple at Amritsar</p>			<p>The Gurdwara</p> <p>Worship in the Gurdwara</p> <p>Music, Ragis, Bhangra, prayer, sharing Karah Parshad</p> <p>Joining the Khalsa</p> <p>Amrit Ceremony</p> <p>The 5 K's</p> <p>Kesh</p> <p>Kangaha,</p> <p>Kirpan,</p> <p>Kara,</p> <p>Kachera</p>			<p>Honour God by treating living things with respect and kindness</p> <p>The Langar</p> <p>Groups within Sikhism</p>		



# Any Questions?

## **3.4c.Key Stage 3**

During Key Stage 3, pupils deepen their understanding of Christianity, Islam and Judaism and hopefully encounter at least one religion from Buddhism, Hinduism and Sikhism as well as Humanism.

They carefully reflect upon the impact of religion and belief in the world, considering both the importance of inter-faith dialogue and also tensions which exist within and between religions, and they interpret religious texts and other sources.

The agreed syllabus for key Stage 3 continues to place emphasis on big enquiry questions and arranges the Programmes of Study under 5 big questions.

1. Is there a God?
2. Why is there suffering?
3. What happens when we die?
4. Is social justice possible?
5. Does the environment matter?

**Teachers are encouraged to engage pupils in all 5 big questions during Key Stage 3.**

**Each question selected needs to explore Christian perspectives as well as those from other selected religions and Humanism.**

**Muslim and Jewish perspectives must be included over KS3 but not necessarily in every big question, and Buddhist perspectives are highly recommended for inclusion.**

**It is hoped that all 6 principal religions and Humanism will be encountered over KS3.**

# Any Questions?

## Secondary Phase (KS3) Programmes of Study (content/subject knowledge)

### Religion: Buddhism Key Stage: 3 Big Question 1: Is there a God?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>There is no creator God</p> <p>Buddha</p> <p>All people are equal and have within them the Buddha-nature.</p> <p>Buddhas</p> <p>Bodhisattvas</p>	<p>Every human being has the potential to be enlightened, has Buddhahood within him/her. Source: Dharmapada 393-4</p> <p><b>Teaching:</b> All human beings have the right to happiness and enlightenment and must take the responsibility for achieving this for themselves.</p> <p>The 4 Noble Truths</p> <p>The 3 Poisons</p> <p>The 5 Precepts</p>			<p>Meditation</p> <p>3 Refuges</p> <p>8-Fold Path - awareness</p> <p>The wheel</p> <p>6 Perfections (generosity, ethics, patience, enthusiastic perseverance, concentration and wisdom)</p>			<p>Commitment to the Sangha</p> <p>Saying the Refuge prayer</p> <p>Bodhisattva vows</p> <p>Becoming a monk/nun A lay person can become a Bodhisattva</p> <p>Enter into dialogue with Buddhist visitors to understand what their beliefs mean to them and what difference these make to their lives.</p>		

# Any Questions?

## Religion: Christianity Key Stage: 3 Big Question 1: Is there a God?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>There is one eternal, creator God who cares about every living thing.</p> <p>Creation</p> <p>Incarnation</p>	<p><b>Source:</b> The Old and New Testaments. (Bible). Genesis 1. John 1. Acts 17:24-29. Acts 2 Mark 12:28-34. Jesus' teachings. Jesus' crucifixion and resurrection.</p>			<p>Love your neighbour as you love yourself.</p> <p>Faith is put into action in numerous ways, e.g. charity work locally and abroad, attitude and relationships with other people.</p> <p>Worship and private prayer.</p>			<p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> <p>Worship and prayer communally at the church</p> <p>Support for charities</p>		

# Any Questions?

## Religion: Hinduism Key Stage: 3 Big Question 1: Is there a God?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>Brahman</p> <p>Aspects of Brahman - Trimurti</p>	<p>Brahman is the ultimate reality that permeates everything and is everywhere. Source: Bhagavad Gita 18:61-62, 7:7-9. Chandogya 4,10,4.</p> <p><b>Teaching:</b> BG 18:61-62 The Lord lives in the heart of every creature. Take refuge utterly in him. Chandogya 4:10,4 Brahman is the breath of life, Brahman is joy, Brahman is the heavens.</p> <p>The Trimurti represents aspects of Brahman: Brahma: Creator - Vishnu: Preserver Shiva: Destroyer BG 7:7-9 Everything rests on me as pearls are strung on a thread. I am the original fragrance of the earth. I am the taste in the water. I am the heat in the fire and the sound in space. I am the light of the sun and the moon and the life of all that lives.</p>			<p>Puja in the home and mandir</p> <p>Meditation Yoga</p> <p>Ceremonies, e.g. puja, arti</p>			<p>Respect for Brahman in the mandir</p> <p>Enter into dialogue with Hindu visitors to understand their beliefs and how these make a difference to their lives.</p>		

# Any Questions?

## Religion: Islam Key Stage: 3 Big Question 1: Is there a God?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
God, Judgement and Salvation  Akhirah  Divine destiny and freewill and omnipresence etc of Allah	The Shahadah: There is no God but Allah and Muhammad (pbuh) is his messenger. <b>Source:</b> Qur'an Surah 2:28f, 2:115, 3:190, 55:3-13, 81:29, 112. <b>Teaching:</b> Live life pleasing to Allah and he will reward you with Heaven. Surah 2:28. How can you deny God? Did he not give you life when you were dead and will he not cause you to die and then restore you to life? He created for you all that the earth contains... He has knowledge of all things. Surah 2:115 To God belongs the East and West... He is omnipresent and all-knowing. Surah 112 He is Allah, the one, he is eternal and absolute.			Nothing is like God and nothing can be compared to God - act accordingly  The 5 Pillars - Shahadah (Submission to Allah) & Prayer  Rites of Passage - Birth ceremonies  Faith into action e.g. charity work  99 attributes  Worship  Lifestyle choices			Ummah - worldwide community  Respect for the name of Allah  Hajj - tawaf - showing that life revolves around Allah  Enter into dialogue with Muslim visitors to understand their beliefs and how these make a difference to their lives.		

Added material to select from

**Why God?** "Or were they created by nothing, or were they the creators? Or did they create the heavens and the earth? Rather, they are not certain." (52:35-36)

**Evidence from Observation?** "indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding" (3:190)

"and on the earth are signs for the certain (in faith) and in yourselves. Then will you not see?" (51:20)

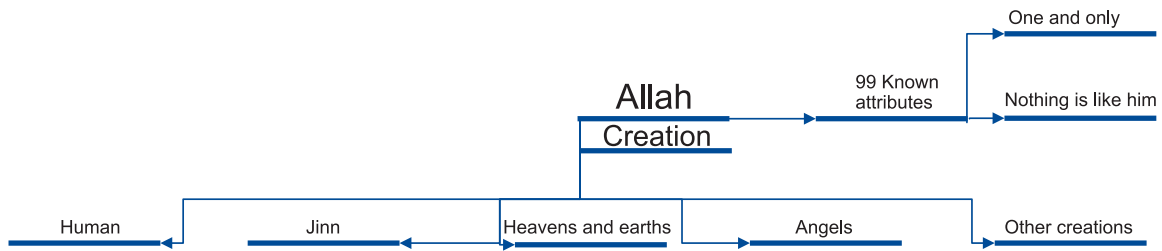
**Attributes?** "To God belongs the East and West... He is omnipresent and all-knowing." (Surah 2:115) "He is Allah, the one, he is eternal and absolute." (112)

**Why one God?** "Had there been within the heavens and earth gods beside Allah, they both would have been ruined. So Exalted is Allah, Lord of the Throne, above what they describe." (21:22)

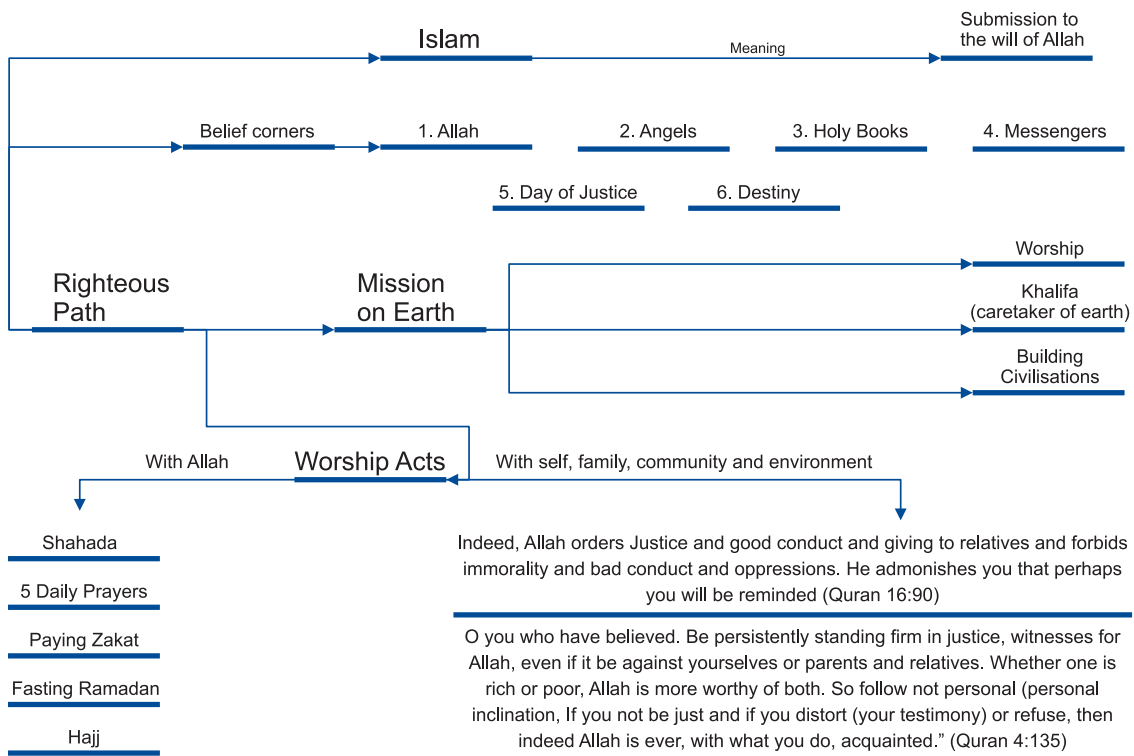
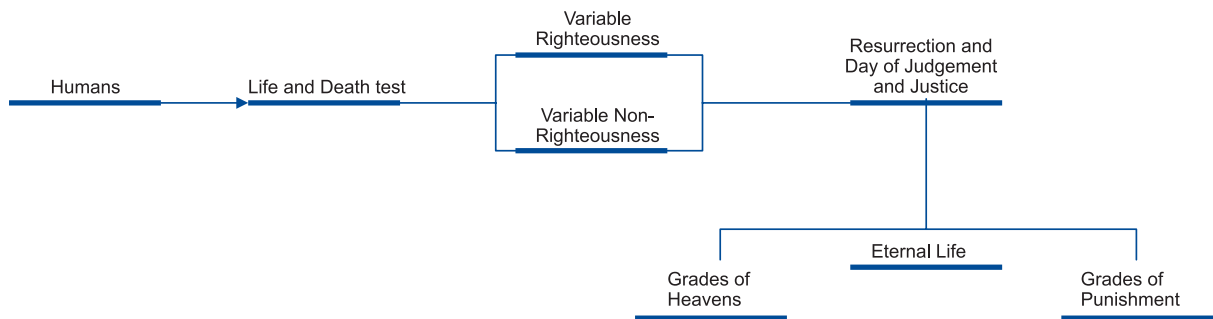
"How can you deny God? Did he not give you life when you were dead and will he not cause you to die and then restore you to life?" (Surah 2:28)

