

# Challenging RE 3

*“Learning and growing through challenging RE”*

**The Buckinghamshire Agreed Syllabus for Religious Education  
2016 – 2021**



## **An educational model for the inclusion of RE in the school curriculum:**

*How we behave affects other people and the world we live in.*

*This is why our behaviour is important.*

*Our behaviour is influenced by our beliefs and attitudes  
which grow out of our experience.*

*RE is the opportunity to reflect on our experience and explore the beliefs,  
values and attitudes that guide us through life...*

*...through exploring the beliefs, values, practices and ways of life of the  
principal religions, other faiths and non-religious world-views.*

*We all play a part in creating the world we live in.*

*What we believe, whether religious or not, contributes significantly to this.*

*RE helps pupils (and the school as a whole) to reflect on the ways in which  
beliefs influence how people live their lives.*

Good RE is precisely what schools and society need to develop some of the most important skills, attitudes, knowledge, understanding and dispositions that we would want for our children and young people growing up in modern Britain. Can we imagine a future where people are unable to handle the big questions and concepts of life? Or have little understanding of people's beliefs and ways of life?

### RE is important because:

- It helps **pupils** understand the world they live in by developing their religious literacy;
  - It helps them to develop skills in recognising, handling and analysing the big questions and concepts that arise from experience and help make sense of life;
  - It provides opportunities for and develops their ability to reflect on experience;
  - It develops debating, reasoning, self-expression, relationships and self-understanding;
  - It helps with their literacy, creativity, personal development and critical thinking;
  - It helps their understanding of identity and their search for meaning, purpose and value.
- It helps **schools** with their ethos and values;
  - Which helps develop a sense of community and belonging;
  - Building positive relationships for learning and behavior.
- It helps **society** to grow, share, understand
  - Deal with controversy, learn to disagree whilst living together in community
  - Explore meaning and truth, live by values
  - Understand – and respectfully challenge and be challenged by people of different lifestyles, beliefs and practices.

*It helps us as humans to explore visions of humanity and at the same time reflect on the depths to which that humanity can sink.*

'Challenging RE' is a most appropriate title for this Agreed Syllabus. RE should be academically, personally, spiritually, morally and socially challenging for us all. We hope you and your pupils will rise to these challenges, get a lot out of the Agreed Syllabus and, over time, be able to contribute to it.

- RE must challenge pupils to think;
- We should challenge why we are teaching what we are teaching so that it remains educational and significant;
- RE can challenge us all to reflect on our beliefs, values and attitudes and the world which we are creating.

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## Preface from the Chair of SACRE

Our Buckinghamshire Agreed Syllabus Challenging RE 3 is now ready for use and I commend it to you on behalf of Buckinghamshire SACRE.

Its subtitle is '**Learning and growing through challenging RE**'. Challenging is used advisedly because of its abundance of interpretations, a little like the study of RE really. We want RE to be rigorous in content and delivery. This syllabus has less content but studied to a greater depth. We also hope the title will suggest dialogue between the teacher and those being taught so that ideas, beliefs and understandings can be shared and discussed by those who have a faith, those who have none and those who are seeking. This will only take place in an environment in which trust and respect are the principles that are engendered and valued by all within its boundaries. RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence how people live their lives.

We have made few changes since our previous 2011-2016 edition but significantly have made it easier for progression through RE to be monitored without the need for levels.

As before, we have been fortunate enough to have the services of a professional Writing Panel with broad and balanced teaching experiences and knowledge. Members of SACRE are most grateful to them. Following their submissions Agreed Syllabus Conferences were held so that SACRE members, who represent a range of Faiths and denominations as well as

teaching professionals, had many opportunities of taking their recommendations to their faith communities for consultation.

I am most grateful to our professional adviser, Bill Moore for all the guidance and leadership he has provided and for co-ordinating the whole revision. He has been ably supported in the administrative aspects by our clerk to SACRE Allison Holley.

As we visit schools we have received many positive comments about our Syllabus and this one will have supporting resource materials readily available on our website through Schools Web. We have been impressed by the inspirational presentations we have received on our visits many of them given by the pupils. We are delighted that the Bucks Agreed Syllabus can be the catalyst for such dedicated and creative work in our schools as seen in RE lessons and in the SMSC ethos throughout the schools.

RE can be a means to helping children and young people to understand more about their identity, what could be more significant and profound than that. It is a privilege to be involved with a subject that is so special.

*Valerie McFarlane*

Chair of the Agreed Syllabus Conference and SACRE



*What I do is me; Gerald Manley Hopkins*

As kingfishers catch fire, dragonflies draw flame;  
As tumbled over rim in round wells  
Stones ring; like each tucked string tells, each hung bell's  
Bow swung finds tongue to fling out its broad name;  
Each mortal thing does one thing and the same;  
Deals out that being indoors each one dwells;  
Selves-goes itself, myself it speaks and spells,  
Crying "*What I do is for me; for that I came.*"

# 1. Introduction

Welcome to the third edition of 'Challenging RE'. This builds on the previous editions and takes into account both the most recent developments in RE and education, and the views of teachers. SACRE supports the view that less content covered in more depth will promote more meaningful learning, but notes that this does not equate to less curriculum time for RE.

SACRE has sought to make the agreed syllabus clearer, more succinct and user-friendly, whilst ensuring that the integrity of the structure remains.

## 1.1 National and local requirements

The national requirements for Religious Education are set out in the 1944, 1988 Education Acts and section 375(3) of the 1996 Education Act.

*"Every Agreed Syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain"*

**Christianity should have more time devoted to it than the other religions taken together.**

This is further explained in DefE circular 1/94 from which the following paragraphs are taken:

*"Religious Education is required to be included, alongside the National Curriculum, in the basic curriculum which all maintained schools must provide for their registered pupils; this includes those in reception classes and sixth forms, and is not confined to pupils of compulsory school age." [Para 20.](#)*

*"If the parent asks that a child should be wholly or partly excused from Religious Education at the school, then the school must comply." [Para 44.](#)*

*"As a whole and at each Key Stage, the relative content devoted to Christianity in the syllabus should predominate." [Para 35.](#)*

The Agreed Syllabus, appropriately implemented, provides a coherent, progressive experience of RE for pupils from Reception to post-16, enabling schools to meet statutory requirements and provide educational value. It is expected, unless otherwise stated within the syllabus (e.g. post-16) or related to an external examination course, that 5% of curriculum time across each Key Stage is provided to enable quality learning to take place. It is up to the school to decide how this is planned and provided.

The provision for RE can be flexible to meet the planning and learning needs of the school so long as the school meets the requirements of the syllabus and ensures that pupil learning, progression and assessment are transparent and coherent and that teachers can report meaningfully on progression and attainment in Religious Education.

Religious education is part of the contractual agreement for Free Schools and Academies, which must provide RE in accordance with the same requirements as for an agreed syllabus conference. Free Schools and Academies can adopt the locally agreed syllabus if they so choose, by agreement of the board of directors, and SACRE encourages those in Buckinghamshire to do so in the interests of continuity, coherence and opportunities to share best practice across all schools.

## 2. The Educational Rationale for RE in the School Curriculum

Although RE is statutory, it justifies its place in the curriculum on purely educational grounds.

- First and foremost RE is about gaining deeper knowledge and understanding of the main religions and beliefs of the world, so that children and young people are able to engage in an increasingly sophisticated and critical way with the influence of religion and belief on individuals and communities.
- It provides the opportunity to explore the perennial questions about life, reflecting on its meaning, purpose, identity and value.
- In doing this, it draws on the rich history of the major religious traditions in Britain, giving due prominence to Christianity to reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the principal world faiths, local communities and non-religious beliefs that may form the family background of many children in our schools.

Thus there are two main educational purposes to RE:

1. So pupils can learn **about** religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. This is developing their religious literacy, which is essential to understand the modern world;
2. So that pupils can reflect more deeply on their own and others' sense of identity, meaning and purpose in life **from** their study of religion and belief. This develops their understanding of human values and mutual understanding.

RE is therefore both **rigorously academic and deeply personal**. Quality RE:

- Reaches pupils of any religious faith or none and of all academic abilities and social backgrounds;
- Challenges pupils to question and explore their own and others' understanding of the world;
- Does not seek to urge beliefs upon pupils, nor compromise their own beliefs but rather to deepen their self-understanding and understanding of others;
- Raises questions of identity, meaning, purpose and value and encourages people to reflect on experience, life-styles and opinions;
- Contributes positively and powerfully to the spiritual, moral, social and cultural development of pupils;
- Provides opportunities for pupils to develop communication skills and thinking skills;
- Teaches pupils about Christianity and other religions and world-views so that they can understand the world better and develop their own sense of place within it.

*RE plays a key role in enabling pupils to achieve and prepares them for the opportunities, responsibilities and experiences of life in modern Britain and the wider world.*

### 3. The basis for planning quality RE

The Agreed Syllabus provides the aims, objectives and basis for planning learning in RE. It specifies broadly what must be taught, whilst allowing for teachers' professional judgement to determine the detail, order and methods used.

It also specifies the principles of progression and assessment to provide teachers with a coherent structure for planning, helping pupils to achieve and make progress and enabling effective reporting and target setting.

*It is not, and nor should it be, a detailed scheme of work to be delivered by teachers to pupils.* It is the role of the subject co-ordinator, alongside the teachers, to use the syllabus to plan appropriate learning for the pupils in their school.

The Agreed Syllabus is the long-term planning document for Religious Education in Buckinghamshire. From this, subject co-ordinators will be able to use their professional judgement to plan '**Learning Structures**' (Schemes of Work) appropriate to their pupils' learning needs, background and experiences and the school's curriculum mapping. This forms the medium term planning for RE.

Teachers are then able to plan lessons or '**chunks of learning**' for their classes, which build on their pupils' prior learning and ensure that they receive appropriate learning experiences and opportunities in the classroom or beyond for individual pupils and groups of pupils.

#### 3.1 The Agreed Syllabus has four aims for RE

**Religious education enables pupils to:**

- Understand the nature, role and significance of religion and belief in the world;
- Pursue their personal quest for meaning, purpose and value;
- Enter into meaningful dialogue with people of different beliefs and backgrounds, being able to appreciate and celebrate diversity, recognising what we hold in common and maintaining a respect for shared human values that can be experienced, expressed and responded to in diverse ways.
- Formulate reasoned opinion/argument and handle controversial issues and truth claims;

*These aims apply across all Key Stages. However, they develop and deepen as pupils' progress through the Key Stages.*

### 3.2 The learning model for ‘Challenging RE’

This Agreed Syllabus is built around a vision of education in which the core purpose is human development. Education’s main role is to introduce children and young people to the skills, knowledge, values, attitudes and dispositions that society considers to be important; to equip them to meet the challenges and opportunities of life; and to help them grow as citizens of their locality, nation and world, hopefully making it a better place for future generations.

.../In the parallel model, we have tried to reflect this in the context of RE. Learning in RE involves helping pupils make sense of life. Learning about religions, beliefs and lifestyles is the vehicle through which they develop their understanding of themselves, others and the world. Pupils will grow to recognise how we are all different, yet we share our humanity in common (what we refer to as ‘identity-in-difference’), so that through their exploration of religions and beliefs they will develop their own understanding of what it means to be human and their own sense of meaning, purpose and value in relation to others.

