

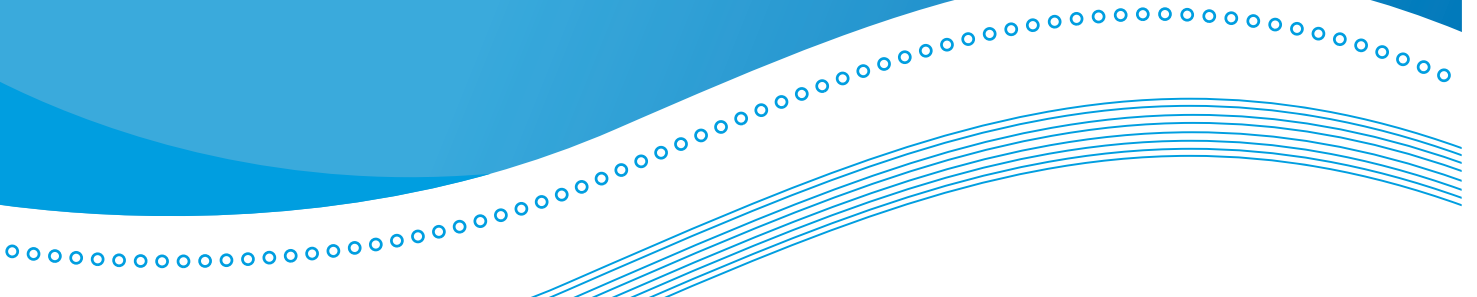


**Success for all**

**Improving Learning Together in Religious Education  
The Borough of Southend-on-Sea  
Agreed Syllabus for Religious Education**

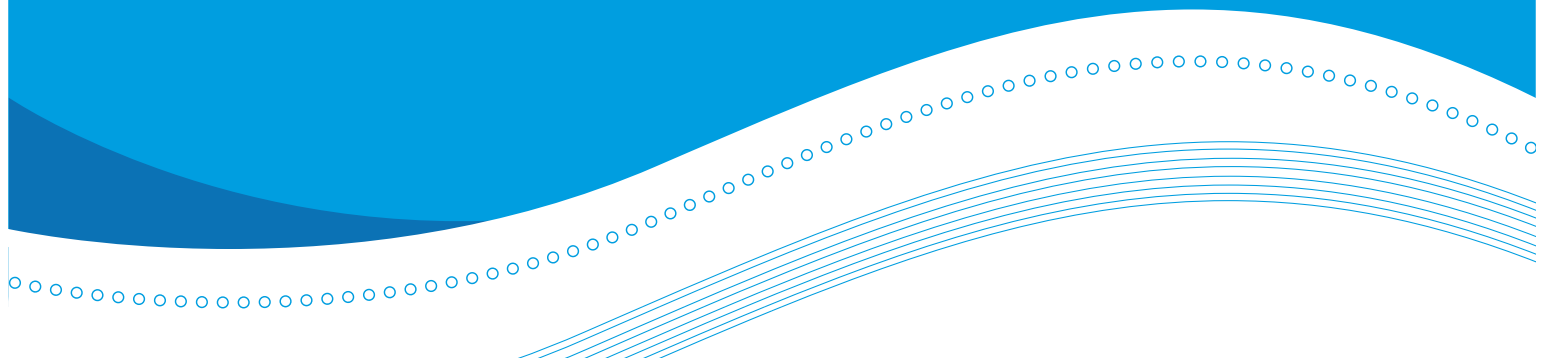


aspiration | achievement | inclusion | participation | excellence



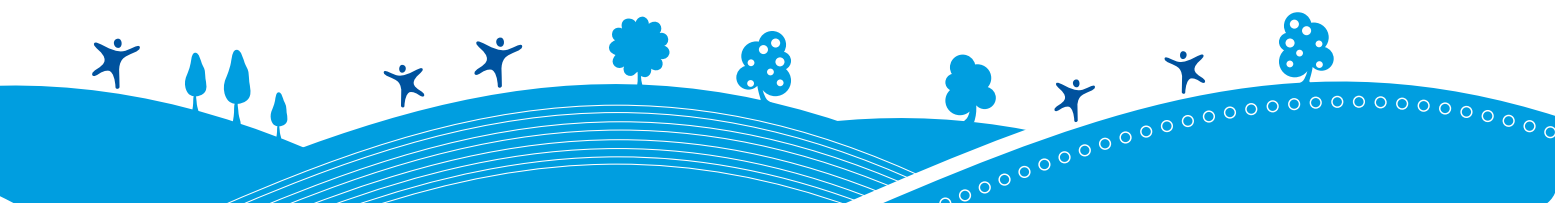


Our aim is simple - Success for all



# Contents

1. Foreword	4
2. Introduction	5
3. Assessment	7
4. Requirements	9
5. Overview of content for KS1-3	10
6. Programmes of Study	11
6.1 The Early Years Foundation Stage (EYFS)	11
6.2 Key Stage 1	14
6.3 Key Stage 2	22
6.4 Key Stage 3	38
7. Exploring Living Faith: generic units	48
7.1 Beliefs and practices	48
7.2 A study of key religions	49
7.3 Visiting a place of worship	50
8. Assessments	51
8.1 Eight Level Assessment Scale with exemplars	51
8.2 P Scales	55
8.3 Key Stage 1-3 Overview	58
9. Resources to support the teaching of RE	61
10. SACRE Agreed Syllabus Conference Membership (over the period of review of the Agreed Syllabus)	64



# 1. Foreword

I am delighted to present Improving Learning Together in religious education (RE), the new Southend-on-Sea agreed syllabus for religious education. The syllabus supports our Improving Learning Together, School Improvement Strategy and responds to the diversity of religion and belief across Southend.

Improving Learning Together in religious education re-affirms the commitment of the Local Authority to an RE curriculum relevant to the 21st century. At a time when Southend is becoming increasingly diverse in terms of ethnicity, this syllabus will ensure that all children and young people who live in Southend can take advantage of the opportunities to share their experiences and learn from one another.

I would like to thank the members of SACRE, the Agreed Syllabus Conference and the teachers involved in producing this syllabus and I look forward to seeing the benefit this will have on the children and young people in Southend.

**Sue Cook**

**Interim Director of Children and Learning**

**Southend-on-Sea Borough Council**

**Chair, Success for All Children Group**

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## Chairman's introduction

I am very pleased to introduce the new agreed syllabus for religious education. The period of preparation of the syllabus has been an exciting opportunity for SACRE and the Agreed Syllabus Conference to develop a syllabus which is rooted in the context of Southend-on-Sea, recognising and celebrating the diversity and richness of the local community. A key feature of the syllabus is the strong focus on the range of religious communities in the Borough. The suggested programme of study has many opportunities for teachers and pupils to visit places of worship and to meet members of the local faith communities in order to understand the impact of faith and the challenges of living by a faith in the twenty-first century. There are also opportunities for pupils to study secular world views such as Humanism.

Religious education plays a significant role in our schools, in the local Southend-on-Sea community and in wider society both nationally and globally. The syllabus will support schools in developing good quality religious education that will inform pupils' views of themselves and others, and their understanding of the world in which they live. There is a strong emphasis on teaching RE in ways that will challenge pupils, engage their interest and curiosity and develop their capacity for critical thinking.

I would like to thank all those who have contributed in any way to the development of the syllabus and have great pleasure in commending it to the schools of Southend-on-Sea.

**Kevin Ryan**

**Chair,**

**Southend-on-Sea S.A.C.R.E.**



## 2. Introduction

### What is the Agreed Syllabus?

This Agreed Syllabus for religious education has been created by the Southend-on-Sea Agreed Syllabus Conference (ASC). It is the legal basis for religious education in Southend-on-Sea's non-aided schools and replaces the previous Agreed Syllabus from September 2013.

Since 1944 schools have been required to teach religious education to all registered pupils in community schools, including those in the sixth form, except to those withdrawn by their parents. This requirement does not apply to nursery classes. Religious education forms part of the core curriculum along with English, mathematics, science, information technology and, at secondary level, citizenship.

The syllabus explains the value and purposes of religious education for all pupils and specifies for teachers what shall be taught within each key stage. It provides a framework for setting high standards of learning in religious education.

Since the current Agreed Syllabus was first published or reviewed, much has changed both in education and religious education. In the light of these changes, the Local Authority has worked through its Standing Advisory Council on Religious Education (SACRE) and an Agreed Syllabus Conference (ASC) to develop this Agreed Syllabus for religious education, which reflects local changes and developments and takes full account of the recent changes in education and religious education.