**Why Quran?** "It is We who sent down the Quran and indeed, we will be its Guardian" (15:9) "If it had been from any other than Allah, they would have found within it much contradiction" (4:82)

# Any Questions?



## This Life Trip



# Any Questions?

## Religion: Judaism Key Stage: 3 Big Question 1: Is there a God?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
God  Creation  Torah  Israel	<p>There is one creator God who chooses the special Covenant with the Jewish people.</p> <p><b>Source:</b> The Torah. Deuteronomy 6:4. Hear O Israel, the Lord our God, the Lord is one. Exodus 20. I am the Lord your God who brought you out of Egypt... Worship no God but me. Genesis 1, Creation, Genesis 15:18</p> <p>Deuteronomy 8:5 Remember that the Lord your God corrects and punishes you just as a father disciplines his children.</p> <p><b>Teaching:</b> God is to be honoured and worshipped and his Laws obeyed. Jewish people are chosen to be in the special covenant with God so must respond accordingly.</p>			<p>The 10 Commandments</p> <p>Mezuzah</p> <p>Worship and prayer</p> <p>Festivals, ceremonies</p> <p>Rites of Passage</p> <ul style="list-style-type: none"> <li>• Brit Milah</li> <li>• Bar/Bat Mitzvah</li> <li>• Fast Days</li> </ul> <p>Clothes</p> <p>Lifestyle choices like...</p> <p>Kashrut - Food</p> <p>Fasting</p>			<p>Rituals and ceremonies</p> <p>Israel</p> <p>Enter into dialogue with Jewish visitors to understand their beliefs and how these make a difference to their lives.</p>		

# Any Questions?

## Religion: Sikhism Key Stage: 3 Big Question 1: Is there a God?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
God  Creation	<p><b>Belief:</b> There is one creator God who is in everything.</p> <p><b>Source:</b> Guru Granth Sahib. 1, 376, 1239. GGS1. There is one God, Eternal Truth is his name, creator of all things and the all-pervading spirit... The universe comes into being by God's will. GGS 376. In all creation is the lord pervasive GGS 1239 He who sends beings into the world, and it is he who calls them back.</p> <p><b>Teaching:</b> God deserves to be honoured and worshipped and his creation and creations respected and looked after.</p>			<p>Worship</p> <p>Festivals and ceremonies at the Gurdwara</p> <p>Rites of Passage, e.g. Amrit, marriage</p> <p>Sewa</p> <p>Langar</p> <p>Clothes</p> <p>5 Ks Food Music</p>			<p>Treatment of the Guru Granth Sahib in the Gurdwara?</p> <p>Langar at the Harmandir Sahib</p> <p>Enter into dialogue with Sikh visitors to understand their beliefs and how these make a difference to their lives.</p>		



# Any Questions?

## Non-religious worldview: Humanism Key Stage: 3 Big Question 1: Is there a God?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Belief in no God  Personal accountability	Humanists do not believe in God or gods.  <b>Source: Teaching:</b> As there is no God to make judgments, people are responsible for their own lifestyle choices and for taking responsibility for leading 'good' lives and not harming others.			Rites of passage ceremonies  Humanists prefer to talk about dimensions of human experience such as joy, intuition, sadness, peace, contentment  Lifestyle choices e.g. scientific approach			Discussing scientific evidence  Enter into dialogue with Humanist visitors to understand their beliefs and how these make a difference to their lives.		

# Any Questions?

## Religion: Buddhism Key Stage: 3 Big Question 2: Why is there suffering?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Dukkha  Karma	<p>Suffering (Dukkha) exists, is caused by non-acceptance, attachment and karma, and can be alleviated using the 8-fold path and by understanding it and viewing it in a different way.</p> <p>3 Marks of Existence (Universal truths)</p> <p>The 3 Poisons</p> <p><b>Source:</b> Dharmapada and teachings... 80,000 sutras Buddhist Masters (teachers) can add to the teachings</p> <p>The 4 Noble Truths.</p>			<p>Meditation</p> <p>8-Fold Path</p> <p>5 Precepts/ 5 Golden rules (no killing, no stealing, no lying, refrain from intoxicants, no sexual misconduct)</p> <p>6 Perfections</p>			<p>Becoming a bhikku (monk) or bhikkuni (nun)</p> <p>Different types of Buddhism: Hinayana/ Mahayana (Vajrayana is also in Mahayana)</p> <p>Lives of inspiring Buddhists who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Buddhist visitors to understand what they believe causes suffering and Buddhism's answer to alleviating it.</p>		

# Any Questions?

## Religion: Christianity Key Stage: 3 Big Question 2: Why is there suffering?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Fall  Covenant  Salvation  New Covenant (relationship with God)	<p>Everyone sins because they have free-will (Genesis story) and make decisions based on what they want, as opposed to what God may want from them, but through Jesus' sacrifice they can gain forgiveness. This forgiveness could have an impact on their view of life after death.</p> <p><b>Source:</b>            Old Testament. Genesis 1,2. Adam/Eve and original sin. New Testament.            Matthew 26:36-42. Jesus in Gethsemane. Matthew 5:3-10. Beatitudes, Blessed are those who are persecuted.            Examples of Jesus taking away suffering by healing/turning water into wine/feeding 5000 people.</p> <p><b>Teaching:</b>            The Lord's Prayer. Following the Two Great Commandments would alleviate suffering.            Not following God's will causes suffering.</p>			<p>Worship and prayer, private and communal in a church.</p> <p>Putting faith into action by alleviating the suffering of others and by not causing suffering to self or others, e.g. charity work, career choices in caring professions, looking after family and friends, caring for the environment.</p>			<p>Lives of inspiring Christians who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p>		

# Any Questions?

## Religion: Hinduism Key Stage: 3 Big Question 2: Why is there suffering?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>Karma</p> <p>Duty</p> <p>Caste (as a result of past actions and a cause of suffering)</p>	<p>The Law of Cause and Effect (Karma) means every action has its consequence and karma is built over many incarnations, thus some suffering is the consequence of actions.</p> <p><b>Source:</b> Chandogya Upanishad 8:12.1 The body is mortal...but within it dwells the immortal self. This self... is subject to pleasure and pain... freedom from pleasure and pain can no man find. Brihadaranyaka Upanishad As a man acts, as he behaves, so does he become. Whosoever does good, becomes good, whosoever does evil, becomes evil.</p> <p><b>Teaching:</b> Take responsibility for your own actions and thoughts, cause no harm and alleviate the suffering of others to bring positive karma to yourself.</p>			<p>Ahimsa. Choosing a non- violent lifestyle and causing no harm to living things.</p> <p>Worship and rituals asking for Brahman's guidance</p> <p>Lifestyle choices</p> <p>Yoga</p> <p>Meditation</p> <p>Following duty - link to cycle of Samsara</p>			<p>Lives of inspiring Hindus who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Hindu visitors to understand their beliefs and how these make a difference to their lives.</p>		

# Any Questions?

## Religion: Islam Key Stage: 3 Big Question 2: Why is there suffering?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
God, Judgement and Salvation	<p>Muslims are guided in all they do by the teachings of Allah. Life and its suffering are a test. Allah rewards with heaven.</p> <p><b>Source:</b> The Qur'an. Surah 2:155-6. Be sure we shall test you with something of fear and hunger, some loss in goods or lives or the fruits of your toil, but give glad tidings to those who patiently persevere... Surah 30:41. Evil has come to the land because of man's deeds.</p> <p><b>Teaching:</b> Follow Allah's will and lead a 'good' life. Suffering is a test.</p>			<p>Life is a test</p> <p>Zakat (and sadaqah)</p> <p>Sawm - understand how the poor suffer</p> <p>Prayer and Worship</p> <p>Lifestyle choices - sadaqah (optional giving)</p> <p>Variable righteousness and variable non-righteousness</p> <p>Resurrection and Day of Judgment and Justice</p>			<p>Prayer - private and public</p> <p>Lives of inspiring Muslims who have dedicated their lives to alleviating the suffering of others.</p> <p>Islamic aid organisations - support charities looking to alleviate suffering</p> <p>Enter into dialogue with Muslim visitors to understand what they believe causes suffering and Islam's answer to alleviating it.</p>		

### Why there is Suffering from the Quranic Perspective?

#### 1. Human Responsibility and why Allah allows it?

"Corruption has appeared throughout the land and sea by (reason if) what the hands of people have earned so He may let them taste part of (the consequence of) what they have done that perhaps they will return (to the righteous path)" (Quran 30:41)

#### 2. Human perspective is different from Quranic Perspective

"And as for man, when his lord tests him and (thus) is generous to him, he says 'My lord has honored me' But when he tests him and restricts his provision, he says 'My lord has humiliated me'" (Quran 89:15-16)

#### 3. Justice in the life after

"Every soul will taste death. And we test you with evil and with good; and to us you will be returned" (Quran 21:35)

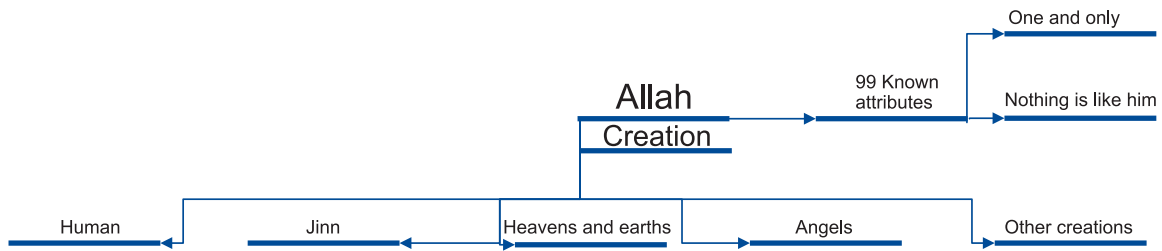
"He Who Created death and life to test you (as to) which of you is best in deed - and He is the Exalted in Might, the forgiving" (Quran 67:2)