The model incorporates skills-development and progression. The skills running along the sides of the triangle are described for each Key Stage, thus providing a means of progression. Teachers use these to plan challenging learning. Thus at KS1 the process will be basic and will become more complex and challenging as pupils progress through school.

In their planning, teachers can start anywhere on the model, although KS1 is most likely to start with the pupils’ own experience, KS2 with the religious experience and KS3 with universal experience.



### 3.3 Concepts in RE

Concepts are key ideas that shape our understanding. In RE these relate to how we understand or make sense of life for example: identity; purpose; value. So in RE concepts are rooted in experience and the lives of children, young people and their communities.

Concepts are deep and complex and can be expressed in different ways, which include some or all of:

- Language
- Art
- Music
- Drama
- Dance
- Symbol
- Ritual

In order to help map concepts in RE, they are often divided into three categories:

- Universal human concepts;
- General religious concepts;
- Religion-specific concepts.

It is not possible to produce a definitive list of concepts in RE, or to structure them in agreed categories, but the support materials will have illustrative examples to help in planning.

### 3.4 **Conceptual Creativity: building bridges between pupils' own beliefs, experience and background and those of the faiths/beliefs being studied**

Central to the approach to learning in 'Challenging RE' is the process of using these key concepts and key questions to build conceptual bridges between the pupils' own experience and the religious content that they explore through their study. Whether the pupil comes from a particular faith background or none, religious education must engage all pupils in meaningful learning that they can apply to their own lives. It is this aspect that engages them in being better able to make sense of their own lives in relation to the world around them and relate meaningfully yet critically to the beliefs, attitudes and lives of others.

Thus in order to provide opportunities for all children to learn and grow through their experiences of religious education, we have to take their own experience seriously, whilst at the same time expanding their understanding and horizons. In this way they can apply the beliefs, practices and lifestyles found in the principal faiths and beliefs to their understanding of the world around them.

### 3.5 Inclusion and Special Educational Needs

The Buckinghamshire Agreed Syllabus is the RE entitlement of all pupils in maintained schools and therefore supports the core principles of inclusion:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As the subject matter of RE sometimes raises sensitive issues, it is important that teachers are aware of and sensitive to the background and personal circumstances of their pupils.

It is expected that teachers of pupils with special educational needs will modify the RE provision according to their own situation, meeting the needs of the children. This also includes meeting the needs and challenges of the most able pupils.

The guidance that follows for Special Schools may also prove helpful to teachers of pupils with special educational needs in mainstream schooling.

#### RE in Special Schools

Pupils in special schools are referred to in the Education Act 1993, which states:

*'Every pupil attending a special school will, so far as is practicable.....receive religious education unless the child's parents have expressed a wish to the contrary. It is for schools to decide what is practicable but, in general terms, the Secretary of State would expect the question of practicability to relate to the special educational needs of the pupils and not to problems of staffing or premises.'*

Teachers of children with special educational needs will broadly need to follow the three core principles outlined below:

- Be sensitive to and meet the needs of the individual child;
- Set challenging tasks, but have realistic expectations of what they can do and celebrate their responses;
- Make the pupils' experience of RE meaningful taking account of their ability and special educational needs.

Some pupils will be able to work factually but not relate to feelings and meanings. Others will find factual detail confusing and will need a more sensory and experiential approach in their RE lessons. **It is up to the teacher's professional judgement and personal knowledge of the child to decide how best to meet the needs of individual pupils.**

For example, pupils with Educational and Behavioural difficulties will have short concentration spans and so will not cope with extensive reading, research and writing. The school may well decide it is more fitting to have short sessions more frequently during the week; the 'little and often' approach. A more active and varied lesson will help these pupils gain from their experience of RE.

We suggest teachers use activities and resources that best meet the needs and backgrounds of their pupils.

Teachers should choose appropriate content from the units of the Syllabus. For example, in exploring Rites of Passage (KS2), birth and marriage may be nearer the pupils' own experience than initiation rites. Professional judgement and personal knowledge of the pupils will inform practice. Similarly, studying more than one religion may overload some pupils with facts, so if appropriate, only one religion may be studied. **(NB care must then be taken to ensure that the school meets the statutory requirement that Christianity should predominate, but that other religions are studied.)**

*A programme of units, planned for pupils with special educational needs at KS3, is available as an additional resource, as well as advice and ideas for suitable activities, including sensory, at KS 1&2.*

### 3.6 Skills and attitudes in religious education

RE develops skills, attitudes and dispositions in children and young people that contribute significantly to both academic and personal development. *Teachers are expected to take these into consideration when planning learning for pupils.*

Skills	Attitudes and dispositions
Explore new avenues of enquiry	Appreciation and wonder
Apply their learning to different contexts	Respect for all
Express deeply held beliefs, feelings and experiences	Self-awareness
Interpret meanings of language, text and ritual	Open-mindedness
Evaluate the coherence of beliefs and lifestyles	Empathy
Analyse increasingly complex concepts and religious phenomena	Curiosity
Create links between experiences, beliefs and forms of expression	Discernment

### 3.7 Religious education and learning across the curriculum

RE provides many opportunities to develop and explore language, the expressive arts, thinking and discourse and contributes significantly to a range of learning contexts in school and beyond.

- SMSC (Spiritual, Moral, Social and Cultural development of pupils [including British values])
- Thinking skills and philosophical enquiry
- Social/community cohesion
- Citizenship
- Global issues
- Creativity
- Communication and language
- PSHE and well-being

Whilst all areas of the curriculum and whole-school provision contribute to SMSC, RE has a critical role to play by its very nature in these aspects of a pupil's school experience. See the [appendices](#) for further suggestions and examples of how RE enhances these aspects of school provision.



## 4. What pupils will learn?

### 4.1 Which religions to study?

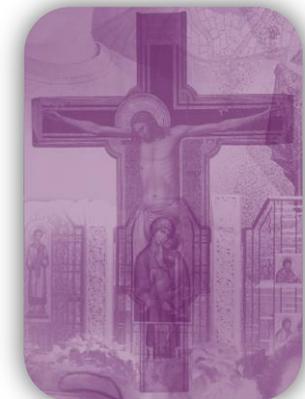
There is more than one way to plan learning in RE and the most common ways are; either through an enquiry into a theme across different religions and beliefs ('thematic'), or an enquiry into aspects of the beliefs, teachings and practices of one religion or belief at a time ('systematic'). The agreed syllabus is designed to allow for either approach, or a combination of the two.

However, it is not effective practice to cover all, or too many, religions and beliefs in depth in each Key Stage, as this is more likely to result in superficial learning rather than learning in depth. Schools remain free to choose which religions other than Christianity to study at each Key Stage (although we encourage schools to study the religions exemplified in the Syllabus units so that all pupils gain an understanding of all six principal faiths<sup>1</sup>). Therefore the following restrictions apply.

**In deciding which religions to choose, schools should consider the following:**

- What is the religious/belief background of the pupils?
- How are you contributing to an understanding of the six principal faiths and other world-views?
- How are you liaising with your main feeder and transfer schools to ensure broad coverage of faiths and avoid excessive repetition?
- Are you providing a balance by including something from both western and eastern traditions and significant local beliefs and world-views?

<b>EYFS</b>	In the EYFS, pupils follow the areas of learning as laid out in the EYFS curriculum and should choose material as appropriate.
<b>Key Stage 1</b>	Pupils should study Christianity plus one other religion in depth (Judaism recommended). This reflects best practice for younger pupils and the fact that the Key Stage lasts only 2 years.
<b>Key Stage 2</b>	Pupils should study Christianity plus <i>two</i> other religions in depth (Hinduism and Islam recommended).
<b>Key Stage 3</b>	Pupils should study Christianity and <i>two</i> other religions in depth (Buddhism and Sikhism recommended).



<sup>1</sup> [The six principal faiths are Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism](#)

This narrowing of content in each Key Stage allows for greater depth, whilst ensuring breadth of knowledge across a pupil's time in school.

Greater breadth at less depth at each Key Stage can be achieved by introducing an additional religion to each thematic enquiry, as appropriate to the topic and the context of the pupils. If a systematic approach is taken, then a less in-depth study of one or at most two additional religions could be included, again chosen for good educational and contextual reasons as outlined above.

In an increasingly complex and diverse world, we need to do justice to the context in which children and young people are growing up. **Pupils will need to develop a deepening understanding of non-religious views and Humanism as they progress through their education. The support materials will reflect this.**

## The 14 – 19 Curriculum

RE remains a statutory entitlement to all registered pupils in the school, including 6<sup>th</sup> Form. Students aged 18 may withdraw themselves from RE.

At Key Stage 4, students should **either** follow an **accredited external specification**, with the *opportunity* to be entered for examination at the end; **or** study Christianity plus one or at most two other religions in depth in accordance with the **planning principles and content in section 4.6**. Where this is not possible, schools should plan appropriately challenging and structured learning from the KS4 outline in section 4.6 below.

For Sixth Form RE, schools should follow the principles outlined at the start of section 4.7 on RE in the Sixth Form.

However, students should have the opportunity to study Religious Studies through to GCSE examination and AS and A Level courses in the Sixth Form. Due regard should be given to the structure of option groupings in order that pupils will not be discouraged from taking the subject as an academic qualification.

### General comments

Over the course of their education, pupils should study all six principal faiths and non-religious world-views so that they develop an understanding of what it means to live by a religious faith tradition or secular belief system.

Please note that the number of religions covered in depth **is statutory**, to ensure that pupils gain a good depth of understanding of what it means to be a member of the faiths. It is up to schools to decide which religion(s) and beliefs to include for the broader reference and understanding beyond the

main religions they have agreed for each Key Stage. Please note as well that pupils' own backgrounds and views must be included in their learning.

While it can be good practice to co-ordinate classroom RE with the Collective Worship themes, time for collective worship cannot be considered as part of the time allocation for RE.

It is strongly advised that the teaching of RE in Buckinghamshire secondary schools should be by specialist teachers wherever possible, and that every school should have an RE Co-ordinator/subject leader.

## 4.2 RE in the Early Years and Foundation Stage (EYFS)

Nursery provision (FS1) does not have to follow the Agreed Syllabus, but may use the materials here as guidance if they so choose.

In Reception (YR), pupils' learning and progress are structured within the EYFS, and the areas of learning and development. As much learning in EYFS is pupil-initiated, there is no prescription as to the religions included other than that Christianity must predominate. RE provides good opportunities for learning and development in both the prime and some specific areas and should follow the interests and backgrounds of the children and staff.

In order to meet the Early Learning Goals (ELG) and the requirements of the Buckinghamshire Agreed Syllabus, Reception classes should include specific planned activities (e.g. on festivals, special places) for developing children's knowledge and understanding of religious beliefs (e.g. through circle time, show and tell and story-time, as well as unplanned, child-initiated opportunities and every day routines).

The Areas of Learning identified in the EYFS ensure that breadth of learning is possible across a range of individual experiences and activities. Teachers use their professional expertise to elicit development in a number of areas from planned activities and learning experiences. The guidance provided here is to help teachers and staff to see how RE can contribute to learning and development in the EYFS. In this way, the teacher may refer to shape when looking at the Star of David, or use number in counting how many of the children do/do not believe in God. The important thing to bear in mind here is that teachers do justice to both the RE activity and the areas of learning.