### Which religions will be taught?

In RE pupils/students acquire and apply knowledge and understanding of:

- Christianity and the other principal religions represented in Great Britain
- how these religions influence individuals, communities, society and the world
- the nature of belief, religion, philosophy and ethics

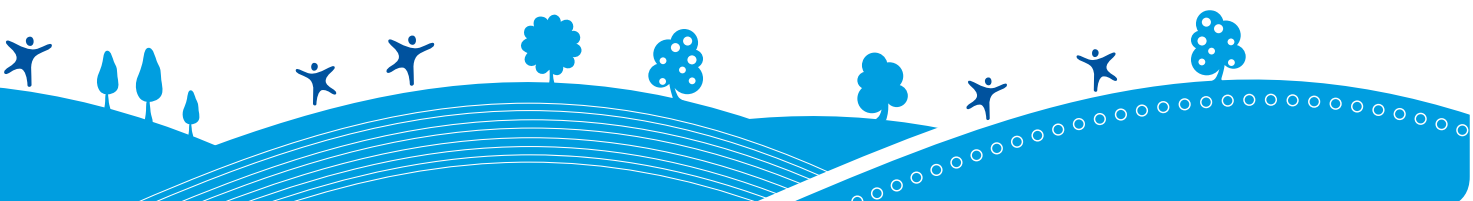
The requirements for religions to be studied are as follows:

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

### Breadth of study

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

- other religious traditions such as the Baha'i faith, Jainism, Zoroastrianism, Rastafarianism
- secular philosophies such as humanism and atheism
- other religions of local significance may be included where appropriate



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

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

## Progression in RE

Pupils are expected to progress in:

- learning about religions (attainment target 1): knowledge and understanding of beliefs, practices and forms of religious expression
- learning from religion (attainment target 2): responding, evaluating and applying knowledge and understanding to pupils' own experiences, sense of meaning and purpose and values and commitments

Progression in RE is shown through pupils building on and consolidating the skills, processes and areas of knowledge, understanding and evaluation that they have developed at key stages 1 and 2. Progression depends on regular opportunities for pupils to engage in and develop their skills of:

- reflection
- empathy
- investigation
- analysis
- interpretation
- evaluation
- application
- synthesis
- creativity

Their progression throughout each key stage will develop pupils' capacity for engaging in increasingly complex studies of religion.

## Requirements for key stages 1-4

**Foundation stage:** Christianity and religious experiences represented in the class and school

**Key stage 1:** Christianity, at least one other principal religion, a religious community with a significant local presence, where appropriate, and a secular world view, where appropriate

**Key stage 2:** Christianity, at least two other principal religions, a religious community with a significant local presence, where appropriate, and a secular world view, where appropriate

**Key stage 3:** All six principal religions, other religions, a religious community with a significant local presence, where appropriate, and a secular world view

**Key stage 4:** All six principal religions, other religions, a religious community with a significant local presence, where appropriate, and a secular world view

# 3. Assessment

## Assessing attainment at the end of each key stage

There are no national statutory assessment requirements in RE but schools must report to parents on students' progress in religious education. This Agreed Syllabus expects schools to report to parents using an eight level assessment scale. The level descriptions provide the basis to make judgements about pupils' performance at the end of key stages 1, 2 and 3. In the foundation stage, pupils' attainment is assessed in relation to the early learning goals.

At key stage 4, national qualifications are the main means of assessing attainment in religious education. Schools are required to report GCSE grades to SACRE.

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the student's performance, considering each description alongside descriptions for adjacent levels.

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

### Attainment Target 1: Learning about Religion

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of communities and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

### Attainment Target 2: Learning from Religion

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

The level descriptions provide the basis to make judgements about pupils' performance at the end of key stages 1, 2 and 3. In the foundation stage, pupils' attainment is assessed in relation to the early learning goals. At key stage 4, national qualifications are the main means of assessing attainment in religious education. Schools are required to report GCSE grades to SACRE through Southend-on-Sea Borough Council's Learning and Improvement Service.

#### Range of levels within which the great majority of pupils are expected to work

Key stage 1	1-3
Key Stage 2	2-5
Key Stage 3	3-7

#### Expected attainment for the majority of pupils at the end of the key stage

At age 7	2
At age 11	4
At age 14	5/6

In deciding on a student's level of attainment at the end of a key stage, teachers should judge which description best fits the students' performance, considering each description alongside descriptions for adjacent levels.

### 'I can' statements

The 'I can' pupil-friendly level statements (displayed throughout this document) are a very useful tool for implementing assessment for learning approaches in RE. They promote good practice in assessment by involving students in selecting evidence of their achievements and reflecting on their progress against personal and national/local standards.





# 4. Requirements

## i. Time allocation

- schools are advised by SACRE to devote 5% of curriculum time in key stages 1 – 4 to religious education
- this equates to the following hours:
  - Key stage 1: 36 hours per year (approximately 50 minutes per week)
  - Key stage 2: 45 hours per year (Approximately 1 hr and 15 minutes per week)
  - Key stage 3: 45 hours per year (1 hr 15 minutes per week)
  - Key stage 4: 40 hours per year (1 hr per week)

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

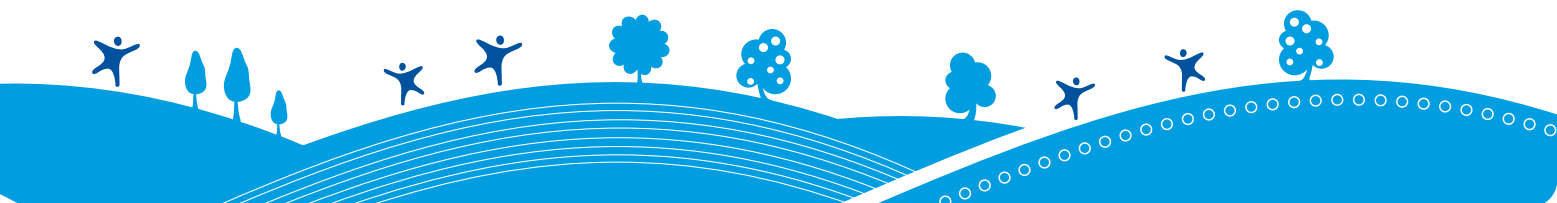
In key stage 4 RE should be a clearly discernible element of the curriculum which either follows a publicly accredited course in religious education/studies such as GCSE full or short course, and other approved courses, or is made up of, for example, at least 4 school designed units in each of years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

For students aged 16-19 at least one course in religious education or religious studies leading to a qualification under Section 96 which represents progression should be provided. RE in the sixth form should be a clearly discernible element of the curriculum which either follows a publicly accredited course in religious studies or gives students the opportunity to further their exploration of and response to religion and secular world views.

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

## ii. Inclusion

- the RE curriculum should meet the learning need of all pupils including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities, from a wide range of ethnic groups and diverse family backgrounds
- in Southend-on-Sea it is expected that all pupils in special schools and pupils with learning difficulties and disabilities, receive religious education as far as it is practicable in accordance with this Agreed Syllabus
- to overcome any potential barriers to learning in RE some pupils may require support to access text, help in communicating their ideas in ways other than through extended writing, and provision of non-visual ways of accessing information
- the National P scales for RE for pupils with special needs provide examples of appropriate experiences



## 5. Overview of content for KS1-3

The overview on page 58 allows teachers to plan for RE within the context of their school. Whilst keeping to the framework of the religions and beliefs to be studied, and the required themes, experiences and opportunities, there is flexibility to re-arrange the units, provided the content is always taught at the appropriate level. The eight-level scale should be used to ensure that the suggested content is taught at the appropriate level.

As an alternative to the thematic approach outlined below schools may choose to teach some units which focus on the study of individual religions in greater depth. The three generic units, **Exploring Living Faith**, can be adapted to the context of the religion/s and units studied and the age/level of the pupils.

**Generic Unit 1:** Beliefs and practices

**Generic Unit 2:** A key religious figure

**Generic Unit 3:** Visiting a place of worship

Although these units are targeted towards key stage 3 they may easily be adapted for the other key stages.

### Teaching about Christmas in Key Stages 1 and 2

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



# 6. Programmes of study

The following programmes of study lay down the requirements for teaching and learning at each Key Stage.

## 6.1 Foundation Stage

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

### The contribution of religious education to the early learning goals

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

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

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

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

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

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

### Communication and language

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



**Example:**

A family celebration linked to a story, for example the celebration of Passover in a Jewish home.

**Personal, social and emotional development**

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

**Example:**

Celebrating together: birthdays, special days, ceremonies of belonging

Learning how religious groups celebrate, for example, the birth of Jesus or the birthday of Guru Nanak.

**Literacy**

- children listen to, retell, discuss and write stories from religious traditions and secular stories which promote a sense of awe and wonder or raise questions of meaning and purpose or pose moral and ethical questions
- using religious artefacts as a stimulus, children think and talk about feelings associated with the artefact and learn new words

**Example:**

Children talk about pets and how they should care for them linked to exploring the Christian parable of the Lost Sheep and the Muslim story of Muhammad (pbuh) and the sad camel, developing their own stories through role play.

**Understanding of the world**

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

**Example:**

Focus on places and people special to the children including visits to local places of worship to provide a stimulus for discussion about children's own cultures and those of others.