#### 4. Quranic Perspective of this life and the life after.

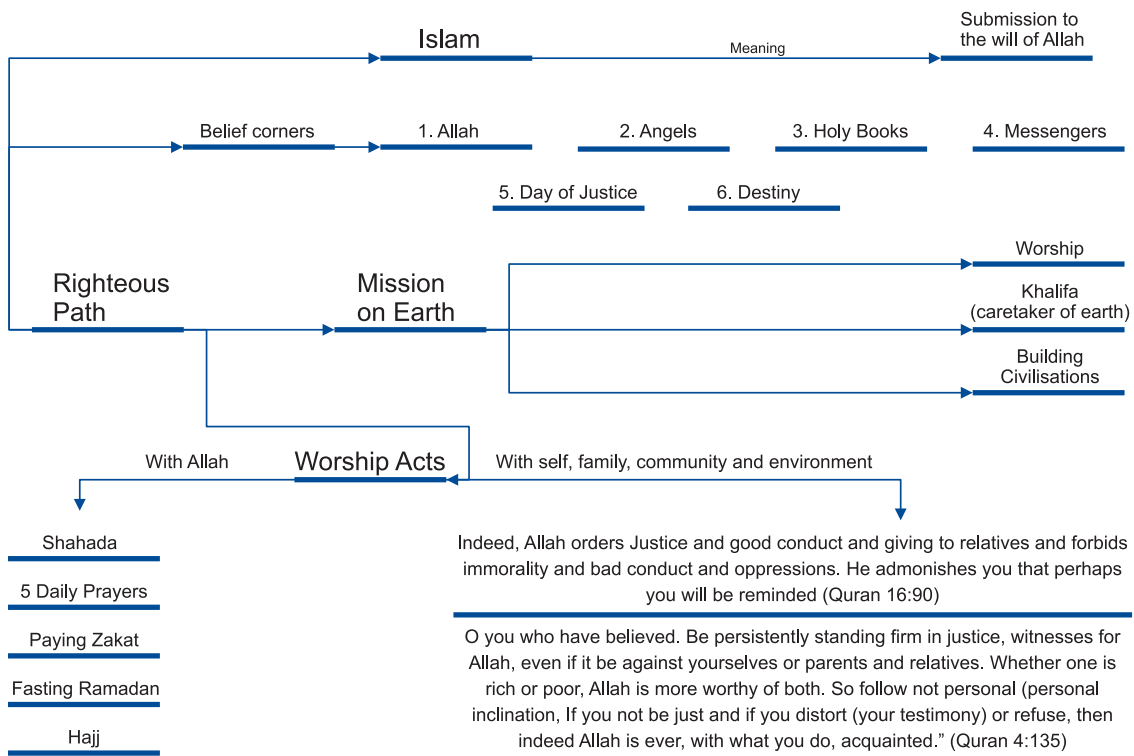
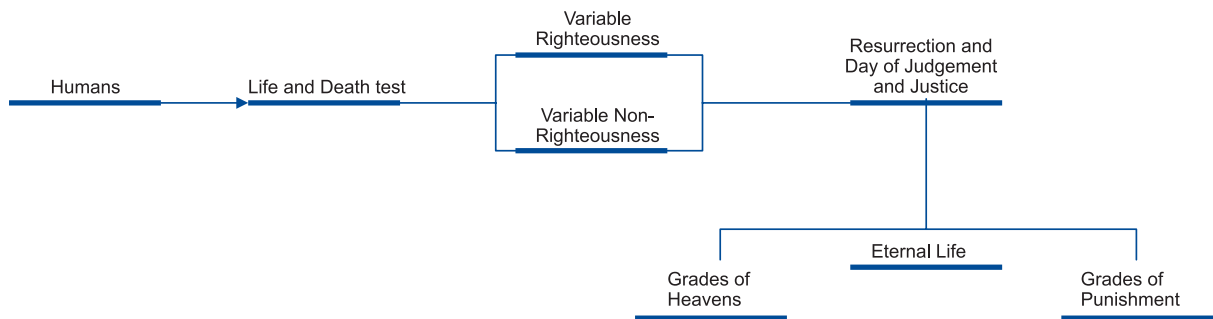
"Know that the life of this world is but amusement and diversion and adornment and boasting to one another and competition in increase of wealth and children- Like the example of a rain whose (resulting) plant growth pleases the tillers; then it dries and you see it turned yellow; then it becomes (scattered) debris. And in the hereafter is severe punishment and forgiveness from Allah and Approval. And what is the worldly life except the enjoyment of delusion."

"O My people, this worldly life is only (temporary) enjoyment, and indeed, the hereafter- this is the home of (permanent) settlement" (40:39)

# Any Questions?



## This Life Trip



# Any Questions?

## Religion: Judaism Key Stage: 3 Big Question 2: Why is there suffering?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
God  Covenant	<p>God has invited Jewish people into a special Covenant with him and given them guidance on how to live. Suffering is seen as a punishment, as a test to bring people back to God and as a means of discipline.</p> <p><b>Source:</b> Deuteronomy 8:5. Remember that the Lord your God corrects and punishes you just as a father disciplines his children. Deuteronomy 28:15 If you do not obey the Lord your God and do not carefully follow all his commands and decrees...all these curses will come upon you and overtake you. Genesis 22:1-2 Sometime later, God tested Abraham. He said to him, "Abraham, take your son, your only son Isaac. Sacrifice him as a burnt offering". Talmud No person bruises his finger here on earth unless it was decreed against him in heaven.</p> <p><b>Teaching:</b> Obey God's will, stay in the Covenant with him and you will be rewarded</p>			<p>Worship and prayer</p> <p>Rites of Passage</p> <p>Lifestyle choices</p> <p>Commemorating History and tradition</p>			<p>Lives of inspiring Jews who have dedicated their lives to alleviating the suffering of others.</p> <p>Shoah (Jewish perspective)</p> <p>Enter into dialogue with Jewish visitors to understand what they believe causes suffering and Judaism's answer to alleviating it.</p>		

# Any Questions?

## Religion: Sikhism Key Stage: 3 Big Question 2: Why is there suffering?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>God</p> <p>Re-incarnation</p> <p>Respect for life</p>	<p>God creates good and bad and wants people to lead good lives and be rewarded.</p> <p><b>Source:</b> Guru Granth Sahib. 1172 The creator created both poison and nectar. Guru Granth Sahib. 757 Lord, when I am happy I will worship you only; when I suffer I will not forget you.</p> <p><b>Teaching:</b> Develop trust and faith in God, lead a good life, gaining positive karma and you will break free from the cycle of reincarnation</p>			<p>Sewa (charity) Langar</p> <p>Sikhs often choose vegetarianism</p> <p>Prayer and worship</p> <p>Amrit Ceremony</p> <p>The 5 Ks</p>			<p>Family and Community</p> <p>Lives of inspiring Sikhs, the gurus and others, who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with Sikh visitors to understand what they believe causes suffering and Sikhism's answer to alleviating it.</p>		



# Any Questions?

## Non-religious worldview: Humanism Key Stage: 3 Big Question 2: Why is there suffering?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Suffering is part of life	<p>Suffering is a fact of existence and has no higher purpose.</p> <p><b>Source:</b> Human reason, no sacred books. Scientific evidence</p> <p><b>Teaching:</b> Do your best to ensure you are not the cause of suffering in others, and look for solutions to human- caused suffering.</p>			<p>Enter into dialogue with Humanist visitors to understand what they believe causes suffering and Humanism's answer to alleviating it.</p> <p>Humanists look to medical science and education to prevent and relieve suffering.</p> <p>They encourage compassion for fellow human beings, believing this to be a natural instinct in human nature.</p> <p>Some Humanists use meditation and reflection</p>			<p>Belief into action in the world</p> <p>Lives of inspiring Humanists who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.</p>		

# Any Questions?

## Religion: Buddhism Key Stage: 3 Big Question 3: What happens when we die?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>Samsara</p> <p>Re-birth</p> <p>Moksha</p> <p>Nirvana</p> <p>Karma</p> <p>Dhamma</p>	<p>If some person or animal is presently annoying you, a way to stop ill will towards them is to reflect that in a past life they may have been a close relative or friend.</p> <p><b>Source:</b> The Tibetan Book of the Dead. Buddha Nikaya. 11:186.</p> <p>The Buddha. It is unsure if tomorrow or the next life will come</p> <p><b>Teaching:</b> The present moment is the most important focus. Enlightenment can be achieved now without waiting until another re-birth or life after this one. Doing good and gaining positive karma enable the release from re-births to gain nirvana.</p>			<p>Wheel: 3 turnings</p> <p>Lotus flower</p> <p>Meditation</p> <p>Buddha Mantra</p> <p>The 8-Fold Path</p> <p>The 6 Perfections</p>			<p>Funeral customs</p> <p>Lifestyle choices</p> <p>3 refuges</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.</p>		

# Any Questions?

## Religion: Christianity Key Stage: 3 Big Question 3: What happens when we die?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Incarnation Gospel Salvation	<p>Jesus' resurrection proves to Christians that there is life after death, for everyone who asks for forgiveness from God and does their best to live by Jesus' teaching and example.</p> <p><b>Source:</b> Matthew 25:31-46 Sheep and Goats Luke 23:42-3 Criminal on cross Luke 14:15-24 A banquet in heaven</p> <p>1 Corinthians 15:42-44 When the body is buried it is mortal; when raised it is immortal.</p>			<p>The Eucharist/Mass/Holy Communion</p> <p>Funeral Service</p> <p>Live by the Two Great Commandments</p> <p>Easter story and Symbols: Cross, crucifix, Easter eggs</p>			<p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> <p>Prayer Art Music Easter hymns</p>		