The Areas of Learning and specific ELGs identified in the tables highlight the particular links with RE. The units listed below provide a broad range of topics that can be covered, but should not be seen as prescriptive.

### Possible topics for learning:

- Myself and how I live
- How other people live
- Belonging
- Important things
- Important times and celebrations
- People who help us (faith leaders)
- Expressing our feelings
- Religious stories and what they mean
- Exploring belief



Opportunities for learning, both child-initiated and adult-led, should be planned as for any other aspect of learning appropriate to children of this age. Suggested approaches include:

- Role-play, the use of artefacts, stories, show and tell, festivals and celebrations, food, art and music;
- The use of persona dolls to explore different cultural and religious practices is very good for developing the children's questioning and linking their own experience to new content;
- The adults' spontaneous perceptions and awareness, as pupils work and talk together, of developing their thinking and questioning, as in [Philosophy for Children](#) (P4C) for Early Years, provide excellent ways to develop knowledge and understanding;

Cultures and faiths represented locally should be a focus for the children's learning.

On the next page there are some indications of how RE can contribute to some of the key Early Learning Goals (ELG).



## RE in Reception can involve activities and experiences for children, as follows

Prime Area of learning	Relevant Early Learning Goals	Possible ideas for RE
<p><b>Communication and language development</b> involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</p>	<p><i>Listening and attention:</i> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> <li>• Stories of Jesus and the Bible.</li> <li>• Stories from different religions and Sacred Texts.</li> <li>• Listening to feelings and ideas from other children.</li> <li>• Questioning.</li> <li>• Prayers, hymns, festivals and celebrations.</li> <li>• Learning about each other’s homes and families.</li> </ul>
	<p><i>Understanding:</i> children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	
	<p><i>Speaking:</i> children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	
<p><b>Physical development</b> involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement</p>	<p><i>Moving and handling:</i> children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> <li>• Dance/movement to express ideas to music from different faith traditions.</li> <li>• Dance/movement to retell stories.</li> <li>• Drawing and writing based on religious stories.</li> </ul>
<p><b>Personal, social and emotional development</b> involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</p>	<p><i>Self-confidence and self-awareness:</i> children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p>	<ul style="list-style-type: none"> <li>• Sharing experiences from their home and faith backgrounds.</li> <li>• Listen to basic codes of behaviour from different religions (e.g. the Golden Rule) and talk about their own ideas.</li> <li>• Work and play with children from different backgrounds showing curiosity about their homes and family.</li> </ul>
	<p><i>Managing feelings and behaviour:</i> children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
	<p><i>Making relationships:</i> children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	

Relevant specific areas of learning	Relevant Early Learning Goals	Possible ideas for RE
<p><b>Literacy development</b> involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</p>	<p><i>Reading:</i> children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>• Stories from around the world and different religions and traditions, their prayers, hymns, festivals and celebrations, can be used to develop literacy skills.</li> </ul>
	<p><i>Writing:</i> children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
<p><b>Understanding the world</b> involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p>	<p><i>People and communities:</i> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> <li>• Talking about their backgrounds, homes, celebrations and feelings, children learn similarities and differences in how we live our lives.</li> <li>• Looking at different places of worship.</li> <li>• Use of persona dolls to explore similarities and differences.</li> </ul>
	<p><i>The world:</i> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
<p><b>Expressive arts and design</b> involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology</p>	<p><i>Exploring and using media and materials:</i> children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> <li>• Opportunities to learn songs and music from around the world, expressing ideas and feelings through dance, movement, art and music.</li> <li>• Ideas about moral messages from a range of religious and traditional stories can be re-enacted and explored through different media.</li> </ul>
	<p><i>Being imaginative:</i> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	

### 4.3 KS1: Exploring religion, experience and feelings

**Throughout Key Stage 1** pupils explore **Christianity** and one other principal religion in some depth (Judaism is strongly recommended).

- They also learn aspects of some other religions as appropriate to the local area and achieving a balance between Abrahamic and Eastern faiths.
- Children will also learn about non-religious views held by members of the class and their families.
- They should use basic subject specific vocabulary.
- They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

#### **Knowledge and understanding**

For Christianity and the other main faith, children will learn:

- What people believe about God, humanity and the natural world;
- How and why some stories are sacred and important in religion;
- The main celebrations and how and why these are important;
- How and why symbols express religious meaning;
- Figures who have an influence on others locally, nationally and globally in religion;
- Where and how people belong and why belonging is important.

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community;
- What they believe, why what they think is important and how these influence their day-to-day lives.

The KS1 Framework provides the questions for enquiry, through which the knowledge, understanding and reflection above are explored and developed.

Note that in the KS1 Framework there is overlap between the areas of enquiry; therefore teachers should use the framework to plan a coherent programme of learning rather than giving equal weight to each enquiry. For example, 'All about me!' and 'Belonging' have much in common and it is up to the school to plan how best to use each to meet the learning needs of its pupils and produce an appropriate curriculum.

## Progression and assessment in KS1

### 1. Through the aims:

Aims	To understand the nature, role and influence of religion in the world	To pursue personal quest for meaning, purpose and value	To formulate reasoned opinion/argument
<b>By the end of Key Stage 1 pupils will be able to:</b>	Show basic knowledge and understanding of Christianity and at least one, at most two other faiths, exploring similarities and differences between religions.	Reflect on personal experience and say how it is linked to feelings and opinions.	Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.



## 2. Through the learning model:

<p><b>Pupils' experience and self-concept</b></p>	<p><b>Identify:</b> pupils recognise what is significant to them in their immediate experience and recognise basic concepts used to express this.</p>	<p><b>Explore:</b> pupils find out about other people's experience and feelings in a way that is sensitive and appropriate and relate their own experience and that of others to the general concepts being developed.</p>	<p><b>Contextualise:</b> pupils see their own experience in the light of their background and compare this sensitively with the experiences of other pupils in the class.</p>	<p><b>Reflect:</b> pupils think about their experience and the feelings related to it and see how these affect themselves and others.</p>	
<p><b>Religious experience and concepts</b></p>	<p><b>Enquire:</b> pupils find out about the religions studied.</p>	<p><b>Contextualise:</b> pupils recognise religious experience and concepts in the religion being explored, and the feelings that may arise from them for believers.</p>	<p><b>Reflect:</b> pupils think about religious experience and concepts and their importance to believers and consider how these make a difference to how people live.</p>	<p><b>Respond:</b> pupils express, sensitively, and in a variety of ways, their own views about religious experience and concepts.</p>	<p><b>Synthesise:</b> pupils identify similarities and differences between their own experience and the religious beliefs, practices and concepts studied.</p>
<p><b>Universal human experience and concepts</b></p>	<p><b>Reflect:</b> pupils reflect on what they can learn from others.</p>	<p><b>Apply:</b> pupils apply their learning to their own life.</p>			



KS1 Framework	Me, my family and friends (experiencing)	Religions and beliefs (exploring)	Building bridges (responding)
<u>Important places</u> Why are some places so special?	What makes your home a special place for you? (people, things, feelings, activities)	What makes some places important in religions? (home; churches; synagogue)	What can special places tell us about people? (beliefs, feelings, practices, values)
<u>Important people</u> What makes some people so important?	Who is important to me and why? (family, friends, teachers, celebrities)	Who is special for religious people and what makes them special? (Jesus; Abraham; Vicar; Rabbi)	How do special people influence the way we behave? (setting an example, respect, influence)
<u>Special things</u> What makes some things sacred?	What things are special in your home, to you, your family and friends? (cuddly toy; family heirloom; memories)	What objects are sacred or important in the religion and why? (crucifix/cross; Bible; menorah; mezuzah)	What do special things show about what is important to people? (beliefs, feelings, values)
<u>Special stories</u> Why are some stories more important than others?	What stories are special to you, your family and your friends? What makes them special? (favourite stories and stories with a meaning e.g. fairy tales, fables)	What stories are important to religious people and why? (stories about Jesus and by Jesus; The story of Moses)	Are all stories true in the same way? (meaning, interpretation, fact/'moral' of a story)
<u>Our world</u> Why is it important to look after the world?	How are you and your family the same as and different from other families in the school and around the world? (relationships; homes; possessions)	What do religious stories say about how the world began? (The Genesis Creation Story; Big Bang and science)	How should we live together to look after each other and animals? (responsibilities, same, different, respect)
<u>All about me!</u> What does it mean to be me?	What makes me, me? What am I like? (likes/dislikes; hobbies; interests; family; friends)	What do religions believe about what people are like and what they should be like? (Adam and Eve; 10 Commandments; Golden Rule; 2 greatest commandments)	What do you think the perfect person would be like? Can we agree? (beliefs, behaviour, values, feelings)
<u>Special occasions</u> Why do we celebrate special occasions?	What special times do I celebrate with my family and friends and why? (birthdays, festivals; special days)	How do religious people celebrate their special times? (Christmas, Easter, Passover; Sukkot)	What do these special occasions show about what is important to people? (beliefs, feelings, values)
<u>Belonging</u> How important are the groups we belong to?	What groups do I belong to and how do they make me feel? (family, school, activities, clubs, faith)	How do people show they belong to a religion? (Baptism; dedication; Shabbat; kippah; mezuzah)	Does belonging to groups make a difference to who I am? (rules, activities, values, feelings)

These questions should be explored through conceptual enquiry into Christianity and one other religion (Judaism) in depth, with reference to other religions and beliefs as appropriate to broaden/deepen pupils' understanding. Teachers should take the pupils' own background, experiences and questions into consideration.

## 4.4 KS2: Exploring religions, experience and beliefs

Throughout Key Stage 2 pupils learn about **Christianity** and **two** of the other principal religions (**Hinduism and Islam** are strongly recommended). Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

- They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.
- They make connections between differing aspects of religion and consider the different forms of religious expression.
- They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences within as well as between religions and beliefs and the importance of mutual understanding.
- They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- They should be introduced to an extended range of sources and subject specific vocabulary.
- Pupils should learn to express their own ideas in response to the material they engage with; identifying relevant information, selecting examples and giving reasons to support their ideas and views.

### ***Knowledge, skills and understanding***

Pupils should be taught to:

- Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;
- Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world;
- Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief;
- Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words;
- Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;
- Use specialist vocabulary in communicating their knowledge and understanding;

- Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community and world;
- What they believe, what they think is important and how these influence their day-to-day lives.



The KS2 Framework provides the questions for enquiry, through which the knowledge, understanding and reflection above are explored and developed.

Note that in the KS2 Framework there is overlap between the areas of enquiry; therefore teachers should use the framework to plan a coherent programme of learning rather than giving equal weight to each enquiry. For example, ‘Religion in the community’ ‘Symbolism’ and ‘Diversity in religions’ have much in common and it is up to the school to plan how best to use each to meet the learning needs of its pupils and produce an appropriate curriculum.