## Expressive arts and design

- children are encouraged to express their responses to experiences of diverse cultures, people, places and celebrations imaginatively and creatively through a range of media

### Example:

Use a 'feely bag' to introduce an artefact, promoting curiosity and allowing children to speculate; draw on the five senses to explore the artefact, discussing smell, texture, suggesting how it might be used. Introduce role play to show how the artefact is used and treated by the community to whom it is special; children design and create their own special artefacts.

The Statutory Framework for the Early Years Foundation Stage (EYFS) can be accessed at <http://www.foundationyears.org.uk/early-years>



## 6.2 Key Stage 1

### Religions and beliefs to be studied

- a. Christianity
- b. at least one other principal religion
- c. a secular world view where appropriate

### Themes

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

### Experiences and opportunities

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

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

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



## Year 1 – Autumn Term

### 1. What does it mean to belong?

#### Learning objectives

#### Pupils:

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

Belonging to a family and groups in and outside school

Myself. Where do I belong? e.g. family, school, clubs

How do I show I belong? e.g. uniform, badges.

How do people show they belong to a faith?

Welcoming ceremonies, for example:

Christening, dedication, baptism (Christianity)

Aqiqa (Islam) when the Imam whispers a prayer into a baby's ear

What would you whisper to a new baby?

Naming ceremonies in for example, Sikhism and Hinduism, drawing on the diversity of the school's community

- I can talk about my experiences of belonging
- I can give examples of how people show they belong to a religion
- I can explain the meaning of some of the things people use to show they belong

### 2. Sharing special times together

#### Learning objectives

#### Pupils:

- how and why people celebrate
- to reflect on and share their own experiences of celebrations
- the meaning of the special clothes and food used in some religious celebrations
- about the story of the birth of Jesus
- why many Christians give and receive gifts at Christmas

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

Focus on a religious festival and explore the story linked to that festival. How is it celebrated by believers?

#### Christmas

Celebrating Christmas: focus on gifts and giving.

Invisible gifts: for Christians Jesus is God's gift to the world. Think about the gifts of the wise men, exploring the symbolism of the story.

What gift would you give to a new baby?

What is the most special gift you have ever received? Given? Is it better to give or receive a gift?



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

## Spring Term

### 1. Why, how and where do people worship?

#### Learning objectives

#### Pupils:

- learn about some of the features of worship in Christianity and another religion
- explore why and how places of worship are special
- make links with their own experiences of worship in school
- reflect on and talk about places that are special for them

As a starting point teacher shares own special place/s prompting pupils' responses about their own special places in own home.

Explore what it means to 'worship'.

For some people a place of worship is special.

Introduce worship at home, e.g. Jewish celebration of Shabbat, Hindu home shrine, and compare with worship with others in the religious community.

What happens in our school assembly – what do we do and why?

As part of this unit identify local places of worship and, if possible, arrange a visit giving pupils opportunities to respond to the atmosphere using all their senses.

Virtual tours of many famous religious buildings, e.g. St Paul's Cathedral, can be found on the internet.

Plan and present a special assembly based on learning in this unit.

- I can explain why some people go to a special building to worship God
- I can talk about some of the things that are found in a church and/or other religious buildings
- I can reflect on and talk about places that are special to me

### 2. Who is special?

#### Learning objectives

#### Pupils:

- identify people who are special and explain why
- learn about people who lead religious communities and what they do
- learn that such people often wear special clothes and that these may have special meanings

Explore the question: Who are the special people for me and why?





Introduce examples of men and women who lead religious communities – provide opportunities for children to meet local clergy,

e.g. Vicar/priest/Pastor/Minister (Christianity), Imam (Islam), Rabbi, (Judaism), Granthi (Sikhism), Priest (Hinduism).

Discover: What do they do? Why do they do what they do?

What special clothes do they wear? Explore meaning of symbols.

- I can talk about people who are special to me and explain why
- I can recognise some people who lead religious communities
- I can explain why some religious people wear special clothes

## Summer Term

### 1. What makes a book special?

#### Learning objectives

##### Pupils:

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

What books are special to the children? Invite adults to share their special books. Why are they special? How do we treat our books?

Introduce religious stories, e.g. from the Bible, the Qur'an, Jewish (Old Testament) stories.

Show the special books so that children understand where the stories come from.

How are the sacred books treated? Why? Explore the symbolism, e.g. The Torah scrolls, (Judaism) The Qur'an, (Islam) The Guru Granth Sahib (Sikhism), Bhagavad Gita (Hinduism).

How are the special books used by believers both at home and in places of worship?

Link with literacy events in school, e.g. Book week.

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

### 2. Who cares for the world? Environmental responsibilities

#### Learning objectives

##### Pupils:

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



Use creation stories from Christianity and different faiths as a way of introducing this topic.

Why do religious people believe they should care for the world? Include secular, e.g. Humanist views.

How can we care and protect our world? In school? At home? In our community?

Explore the possibility of visits to see examples of how local people are caring for the environment, e.g. tree planting, recycling.

- I can talk about and retell stories about how some people believe the world began saying what is different and what is the same
- I can explain how these beliefs affect how people treat the world, other people and other living things
- I can give examples of how we can help to care for the environment in our school and community

## Year 2 – Autumn Term

### 1. Religious teachers: What do we know about Jesus?

#### Learning objectives

#### Pupils:

- learn that Jesus is special for Christians
- listen to some stories about Jesus and compare them with stories about other key religious leaders
- reflect on stories about themselves

Briefly revisit the Christmas Story and introduce the childhood and early life of Jesus.

What stories can children tell about their own early lives – perhaps stories told to them by their parents?

Focus on Jesus the storyteller exploring some appropriate stories and their meanings.

Parables: Lost Sheep, Lost Coin, Mustard Seed, explore the symbolism in the parables – hidden meanings

Introduce stories from another faith including stories of faith leaders as children and adults: The Buddha, Muhammad (pbuh), Guru Nanak, Moses, Krishna.

What similarities are there in the way such people are portrayed?

- I can tell stories about Jesus and stories that Jesus told
- I have thought about stories about my own life
- I have listened to stories about other religious leaders

### 2. Celebrations: Light and Darkness

#### Learning objectives

#### Pupils:

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

Introduce children to stories and pictures about light and dark and talk about their own feelings and experiences.

Explore how light and darkness are used symbolically.



Build on these ideas to introduce different festivals (religious and secular) where light plays an important role.

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

Explore light as a religious symbol, e.g. for Christians Jesus as the light of the world.

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

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

## Christmas

Continue to focus on the theme of the light shining in the darkness to develop understanding of the significance of the Christmas story.

Advent candles, Christingle, the star guiding the wise men to Jesus; Christmas lights in towns and homes.

- I can talk about light and darkness and how they make me feel
- I know some stories about light and darkness
- I can explain how some religious people use light to celebrate special occasions

## Spring Term

### 1. Special places

#### Learning objectives

##### Pupils:

- learn about the key features of religious buildings in the local area
- talk about how and why such buildings are special for the communities who use them
- reflect on their own special places

Focus on the local community introducing pupils to the buildings in the area of the school and talking about what they are for.

What makes a place special? What places are special for the children?

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

Investigate a local place of worship – what can you see – what does it mean? Can pupils make links with prior learning and experiences, e.g. identifying the font and linking it with baptism? Use Generic unit 3 page 50

- I can describe and name some of the special things I have seen in the church/ mosque/synagogue/temple/other religious building, and explain what they are used for
- I can talk about places that are special for me

### 2. Why do we care for others?

#### Learning objectives

##### Pupils

- understand that religious people believe they have a responsibility to care for and help others
- explore ways in which these beliefs are put into practice



- reflect on their own values and experiences

Explore what is meant by fairness. Ask: Do we treat everyone fairly?

Why should we care whether people we don't know are being treated fairly?

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

What motivates people to help others, e.g. their faith, just being good human beings? Explore the impact of religion on people's lives focusing on Christianity and another faith?

Religious teachings about care and respect for others, e.g. Islam – commitment to zakat;

Christianity – stories about Jesus the healer

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

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

## Summer Term

### 1. Why do stories matter? Stories in Christianity and other faiths

#### Learning objectives

#### Pupils:

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

Continue to add to pupils' knowledge and understanding of religious and secular stories.

Why are stories important? Explore how some stories are passed down through families, told and re-told; the importance of passing on memories. Encourage children and adults linked to the class to share their own special stories.

Discuss what makes a good story. Why are stories important?

Explore children's favourite stories, what kind of stories do they like best and why?

What are religious stories? Locate these stories in their sacred texts.

Introduce some parables, moral stories from Christianity and another faith.

Explore how such religious stories are used to teach people about God and how they should behave, e.g. stories which focus on forgiveness, jealousy, humility, caring, reconciliation.

Compile a special class book of favourite stories both religious and secular.

Use a Philosophy for Children approach to exploring stories, e.g. setting up a Community of Enquiry.