# Any Questions?

## Religion: Hinduism Key Stage: 3 Big Question 3: What happens when we die?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>Samsara</p> <p>Moksha</p> <p>Karma</p> <p>Dharma</p> <p>Yogas</p>	<p><b>Source:</b> Bhagavad Gita.2:11-13 The wise do not grieve for the dead or the living. Never was there a time when I was not, nor you, nor these others, nor will there ever be a time when we shall cease to be. As the soul passes in this body through childhood, youth and old age, even so it is taking on another body.</p> <p>Brihadaranyaka Upanishad As a man acts, as he behaves, so does he become. Whosoever does good, becomes good, whosoever does evil, becomes evil.</p> <p><b>Teaching:</b> Freedom from Samsara is possible by equalising your karma. This is your responsibility.</p>			<p>Temple - Mandir</p> <p>Arti</p> <p>Meditation</p> <p>Symbolism: murtis</p> <p>Lifestyle choices - follow Dharma leads to better life next time</p> <p>Yoga - individual</p>			<p>Funeral customs (Varanasi)</p> <p>Enter into dialogue with Hindu visitors to understand their beliefs and how these make a difference to their lives.</p> <p>Yogas (BHAKTI, JNANA, KARMA, RAJA) AS DIFFERENT PATHS TO ACHIEVE MOKSHA</p>		

# Any Questions?

## Religion: Islam Key Stage: 3 Big Question 3: What happens when we die?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
God, Judgement and Salvation  Akhirah  Divine destiny and freewill i.e. omnipresence of Allah	The nature of life after death depends on the quality of the life led on earth. Allah will be the judge. <b>Source:</b> The Qur'an Surah 56 You shall enter gardens watered by running streams in which you shall abide forever... the righteous shall recline on jewelled couches face to face and there shall wait on them immortal youths. As for those on the left hand they shall dwell amidst scorching winds and seething water; in the shade of pitch black smoke, neither cool nor refreshing. Such shall be their fare on the day of reckoning. <b>Teaching:</b> Living according to Allah's will brings reward in the life after death Grades of Heavens and punishment			Funeral customs  Jihad theories  Shahadah Prayer Zakat Sawm Hajj The 5 pillars - giving thanks to Allah for life and working towards the afterlife			Groups within Islam - different practices   Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.		

Added material to choose from

### 1. Quranic Perspective of Life and Death?

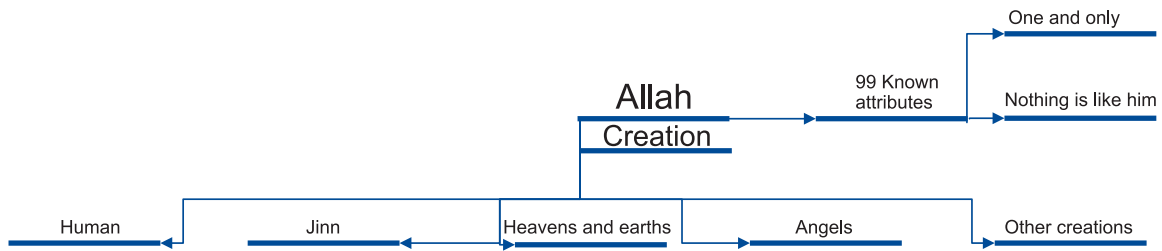
"And We did not create the heavens and earth and that between them in play. We did not create them except in truth, but most of them do not know" (44:38-39)

### 2. Logic Quranic debate for life after death

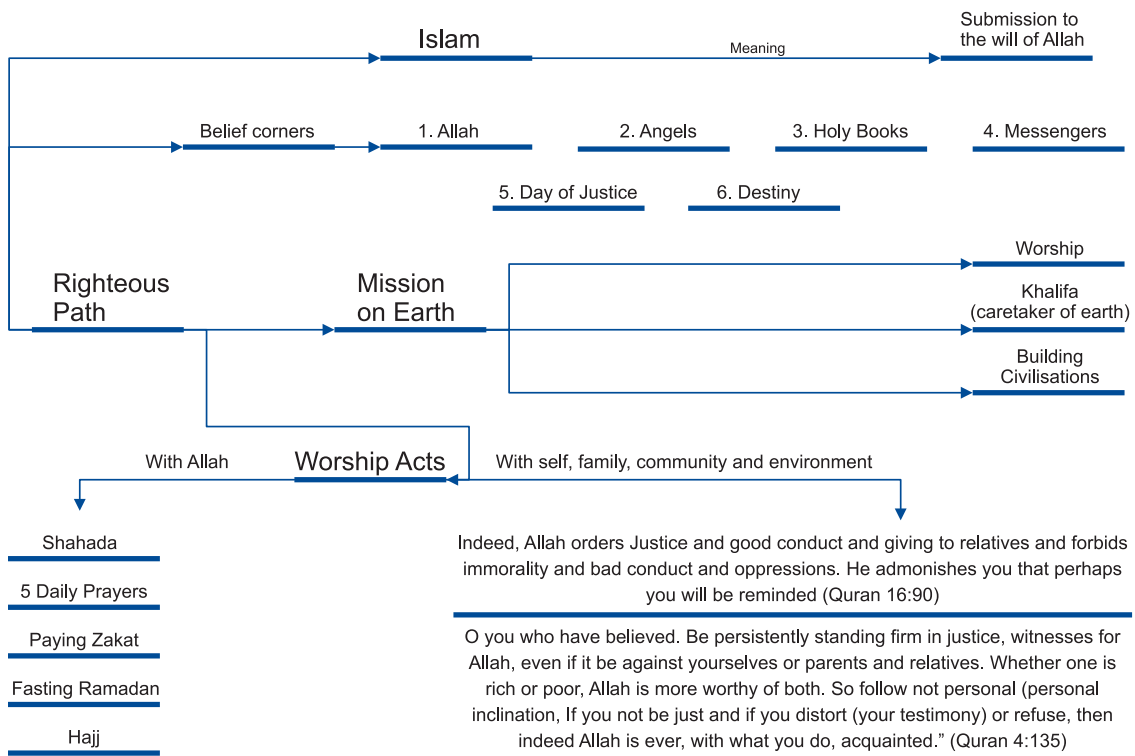
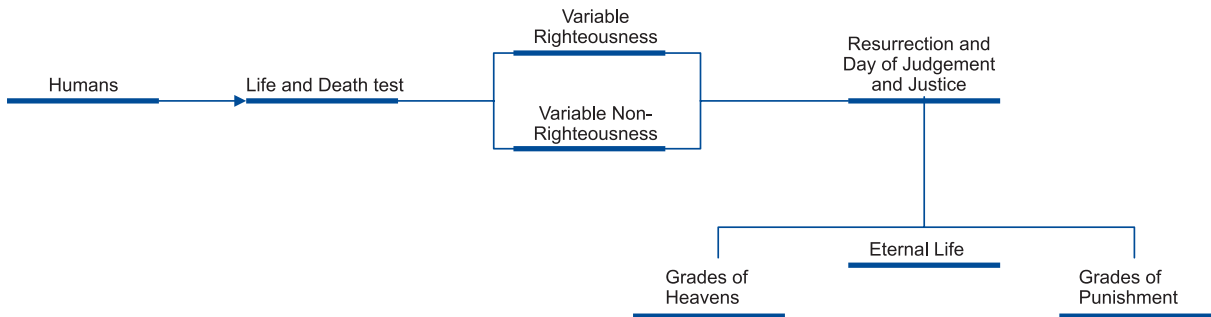
"And he presents for us and example and forgets his (own) creation. He says, "Who will give life to bones while they are disintegrated? Say, "He will give them life who produced them the first time, and he is, of all creation, knowing" He who made for you from the green tree, fire, and then from it you ignite. Is not he who created the heavens and the earth able to create the likes of them? Yes, (It is so); and he is the knowing creator" (Quran 36:78-79-80-81)

"Have they not considered how Allah begins creation and then repeats it? Indeed, that, for Allah, is easy. Say, "travel through the earth and observe how he began creation. Indeed, Allah, over all things, is competent" (Quran 29:19-30).

# Any Questions?



## This Life Trip



# Any Questions?

## Religion: Judaism Key Stage: 3 Big Question 3: What happens when we die?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Life After Death	<p>There is life after death and the nature of it is determined by the quality of the life lived now. Death is a passage between this world and the next.</p> <p><b>Source:</b> Talmud In the world to come there will be no eating, nor drinking, nor procreation, nor business, nor jealousy, nor hatred, nor competition. But the righteous will sit with crowns on their heads, feasting on the radiance of the divine presence. Job 1:20 The Lord gave and the Lord taketh away.</p> <p><b>Teaching:</b> Live life pleasing to God, honouring the Covenant</p> <p>Heaven</p>			<p>Jewish burial rites</p> <p>Sitting Shiva (mourning period)</p> <p>Yahrzeit (Memorial candle)</p> <p>Lifestyle choices reflecting beliefs</p>			<p>Israel - Passover</p> <p>Groups within Judaism</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.</p>		

# Any Questions?

## Religion: Sikhism Key Stage: 3 Big Question 3: What happens when we die?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
God  Re-incarnation	<p>Everyone has an immortal soul which is reincarnated until it breaks free and returns to God.</p> <p><b>Source:</b> Guru Granth Sahib 793 The dawn of a new day is the message of a sunset. Earth is not a permanent home. Life is like a shadow on a wall. GGS 176 For several births I was a worm. For several births an elephant, a fish, a deer... Seek now union with the Lord of the universe, for now is the time. GGS 868 Our soul is the image of the transcendent God... GGS 1239</p> <p><b>Teaching:</b> Leading a good life and equalising your karma has the promise of being reunited with God.</p>			<p>Prayer</p> <p>Worship at the Gurdwara</p> <p>Khalsa</p> <p>Sewa</p> <p>Langar</p> <p>Cremation and funeral customs</p>			<p>Family and Community (impact)</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.</p>		



# Any Questions?

## Non-religious worldview: Humanism Key Stage: 3 Big Question 3: What happens when we die?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
No evidence of an afterlife	<p>The survival of the conscious mind after the death of the human brain cannot be reconciled with science.</p> <p>There is not life after the death of the physical body.</p> <p><b>Source:</b> Human reason. No sacred texts. Scientific evidence.</p> <p><b>Teaching:</b> Leading a good life and equalizing Live life well now.</p>			Humanist funeral ceremonies are non- religious and celebrate life.			Enter into dialogue with adherents of this philosophy/attitude to life to understand how their non-religious views affect their lifestyle choices.		