## Progression and assessment in KS2

### 1. Through the aims:

Aims	To understand the nature, role and influence of religion in the world	To pursue personal quest for meaning, purpose and value	To formulate reasoned opinion/argument
Lower Key Stage 2 pupils will be able to:	Show knowledge and understanding of Christianity and other faiths and beliefs, and can explain what difference faith makes in family life.	Think about what influences our beliefs and lifestyle and the way we see things.	Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.
Upper Key Stage 2 pupils will be able to:	Understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.	Explore different religious and non-religious beliefs about meaning, purpose and value.	Show awareness of the ways beliefs influence attitudes, way of life and behavior. Express and justify their own beliefs and opinions and listen sensitively to those of others.  Distinguish between valid and invalid arguments.

## 2. Through the learning model:

<b>Pupil's experience and self-concept</b>	<b>Identify:</b> pupils can identify people, concepts, beliefs and attitudes that have an influence on how they live their lives.	<b>Explore:</b> pupils ask thoughtful and searching questions about their own and other people's attitudes and ways of life	<b>Contextualise:</b> pupils see their own way of life in relation to the influences identified and to recognise that other people will have an effect on how they live.	<b>Reflect:</b> pupils evaluate and weigh up their own ideas, beliefs and way of life in relation to those of other people.	
<b>Religious experience and concepts</b>	<b>Enquire:</b> pupils will research into religious beliefs, practices and concepts in a way that is thoughtful, searching and sensitive to difference.	<b>Contextualise:</b> pupils relate religious beliefs and concepts to the practices, lifestyles and attitudes of the religions studied, identifying similarities and differences between and within religions.	<b>Reflect:</b> pupils consider what is of value to religious people through their exploration of religious beliefs, concepts and practices and how this makes a difference to people's lives.	<b>Respond:</b> pupils respond sensitively and with reasoned argument to religious beliefs and concepts in relation to the difference they make to believers' attitudes and ways of life	<b>Synthesise:</b> pupils relate the religious beliefs, concepts and practices to their own experience and values and consider these in the light of religious values.
<b>Universal human experience and concepts</b>	<b>Reflect:</b> pupils reflect on their learning and how this relates to human values, responsibilities and rights.	<b>Apply:</b> pupils apply values and beliefs to their own and others' experience and lives.			

KS2 Framework	Exploring similarities and differences within and between religions and non-religious beliefs	
Exploring	Believing	Living
<b>Worship</b> Is there any point to worship?	How does worship express different beliefs about God, humans and the world?	How does worship help believers in their daily lives?
	<i>Different rituals and styles of worship (Christianity: Anglican; Roman Catholic; Eastern Orthodox; Baptist; Quaker. Islam 5 Pillars. Hinduism pujas and yoga); private and congregational worship; prayer; hymns and music; ritual; structured and non-structured styles of worship</i>	
<b>Places of Worship</b> Are religious buildings really needed?	How do these places help believers feel closer to God and understand life better?	What role do places of worship play in the lives of the faith communities?
	<i>Features of places of worship and how they express beliefs (Christianity: Anglican; Roman Catholic; Eastern Orthodox; Baptist; Quaker. Islam 5 Pillars. Hinduism pujas and yoga); the place of worship within the faith community; what if there is no place of worship for the community?</i>	
<b>Religion in the community</b> What holds a community together?	What beliefs do the different religions share in common and how are they different?	Would it be better if we all believed the same things and lived the same way?
	<i>Christian, Muslim and Hindu teachings about God, the meaning of life and what it means to be a person; non-religious views; is there a common sense of human values?; different ways religion and non-religious belief are evident in the local, national and global context.</i>	
<b>Symbolism</b> How do religions express their beliefs about God?	What do the religions teach about God?	How do language and symbols express deep ideas, beliefs and feelings?
	<i>Christian beliefs about God as Creator, Trinity (Father, Son, Holy Spirit), Christ as Saviour, Inspiration of Holy Spirit: symbols used by Christians (crucifix, dove, light etc.). Islam: Tawhid, 99 names, no pictures, power of recitation in Arabic, calligraphy. Hindu: Brahman and the gods and goddesses, murtis, fire, light, prashad, symbolic rituals, body posture, aids to worship.</i>	
<b>Sacred Texts</b> Why are sacred texts and Holy books so important?	What are some of the key teachings of the Holy books and how are they interpreted?	How do Holy books help believers in their daily lives? What helps you through your daily life?
	<i>Bible as Old and New Testament, God acting in History to save humankind; Patriarchs, Prophets and Wisdom, Gospels and Epistles (Letters) of the early Church; how the Bible is used in worship and daily life. Al-Qur'an and its teachings about Allah, prophets and humankind, its use in worship and daily life. The main different Hindu sacred texts (Shruti and Smrti), Vedas, Upanishads and Bhagavad Gita; how these are used in worship and daily life.</i>	
<b>Festivals</b> What do our celebrations show about what we think is important in life?	How do festivals express important beliefs and events in each religion?	What do these festivals mean in the lives of individuals and communities?
	<i>The different rituals and practices of: Advent, Christmas, Lent, Easter, Pentecost, Harvest Festival and other Christian festivals, what they show about Christian beliefs and how they are celebrated and interpreted differently. Holi, Diwali, Navaratri and how they express Hindu beliefs. Fasting and Eid-ul-Fitr, Hajj and Eid-ul-Adha and their importance for individual Muslims and the local and global Ummah. Important celebrations for the pupils.</i>	

<b>Rites of Passage</b> What makes life so important?	What do the rites of passage tell us about religious beliefs about and attitudes towards life and God?	How can celebrating rites of passage affect how individuals and communities live life?
	<i>The rituals associated with birth, growing up, marriage and death in Christianity, Islam and Hinduism. Beliefs and attitudes expressed in the words and rituals, how they might affect believers differently and what they say about what is important in life.</i>	
<b>Pilgrimage</b> Why do some people bother going on pilgrimage?	How does going on pilgrimage not only express beliefs, but also strengthen them for individuals and communities?	What difference does going on pilgrimage have on the lives of individuals and communities?
	<i>Christian pilgrimage to Jerusalem, Lourdes, Rome and some local British sites; Hajj and the Umrah, Makkah and Madinah; Rivers (Ganges), Mountains and cities – pilgrimage sites in India; why these places are important in the religions, what people do there, what they get out of it.</i>	
<b>Diversity in religions</b> Why are there different views, beliefs and traditions in each religion?	What do different styles and places of worship and other religious practices and forms of expression within faiths show about their different beliefs?	Given all these differences, how can communities learn to live together?
	<i>Denominations within Christianity, especially Anglican, Roman Catholic, Orthodox, Baptist, Pentecostal and Quaker – how they worship and what they believe; Sunni, Shi'a and Sufi Muslims; Shaivite (Shiva), Vaishnavite (Vishnu) and Shaktism (goddess) in Hinduism; teachings from the religions about living together and the value of human life and community.</i>	
<b>Founders/Prophets</b> What are the origins of the religions and why are the 'founders' so significant?	How do the lives, teachings and example of the key religious figures in the different religions influence the faith today?	Do these figures provide a good example for us on how to live our lives?
	The life and teachings of Jesus and how they relate to beliefs about God, humanity and salvation, key beliefs about Jesus and differences between denominations; the life and Sunnah (way) of Prophet Muhammad (pbuh); the deep spiritual roots of Hinduism (Rishis – ancient seers); as Hinduism has no founder as such it would be good to introduce Buddha or Guru Nanak.	
<b>Natural world</b> Why does it matter how we treat the world?	What do different religions and science say about how the universe and life came about?	What, if anything, is the purpose of life?
	Religious teachings about the origins of the universe and of life; scientific theories; can both be true?; what is truth?; discussions about how religions see the purpose of life, including life beyond death and the ultimate goal of life and non-religious search for meaning and purpose.	
<b>Ethics and Moral Issues</b> Where do our ideas of right and wrong come from?	What do religions teach about how we should live our lives?	Are religious teachings about how we should live still helpful in the 21st century?
	<i>Example and teachings of Jesus; Ten Commandments and Two Great Commandments; Agape, forgiveness and repentance. Teachings from the Qur'an, Hadith and Sunnah of Muhammad about living together and our duties to others and the world. Hindu Dharma and teachings from the scriptures about living together, varnashramadharma; sanctity of life; mutual respect; common human values – what does it mean to be human?</i>	

These questions should be explored through conceptual enquiry into Christianity and two other religions (Hinduism and Islam) in depth, with reference to other religions and beliefs as appropriate to broaden/deepen pupils' understanding. Teachers should take the pupils' own background, experiences and questions into consideration.

## 4.5 KS3: Engaging with ultimate questions arising out of experience

Throughout Key stage 3 pupils extend their understanding of Christianity and **two** of the other principal religions (**Buddhism and Sikhism** are strongly recommended) in a local, national and global context.

- They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion.
- They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.
- They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions.
- They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.
- They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion.
- They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs.
- They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

### ***Knowledge, skills and understanding***

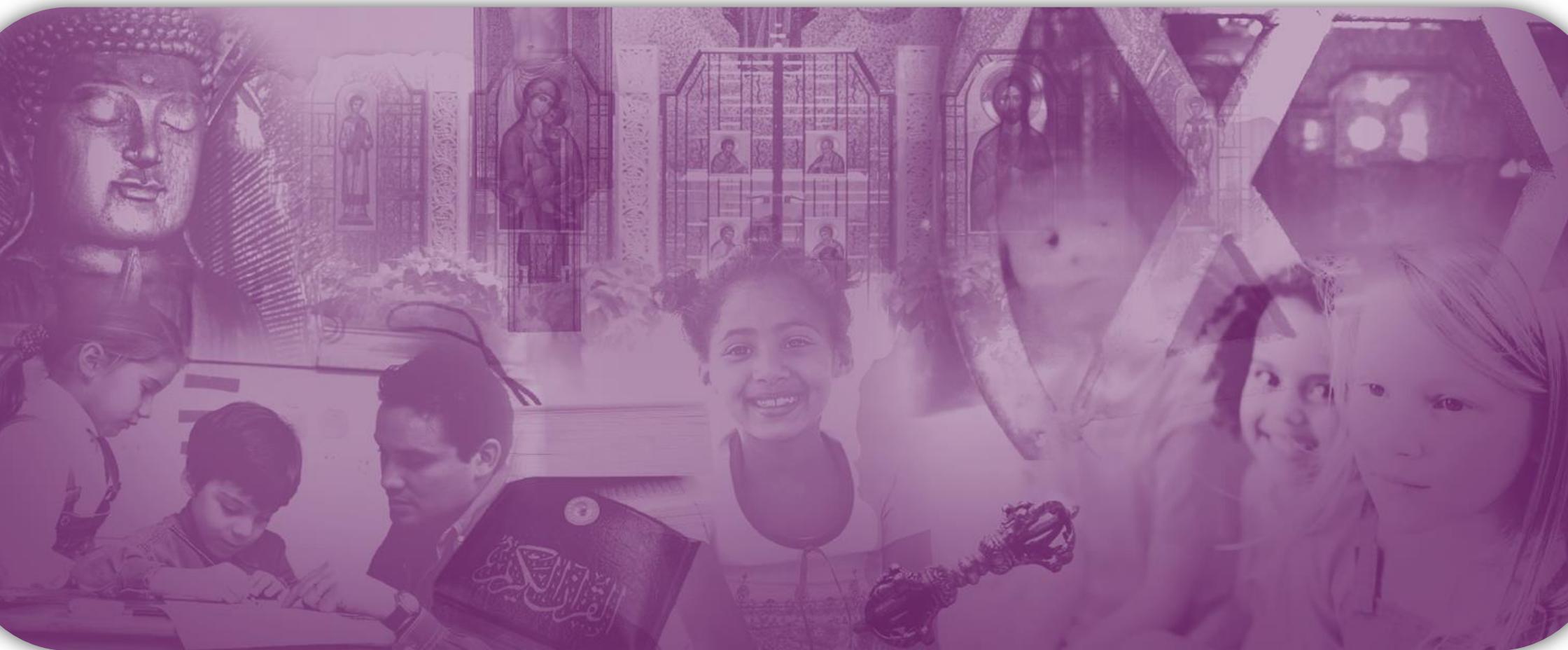
Pupils should be taught to:

- Investigate, explain and evaluate the differing impacts of religion and belief on individuals, communities and societies, considering the challenges and tensions of practising faith in the contemporary world;
- Analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions;
- Investigate and explain why people belong to faith communities and explain the reasons for diversity in religion;
- Analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy, reflecting on the relationship between beliefs, teachings and ultimate questions, developing their own ideas and using reasoned arguments;
- Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues, reflecting on the significance and value of religion and other world views on human relationships personally, locally and globally;
- Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs;

- Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts, reflecting on how these influence beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment;
- Interpret a variety of forms of religious and spiritual expression.