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



## 2. Who am I? Where do I fit in? What is my place in the world?

### Learning objectives

#### Pupils

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

Use Thinking skills/Philosophy for Children approaches to explore some ultimate questions with the children. Use pictures and stories, both religious and secular, as a stimulus for raising and exploring questions.

Work with the children to generate their own questions about things they find puzzling.

#### Examples:

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

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

#### Notes

*Introduce Thinking skills and Philosophy for Children (P4C) approaches to explore some ultimate questions with the children. Use pictures and stories as a stimulus for raising and exploring questions.*



## 6.3 Key Stage 2

### Religions and beliefs to be studied

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

### Themes

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

### Experiences and opportunities

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

### By the end of KS2 the majority of pupils should be able to:

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



## Year 3 – Autumn Term

### 1. Beliefs in action in the world: People of Faith

#### Learning objectives

#### Pupils

- explore the nature of faith
- identify ways in which faith influences believers
- learn about people of faith in Christianity and how Jesus is a model for Christians
- learn about inspirational people in other religious and secular traditions
- reflect on who or what they find inspiring

What does it mean to have faith?

What is faith? Where does it come from? How does it influence people's lives and actions?

Where does faith come from? Explore this question through the lives of some inspirational people of faith e.g. Sir John Templeman, Cliff Richard, Bono, Geldof, Mother Teresa.

How is Jesus a model for Christians? Focus on teachings of Jesus that everyone matters, e.g. The Widow's mite, Zacchaeus, healing of Bartimaeus.

Introduce examples from other faiths and secular examples.

Reflect on people the pupils find inspiring and explore the reasons why and what difference it makes to their lives.

- I can explain what faith is and talk about how it makes a difference in people's lives
- I can give some examples of people of faith in different religions
- I can talk about people who inspire me and how this affects the way I live

### 2. Celebrations: Waiting and preparing

#### Learning objectives

#### Pupils:

- talk about their own experiences of anticipating celebrations
- learn why celebrations are important in religions
- listen to the stories behind some religious festivals and learn how and why the festivals are celebrated today
- explore and explain the meaning of Advent and Christmas for Christians

Discuss the purpose of religious and secular celebrations in passing on shared memories, beliefs and values.

Explore the experience of 'Waiting for Christmas' during Advent; emphasise the sense of excitement, anticipation, hope.

Explore children's feelings of excitement and anticipation before Christmas or other special festivals, e.g. Hannukah (Judaism), Eid (Islam), Diwali (Hinduism).

Work with the children to plan and organise their own class festival.

Compare the children's feelings of excitement and anticipation with those of people in the religions studied.



## Christmas

Revisit the Christmas story emphasising the experience of waiting for Mary, Joseph, Elisabeth, Zachariah. Build on the children's experiences of waiting for something/someone and their feelings in anticipation of Christmas or another special festival

### Notes

*The stories of Elisabeth and Zachariah are not as well known as other parts of the Christmas story. Find appropriate versions in Bible stories re-told for children.*

- I can describe what happens at some religious festivals and explain why
- I can compare my own experiences of celebrations with those of people in the religions I have studied
- I can tell the story of the events leading up to the birth of Jesus
- I can explain why Advent and Christmas are important times for Christians

## Spring Term

### 1. How important can a book be?

#### Learning objectives

##### Pupils:

- reflect on the idea that books have special significance for some people
- learn how people in different religions use holy books, how they are treated and why they are special
- make links between the beliefs, teachings and sources in at least two religious groups
- explore and respond to stories from different religious books and explain how they affect the lives of believers

Share a special book with the children explaining why it is special.

Show and talk about a range of sacred texts in different forms and versions.

Why do religions have sacred texts? How are they different from other books?

Where do they come from?

Why are they special?

Focus on the stories of Easter (Christianity) and Passover (Judaism) locating them in the sacred texts of the two religions.

Use approaches such as drama, role play, hot-seating to explore the stories.

What do these events mean to believers?

- I can talk about my feelings about books and how they can be special to some people
- I can describe how different believers use and treat their holy books
- I can tell some stories from different holy books and explain what some people believe about them





## 2. What does it mean? Signs and symbols

### Learning objectives

#### Pupils:

- explore and develop vocabulary relating to religious practice
- understand the significance of symbols in different religions
- explore and develop vocabulary relating to religious practice
- study a religious story in depth to draw out the symbolism and its significance for believers
- reflect on and respond to the stories, raising questions

Explore and develop vocabulary relating to religious practice, revisit symbols already covered, e.g. baptism, light and darkness, Easter, Passover.

Understand the significance of symbols representing different religions eg outward signs of the 5Ks in Sikhism; Jewish Tallith, phylactery; Five Pillars (Islam).

Explore the story of Pentecost, its symbolism and its significance for Christians.

How might the disciples have felt when they experienced the Holy Spirit?

Have pupils ever had a life –changing experience?

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

### Summer Term

## 1. What makes a story religious?

### Learning objectives:

#### Pupils:

- identify the characteristics of stories
- suggest possible meanings for stories
- learn that religious stories often have a teaching purpose
- retell stories for younger children

Explore the question: What's the use of stories? What makes a 'good' story?

Help pupils identify the characteristics of stories, making links with their learning in literacy.

Read a range of stories from different religions and some secular stories with the children, exploring meanings.

Are religious stories different from secular stories? How/why?

Discuss how religious stories, e.g. Bible stories, are often told/written to teach believers about God and how they should live. This may also be true of non-religious stories, e.g. Fables and Fairy Stories.

Explore and compare some suitable stories from Christianity and Hinduism – what characteristics are shared?

Collect favourite stories and make a class book.



Rewrite some of the religious stories covered in this unit as little books for younger children and share them with other classes.

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

## 2. Three people who changed the world

See *Generic Unit 1* for support in teaching this unit.

### Learning objectives

#### Pupils:

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

Religious teachers and prophets/special/key people

Focus on Jesus, Muhammad and the Buddha.

How do we know about them? Re-introduce the sources of the stories.

What do the stories tell us about them as people and what they believed in?

Identify the characteristics of such people.

Do such people exist today?

- I can talk about what makes a good leader
- I can give examples of religious leaders and explain how they have inspired and influenced believers
- I can identify the qualities of people who have influenced and inspired me and compare them with the religious leaders I have studied

## Year 4 – Autumn Term

### 1. What is worship?

#### Learning objectives

#### Pupils:

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

Why do people worship?

Why do we have assemblies in school? What happens in assemblies?

Why do religious people come together to worship?

Why are the time and place significant?

What do people do when they worship?

Differences in Christianity between denominations – reasons why? (e.g. Quakers, Roman Catholics and



Pentecostals)

Places of worship in our locality.

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

## 2. Where are we going? Journeys

### Learning objectives

#### Pupils:

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

Begin with children's own experience of journeys – holidays, school trips; for some it might be a traumatic experience e.g. for refugees or asylum seekers: use resources from Christian Aid.

Investigate Pilgrimages, e.g Christianity: Lourdes, Walsingham; Islam: Haj; Hinduism: Benares; Judaism: Jerusalem.

How are pilgrimages different from other journeys?

Consider journeys that are forced rather than chosen, e.g the Exodus from Egypt.

Discuss: 'Where are we going in our own lives?'

Pupils reflect on 'A journey I would like to make'.

#### Christmas Journeys:

Explore Mary's Journeys – Nazareth to Bethlehem, to Egypt and back to Nazareth. Use maps to trace the probable route. How far? How long would it have taken? Consider transport. Explore feelings, e.g. being a refugee, being homeless.

Pupils write a postcard from Mary to her family in Nazareth.

- I can explain what a pilgrimage is and give some examples of pilgrimages in different religions
- I can explain why pilgrimages are important to believers
- I can talk about the journeys in the Christmas story from the perspectives of some of the people involved
- I can reflect on my own experience of the journey of life



## Spring Term

### 1. What makes a book holy?

#### Learning objectives

#### Pupils:

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

Why are some books 'holy' and some just ordinary?

How do we treat our books?

Focus on some holy books to discover what is in them and how members of that religion use them; how do they treat them and take care of them?

Compare use of electronic technology, e.g. a Satnav, with using a road map – what are the advantages and disadvantages of having a book?

Is it the content of a book that makes it special? Or is it what people believe about it?

What is the Bible? What's in it? Why do Christians believe it is a special book? How does it reveal God?

How is the Bible used in public and private worship?

Resource: Use Wisdom and Story from the Bible: Wisdom Card Game.

What do sacred books reveal for believers in other faiths studied? For example, find out how Muslims received their holy book. How is it used and respected?

#### Notes

*Be specific about the sources of stories from faiths*

*Make clear links with literacy*

*Structure thinking and questioning using Bloom's Taxonomy – make this a generic aspect of all courses.*

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

### 2. What's right and what's wrong?

#### Learning objectives

#### Pupils:

- learn what is meant by 'moral values'
- identify some key religious rules for living and evaluate their impact on the lives of believers
- reflect on ideas of right and wrong and their own and others' responses to them



Explore with pupils the question: What are moral values?