# Any Questions?

## Religion: Buddhism Key Stage: 3 Big Question 4: Is social justice possible?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Buddha-nature  Karma  Dhamma	<p>All people have the Buddha-nature within so should be treated with respect and non-judgementally.</p> <p>All beings have the right to live in peace and equality.</p> <p><b>Source:</b> Dharmapada 393-4 All people are equal and have within them the Buddha-nature.</p> <p>Dharmapada 6 Many do not know we are here to live in harmony.</p> <p>Dalai Lama The life of all beings, human, animal or otherwise, is precious, and all have the same right to happiness.</p> <p><b>Teaching:</b> Respect all living things and cause no harm.</p>			<p>Lifestyle choices e.g. ethically-produced products</p> <p>The 5 precepts - harm no living thing</p> <p>ahimsa</p>			<p>Buddhist aid organisations</p> <p>The Sangha 3 Refuges</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.</p>		

# Any Questions?

## Religion: Christianity Key Stage: 3 Big Question 4: Is social justice possible?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Creation  Incarnation  Gospel	<p>All people are invited to have a relationship with God. All people are valued equally and have a unique place in the world and a unique contribution to make.</p> <p>Free Will</p> <p>Source: Genesis 1:27 Mark 12:31 Matthew 7:12 Romans 12:18 John 13:34 Matthew 7:1 Luke 10:25-37 Matthew 5:43-48 Galatians 3:28</p> <p>Teaching: Everyone should be treated as equally valuable to God.</p>			<p>Lifestyle choices e.g. ethical products</p> <p>Personal faith in action</p> <p>Conscience - leading to actions - impact on afterlife</p>			<p>Christian aid organisations</p> <p>Lives of inspiring Christians who have dedicated their lives to alleviating the suffering of others. e.g. Martin Luther King - Desmond Tutu - Elizabeth Fry</p> <p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p>		

# Any Questions?

## Religion: Hinduism Key Stage: 3 Big Question 4: Is social justice possible?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Karma  Dharma  Stages of Life (varnashrama-dharma)	<p><b>Belief:</b> Everyone is equal.</p> <p><b>Source:</b> Bhagavad Gita 9:29 I look upon all creatures equally. Yajur Veda 13:47 No person should kill animals helpful to all. Rather by serving them, one should attain happiness.</p> <p><b>Teaching:</b> Treat everyone with respect</p>			<p>Lifestyle choices - ahimsa</p> <p>Duty to achieve equality and challenge injustice</p> <p>Duties during the different stages of life - responsibilities</p>			<p>Hindu aid organisations - support charities looking for equality</p> <p>Lives of inspiring Hindus who have dedicated their lives to alleviating the suffering of others e.g. Gandhi</p> <p>Enter into dialogue with Hindu visitors to understand their beliefs and how these make a difference to their lives.</p>		

# Any Questions?

## Religion: Islam Key Stage: 3 Big Question 4: Is social justice possible?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>God, judgement and salvation</p> <p>Akhirah</p> <p>Divine destiny and freewill i.e. omnipresence of Allah</p>	<p>All are equal in the eyes of Allah.</p> <p><b>Source:</b> The Qur'an - Surah 49:13 You people, we have created you from a male and a female and made you into tribes and nations, that you might get to know each other.</p> <p><b>Teaching:</b> Human rights should be upheld for all.</p> <p>He is not a true believer who eats his fill while his neighbour is hungry - Hadith</p>			<p>Follow the Qur'an - submission to the will of Allah</p> <p>Ummah (global community of Muslims)</p> <p>Ibadah - worship acts</p> <p>Sawm - fasting develops empathy - leads to care for the poor and seeking equality</p> <p>Lifestyle choices - righteous path</p> <p>Jihad theories</p>			<p>Islamic aid organisations - support charities looking for social justice - e.g. Islamic Aid</p> <p>Khalifa - stewardship</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.</p>		

Added material to choose from

### 1. Justice as a responsibility of the Muslims

"O you who have believed. Be persistently standing firm in justice, witnesses for Allah, even if it be against yourselves or parents and relatives. Whether one is rich or poor, Allah is more worthy of both. So follow not personal (personal inclination, If you not be just and if you distort (your testimony) or refuse, then indeed Allah is ever, with what you do, acquainted." (Quran 4:135)

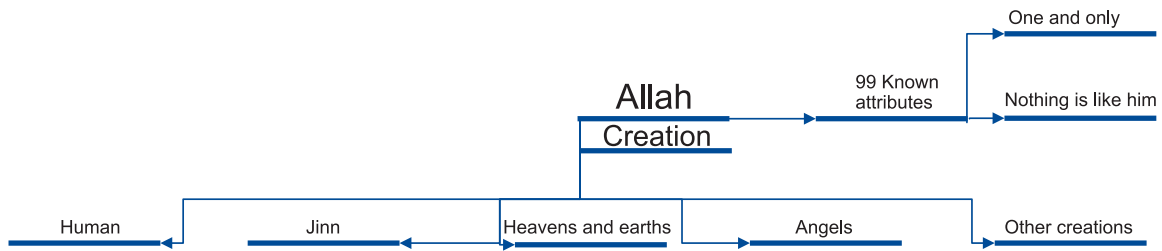
"And O My people, give full measure and weight in justice and do not deprive the people of their due and do not commit abuse on the earth, spreading corruption. What remains from Allah is best for you, if you would be believers. But I am not a guardian over you" (Quran 11:85)

### 2. Social Justice as human responsibility

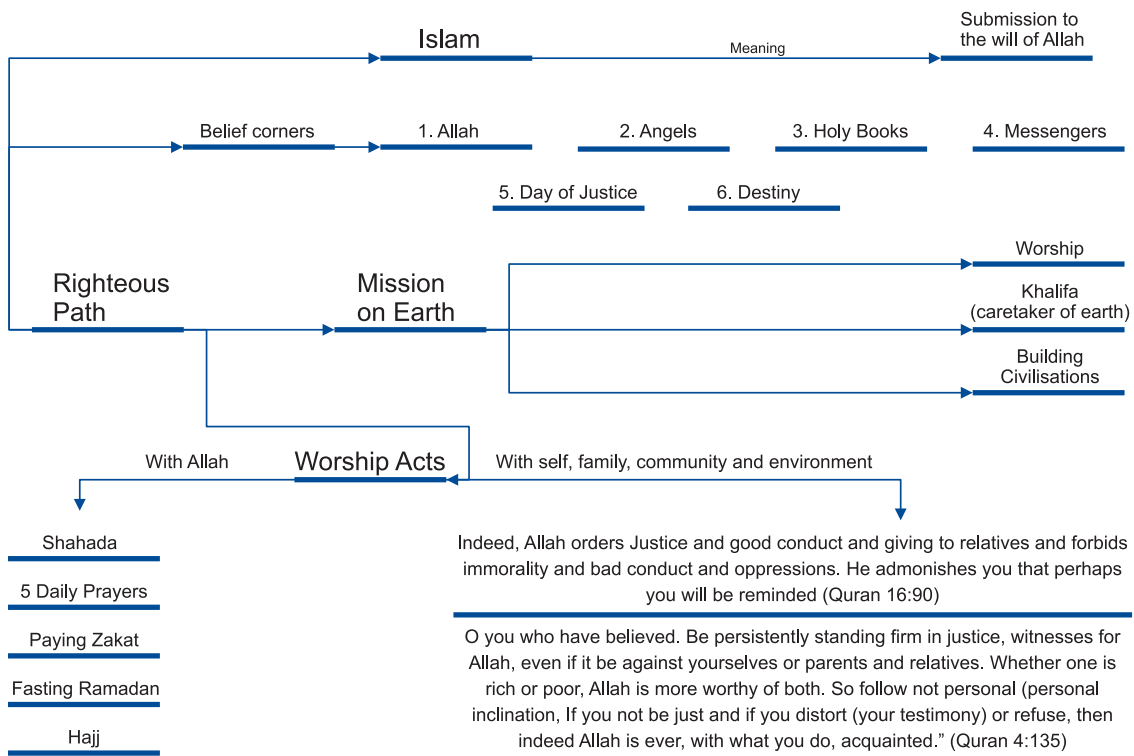
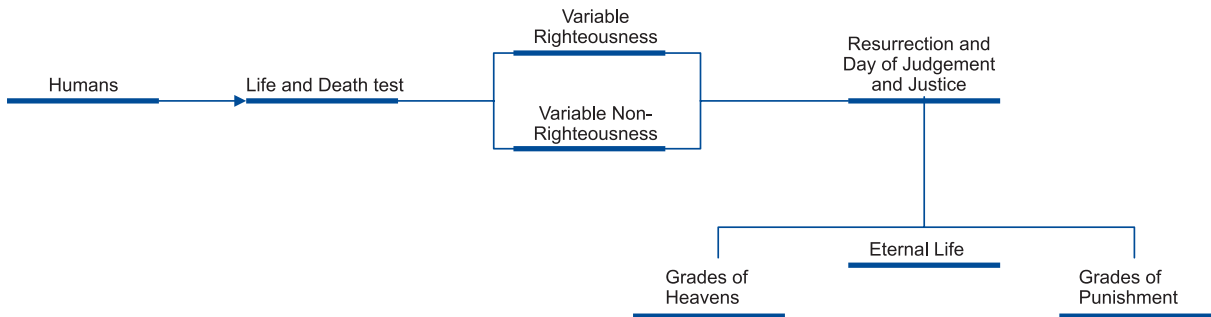
"Indeed, Allah orders Justice and good conduct and giving to relatives and forbids immorality and bad conduct and oppression. He admonishes you that perhaps you will be reminded." (Quran 16:90)

"Worship Allah and associate nothing with him, and t parents do good, and to relatives, orphans, the needy, the near neighbor, the neighbor farther away, the companion at your side, the traveler and those whom your right hands possess. Indeed, Allah does not like those who are self-deluding and boastful" (Quran 4:36)

# Any Questions?



## This Life Trip



# Any Questions?

## Religion: Judaism Key Stage: 3 Big Question 4: Is social justice possible?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Equality  Haskalah (Enlightenment)	<p><b>Belief:</b> All people are created by God.</p> <p><b>Source:</b> Psalm 36:6 O Lord, you preserve both man and beast. Genesis 12:2-3 I will make you into a great nation and I will bless you... I will bless those who bless you and whoever curses you I will curse.</p> <p><b>Teaching:</b> All people should be treated with respect.</p>			Lifestyle choices e.g. level of integration and action taken on a personal level			<p>Jewish aid organisations</p> <p>Groups within Judaism - responding to local and global issues</p> <p>Haskalah - integration and implementing social reform</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.</p>		

# Any Questions?

## Religion: Sikhism Key Stage: 3 Big Question 4: Is social justice possible?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Equality  Respect for life  Gurus who fought for justice	All people are equal.  <b>Source:</b> Guru Gobind Singh We need to recognise the oneness of all humanity... though they use different dress according to the influence of regional customs; all men have the same eyes, ears, body and figure.  <b>Teaching:</b> Treat all people with respect.			Lifestyle choices Sewa  Khalsa - reasons for joining  Symbols - Khanda - meaning  Langar - equality  Commemorating the fallen in the Gurdwara (martyrs)			Family and Community  Sikh aid organisations  Sikhs fought in wars that did not directly concern them - standing up for others and fighting injustice  Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs and how these affect their lifestyle choices now.		