In exploring these aspects of the religions, the pupils will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community and world;
- What they believe, what they think is important and how these influence their day-to-day lives.



The KS3 Framework provides the questions for enquiry, through which the knowledge, understanding and reflection above are explored and developed.

In the KS3 Framework there is overlap between the areas of enquiry, therefore teachers should use the framework to plan a coherent programme of learning rather than giving equal weight to each enquiry. Teachers can plan thematically or systematically (focusing on one faith at a time) or a mixture. It is important that pupils can see the wood (religion in the world) as well as the trees (different religions). Schools should use this framework to plan a suitable curriculum for their students so that they understand the nature role and significance of religion in the modern world.

### Progression and assessment in KS3

#### 1. Through the aims:

Aims	To understand the nature, role and influence of religion in the world	To pursue personal quest for meaning, purpose and value	To formulate reasoned opinion/argument
Key Stage 3 pupils will be able to:	Analyse religious teaching and practice to identify responses to ultimate questions; relate a range of textual sources to beliefs, practices and ultimate questions, showing understanding of different interpretations; Reflect on the benefits and challenges of living in a multi-faith and diverse society.	raise and explore the ultimate questions which are contained in religious beliefs and practices; develop personal responses to ultimate questions in the light of their own and others' experiences and beliefs; Relate a range of textual sources to beliefs, practices and ultimate questions, showing understanding of different interpretations.	see things from other peoples' perspective; build valid arguments using questions, interpretation, reasoning and justification; Analyse strengths and weaknesses in arguments/stances to arrive at independent conclusions.

## 2. Through the learning model:

<p><b>Students' experience and self- concept</b></p>	<p><b>Identify:</b> students can identify their responses to ultimate questions and the way these link to their own experience.</p>	<p><b>Contextualise:</b> students relate their own concepts and beliefs that help them make sense of life to their own experience and consider different views around the class.</p>	<p><b>Explore:</b> students ask thoughtful and searching questions about their own and other people's beliefs and attitudes expressed in response to ultimate questions.</p>	<p><b>Reflect:</b> students think critically about their own and others' responses to ultimate questions in the light of other ideas and questions expressed in the class.</p>	
<p><b>Religious experience and concepts</b></p>	<p><b>Enquire:</b> students enquire into a range of religious responses to ultimate questions as expressed in beliefs, practices and ways of life.</p>	<p><b>Contextualise:</b> students relate different religious responses to ultimate questions to differences in interpretation and practice within and between religions.</p>	<p><b>Reflect:</b> students reflect on the concepts that underpin religious responses to ultimate questions as expressed in the phenomena of religions.</p>	<p><b>Respond:</b> students evaluate religious responses to ultimate questions using empathy, reasoned argument and critical thinking and relate this to their personal responses.</p>	<p><b>Synthesise:</b> students relate religious responses to ultimate questions to their own experience and ideas and consider how their views have developed.</p>
<p><b>Universal human experience and concepts</b></p>	<p><b>Reflect:</b> students reflect on their learning about different insights into what it means to be a person.</p>	<p><b>Apply:</b> students apply values and concepts explored in their learning to their own experience and self-understanding.</p>			



**KS3 Framework:** Engaging with ultimate questions arising out of experience

Concepts	Enquiring into and explaining religious belief and practice and non-religious views	Exploring and analysing different responses and arguments	Reflecting on and evaluating the significance of belief in the modern world
<p><b>God</b> Does belief in 'God' make sense?</p>	<p>What do the religions say about the nature and existence of 'God'? How are they similar to and different from each other and how do they differ within the religions? What are atheism and agnosticism?</p>	<p>If there is no form of divine power ('God'), how can we make sense of life?</p>	<p>Would the world be a better place if there were no belief in 'God'? Would the world be a better place if everyone believed the same?</p>
<p><b>Truth</b> What is 'Truth'?</p>	<p>In what sense can religious books and stories be 'true'? What evidence is there for the truth of religious beliefs?</p>	<p>What does 'truth' mean in maths, science, literature, arts, history, philosophy, ethics and religion? Is there just one form of 'Truth'? How do we decide what is 'true'?</p>	<p>Is factual truth all we need? Is it possible or desirable for everyone to believe the same truth in the same way?</p>
<p><b>Identity and Spirituality</b> What does it mean to be human?</p>	<p>What do some religions teach about being human? What do they teach about what happens when we die? What do atheists believe?</p>	<p>Is there more to life than just the material and physical? Does life have meaning, purpose and value? How are humans different from and similar to other animals?</p>	<p>Why is our sense of identity important? What makes me, me, you, you and us human?</p>
<p><b>Religion and Science</b> Does science prove religion is wrong?</p>	<p>What do religions teach about the existence of the universe and the origins of life? What do scientists say?</p>	<p>Does it have to be religion v science? Why do some religious believers and some scientists disagree so vehemently? What about religious scientists: how can they accept religious beliefs and scientific theories?</p>	<p>Do we have to have a sense of meaning and purpose? Why is there something rather than nothing?</p>
<p><b>Ethics</b> How do we decide what is right and wrong?</p>	<p>What do the religions teach about how we should live? What non-religious views are there?</p>	<p>Are all beliefs and theories about right and wrong equally valid?</p>	<p>If everyone just obeyed the law wouldn't the world be a better place?</p>

<p><b><u>Worship</u></b> Do worship and prayer serve any purpose?</p>	<p>What does worship tell us about people's beliefs and attitudes? (Explore examples from rites of passage, prayer, festivals, pilgrimage, congregational services and private devotions.)</p>	<p>What, if anything, is the point of worship?</p>	<p>How does religious worship compare to modern celebrity culture in terms of values and positive living?</p>
<p><b><u>Good and Evil</u></b> Why is there evil and suffering?</p>	<p>What do the religions and beliefs teach about evil and suffering?</p>	<p>How can people believe in 'God' in the face of evil and suffering?</p>	<p>What if there were no evil and suffering? Would a perfect world be desirable or possible?</p>
<p><b><u>Rights, responsibilities and justice</u></b> How can we create a just and fair world?</p>	<p>What do the religions teach about how we should treat other people? What are human rights and where do they come from?</p>	<p>Why should we be concerned about creating a fairer world and greater equality?</p>	<p>Where do our values come from? Is it possible to create a fair and just world?</p>
<p><b><u>Global issues</u></b> What responsibility do we have for the world around us?</p>	<p>What do the religious teachings say about our responsibility for the world? What about non-religious views? What causes environmental problems?</p>	<p>What gets in the way of people living up to their beliefs and ideals about environmental conservation and responsibility?</p>	<p>Do religious beliefs and other worldviews really make any difference to how we treat the natural world?</p>
<p><b><u>Interfaith dialogue</u></b> One Truth or many?</p>	<p>What do the religions teach about living with people who have different beliefs and practices?</p>	<p>Why do religious beliefs seem to divide people more than bring them together?</p>	<p>How can all Sacred Texts be 'true'? How can different faiths with different truth-claims work together?</p>
<p><b><u>Religion</u></b> Is religion still relevant?</p>	<p>Why are some people religious? Do we need religion to make sense of the world?</p>	<p>Many people think that religion seems to cause so much war, suffering and intolerance; what do you think?</p>	<p>How far is religion a positive or negative influence in the world? Would the world be a better place without religion?</p>

These questions should be explored through conceptual enquiry into Christianity and two other religions (Buddhism and Sikhism) in depth with reference to other religions and beliefs as appropriate. Teachers should also take the pupils' own background, experiences and questions into consideration.

## 4.6 KS4

At Key Stage 4, students may either follow an external examination syllabus, such as Full or Short Course GCSE, or the Programme of Study outlined below. **Being entered for a GCSE (or equivalent) qualification is not statutory at KS4** and so, even if students follow an externally assessed course, they do not have to be entered for the actual examination. However, assessment of progress through any course must take place. Pupils should study Christianity and either one or two other religions in depth, with reference to other religions as appropriate. Remember that over the course of their secondary schooling, pupils should have gained some knowledge and understanding of all six main faiths represented in Britain.

### Principles for planning General RE at KS4

The Agreed Syllabus requires schools to provide students with the opportunity to:

- Understand the nature, role and significance of religion and belief in the world;
- Pursue their personal quest for meaning, purpose and value;
- Formulate reasoned opinion/argument and handle controversial issues and truth claims;
- Enter into meaningful dialogue with people of different beliefs and backgrounds, being able to appreciate and celebrate diversity, recognising what we hold in common and maintaining a respect for shared human values.

All planned learning must:

- Draw on the experience and ideas of the students;
- Relate to appropriate religious content;
- Develop the students' experience and ideas in relation to the religious content.

Ensure coherence and progression and a sense of challenging and worthwhile learning for KS4 students.

Over the course of the Key Stage, students must be given the opportunity to enquire into each of the nine areas below. The examples are for exemplification only and others may be pursued according to the interests and backgrounds of the students.