Use stories, e.g. 'Values for Thinking' by Robert Fisher to help pupils understand

Where do we find our values to live by?

Focus on rules for living in the faiths studied, e.g. The Ten Commandments, the Code for living for Jews and Christians. How should someone who follows the Ten Commandments live?

Introduce the 'Golden Rule' (Treat others as you would like to be treated yourself) which is the basis for living in most religions and also for Humanists.

Discuss whether this rule is sufficient as a guide for living a good life through some practical examples.

What would it be like to live without a moral code?

What would the world be like if there were no rules?

Draw up a moral code for the class, school, community, the world.

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

## Summer Term

### 1. Thinking about God

#### Learning objectives

##### Pupils:

- explore the concept of God
- learn relevant subject vocabulary
- discuss and compare different beliefs about the nature and existence of God
- reflect on their own views and beliefs

What do people mean when they talk about God?

Explore a range of different views: One God? Many Gods? No God?

Introduce pupils to new vocabulary, e.g. theist, monotheist, atheist, agnostic, religious, secular.

##### Focus on:

- Faiths where belief in one God is central: Judaism, Christianity, Islam, Sikhism.
- Hindu teachings about one God in many forms;
- Buddhism a religion with no God;
- Humanism: there is no God.

Explore similarities and differences between the viewpoints studied.

Provide opportunities for thoughtful discussion and for pupils to reflect on their own beliefs about whether God exists and what God might be like, and those of others.



- I can ask questions about what religious people believe about God using religious words
- I can explain what different religions believe about the nature of God
- I can discuss my own and others' views about whether God exists and what God might be like

## 2. RE-on-Sea: Looking for Religion in our Community

Refer to generic Unit 3 "Visiting a Place of Worship" to support this unit (page 50).

### Learning objectives

#### Pupils:

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

#### A research focused activity building on learning in RE, for example:

Produce a leaflet for visitors to one or more places of worship in the local area or prepare a trail for school groups visiting places of religious and cultural interest locally, explaining what interesting features they should look out for and why.

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

Research, plan and lead an assembly to celebrate the diversity of religious and secular groups represented in the school.

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

## Year 5 – Autumn Term

### 1. Religion and the individual: What does it mean to have faith?

#### Learning objectives:

#### Pupils:

- explore what is meant by 'faith'
- investigate what faith means in practice to people from different religions and secular backgrounds
- analyse and evaluate the findings of research
- reflect on their own responses

What is meant by faith? Find examples from everyday life, e.g. faith in professional expertise of doctors, surgeons, bus drivers, airline pilots.

What does faith mean to religious people?



How do people keep their faith even when things go wrong?

Do some research to find out how individuals experience their faith.

Frame this unit as an investigation. Support pupils in planning questions and prepare them for discussions with people from the range of faith and secular backgrounds available in the community.

Pupils analyse, evaluate and present their findings under the heading: 'What does it mean to have faith?'

Provide opportunities for pupils to reflect on their own beliefs and their responses to those of others.

### Note

*Always give visiting adults a clear brief so that they understand the RE focus. Work with pupils to prepare relevant questions before they meet visitors. Emphasise the importance of respect for things and beliefs which may seem different and strange.*

- I can explain what is meant by 'faith'
- I can explain some of the reasons why people belong to religions
- I can describe and explain ways in which religious people express their faith
- I can give my own views about what it means to belong to a religion

## 2. Experiences of God: Revelation- exploring the concept of God in the religions studied

### Learning objectives

#### Pupils:

- learn that in many religions there are events when people feel that they have met with God in some way
- explore and analyse stories about revelation from Christianity and other religions identifying similarities and differences
- ask questions and identify aspects of stories they find interesting or puzzling

Build on the Year 4 unit 'Thinking about God', introducing pupils to examples, from Christianity and other religions, of occasions where people have felt that God has been revealed to them.

Examples could include: Jacob's vision of angels (Jacob's ladder), Moses and the burning bush, Saul on the Damascus Road, the resurrection appearances of Jesus; the revelation of the Qur'an to Muhammad, the formation of the Khalsa in Sikhism, the enlightenment of the Buddha.

Explore the stories of these events using a range of active approaches such as drama, hot-seating, community of inquiry, expression through art and design.

What features do the stories have in common?

What was the impact of these events on the people involved?

Give pupils opportunities to reflect on the stories and identify aspects they find interesting and/or puzzling.

### Christmas

This continues the theme of divine revelation focusing on the Incarnation. Re-visit the Christmas story with a focus on developing an understanding of the symbolism of the key Christian belief that God came to the world as a human baby.

Explore the responses of the key characters – Mary, Joseph, the shepherds, the wise men – people who recognised that God was revealed through Jesus.



## Note

*This is a challenging unit requiring pupils and teachers to explore some difficult concepts in depth.*

- I can tell some stories which show that religious people believe that God has been revealed to humans in different ways at different times
- I can identify some similarities and some differences between the stories in different religions
- I can explain why Christians believe that God revealed Himself through Jesus
- I can ask questions about the stories and say what I find interesting and what puzzles me

## Spring Term

### 1. Religious expression: spiritual values

#### Learning objectives

##### Pupils:

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

Ask pupils to identify what makes humans different from animals.

Compile a class list of ideas including aspects such as thinking, reasoning, senses of right and wrong, experiencing wonder, joy, creativity, imagination, express as a mind map or Venn diagram.

Introduce the word 'spirituality' and explore the meaning with pupils.

What are spiritual values?

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

- I can explain the meaning of spirituality and give examples of how it is expressed in Christianity and Buddhism
- I can reflect on my own values and evaluate the importance of spiritual values in the world today





## 2. Follow the leader? Religious authority and leadership

### Learning objectives

#### Pupils:

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

What makes a good leader? Why?

Where does a leader's authority come from?

Why are sacred writings important? Can a book be the leader – as in Sikhism?

What are the differences between religious and secular leaders?

What are the duties of a leader?

What is the scope of authority?

Identify some key religious leaders, e.g. The Dalai Lama, The Archbishop of Canterbury, The Pope. Find out what their role is.

Find out about religions/groups that do not have such important leaders, Hindus and Quakers, for example.

Draw up list of essential qualities for a good leader based on the people studied.

Ask pupils to identify key people who have motivated and inspired them and the similarities and differences between these people and the religious leaders they have studied.

- I can talk about what makes a good leader
- I can give examples of religious leaders and explain how they have inspired and influenced believers
- I can identify the qualities of people who have influenced and inspired me and compare them with the religious leaders I have studied

## Summer Term

### 1. The journey of life and death

#### Learning objectives

#### Pupils:

- identify some of the key events in people's lives
- learn how key life events are celebrated in Christianity and the religions studied describing some similarities and differences
- reflect on their own experiences of celebrating key events in their lives

Focus on rites of passage in the religions studied using RE Today publication: Exploring the Journey of Life and Death.

Cover birth, growing up, marriage and commitment.

What happens when someone dies?

How and why do we celebrate these key moments in our lives?

Use stories and examples from the faiths studied and secular worldviews.



## Note

*This unit explores sensitive issues which may touch on events in children's lives. Teachers should ensure they are aware of any pupils who may find it upsetting to explore issues about death and loss.*

- I can identify key events in the journey of life
- I can describe how these events are celebrated in the religions I have studied
- I can identify similarities and differences in the ways people practice their religions
- I can reflect on important stages in my own life and how they are celebrated

## 2. Who owns the world? Religion and the environment

### Learning objectives

#### Pupils:

- raise some questions and explore answers relating to responsibility for the environment
- show understanding of some creation stories from different religions and why believers claim that the world is sacred
- use a variety of media to create and express visions of the world
- express their own views about the relationship between people and the environment

How the world started: a study of the creation stories in the faiths studied and the ultimate and ethical questions they raise.

Discuss scientific theories about how the universe began – are they incompatible with a religious view? What is the Humanist view?

What is our relationship with the natural world? Explore the ideas of ownership, stewardship and conservation.

Introduce and discuss the slogan: 'The world has enough for everyone's need but not everyone's greed.'

Make links with art, design and technology to create visions of the world as it might be if cared for/neglected.

Pupils identify and get involved in an environmental project in the school or local area.

- I can explain some religious and non-religious views about the relationship between humans and the environment
- I can re-tell and interpret some creation stories, explaining their meaning for believers
- I can express my own views about how humans should treat the environment

## Year 6 – Autumn Term

### 1. Are there more questions than answers?

#### Learning objectives

#### Pupils:

- begin to reflect on and discuss some challenging religious and philosophical questions
- reflect on their own responses to such questions and the reasons for them
- explore how Christians and members of the religions they have studied and those who do not hold religious views respond to these questions



What questions can be/are answered by religion?

Introduce the concept of ultimate questions and explore examples with pupils.