# Any Questions?

## Non-religious worldview: Humanism Key Stage: 3 Big Question 4: Is social justice possible?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Human rights	<p><b>Belief:</b> Balancing freedom and fairness is important. Believe in everyone's right to have their human rights upheld.</p> <p><b>Source:</b> No sacred text. Conscience is important.</p> <p><b>Teaching:</b> Take a full part in the democratic society.</p>			<p>Lifestyle choices.</p> <p>Personal Conscience and moral choices</p> <p>Aid organizations</p>			<p>British Humanist Society lobbies government on human rights issues</p> <p>Enter into dialogue with adherents of this philosophy/attitude to life to understand how their non-religious views affect their lifestyle choices.</p>		

# Any Questions?

## Religion: Christianity Key Stage: 3 Big Question 5: Does the environment matter?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>Creation</p> <p>Stewardship</p> <p>New Covenant (Relationship with God)</p>	<p>God created everything and people are the caretakers/ stewards of it.</p> <p><b>Source:</b> Genesis 1,2 God created everything and was pleased with what he saw. Genesis 2:15 Then God placed the man in the Garden of Eden to cultivate it and guard it. Luke 12:6 Deuteronomy 20:19 When you are trying to capture a city, do not cut down its fruit trees even though the siege lasts a long time. Eat the fruit but do not destroy the trees; the trees are not your enemies. Luke 12:6 Aren't 5 sparrows sold for 2 pennies? Yet not one sparrow is forgotten by God. Assissi Declarations</p> <p><b>Teaching:</b> People are to treat the environment with care and respect and be the stewards of it for God.</p>			<p>Lifestyle choices. e.g. treatment of animals</p>			<p>Assisi declarations (aspects)</p> <p>Potentially support environmental and animal charities</p> <p>Enter into dialogue with adherents of this philosophy/attitude to life to understand how their non-religious views affect their lifestyle choices.</p>		

# Any Questions?

## Religion: Hinduism Key Stage: 3 Big Question 5: Does the environment matter?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Karma  Dharma	<p><b>Belief:</b> The world was created by Brahma and all living things are to be respected.</p> <p><b>Source:</b> Bhagavad Gita 9:29 I look upon all creatures equally. Yagur Veda 13:47 No person should kill animals helpful to all. Rather by serving them, one should attain happiness. Bhagavad Purana 7,14,9 A householder should regard deer, camels, donkeys, mice, snakes, birds and bees as his sons: for what difference is there between his sons and them?</p> <p><b>Teaching:</b> Respect all living things.</p>			<p>Lifestyle choices.- involvement in environmental activities e.g. recycling</p> <p>Vegetarianism</p> <p>ahimsa</p>			<p>Hindu aid organisations - support charities looking for environmental welfare</p> <p>Lives of inspiring Hindus who have dedicated their lives to alleviating the suffering of others.</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>		

# Any Questions?

## Religion: Islam Key Stage: 3 Big Question 5: Does the environment matter?

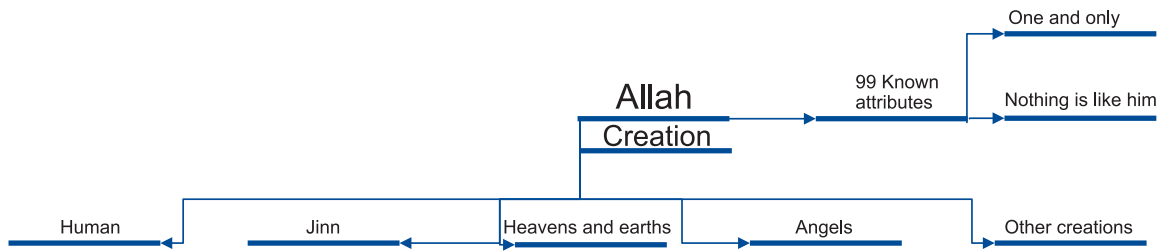
Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>Creation</p> <p>Stewardship (Khalifa)</p> <p>Divine destiny and freewill i.e. omnipresence of Allah</p>	<p><b>Belief:</b> Allah created the world and it belongs to him, but he has given humans the responsibility of looking after it (Khalifa). <b>Source:</b> The Qur'an Surah 43:10-12 It is he who has made the earth a resting place for you and traced out routes upon it that you may find your way. Surah 49:13 You people we have created you from male and female... Surah 25:48 It is he who sends down water from the sky so that he may give life to dead lands and quench the thirst of man and beast. <b>Teaching:</b> Taking care of the environment is part of showing respect for Allah.</p>			<p>Worship acts Showing respect for Allah's creation</p> <p>Lifestyle choices - e.g. environmental activities</p>			<p>Islamic aid organizations - support charities looking for environmental welfare</p> <p>Khalifa - stewardship - caretaker of earth</p> <p>Issues concerning the Hajj - coping with large numbers and being sensitive to the area</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>		

Added material to choose from

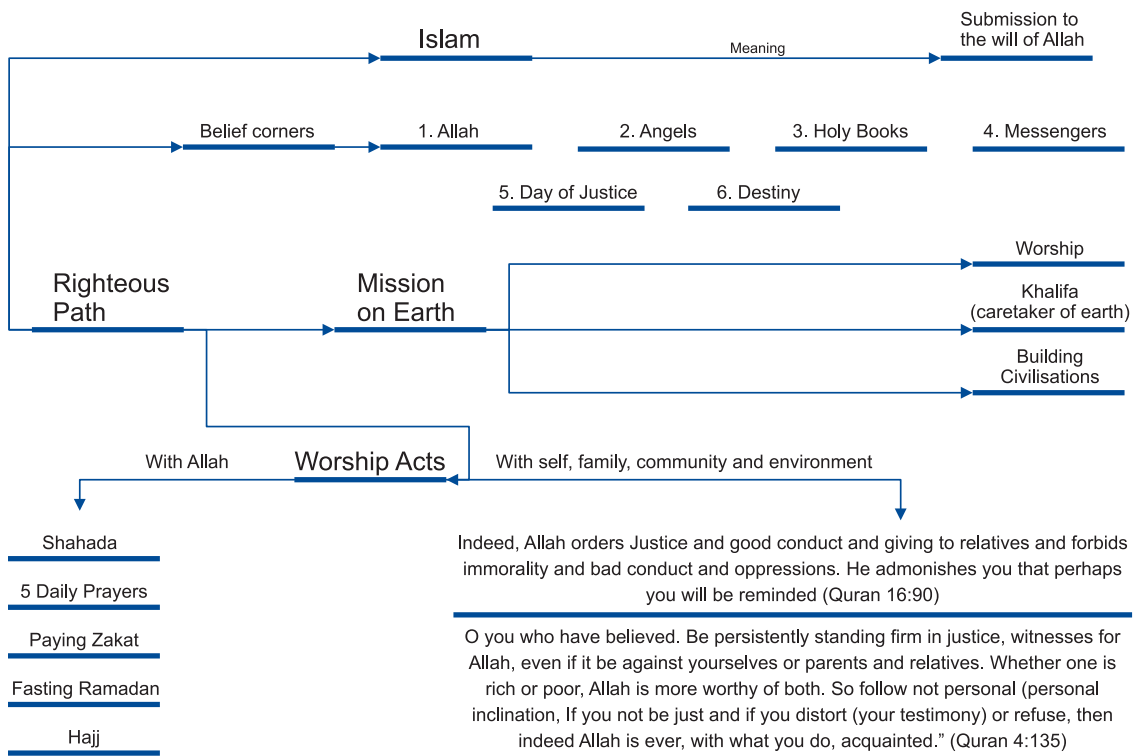
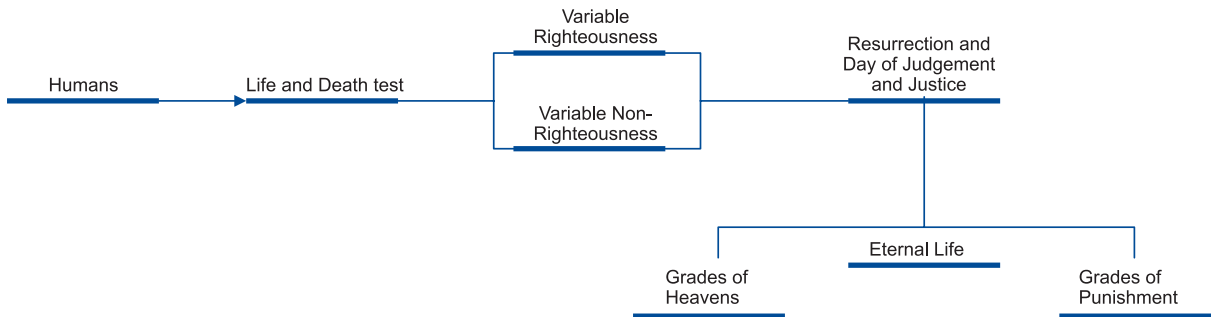
Quranic Views of Human responsibility on Earth towards environment with understanding of the Human Bias

1. And, when your lord said to the angels, "indeed, I will make upon the earth a successive authority (Caretaker)". Angels said "will you place upon it one who causes corruption therein and sheds blood, while we declare your praise and sanctify you?" Allah said, "indeed, I know that which you do not know"
2. "And remember when he made you successors after the 'Aad and settled you in the land and you take for yourselves palaces from its plains and carve from the mountains homes. Then remember the favors of Allah and do not commit abuse on the earth, spreading corruption." (Quran:7:74).