## How does religion influence individuals and communities?

Religion and the family	Religion in the community	Religion and the individual
<p>For example:</p> <ul style="list-style-type: none"> <li>• Religion in the home;</li> <li>• Birth ceremonies;</li> <li>• The role of the family;</li> <li>• Family relationships and responsibilities.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Belief and custom;</li> <li>• Diversity;</li> <li>• Conflict and harmony;</li> <li>• Leaders and community centres.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Personal faith and belief;</li> <li>• Expressing the faith;</li> <li>• Living the faith;</li> <li>• Commitment to faith.</li> </ul>

## How do religions respond to ultimate questions of identity, meaning, purpose and value? (including spirituality)

Religion and moral values	Religion and identity	Religion and the world
<p>For example:</p> <ul style="list-style-type: none"> <li>• Absolute and relative morality moral;</li> <li>• Authority;</li> <li>• Good and evil;</li> <li>• The problems of evil and suffering.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Origins of life;</li> <li>• Sanctity of life;</li> <li>• What does it mean to be human;</li> <li>• Death and beyond.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Origins of the universe;</li> <li>• The existence of God;</li> <li>• The nature of God;</li> <li>• Knowledge, belief and faith.</li> </ul>

## What do religions have to say about moral issues?

Religion and life issues	Religion and relationships	Religion and global issues
<p>For example:</p> <ul style="list-style-type: none"> <li>• Medical ethics;</li> <li>• The right to die;</li> <li>• Animal rights;</li> <li>• Capital punishment.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Sex and relationships;</li> <li>• Marriage, partnership and commitment;</li> <li>• Problems and separation;</li> <li>• Prejudice and discrimination.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Human rights;</li> <li>• Environment;</li> <li>• Poverty;</li> <li>• War and violence.</li> </ul>

## 4.7 RE in the Sixth Form

RE in the Sixth Form is an opportunity to engage students at greater depth in issues to do with contemporary religion and belief in society, and approaching it from different disciplines such as philosophy, psychology, sociology, science and literature. It prepares students for a greater understanding of the role of belief and culture in the modern world and enables them to develop more critical approaches to media and popular portrayals of faith, as well as faith issues themselves. It should enable discernment of truth, application of belief and synthesis of perspective.

RE is required for all registered pupils in a school; this includes Sixth Form students. There is a variety of ways in which schools can ensure this provision and schools should choose the best option or combination of options to meet the needs of their students.

**Option 1** - A level Religious Studies

**Option 2** - AS Religious Studies

**Option 3** - Discrete lessons of General RE (perhaps rotating with other general education)

**Option 4** - As part of a General Studies course

**Option 5** - RE study/workshop days

The Agreed Syllabus Conference wishes schools to have the maximum curriculum freedom which current legislation on RE permits. To achieve this, schools may design their own units or use already existing work in RE or General Studies which the school has taught for a number of years. Alternatively, the work could be of a cross-curricular nature, or work particularly suited to the local circumstances of the school. **All RE in the Sixth Form must meet the requirements set out in the principles below. The expected minimum time for general RE in each year of the Sixth Form is 5 hours over the year – i.e. the equivalent of 1 full day or 2 half day conferences each year.**

### Principles for planning Sixth Form RE units

The Agreed Syllabus requires schools to provide students with the opportunity to:

- Understand the nature, role and significance of religion and belief in the world;
- Pursue their personal quest for meaning, purpose and value;
- Formulate reasoned opinion/argument and handle controversial issues and truth claims;
- Enter into meaningful dialogue with people of different beliefs and backgrounds, being able to appreciate and celebrate diversity, recognising what we hold in common and maintaining a respect for shared human values.

Each unit must:

- Draw on the experience and ideas of the students;
- Relate to appropriate religious content;
- Develop the students' experience and ideas in relation to the religious content.

Planning should ensure coherence and progression and a sense of challenging and worthwhile learning for Post-16 students.

NB: It is important to note that it is not expected that these should in any way be used for assessment purposes in the Sixth Form.

They are purely to be used for planning purposes to ensure that work of an appropriately challenging nature is provided to stimulate learning.

The following units are suggestions of the type of learning a school might wish to offer.

Religion, belief and philosophy		
<b>Religion and the existence of God</b> For example: <ul style="list-style-type: none"><li>• Can we prove the existence of God? ;</li><li>• Can we prove there is no God? ;</li><li>• God and evil;</li><li>• Religion and science.</li></ul>	<b>Religion and knowledge</b> For example: <ul style="list-style-type: none"><li>• Belief and knowledge;</li><li>• Faith and reason;</li><li>• Religious experience;</li><li>• Religion and language.</li></ul>	<b>Religion and knowledge</b> For example: <ul style="list-style-type: none"><li>• Belief and knowledge;</li><li>• Faith and reason;</li><li>• Religious experience;</li><li>• Religion and language.</li></ul>

Religion, belief and ethics		
<b>Religion and ethical questions</b> For example: <ul style="list-style-type: none"><li>• Absolute and relative values;</li><li>• Religious and secular ethical theories.</li></ul>	<b>Religion and medical ethics</b> For example: <ul style="list-style-type: none"><li>• Genetics;</li><li>• Euthanasia.</li></ul>	<b>Religion and ethical issues</b> For example,: <ul style="list-style-type: none"><li>• The environment;</li><li>• Sex and sexuality;</li><li>• The developing world.</li></ul>

## Religion, belief and community

### Religion around us

For example:

- Religious communities in Buckinghamshire: a study of Quakerism;
- Different forms of Christianity and/or Islam;
- Religion in Britain;
- Religion in the arts;
- Religion and gender issues;
- Religion in the media.

### Religion in the world

For example:

- Religion in a changing world;
- Religion and politics;
- Religious conflicts;
- Religion in history.



## 5. Progression and assessment

‘Challenging RE’ is designed to help teachers plan religious education that is appropriate to the needs and abilities of all pupils. It provides a structure and a language of progression to enable them to do this and to share it with their pupils. It will help with planning, assessment for learning, reporting and target-setting and target-getting. Above all, regardless of the ability of the pupil, it enables Teachers to construct meaningful learning experiences for, and develop higher order thinking skills in, their pupils. The structure that follows consists of separate sections to help Teachers help their pupils make progress in their religious education, to see what they will have done in earlier stages of learning and what they will be expected to do in later stages.

Progression is reflected in different ways within the Agreed Syllabus.

1. The **aims** of the Agreed Syllabus helps planning age-appropriate learning (*puts KS learning into context*);
2. The development of learning in RE through the **learning model** for each Key Stage; (*helps make expectations clear to pupils*);
3. The table ‘transition across the Key Stages’, in which context, skills and opportunities combine to support progression (*helps with expectations and task-setting*);
4. End of key stage expectations to assess whether each pupil is achieving expected attainment, or is ‘emerging’ or ‘exceeding’ or terms that suit whatever system the school is using.

Progression is about planning learning experiences that will challenge pupils appropriately so that they gain in skills and perspective as well as in knowledge and understanding. These structures, taken together, will help teachers to identify where pupils are and plan appropriate ways of moving them on in their learning. It is important that all aspects of progression are considered in medium term and lesson planning so that pupils gain maximum benefit.

### 5.1 Assessment

Assessment is a statutory requirement of the Agreed Syllabus. Schools are required to report pupil attainment and progress to parents at the end of Key Stages 2 and 3.

The Agreed Syllabus does not specify how frequently formal assessment should take place. However, it recommends that most assessment should be formative (assessment for learning) and that, in each of Key Stages 2 and 3, there should be no more than 5 formal assessments (assessment of learning), and fewer in Key Stage 1. Most assessment should be through tasks planned into the learning itself rather than end of unit assessments/tests.

**It is recognised that there are aspects of RE that cannot and should not be assessed.**

## 5.2 Progression through the aims of the Agreed Syllabus (puts KS learning into context)

Aims	Key Stage 1	Lower KS2 pupils	Upper KS2 pupil	KS 3 pupils	KS 4 pupils
<b>To understand the nature, role and influence of religion pupils:</b>	Show basic knowledge and understanding of Christianity and at least one, at most two, other faiths, exploring similarities and differences between religions.	Show knowledge and understanding of Christianity and other faiths and beliefs, and can explain what difference faith makes in family life.	Understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.	Analyse religious teaching and practice to identify responses to ultimate questions; Relate a range of textual sources to beliefs, practices and ultimate questions, showing understanding of different interpretations; Reflect on the benefits and challenges of living in a multi-faith and diverse society.	Analyse and think critically about religious and other beliefs and practices and different interpretations of these.
<b>To pursue personal quest for meaning, purpose and value pupils:</b>	Reflect on personal experience and say how it is linked to feelings and opinions.	Think about what influences our beliefs and lifestyle and the way we see things.	Explore different religious and non-religious beliefs about meaning, purpose and value.	Raise and explore the ultimate questions which are contained in religious beliefs and practices; Develop personal responses to ultimate questions in the light of their own and others' experiences and beliefs; Relate a range of textual sources to beliefs, practices and ultimate questions, showing understanding of different interpretations.	Reflect on their own and others' responses, religious and secular, to ultimate questions and the impact these can have in the world.
<b>To formulate reasoned opinion and argument pupils:</b>	Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.	Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.	Show awareness of the ways beliefs influence attitudes, way of life and behavior; Express and justify their own beliefs and opinions and listen sensitively to those of others; Distinguish between valid and invalid arguments.	See things from other peoples' perspective; Build valid arguments using questions, interpretation, reasoning and justification; Analyse strengths and weaknesses in arguments/stances to arrive at independent conclusions.	Evaluate the impact these responses can have in the world considering the strength or otherwise of different views and responses; Hypothesise about the impact that different beliefs, attitudes and lifestyles might have on others and the world.

### 5.3 Progression through the learning model (helps teachers to plan for high expectations)

The learning model	KS1	KS2	KS3
<b>Pupil's experience and self-concept</b>			
<b>Identify</b> Pupils learn to:	Recognise what is significant to them in their immediate experience and recognise basic concepts used to express this.	Identify people, concepts, beliefs and attitudes that have an influence on how they live their lives.	Identify their responses to ultimate questions and the way these link to their own experience.
<b>Explore</b> Pupils learn to:	Find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed.	Ask thoughtful and searching questions about their own and other people's beliefs, attitudes and ways of life.	Ask thoughtful and searching questions about their own and other people's beliefs and attitudes expressed in responses to ultimate questions.
<b>Contextualise</b> Pupils learn to:	See their own experience in the light of their background and compare this sensitively with the experiences of other pupils in the class.	See their own way of life in relation to the influences identified and to recognise that other people in the class will have different influences which affect how they live.	Relate their own concepts and beliefs that help them to make sense of ultimate questions to their own experience and consider different views around the class.
<b>Reflect</b> Pupils learn to:	Think about their experiences and the feelings related to them and to see how these affect themselves and others.	Evaluate their ideas, beliefs and way of life in relation to other people's.	Think critically about their own and others' responses to ultimate questions in the light of other ideas and questions expressed in the class.