Who am I?

Why am I here?

What is good? What is bad?

Is death the end?

Explore with pupils whether ultimate questions can be answered.

Research the responses of members of different religions and secular responses to the questions raised by the pupils.

What do pupils think are the six most important ultimate questions?

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

## 2. Beliefs in action in the world

### Learning objectives

#### Pupils:

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

Take examples from any of the major religions of the expectation that there will be regular giving to help people who are less fortunate. Ask pupils whether you have to be religious to care about others.

Ask pupils: Who or what do you care about most and why?

Discuss what motivates believers in Christianity, and the religions studied to care for others?

Use examples from Christianity, the faiths studied and secular experiences which demonstrate care for others, both humans and animals, e.g. the Hindu belief in cow protection.

Focus on charities – how many can the children list? What charities are supported by the school and why?

Research the top ten charities that receive the most support in a year in the UK and use this to promote discussion.

Resource: RE Today: Exploring Beliefs in action in the World.

### Christmas: No room at the inn

Focus on homelessness; research the work of the charity Crisis at Christmas.

Link to the Christmas story: Jesus was born in a stable because there was no room at the inn.

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



## Note

Use Community of Enquiry, Hot-seating, role-play and visualisation strategies to help pupils explore the story (which they probably feel they know well) in different ways to draw out its deeper significance.

## Spring Term

### Beliefs in action in the world: human rights (double unit)

#### Learning objectives

#### Pupils:

- learn what human rights are
- learn what Christianity and other religions teach about human rights
- reflect on the importance of human rights

Use the Declaration of Human Rights for Children as a basis for this unit.

Resource: We Are All Born Free – The Universal Declaration of Human Rights in Pictures: Frances Lincoln Books in Association with Amnesty International

Discuss with pupils what rights they think they have. What does it mean to be free? To be treated equally?

Introduce the Declaration of Human Rights for Children and ask pupils to work in groups to discuss how they would rank them.

Introduce the question: How does religious belief influence the way people act in the wider world?

Explain that many people have been and continue to be involved in global issues and human rights issues because of their religious beliefs.

#### Examples:

- The Baha'i faith teaches that there is only one human family and that all people are part of God's creation and share the same human rights
- Jains believe that harming anyone in any way goes against a person's human rights
- Christians believe that everyone was created equal by God and should be treated equally with justice and fairness

Use the example of John Sentamu, Archbishop of York who spent 7 days living inside a tent in York Minster praying and fasting for peace in the Middle East (Resource: RE Today Exploring beliefs in Action in the World: resources list)

Research/read/tell the stories of people who have worked for the rights of others, e.g. Martin Luther King, the Dalai Lama, Gandhi. Use role play, hot-seating, interviews to explore the stories.

As a group activity pupils imagine they are the government of a newly created country – what ten rules would they make and why?

- I can explain what human rights are
- I can give examples of people who have been influenced by their religious beliefs to work for human rights
- I have reflected on and identified the human rights I think are most important and can explain why



## Summer Term

### How is faith expressed through the arts (double unit)

A study of how the creative and expressive arts are used to express and communicate spiritual ideas and feelings.

#### Learning objectives

##### Pupils:

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

Explore the connections between religion and art/the arts from different faith perspectives, e.g. the discipline of Islamic art, the symbolism of Hindu art. Include art, sculpture, music, dance and drama to enable pupils to express their responses to the teachings and practices, stories and images of the religions they have studied.

Make a link with the Spirited Arts Project run by RE Today, giving pupils the opportunity to respond creatively to their learning about religion and spirituality.

- I can explain and give examples of ways in which religious beliefs are expressed through art and how they may differ
- I can explain some religious symbols and why they are important to believers
- I can talk about how art can be used to express feelings, emotions and spiritual ideas giving examples from the religions I have studied



## 6.4 Key Stage 3

### Outline of content for RE at key stage 3

Note: there is flexibility for teachers to organise the modules in ways that are appropriate to their school context, particularly for those who wish to start GCSE courses in Year 9.

As an alternative to the thematic approach outlined below schools may choose to teach some units which focus on the study of individual religions in greater depth.

#### Students will study:

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

#### By the end of KS3 the majority of pupils should be able to:

- investigate and explain the differing impact of religious beliefs and teachings on individuals and communities
- investigate and explain why people belong to faith communities and suggest reasons for diversity
- suggest reasons for similarities and differences within and between religions
- discuss and evaluate how religious beliefs and teachings inform answers to ultimate and ethical questions
- express their own views, insights and evaluations of religious, spiritual and ethical questions
- formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives
- explain what inspires and influences themselves and others, in relation to religion and belief



## Year 7

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

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

### 1a. What is RE and why do it? (all six religions and Humanism)

*An introductory unit to bridge the transition from KS2-KS3 building on pupils' prior learning and experiences.*

Why do we study RE? Record pupils' answers so they can be revisited at the end of the unit.

What do I know about religion already? Can pupils identify the major world faiths? Other religions? Secular world views?

What are the key features of religion/belief?

What is the impact of religion/belief?

Explore meanings of and differences between fact/opinion/belief/faith

Pupils carry out an independent inquiry into a chosen belief exploring:

- how does belief influence actions? – e.g. worship, spreading the message, caring for others, moral and ethical actions
- what is faith and what difference does faith make?
- why and how do religious beliefs inspire?
- who/what inspires and influences pupils in their own lives?

Pupils apply learning in this unit by revisiting the key question: Why RE? and exploring it from the perspectives of a philosopher, a theologian, an atheist. Why might an historian, geographer or builder need RE? Ask: 'As God – why RE?'

- I can identify the key features of religion
- I can distinguish between fact/opinion and belief
- I can explain what faith is
- I can identify the key beliefs of Christians and other religious and secular groups I have studied
- I can describe how beliefs affect people's choices and actions
- I can talk about what inspires and influences the way I act and the choices I make
- I can evaluate the impact of religious education



## 1b. Who am I? Who are you? (All religions but particular emphasis on Christianity, Islam, Hinduism, Humanism)

Explore the question: What makes humans different?

Make visits in the community or invite visitors to share and discuss their views, enabling pupils to explore the impact of their beliefs/faith.

Human identity: who are we? Why are humans unique?

How are humans similar and how do they differ?

What/who/where is the 'real' me? Am I more than my physical body?

Explore and evaluate the concept of the Soul in Christianity/ Islam/Hinduism.

Do you have to be religious to believe in a Soul? Examine a Humanist or Atheist perspective.

- I can investigate and explain religious and secular responses to ultimate and ethical questions
- I can analyse and compare beliefs about the Soul in different religions
- I can reflect, raise questions, discuss and evaluate my own and others' beliefs about what it means to be human

## 2a. God or no God? (All six religions, Humanism, atheism)

What do people believe about God?

What is the evidence for the existence of God?

Investigate a range of proof claims.

Explore the nature, character and image of God in the religions studied.

Introduce and evaluate a secular perspective.

Was the universe designed? – an exploration of the key theories.

Are religious and scientific views incompatible?

What do people believe about God in the religions studied?

What are students' own beliefs and responses?

What questions does this unit raise for them?

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

## 2b. Is anything worth dying for? (All major religions)

Explore in depth historic and contemporary examples of dying for a belief, from a range of faiths.

Begin by exploring pupils' views on the key question and introduce the concept of martyrdom, using examples, e.g. Route 1, story or video.





Revisit pupils' previous learning about Jesus asking: Who is Jesus? What do we know about his life?  
Explore the events leading to the death of Jesus focusing on the key question: Why did Jesus die?  
What is the significance of the death and resurrection of Jesus for Christians?  
What is the impact of his sacrifice on individuals, communities and in the wider picture of world history?  
Imagine the crucifixion did not happen – rewrite history.  
Revisit the key question and critically evaluate in the light of learning in this unit: Is anything worth dying for?

- I can explain the meanings of sacrifice and martyrdom
- I can explain and evaluate the powerful impact of religion on the lives of believers
- I can reflect on and explain my own views and opinions about whether some principles are worth dying for

### 3a. Who can change the world? (Influential people from all major religions, other religions and secular examples)

Ask pupils: If you had the power how would you change the world?  
Can pupils identify people who have made a difference – i.e. changed the world for the better?  
Explore and analyse the characteristics of such people  
Identify key figures in the religions studied, e.g. Jesus, Gandhi, Martin Luther King, Mother Teresa, Nelson Mandela, Rosa Parks, the Dalai Lama, Guru Gobind Singh, Muhammad, Siddhartha Gautama  
Pupils research their lives and achievements, producing case studies, presentations to class, analysis to identify:  
What are the similarities and differences between these people?  
What does it take to make a difference?  
What motivates and inspires such people? Were they brave or foolish?  
How might these people act if they were alive today? Why?  
Pupils reflect on: Who cares? Why should we care? Do we want to make a difference? How can we do this? Locally/nationally/internationally?