# Any Questions?



## This Life Trip



# Any Questions?

## Religion: Judaism Key Stage: 3 Big Question 5: Does the environment matter?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
<p>God Creation Stewardship</p> <p>Haskalah (Enlightenment)</p>	<p><b>Belief:</b> The world belongs to God who created it and has given human beings the responsibility of looking after it.</p> <p><b>Source:</b> Genesis 1,2 Deuteronomy 20:19/22 Exodus 22:20-30/ 23:10-11 For 6 years sow your field and gather in what it produces... but in the 7th year let it rest and do not harvest anything that grows on it. Psalm 24:11 The world and all that is in it belongs to the Lord Psalm 24 (first day of the week) Leviticus 11,25:23</p> <p><b>Teaching:</b> Respect God by looking after the environment</p>			<p>Showing respect to God's creation - lifestyle choices</p> <p>Mitzvah Day - local community involvement</p> <p>Tu b'shevat (New Year for trees)</p>			<p>Global involvement of Mitzvah day</p> <p>Haskalah (Enlightenment)</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>		

# Any Questions?

## Religion: Sikhism Key Stage: 3 Big Question 5: Does the environment matter?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Creation  Respect for life	<p><b>Belief:</b> God created the world and that although humans are in charge; they are caretakers and must respect all living things.</p> <p><b>Source:</b> Guru Granth Sahib 1 The universe comes into being by God's will. GGS 376 All food is pure for God has provided it for our sustenance. Evening Prayer: You, Lord, are the river wherein all things dwell; apart from you, nothing can be.</p> <p><b>Teaching:</b> Respect all living things and so respect God.</p>			<p>Lifestyle choices e.g. recycling and vegetarianism</p> <p>Sewa - 3 types</p> <ul style="list-style-type: none"> <li>• Tan: physical service, eg, working in the langar</li> <li>• Man: mental service, eg, studying the Guru Granth Sahib</li> <li>• Dhan: material service to other people, eg, giving time to help people who are in need or local projects</li> </ul>			<p>Family and Community</p> <p>Caretaker efforts in different parts of the world</p> <p>Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>		

# Any Questions?

## Non-religious worldview: Humanism Key Stage: 3

### Big Question 5: Does the environment matter?

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
Stewardship (for future generations)	<p><b>Belief:</b> Human beings are temporary stewards of the planet and should treat the earth with respect.</p> <p><b>Source:</b> Human reason. No sacred text.</p> <p><b>Teaching:</b> Personal responsibility to take care of the planet.</p>			Lifestyle choices based on looking after the world for future generations			Humanists were involved in setting up organizations like UNESCO		
							Enter into dialogue with adherents of this religion/ philosophy to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.		



# Any Questions?

## **3.4d. 14-19**

For the 4-19 age range, schools are reminded that it is an entitlement for all students to study religious education and to have the choice to have their learning accredited. Schools must provide religious education to every pupil, except those withdrawn by their parents. (From the age of 16 upwards students may withdraw themselves from Religious Education.)

This agreed syllabus requires religious education to be offered through an accredited qualification course, so that schools provide for all 14-19 students at least one opportunity to undertake a course in religious education or religious studies leading to a qualification approved under Section 96.

# Any Questions?

## 3.5 Assessment

### What are the expectations regarding attainment?

The NCFRE (National Curriculum Framework for RE), 2013, restructures the attainment targets for RE under the 3 strands (see aims A, B and C above) rather than the two attainment targets (AT1 and 2, learning about and from religion) of the previous framework (2004) and the previous agreed syllabus for Bournemouth and Poole (EnquiRE Within).

“By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study” (NCFRE 2013, page 12)

The growing autonomy of schools to determine their own assessment processes without the prescription of national level descriptors, offers them the opportunity to restructure and more clearly define their expectations of children and young people’s learning. The Bournemouth and Poole agreed syllabus therefore offers a progression framework, outlining expectations for RE learning across Key Stages 1-4 and recommends consideration be given to the 2014 national P Scale for Religious Education to support pupils with Special Educational Needs.

This framework is related back to the 8-level scale to help teachers make the comparison and find the benchmarks they are used to using with the previous syllabus.

Schools are encouraged to develop their own processes which, clearly define progression in RE learning in relation to their own Schemes of Learning.

	Range of levels within which the majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the Key Stage
<b>Key Stage 1</b>	<b>1-3</b>	<b>At age 7</b>	<b>2</b>
<b>Key Stage 2</b>	<b>2-5</b>	<b>At age 11</b>	<b>4</b>
<b>Key Stage 3</b>	<b>3-7</b>	<b>At age 14</b>	<b>5/6</b>

# Any Questions?

## Summary of progress towards end of Key Stage expectations

Attainment related to End of Key Stage Statements	<i>Attainment related to level descriptors</i>	<b>A. Investigate the beliefs and practices of religions and other world views</b>	<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>
End of KS4 By age 16 (Y11) most young people are expected to achieve this	8	Analyse different arguments clearly; with supporting evidence	Research and analyse evidence, drawing reasoned conclusions	Research independently and reflect personal conclusions
Partially achieving KS4 expectations (Y10)	7	Show detailed knowledge of a range of perspectives, sources and decisions	Explain evidence coherently, providing a range of examples	Raise and evaluate critical questions
End of KS3 By age 14 (Y9) most young people are expected to achieve this	6	Interpret variety	Evaluate explanations with cogent arguments	Research and evaluate
Partially achieving KS3 expectations (Y8)	5+	Explain influences and impact	Explain beliefs and ideas clearly, recognising diversity	Examine and respond coherently
Working towards KS3 expectations (Y7)	5-	Explain, giving a considered response	Explain diversity	Weigh up different ideas
End of KS2 By age 11 (Y6) most children are expected to achieve this	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses
Partially achieving KS2 expectations (Y4)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of KS1 By age 7 (Y2) most children are expected to achieve this	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
Partially achieving KS1 expectations (Y1)	1	Recall, name and talk about	Ask and explore	Explore and find out

# Any Questions?

## Working towards End of Key Stage 1: Progress ladder

This table outlines the skills required to achieve the end of Key Stage expectations and projects these back to what may be expected in Year 1.

This may be helpful in assessing progress part way through the Key Stage. Each sentence stem needs to be applied to a particular task of knowledge content.

	<b>Lower KS1:</b> Pupils <b>working towards</b> KS1 expectations will:	<b>Upper KS1:</b> Pupils <b>securely achieving</b> KS1 expectations will:
<b>A Investigate the beliefs and practices of religions and other world views</b>	Retell... Explore and discuss...  Recall and name... Find out meaning of... Recognise important...	Retell and suggest meanings for... Explore and discuss...  Recall and name different... Find out meanings of... Recognise and appreciate similarities between...
<i>Summarised as...</i>	<b>Recall, name and talk about</b>	<b>Retell, recognise and find meanings</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Ask and respond to questions about...  Explore questions about...	Ask and respond to questions about... Identify effect of...  Explore questions about... Express their own ideas...
<i>Summarised as...</i>	<b>Ask and explore</b>	<b>Explore and respond sensitively</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Notice and recount... Respond with answers...  Find out about...	Notice and recount similarities... Respond sensitively... Find out about... Begin to express their ideas and opinions...  Find out about... Respond with ideas...
<i>Summarised as...</i>	<b>Explore and find out</b>	<b>Begin to express ideas and opinions</b>

# Any Questions?

## Working towards End of Key Stage 2: Progress ladder

This table outlines the skills required to achieve the end of Key Stage expectations and projects these back to what may be expected in Year 4.

This may be helpful in assessing progress part way through the Key Stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	<b>Lower KS2:</b> Pupils <b>working towards</b> KS2 expectations will:	<b>Upper KS2:</b> Pupils <b>securely achieving</b> KS2 expectations will:
<b>A Investigate the beliefs and practices of religions and other world views</b>	Describe and understand links between... Respond thoughtfully...  Discover more about... Reflect on the importance of... Explore and describe... Understand different...	Describe and understand links between... Respond thoughtfully to a range of...  Discover more about... Reflect on the meaning of... Explore and describe a range of... Understand different perspectives about...
<i>Summarised as...</i>	<b>Describe, discover and respond thoughtfully</b>	<b>Reflect and make connections between different ideas</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Observe and understand varied examples of... Observe and consider... Explain the importance of...  Discuss different views... Apply ideas of their own...	Observe and understand varied examples of... Observe and consider different... Explain the meaning of...  Discuss and present thoughtfully different views... Apply ideas of their own in different forms... Explore, contrast and compare...
<i>Summarised as...</i>	<b>Observe and suggest reasons</b>	<b>Consider, compare and contrast</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Understand... Suggest reasons for...  Discuss their own and others' ideas... Respond thoughtfully to...	Understand... Suggest reasons for... Discuss and apply their own and others' ideas...  Respond clearly with ideas about... Consider and apply ideas about...
<i>Summarised as...</i>	<b>Suggest reasons and respond thoughtfully</b>	<b>Offer ideas and clear responses</b>

# Any Questions?

## Working towards End of Key Stage 3: Progress ladder

This table outlines the skills required to achieve the end of Key Stage expectations and projects these back to what may be expected in Year 4.

This may be helpful in assessing progress part way through the Key Stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	<b>Y7: Pupils working towards</b> KS3 expectations will:	<b>Y8: Pupils partially achieving</b> KS3 expectations will:	<b>Y9: Pupils securely achieving</b> KS3 expectations will:
<b>A Investigate the beliefs and practices of religions and other world views</b>	Express understanding of a range of... Give a considered response to ...  Describe and explain... Give reasons for... Explore and give reasons for...	Explain range of... Show understanding of...  Explain influences on... Appraise reasons for... Explain how... Enquire about...	Explain and interpret a range of... Show coherent understanding of...  Appraise reasons for... Interpret a range of... Explain how and why differences... Enquire into differences...
<i>Summarised as...</i>	<b>Explain, giving a considered response</b>	<b>Explain influences and impact</b>	<b>Interpret variety</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Explain and give reasons for... Explore and explain diversity...  Explore and respond, giving reasons	Explain clearly, reasonably and coherently Evaluate religious...  Explain and make well-informed responses	Explain clearly, reasonably and coherently Evaluate and analyse...  Make well-informed & reasoned responses Investigate and express insights...
<i>Summarised as...</i>	<b>Explain diversity</b>	<b>Explain beliefs and ideas clearly, recognising diversity</b>	<b>Evaluate explanations with cogent arguments</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Observe and show understanding of... Assess the importance of... Explore and express views with reasons...  Consider and weigh up issues	Explain differences... Explore and express well-informed views...  Examine and evaluate issues...	Interpret a range of... Analyse controversies...  Explore and express insights... Research and evaluate...
<i>Summarised as...</i>	<b>Weigh up different ideas</b>	<b>Examine and respond coherently</b>	<b>Research and evaluate</b>

# Any Questions?

## Working towards End of Key Stage 4: Progress ladder

This table outlines the skills required to achieve the end of Key Stage expectations and projects these back to what may be expected in Year 10.