Religious experience and concepts			
<b>Enquire</b> Pupils learn to:	Find out about the religions studied.	Research into religious beliefs, practices and concepts in a way that that is thoughtful, searching and sensitive to difference.	Enquire into a range of religious responses to ultimate questions as expressed in beliefs, practices and ways of life.
<b>Contextualise</b> Pupils learn to:	Recognise religious experience and concepts in the religion being explored, and the feelings that may arise from them for believers.	Relate religious beliefs and concepts to the practices, lifestyles and attitudes of the religions studied, and to identify differences between and within religions.	Relate different religious responses to ultimate questions to differences in interpretation and practice within and between religions.
<b>Reflect</b> Pupils learn to:	Think about religious experience and concepts and their importance to believers and consider how these make a difference to how people live.	Consider what is of value to religious people through their exploration of religious beliefs, concepts and practices and how this makes a difference to people's lives.	Reflect on the concepts that underpin religious responses to ultimate questions as expressed in the phenomena of religions.
<b>Respond</b> Pupils learn to:	Express, sensitively and in a variety of ways, their own views about religious experiences and concepts.	Respond sensitively and with reasoned argument to religious and other beliefs and concepts in relation to the difference they make to believers' attitudes and ways of life.	Evaluate religious responses to ultimate questions using empathy, reasoned argument and critical thinking and relate this to their personal responses.
<b>Synthesise</b> Pupils learn to:	Identify similarities and differences between their own experience and the religious beliefs, practices and concepts.	Relate the religious beliefs, concepts and practices to their own experiences and values and consider these in the light of religious values.	Relate religious responses to ultimate questions to their own experience and ideas and consider how their views have developed.
Universal human experience and concepts			
<b>Reflect</b> Pupils learn to:	Reflect on what they can learn from others.	Reflect on their learning and how this relates to human values, responsibilities and rights.	Reflect on their learning about different insights into what it means to be a person.
<b>Apply</b> Pupils learn to:	Apply their learning to their own life.	Apply values and beliefs to their own and others' experience and lives.	Apply values and concepts explored in their learning to their own and others' experience and self-understanding.

## 5.4 Transition across the Key Stages

	Pupil's context and starting point	Learning experiences	Learning skills
EY ↕	Me and my family and home. Experience and feeling	<ul style="list-style-type: none"> <li>• Play (role play; home corner);</li> <li>• Talk about and share experiences;</li> <li>• Visitors.</li> </ul>	Tell; recall; recognise; list; name; ask simple questions
KS1 ↕	Me, my friends and groups. Experience and feeling Focus on feelings, how they arise from experience, how they relate to the basic concepts and how they are expressed.	<ul style="list-style-type: none"> <li>• Visits and visitors;</li> <li>• Using senses and reflecting on experience;</li> <li>• Reflection and creativity;</li> <li>• Sharing ideas, beliefs, feelings and experiences;</li> <li>• Use of ICT.</li> </ul>	Explore; talk about meaning; compare; identify importance of; explore ways of expression; suggest meanings; give a reason for; reflect on feelings; predict; decide
KS2 ↕	Me in my community(ies). Thinking about experience Focus on concepts relating to beliefs, authority and rituals and how these influence the lives of individuals and communities.	<ul style="list-style-type: none"> <li>• Encountering religious places and communities;</li> <li>• Structured discussions;</li> <li>• Reflecting on experience, feelings, beliefs and insights;</li> <li>• Creative expression of feelings, beliefs and insights;</li> <li>• Exploring local and global religion through ICT.</li> </ul>	Describe; relate; apply; recommend; interpret; verify; define; contrast; 'what if'; judge; debate; devise; arrange; predict; order; combine; justify; rank; reflect; examine; classify; give evidence for; reflect on questions; respond with reasons
KS3 ↕	Me in the world. Challenging experience Focus on ultimate questions and concepts pertaining to meaning, purpose, truth and value and how these relate to human experience and ethical issues in both religious and secular contexts.	<ul style="list-style-type: none"> <li>• Visits and visitors (people with a range of beliefs);</li> <li>• Structured evaluative discussions of arguments and issues;</li> <li>• Developing reasoning skills;</li> <li>• Creative conceptual understanding and expression;</li> <li>• Using ICT to enhance their understanding of religion.</li> </ul>	Discuss; explain; relate; assess; argue; define; hypothesise; refer to; reasoned response; respond in light of; empathise; prioritise; organise; reflect; propose; justify; reflect on meaning/interpretation
KS4 ↕	Our world, our future. Analysing experience Focus on analysis of religious and secular beliefs and evaluation of the impact of faith on the world and how it is put into action, positively and negatively, in local, national and global contexts.	<ul style="list-style-type: none"> <li>• Visits, visitors and original sources;</li> <li>• Analytical discussions of arguments and issues;</li> <li>• Developing evaluative skills;</li> <li>• Assessing concepts;</li> <li>• Using ICT to enhance their understanding of religion.</li> </ul>	Distinguish; compare; locate; suggest interpretations from different perspectives; organise concepts; respond from view of; plan; design; reflect; compare; evaluate; reflect on significance
Post 16 ↕	My place in the world. Integrating and assimilating experience Focus on religious and secular philosophies and the extent to which they provide coherent understandings of what it means to be a person.	<ul style="list-style-type: none"> <li>• Visits and visitors and original sources;</li> <li>• Conceptual analysis of philosophical arguments;</li> <li>• Analyse and criticise arguments and concepts;</li> <li>• Present critiques of arguments and concepts;</li> <li>• Using ICT to enhance their philosophical research.</li> </ul>	Explore structure; perceive internal conceptual inconsistencies; internalise; synthesise; conceptual analysis; reflect on coherence

## 5.5 Age-related expectations

Pupils will be ‘emerging’, ‘achieving’ or ‘exceeding’ or similar judgements according to school policy. This is for summative assessment, taking an overview of a pupil’s work and achievement over time and where appropriate specific assessment tasks/tests.

<b>KS1</b>	<ol style="list-style-type: none"> <li>1. Pupils can retell stories from different religions and traditions, and explain what they think it teaches people.</li> <li>2. They recognise some religious phenomena and can say what religion these are from and say something about their meaning.</li> <li>3. They can recognise that religions share things in common and have real differences.</li> <li>4. They can talk about what is important to themselves and others and give a reason why.</li> <li>5. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people’s beliefs and opinions.</li> </ol>
<b>LKS2</b>	<ol style="list-style-type: none"> <li>1. Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.</li> <li>2. They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people.</li> <li>3. They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied.</li> <li>4. They recognise who and what inspires themselves and others and say something about how this affects their behaviour.</li> <li>5. They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.</li> </ol>
<b>UKS2</b>	<ol style="list-style-type: none"> <li>1. Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.</li> <li>2. They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs.</li> <li>3. They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures.</li> <li>4. They recognise different sources of inspiration and influence on people’s lives and can discuss the positive and negative impact these might have on individuals and communities.</li> <li>5. They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples</li> </ol>
<b>KS3</b>	<ol style="list-style-type: none"> <li>1. Pupils use religious and philosophical language and concepts to explain religions, beliefs, practices and values, including differences within religions and similarities shared across religions and non-religious worldviews.</li> <li>2. Pupils can explain and interpret different forms of religious and spiritual expression.</li> <li>3. Pupils explain different interpretations of religious and non-religious beliefs and research different perspectives on issues and ideas.</li> <li>4. Pupils consider different responses to and insights about questions of identity, meaning, purpose and value found in Christianity and other faith and non-religious worldviews, arguing their own views in the light of this.</li> <li>5. Pupils explain some challenges of living in a multi-faith and belief society and the impact of commitment on the lives of individuals and communities.</li> </ol>
<b>KS4</b>	<ol style="list-style-type: none"> <li>1. Pupils use a wide range of language, ideas, approaches and methods to analyse and demonstrate a broad understanding of religions and beliefs and their significance in modern society.</li> <li>2. Pupils can pull together evidence and insights from religion and other disciplines to explore what it means to be human.</li> <li>3. Pupils can explain how different interpretations of religious and non-religious views may be brought together to share insights about meaning, purpose and values.</li> <li>4. Pupils relate a wide range of perspectives from religions and non-religious worldviews to contemporary social and moral issues, demonstrating understanding of the diversity of views within and between them.</li> <li>5. Pupils arrive at independent conclusions based on research into &amp; evidence about religion and belief and their impact, positive &amp; negative, on communities &amp; society.</li> </ol>

## Acknowledgements:

### Members of the Buckinghamshire Agreed Syllabus Conference

#### Committee A - Other Denominations and Religions

Mrs F Fisher (Methodist)

Mr Z Jawed (Muslim)

Mr B Shine (Jewish)

Mrs V McFarlane (Religious Soc of Friends) (Chair)

Mr S Terry (Buddhist)

Mrs S Sahajpal (Hindu)

Mr R Singh (Sikh)

#### Committee B - Church of England

Mr J Walker

Rev T Harper

Mr T Long

#### Committee C - Teacher Associations

Ms S Smithin (NAHT)

Mrs M Dean (ATL)

Ms S Bowen (NUT)

#### Committee D - Representatives of the LA

Mrs M Clayton

Mr D Watson

Mrs A Beaton

#### Co-opted member

Mrs E Lever (Humanist)

Ms K Crussell (Academy)

Ms S Dinn (Muslim deputy)

#### Members of the Teachers' Writing Panel

Louise Bola (Burnham GS)

Amy Carr (Millbrook Combined)

Margaret Dean (Alfriston School)

Afsheen Nawaz (John Hampden, Wendover)

Mary McCrystal (Wye Valley School)

Vikki Ramsbottom (Great Marlow School)

Rosie Washford-Mower (Chartridge School)

Neil McKain (John Hampden GS)

Sushma Sahajpal

Adviser to SACRE Bill Moore

#### With special thanks to Allison Holley, Clerk to SACRE

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## Appendices:

### Appendix 1: Different approaches to learning and teaching in RE

The Oxfordshire Agreed Syllabus for Religious Education encourages teachers to adopt a wide range of teaching approaches and RE Pedagogies, including:

- **The Phenomenological Approach** in which pupils study the rituals and dimensions of religions in order to understand their meaning and significance to members of the faith community.
- **The Experiential Approach** which focuses on how RE can help pupils make sense of their own experience in the light of their learning about and from the religious experience of faith communities.
- **The Interpretive Approach** in which pupils learn about the faith through encounter with the experiences, views, beliefs, perspectives, beliefs and ways of life of the members of different faith communities and reflect on the light this sheds on their own world-view and experience.
- **The Conceptual Approach** where the pupils explore the concepts of the religions and reflect on the insights these shed on different ways of understanding and making sense of life.
- **The Personal Quest Approach** focusing on how the study of religion helps pupils to develop their own self-understanding.
- **The Ultimate Questions Approach** where the focus is on exploring meaning, purpose, value and identity through the study of religious responses to the questions that life throws at us.
- Naturally there is rich overlap across all these approaches and no one approach adequately covers all aspects of learning in RE, although teachers have their natural preferences. What is most important is identifying which approaches are best suited to achieving the particular purposes of RE and being clear about these.



## Appendix 2: Conceptual Creativity: engaging pupils in their learning and building conceptual bridges between the pupils' experience and the religious context.

Central to the approach to learning in the Buckinghamshire Agreed Syllabus is the process of building bridges between the pupils' own lives and the religious content that they explore. Whether the pupil comes from a particular faith background or none, RE must be relevant to their lives and engage them in meaningful learning with which they can identify and that they can apply to life.

In order to provide opportunities for all children to learn and grow through their experiences of Religious Education, we have to take their own experience seriously whilst expanding their understanding and horizons. In this way they can appreciate the significance of the beliefs, practices and lifestyles found in the principal faiths and beliefs to life in the modern world and their own lives.

The diagram below provides a structure to help plan this.

The **'universal'** structure on the left of the diagram provides a way of exploring the pupils' own experiences, ideas and feelings:

We all have experiences.

These experiences evoke a range of responses (feeling, thinking, challenging).

We need to express these responses and make sense of them, and do so in a variety of ways.

The **'religious'** structure on the right of the diagram mirrors the universal structure, but in the context of a faith perspective:

Religions experience the world as being in some sense 'sacred'.