- I can identify some people who have made the world a better place
- I can explain some religious teachings which inspired them to act in the way they did
- I can identify ways people can make a difference locally, nationally and globally
- I have reflected on how these issues relate to my own experiences

### 3b. Is the earth sacred? (Christianity, Islam, Hinduism)

Introduce the unit with the speech of Chief Seattle.  
Ask pupils: Who has responsibility for the future of the planet?  
Reflect on and discuss these words of an environmental scientist:  
"We have not inherited the earth from our fathers; we are borrowing it from our children."  
Investigate beliefs about the origins of the world and humanity and responsibility to preserve and care for the environment in three religions: Christianity, Islam and Hinduism  
Explore what is meant by the belief that the earth is sacred.  
Focus on the key ideas of stewardship in Christianity, Khalifa in Islam and the Hindu belief that God is in every living thing.



Do animals have rights? Is it ever acceptable to use animals for human needs?

Reflect on this slogan: 'The world has enough for everyone's need but not for everyone's greed.'

- I can give reasons why some people are concerned about the way we treat the environment
- I can explain Christian, Muslim and Hindu teachings about the environment and their impact on the lifestyles of believers
- I have reflected on my own attitude to human responsibilities to caring for the environment
- I can express personal views about environmental issues, backed up by reasoned arguments

## Year 8

### 1a. What makes a community? (All six religions, other religions according to context of schools, Humanism)

A school designed unit with a strong local focus. Investigate faith and belief in the local community identifying and exploring practices and ways of life, identity and belonging, values and commitments both secular and religious.

- what is a good community and what makes it work? (draw on pupils' experiences and link with people and groups in the community)
- what are the features of religious communities?
- how do people feel they 'belong' to their communities – link with pupils' own experiences of belonging in different contexts
- identify key celebrations for the religions studied, understand the key features of these/compare, identify similarities and differences between religions and with secular celebrations, drawing on pupils' experiences
- what place does worship have in the local community? – identify local places of worship – meet people, make visits
- pupils work together to design and produce a resource for use in the community, e.g. a leaflet, DVD, posters, to promote good community relations and generate understanding a co-operation between the different groups they have studied

- I can explain some reasons why some people belong to a religion
- I can identify and describe some features of religious and secular/non-religious communities
- I can describe some of the ways people from different religions express themselves, through worship, for example, and give reasons to explain why they do what they do
- I can compare religious and secular festivals and celebrations and explain the importance of some religious celebrations and festivals and the role they have in Southend-on-Sea
- I can compare and contrast these experiences with my own

### 1b. Where are we going? Exploring beliefs about life after death (Christianity, Hinduism, Buddhism, Sikhism, Humanism)

Ask the big question: What happens when we die – discuss and explore pupils' beliefs and ideas.

Why is the question of what happens after death so important to people?

What do people believe about life after death?

Look at the supernatural beliefs and experiences of people who do not believe in God, e.g. near death experiences: surveys show a high percentage of people believe in life after death even though they do not belong to a religion.



Introduce the Humanist view that death is the end and we should live the one life we have in the best way possible. Focus on Christian beliefs and the reasons for them: what makes Christians certain that there is life after death? Revisit the resurrection of Jesus and explore the story and Christian beliefs in depth. Look at examples of art depicting scenes of the Last Judgement.

Explore religious beliefs that involve reincarnation: Hinduism, Buddhism and Sikhism.

Discuss the concept of karma.

How might belief in life after death affect the way people behave in this life?

Explore what gives people courage for life and what gives them courage to face death?

- I can explain what Christians believe about life after death
- I can explain the impact of the Humanist view that death is the end
- I can explain what Buddhists, Hindus and Sikhs believe about death and rebirth
- I can evaluate the impact of religious and secular beliefs about life after death on the way people live their lives

## 2a. Is there anybody there? An exploration of prayer (potential to cover all religions)

Focus on pupils' experiences of the many ways in which people communicate; why do some people feel the need to keep in touch constantly, e.g. mobiles, texts, Facebook, Twitter?

How do some people feel they can communicate with God?

Look at examples of people praying in public, e.g. footballers on the pitch

Use a clip from the film Bruce Almighty to prompt pupils to think about what might happen when people pray

What is prayer for? How do people in different religions prepare for prayer?

Is the place where prayer takes place important?

Examine the differences between worshipping with others and alone

Analyse and reflect on examples of prayers used in different religions

What is the power of prayer? Does prayer make a difference?

Look at the ways some people believe their prayers have been answered. Evaluate examples of claims of miracles

Explore mysticism and contemplative approaches to prayer, e.g. silent orders,

Buddhist prayer wheels and flags

Discuss the '999 prayer' - why do some people pray in a crisis even if they are not religious?

- I can explain how prayer is a form of communication with God
- I can explain approaches to prayer in the religions I have studied, identifying similarities and differences
- I can analyse and evaluate claims for the power of prayer
- I can reflect on the importance of communication in my own life

## 2b. Right or wrong? Who decides? (potential to cover all religions and Humanism)

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

- discuss what is meant by 'morals'
- what does it mean to say something is right or wrong?



- what makes a decision moral?
- students investigate scenarios, analysing what influences moral judgements and identifying religious and other factors
- what guides us in making moral choices? E.g. conscience, the voice of God, the authority of scriptures in all religions, for Christians the example of Jesus
- understanding Christian, other faith and secular approaches to making moral judgements, including situation ethics
- focus on how Humanists make moral choices

- I can explain how actions have consequences
- I can identify some ways that religion affects how people choose to act
- I can make connections with how I make decisions and choices in my own life and what influences me.

### 3a/b. Does religion rock? Exploring religious expression through music (potential to cover all religions)

This unit enables an exploration of ways in which sacred and secular music are used to express spirituality and convey moral messages allowing for a detailed study to include all the major faiths and secular worldviews.

- aim to draw on pupils' experiences of popular culture as well as widening their experience of a range of cultural and religious expressions through music
- invite pupils to share their own favourite music and why they like it
- ask: How does music inspire and convey emotions for you?
- introduce historical and cultural perspectives for different forms of musical expression, e.g. hymns, chants as a form of prayer and praise in churches, synagogues, gurdwara, mandir, temple, Christian church bells, Muslim call to prayer, Hinduism ringing bell at start of worship in mandir
- how is music used to accompany worship? Organ in Christian churches, gospel choirs, harmonium in Sikh worship
- explore the meaning of spiritual/spirituality and enable pupils to respond to a variety of music including Gregorian chant, extracts from Handel's Messiah, contemporary rock music, Christian Rap, and World Music from a range of cultures, reflecting on, discussing and recording their responses

- I can explain how music can convey feelings and emotions
- I can give examples of ways in which music is used in religion and how religious and spiritual ideas can be expressed in music
- I can reflect on the importance of music in my own life

## Year 9

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

- evaluate the portrayal of religion in the media, developing their reasoning and investigative skills
- investigate, analyse and evaluate how moral judgements are made within religions and how beliefs affect actions
- understand how religious sources and teachings are used to provide the basis for answering moral questions and making judgements



- apply their learning about religion to their own lives and those of others
- raise questions and respond critically and creatively to what they have learnt

### 1a/b. Religion and the Media (all religions)

A double unit which enables pupils to explore in depth the ways in which religion is presented in the media, to evaluate the portrayals of religion in the light of their learning in RE.

- how is religion portrayed in film, TV, music?
- show a clip from the film *The Truman Show* as a prompt for exploring what is meant by a 'worldview'. How do the media manipulate our worldview? How do we know what is 'real'?
- ask pupils to analyse some TV adverts, identifying the key consumerist, materialist messages in each. What view of the world is presented?
- how might religious believers (and others) disagree with the worldview presented by the media?
- research where and how religion is presented in the media both explicitly, e.g. broadcast worship and implicitly, e.g. documentary; include broadcasts produced for RE teaching. Pupils analyse and identify differences in content/approach
- what might film, comedies and soap operas teach about religion and how do they do it? Pupils view programmes, analyse, reflect, discuss and summarise
- focus on the news. What might people learn about religion from TV news or newspaper reports? Collect examples as focus for analysis and discussion
- explore ethical questions of freedom of speech and censorship
- evaluate whether the media presents a positive or negative view of religion

- I can explain and compare the ways in which different films, TV and radio programmes portray religion
- I can analyse and critically evaluate the ways religion is treated in the media
- I can use reasoned arguments to give my views about a range of films, broadcasts and programmes

### 2a. Why do people suffer? An exploration of evil and suffering (potential to cover all religions and secular world views)

- causes of suffering to be explored: moral, natural, accidental, caused by humans
- explore the concept of evil: does evil exist?
- are evil and suffering linked?
- how do members of the religions being studied respond to evil and suffering?
- what religious sources/teachings inform their thinking?
- a difficult question for discussion and exploration: Would a loving God allow suffering? Why/why not? How would a member of the religions studied respond to this question?
- how do people respond to evil and suffering?
- what motivates responses of forgiveness and reconciliation?
- does suffering prove there is no God?