This may be helpful in assessing progress part way through the Key Stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	Students <b>partially achieving</b> KS4 expectations will:	Students <b>partially achieving</b> KS4 expectations will:
<b>A Investigate the beliefs and practices of religions and other world views</b>	Research and interpret texts and sources... Investigate different arguments and evidence... Offer interpretations and conclusions...	Analyse texts and sources... Investigate and explain different interpretations...  Investigate and evaluate... Analyse forms of... Analyse the influence of...
<i>Summarised as...</i>	<b>Show detailed knowledge of perspectives and sources</b>	<b>Analyse different arguments clearly, with supporting evidence</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Collect and organise evidence... Find and interpret examples...  Enquire into... Present informed and balanced arguments...	Analyse varied responses... Give reasoned and supported arguments... Research and investigate a range of... Provide detailed evaluation of ...  Enquire into... Offer balanced and well-articulated analysis...
<i>Summarised as...</i>	<b>Explain evidence and provide a range of examples</b>	<b>Research and analyse evidence, drawing reasoned conclusions</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Raise issues and questions Consider and explain different perspectives  Research and present evidence and examples	Research and present a wide range of reasoned arguments... Investigate and show detailed knowledge of...  Examine and critically evaluate varied perspectives...
<i>Summarised as...</i>	<b>Raise and evaluate critical questions</b>	<b>Research independently and reflect personal conclusions</b>

# Any Questions?

## **P levels for SEN**

### **Religious Education Performance descriptors:**

#### **P1 (i) Pupils encounter activities and experiences**

- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements]
- Any participation is fully prompted.

#### **P1 (ii) Pupils show emerging awareness of activities and experiences:**

- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, becoming still in response to silence];
- They may give intermittent reactions [for example, vocalising occasionally during group celebrations and acts of worship].

#### **P2 (i) Pupils begin to respond consistently to familiar people, events and objects:**

- They react to new activities and experiences [for example, briefly looking around in unfamiliar natural and manmade environments];
- They begin to show interest in people, events and objects [for example, leaning towards the source of a light, sound or scent];
- They accept and engage in coactive exploration [for example, touching a range of religious artefacts and found objects in partnership with a member of staff].

#### **P2 (ii) Pupils begin to be proactive in their interactions:**

- They communicate consistent preferences and affective responses [for example, showing that they have enjoyed an experience or interaction];
- They recognise familiar people, events and objects [for example, becoming quiet and attentive during a certain piece of music];
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, repeating a simple action with an artefact];
- They cooperate with shared exploration and supported participation [for example, performing gestures during ritual exchanges with another person performing gestures].



# Any Questions?

## **P3 (i) Pupils begin to communicate intentionally:**

- They seek attention through eye contact, gesture or action.
- They request events or activities [for example, prompting a visitor to prolong an interaction];
- They participate in shared activities with less support. They sustain concentration for short periods;
- They explore materials in increasingly complex ways [for example, stroking or shaking artefacts or found objects];
- They observe the results of their own actions with interest [for example, when vocalising in a quiet place];
- They remember learned responses over more extended periods [for example, following a familiar ritual and responding appropriately].

## **P3 (ii) Pupils use emerging conventional communication:**

- They greet known people and may initiate interactions and activities [for example, prompting an adult to sing or play a favourite song];
- They can remember learned responses over increasing periods of time and may anticipate known events [for example, celebrating the achievements of their peers in assembly];
- They may respond to options and choices with actions or gestures [for example, choosing to participate in activities];
- They actively explore objects and events for more extended periods [for example, contemplating the flickering of a candle flame];
- They apply potential solutions systematically to problems [for example, passing an artefact to a peer in order to prompt participation in a group activity].

## **P4 Pupils use single elements of communication [for example, words, gestures, signs or symbols, to express their feelings]:**

- They show they understand 'yes' and 'no'. They begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing];
- They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.

# Any Questions?

## **P5 Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings:**

- They respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects];
- They take part in activities involving two or three other learners;
- They may also engage in moments of individual reflection.

## **P6 Pupils express and communicate their feelings in different ways:**

- They respond to others in group situations and cooperate when working in small groups;
- Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals;
- They carry out ritualised actions in familiar circumstances;
- They show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort];
- They start to be aware of their own influence on events and other people.

## **P7 Pupils listen to and follow religious stories:**

- They communicate their ideas about religion, life events and experiences in simple phrases;
- They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences;
- They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses;
- They may communicate their feelings about what is special to them [for example, using role play];
- They begin to understand that other people have needs and to respect these;
- They make purposeful relationships with others in group activity.

## **P8 Pupils listen attentively to religious stories or to people talking about religion:**

- They begin to understand that religious and other stories carry moral and religious meaning;
- They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories;
- They communicate simple facts about religion and important people in religions;
- They begin to realise the significance of religious artefacts, symbols and places 39;
- They reflect on what makes them happy, sad, excited or lonely;
- They demonstrate a basic understanding of what is right and wrong in familiar situations;
- They are often sensitive to the needs and feelings of others and show respect for themselves and others;
- They treat living things and their environment with care and concern.

# Any Questions?

**Appendices**

# Any Questions?

## Appendix i)

### Religious Education: Long Term Planning - Whole School - Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:
<b>1</b>	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:
<b>2</b>	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:
<b>3</b>	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:

## Appendix i)

### Religious Education: Long Term Planning - Whole School - Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>4</b>	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:
<b>5</b>	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:
<b>6</b>	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:

# Any Questions?

## Appendix i)

### Religious Education: Long Term Planning - Whole School - Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:
8	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:
9	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:	Enquiry Question:  Religion/Worldview:

# Any Questions?

## Appendix ii)

### Medium-term planning pro-forma: Religious Education

#### Key Stages 1-3

#### Medium Term Planning

Year:	Term:
1) Religion/non-religious worldview:	
2) Key question/s for this enquiry:	
3) Strands A B C	
4) Teaching and learning activities:  <div style="text-align: center;"><p>Step 1 Engagement- Lesson 1</p><pre>graph TD; S1[Step 1 Engagement- Lesson 1] --&gt; S2[Step 2 Engagement- Lesson 2/3/4]; S2 --&gt; S3[Step 3 Engagement- Lesson 5]; S3 --&gt; S4[Step 4 Engagement- Lesson 6]; S4 --&gt; S1;</pre></div>	

# Any Questions?

## Medium-term planning pro-forma: Religious Education

### Key Stages 1-3

Medium Term Planning cont.

5) Skills and attitudes focus for this enquiry													
<table border="1"> <thead> <tr> <th>Step 1 Engagement</th> <th>Step 2 Investigation</th> <th>Step 3 Evaluation</th> <th>Step 4 Expression</th> </tr> </thead> <tbody> <tr> <td> <b>Skills</b>                      Interpretation                      Empathy                 </td> <td> <b>Skills</b>                      Investigation                      Application                 </td> <td> <b>Skills</b>                      Discernment                      Analysis                      Evaluation                 </td> <td> <b>Skills</b>                      Expression                      Reflection                      Synthesis                 </td> </tr> <tr> <td> <b>Attitudes</b>                      Curiosity                      Appreciation                      Wonder                 </td> <td> <b>Attitudes</b>                      Critical awareness                 </td> <td> <b>Attitudes</b>                      Open-mindedness                 </td> <td> <b>Attitudes</b>                      Self-awareness                 </td> </tr> </tbody> </table>		Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis	<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression										
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis										
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness										
6) Learning outcomes, differentiated for this group													
<div style="border: 1px solid black; height: 150px; width: 100%;"></div>													
Teacher Reflection on this unit  WWW (What Went Well)	EBI (Even Better If)												



# Any Questions?

## Appendix iii)

### Short-term planning pro-forma (lesson plan): Religious Education

#### Lesson Overview

<b>Year:</b>	<b>Term:</b>		
1) Religion/non-religious worldview:			
2) Enquiry Question:			
3) Strands A B C Details:			
4) Which step of the 4-step model?			
<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
Skills and attitudes developing in this lesson?			
<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness
Resources Needed:			
Key Vocabulary:			
Teacher notes for this lesson:			

# Any Questions?

## Lesson Plan

<b>Year:</b>	<b>Term:</b>
Lesson Title:	
Intended Learning Outcomes	
<b>Teaching and Learning Activities</b> Engagement	
Core Activity	
Plenary	
Key questions for this lesson	

# Any Questions?

## **Appendix iv)**

**The Baha'i Faith KS2 and 3**

**Programmes of Study (content/subject knowledge)**

**Religion: Baha'i Key Stage: 2/3**

### **Possible Enquiry Questions:**

What is the best way for a Baha'i to lead a good life?

Can the Bab's teachings make the world a better place?

Can being a Baha'i help someone to feel a sense of unity with other people?

What do Baha'is believe about God and what difference does this make to their lives?

Who was the Bab and why is he important to Baha'is today?

Why is the nine-point star a significant symbol to Baha'is?

# Any Questions?

## Appendix iv) The Baha'i Faith KS2 and 3

Concept/s Beliefs/ Theology	Strand A Know about and understand			Strand B Express and communicate			Strand C Gain and deploy skills		
	A1 Beliefs, practices, diversity	A2 Sources of wisdom	A3 Ways of life, expressing meaning	B1 Influence of beliefs, practices and forms of expression	B2 Identity, diversity, meaning and value	B3 Dimensions of religion	C1 Belonging, meaning, purpose and truth	C2 Communities living respectfully	C3 Beliefs, values and commitments
God	What do Bahá'is believe about God? God as unknowable How are God's attributes reflected in nature?			The Importance of Obligatory Prayer and Daily Worship - acts of devotion			What is important in Community Life?		
Life after Death	What do Bahá'i writings say about the purpose of life? What do Bahá'is believe about life after death?			Fasting			What happens at a 19 Day Feast?		
Key figures	Life of Bahá'u'lláh 'Abdu'l-Bahá as Exemplar			Symbols: The Ringstone Symbol; the 'Greatest Name'; the Nine- pointed Star			How do Bahá'is serve their community and Mankind? Progressive Revelation – what is it?		
Equality	Unity and Equality of men & women, races and religions What is special about the Bahá'i Administrative system? Bahá'i Marriage Laws			Declaration of Faith' Individual Responsibility Individual Responsibility to seek truth			Concept of Unity of Religions – how is this explained and put into practice?		
Special Times	Holy Days - Commemorations Celebrations:			Importance of education for girls			Why are community projects important? What is a 'Youth Year of Service'?		
Places	Where do Bahá'is meet? Homes Houses of Worship (Temples)			Ascension of Bahá'u'lláh, Martyrdom of The Báb, Bahá'u'lláh's Birthday, Naw-Rúz (New Year), Ridvan Festival			How are local traditions valued in a global outlook? Engagement with wider society		
				Visit Houses of Worship Pilgrimage - The Holy Land					

# Any Questions?

## **Acknowledgements**

The revision of the Bournemouth and Poole agreed syllabus for Religious Education has been a collegiate and consultative process.

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## Any Questions?

The Bournemouth and Poole  
Agreed Syllabus for  
Religious Education  
2017-2022