This evokes such responses as reverence and particular beliefs, attitudes and dispositions.

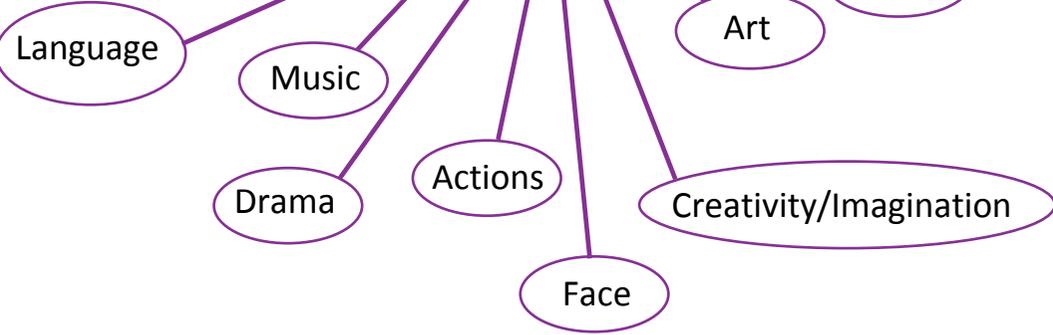
These are expressed through worship in its broadest sense, including how to live life.

People use a range of ways of expressing these feelings, thoughts and challenges, whether secular or religious, and these can combine in various ways (e.g. words and music = songs): art, music and drama; language; inner creativity and imagination; actions and the way we live our lives

(We all have) Experiences

(These evoke) Emotions

Expression

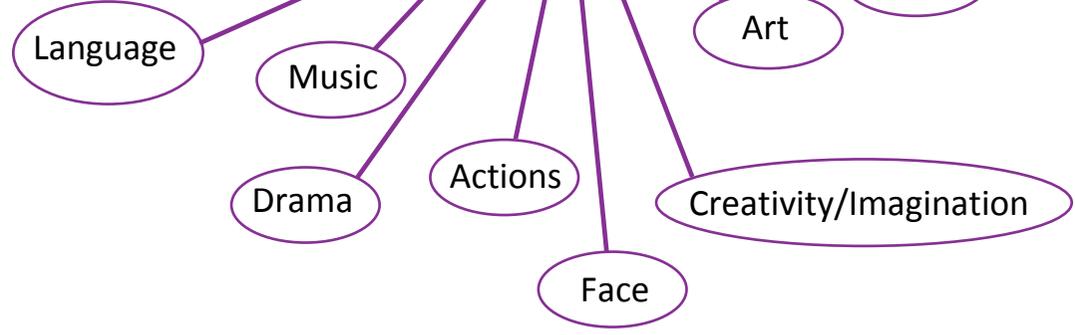


- Universal Structure:
1. We all have experiences
  2. Experience evokes a range of responses
  3. How we make sense of and express these.

(Religious people) Experiencing the world as in some sense sacred

Beliefs, attitudes, feelings and dispositions

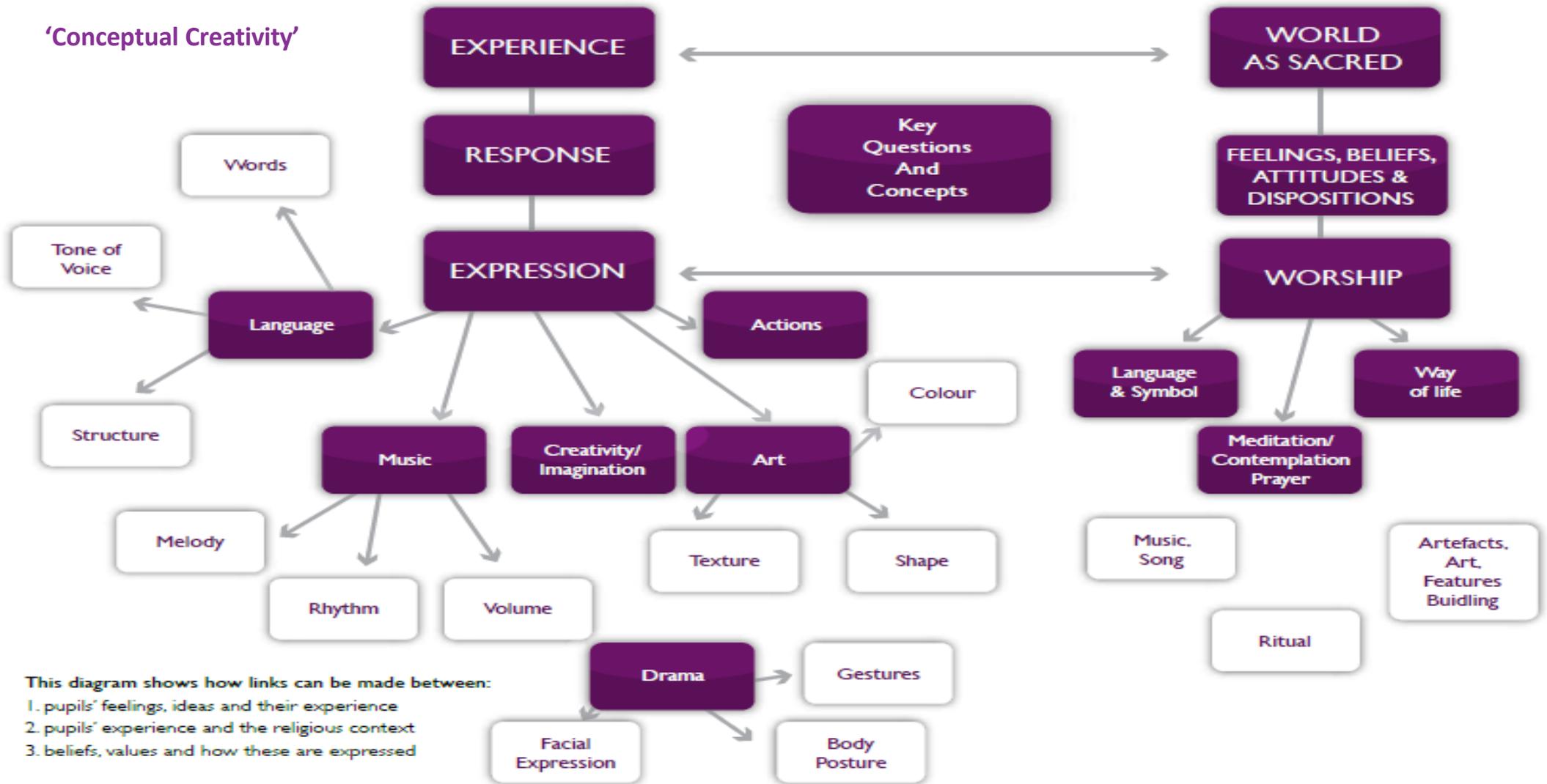
Worship



- Religious Structure:
1. Religious people experience the world as being in some sense 'sacred'.
  2. This evokes a response of reverence, beliefs, attitudes and dispositions.
  3. These are expressed through worship in its broadest sense, including how to live life.

We can now build bridges between the pupils' own experiences and the faith experiences of others through an exploration of questions and concepts. These bridges can start anywhere on the diagram (e.g. music to personal feelings to personal experience and over to religious worship, on to religious belief, feeling or attitude and reflection on relevant concepts and questions) and pupils can engage in creative ways to understand both their own experiences and other people's. However, it is the creative conceptual enquiry that provides the link between the two and which has to occur for there to be any meaningful learning and connection.

*This produces engaging, creative, challenging, enjoyable and worthwhile Religious Education, in which pupils genuinely learn and grow.*



This diagram shows how links can be made between:

1. pupils' feelings, ideas and their experience
2. pupils' experience and the religious context
3. beliefs, values and how these are expressed

### Appendix 3: How to structure pupils' learning – guidance on planning

When planning pupils' learning, think of developing a '**Learning Structure**' that can be divided into '**chunks of learning**', which can last from 1 – 3 lessons.

1. Establish an aim for the learning – **why** should the pupils learn this? What is the purpose? This should be in the form of a 'big question' and the learning is driven by the question.
2. Identify **what** you want pupils to learn (learning intentions).
3. Identify key **concepts** and key **questions** that will help pupils to achieve these.
4. Group concepts in relation to
  - a. Pupils' own experience (e.g. friendship);
  - b. Universal human experience (e.g. relationship);
  - c. Specific religious concepts (e.g. agape).
5. Establish what religious and other content you want pupils to learn.
  - a. Knowledge and understanding;
  - b. Skills;
  - c. Attitudes and personal development..
6. Develop the outline of your Learning Structure (Scheme of Work)
7. Identify learning objectives for each 'chunk of learning' (this means that objectives can carry over more than one lesson).
8. Plan appropriate activities and resources to enable pupils of different abilities and learning styles to achieve the appropriately challenging learning outcomes (the **how** of the learning structure).
9. Establish what you want to assess over the whole Learning Structure and plan how you will assess it through the learning activities (NB: you do not have to assess everything and most assessment will be formative – i.e. built into the learning and tasks set, rather than summative - i.e. end of unit).
10. Assess appropriately, using the frameworks in the AS applied in the context of your whole school policy and practice



It is good practice during all stages of the Learning Structure to allow opportunities for pupils to ask their own questions about the concepts and content. This is especially powerful at the start of the learning, with pupils' questions arising from an appropriate stimulus.

## Appendix 4: RE and promoting spiritual, moral, social and cultural development (SMSC)

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

- Exploring questions of meaning, purpose and value and responding to different faith and belief responses;
- Opportunities to reflect on their own responses to these questions and how these might affect how they live
- Exploring differing understandings of what it means to be a person;
- Developing their own sense of personal and communal identity;
- Asking their own questions that help to make sense of their lives and the world around them;
- Discussing and reflecting on key questions of meaning and truth;
- Developing creative thinking in response to religious forms of expression;
- Exploring the value of relationships in developing a sense of identity and belonging;
- Developing their own views and ideas on religious and spiritual issues.

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

- Exploring different codes of behaviour/living in religions and belief-systems and respond sensitively and critically to these;
- Applying these to classroom and school situations and to personal, social and global moral issues;
- Reflecting on why people do not keep to moral codes or the 'good life';
- Considering the sources, religious and social, of moral codes and values;
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice;
- Studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity;
- Considering the importance of rights and responsibilities and developing a sense of conscience.

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

- Opportunities to reflect on visions of society and how they might affect personal and social relationships;
- Working collaboratively to explore and discuss sensitive social and moral issues;
- Opportunities for interfaith dialogue and visits to different communities;
- Exploring the rich diversity of families and communities within Britain and around the world;
- Exploring faiths in different cultural contexts (diversity within religions);
- Considering how religious and other beliefs lead to particular actions and concerns;
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions.

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

- Using visits and visitors to experience diverse cultures, faiths and diversity within religions;
- Exploring similarities and differences within and between faiths and cultures;
- Understanding the importance of art, music, drama and language to express beliefs, feelings and experiences within different cultural and religious backgrounds;
- Encountering people, literature, the creative and expressive arts and resources from differing cultures;
- Considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices;
- Promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