## 2b. What is persecution? (Strong focus on Judaism and Islam)

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

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

- I can identify and categorise different kinds of suffering, giving examples
- I can explain how religious beliefs and sources provide answers to questions about evil and suffering
- I can express insight into my own and others' views and responses to the problem of suffering

## 3a/b. Religious expression through art and literature (all faiths)

- focus on how the creative and expressive arts are used to express and communicate spiritual ideas and feelings
- explore the connections between religion and art/the arts from different faith perspectives, e.g. the discipline of Islamic art, the symbolism of Hindu art. Include art, sculpture, music, dance and drama to enable pupils to express their responses to the teachings and practices, stories and images of the religions they have studied
- where possible plan opportunities for pupils to make visits to galleries, museums, studios and religious buildings and to access virtual visits
- invite artists and designers to discuss their work
- make a link with the Spirited Arts Project run by RE Today, giving pupils the opportunity to respond creatively to their learning about religion and spirituality
- useful resources to support the teaching of this unit:  
The Spirited Arts Project [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts)  
Jesus through art/The Bible through Art, RE Today

- I can identify what inspires some people spiritually
- I can give examples of ways in which people express themselves spiritually through art
- I can give examples of how religious beliefs can be expressed through art
- I can interpret symbols and explain symbolic means of communication

### Note

*This Unit reflects the unit at the end of Year 6 but here would be delivered at an appropriate level for pupils at the end of KS3.*



## 4. Alternative module

Research module: New Religious Movements – an opportunity to study a religion or philosophy that is not part of the major 6

## 5. Transition to Key Stage 4

In Term 3 schools may develop a transition unit to prepare for GCSE or give pupils the option of starting the GCSE course this term.

### A transition unit preparing students for GCSE

- the content for this unit is not specified but the focus should be on the skills to be developed for GCSE, e.g. understanding religious and philosophical vocabulary, ability to use key words, understanding of diversity within and between faiths.
- skills analysis – ability to apply learning to own and others' lives, critical evaluation, empathy
- understanding the relationship between beliefs, teachings and world issues, e.g. Media: Film/TV/music
- what's in the news? Explore 'live issues':
  - war and peace/conflict resolution
  - making moral choices
  - prejudice and discrimination
  - medical ethics
  - crime and punishment



# 7. Exploring Living Faith: generic units

Three generic units which can be adapted to the context of the religion/s and units studied and the age/level of the pupils

## 1. Beliefs and practice:

### Learning objectives

#### Pupils:

- explain what is meant by the term 'God' in the religion studied and how God may be known and worshipped
- understand the symbols of the religion studied and how symbols are used to help believers
- explain the significance of the sacred texts in the religion studied, identifying key teachings and how they affect the lives of believers
- understand the ways believers express their beliefs through the way they live their lives, e.g. by prayer, meditation, taking part in festivals, community action
- identify similarities and differences within the religion studied and between this religion and other religions they have studied
- identify beliefs that they agree or disagree with justifying their view
- reflect on questions about the purpose of human existence, formulating their own responses

#### Suggested content:

How is the term God/or gods understood in this religion?

What do the sacred texts of this religion teach about God?

Who are the leaders and inspirational people in this religion and why are they important?

What symbols and artefacts are important in this religion and how are they used to express and support people in their faith?

Where and how do the members of this religion worship?

How are people welcomed into this religion?

What special festivals are there and why and how are they celebrated?

Identify ways in which followers of this religion seek to serve God in their lives

How do members of this religion respond to ultimate questions about the meaning and purpose of life?

How do members of the religion answer challenging questions, e.g. reasons for evil and suffering?

What beliefs are held about what happens after death?

How do the beliefs studied affect the daily life of believers?

How easy or difficult is it for people to practise this religion in C21st Century Britain?

What similarities and differences can you identify between this religion and other religions and secular world views you have studied?





## 2. A study of a key religious figure

In this unit pupils learn about the life and teachings of a religious figure. They use a range of written and visual sources to select, record and evaluate information on the importance of the religious figure at the time when they lived and today. They reflect on questions of human existence and purpose and consider their own beliefs in the light of their learning about the religious figure.

### Learning objectives for the unit

#### Pupils:

- learn about the life and teaching of the religious figure and their impact on the world
- evaluate ways in which religious stories (e.g. birth narratives) reveal beliefs
- describe key events in the life of the religious figure
- draw on a range of different sources to learn about the teachings of the religious figure and how they affect the lives of believers today
- explain why the life and death of the figure is still commemorated today
- explain how the teachings of the religious figure answers ultimate questions to do with life and death and reflect on their own responses to these questions
- explain the experience of inspirational people and relate it to their own and others' lives
- summarise and evaluate the significance of the life and teachings of the religious figure
- reflect on their own view of what beliefs are important in life

#### Suggested content

Why is 'X' still remembered today?

What stories are told about the beginning of the person's life?

What are the most important moments in the religious figure's life?

What are the significant teachings of this person?

How do the teachings address ultimate questions?

How did the person's life end?

How is the life and death of this person commemorated today?

An evaluation of the person's life explaining why, and for whom, the person is important today.

Opportunities for reflection and personal response to learning about the life and teachings of the religious figure



### 3. Visiting a place of worship

This is a generic unit which can be adapted and incorporated into other units as appropriate.

In this unit pupils learn about a place of worship and the role it plays in the religious and local communities. Pupils develop their understanding of how religious beliefs are expressed in practice through studying the place of worship and the activities, including worship, that take place inside it.

#### Learning objectives for the unit

##### Pupils:

- explain the significance of a place of worship for the members of the religion and for members of the local community
- show understanding of how the key beliefs of the religion are expressed in the building, in worship and in the wider community
- identify similarities and differences both within the same religious tradition (e.g. Roman Catholic Church and Quaker Meeting House) and with other religions studied
- reflect on the special qualities of places of worship
- evaluate the role of a place of worship in the community
- reflect on and describe places, religious and/or secular which have significance for them
- experience the atmosphere of a place of worship and explain their responses to its atmosphere

#### Suggested content

Plan and organise the visit, visiting the place of worship yourself first.

Brief any visitors/clergy who will be speaking to the pupils, making your expectations clear.

Prepare pupils for the visit so that they know what to expect and what is expected. Use virtual tours, DVD clips, music.

Work with pupils to prepare questions they would like answered during the visit.

Establish expectations for behaviour when visiting a place of worship

What is the atmosphere of this place of worship?

What is this place of worship for?

Who comes here? When do they come? What do they do here?

Why do they do what they do?

What symbols and other evidence of beliefs can you identify?

What else, apart from worship, happens in this building?

What does it mean to belong to a faith community?

What is the importance of this place of worship to the faith community?



# 8.1 Eight Level Assessment Scale with exemplars

Level	AT1 beliefs, teachings and sources	AT1 practices and ways of life	AT1 forms of expression	AT2 identity and belonging	AT2 meaning, purpose and truth	AT2 values and commitments
1	<p><b>I can...</b></p> <p><b>remember a religious story and talk about it</b> e.g. talk about the story of Diwali/Christmas: who are the characters; what happens in the story; why is the story special?</p>	<p><b>I can...</b></p> <p><b>use the right names for things that are special to Christians, Jews, Buddhists etc</b> e.g. say, "That is a Church," or "This is a synagogue," when looking at pictures of places of worship</p>	<p><b>I can...</b></p> <p><b>recognise religious art, symbols and words, and talk about them</b> e.g. say, "That is a Star of David," when my teacher shows me a picture</p>	<p><b>I can...</b></p> <p><b>talk about things that happen to me</b> e.g. talk about how I felt when my baby brother or sister was born</p>	<p><b>I can...</b></p> <p><b>talk about what I find interesting or puzzling</b> e.g. say, "I think David was brave to stand up against Goliath"</p>	<p><b>I can...</b></p> <p><b>talk about what is important to me and to other people</b> e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel</p>
2	<p><b>tell a Christian (Muslim, Sikh, etc) story and say some things that people believe</b> e.g. tell the story of the birth of Jesus and say that Christians believe Jesus is God's son</p>	<p><b>talk about some of the things that are the same for different religious people</b> e.g. say that Christians and Sikhs both have holy books and treat them as though they are precious.</p>	<p><b>say what some Christian (Jewish, Sikh etc) symbols stand for and say what some of the art is about</b> e.g. say that the cross reminds Christians that Jesus died on a cross and some people sing, dance play music when they worship God</p>	<p><b>ask about what happens to others with respect for their feelings</b> e.g. think about how Jewish people say sorry as part of Rosh Hashanah</p>	<p><b>talk about some things in stories that make people ask questions</b> e.g. say "It was puzzling and mysterious when God spoke to Moses from a burning bush</p>	<p><b>talk about what is important to me and to others with respect for their feelings</b> e.g. say, "I agree with the rule about not calling people names as this can hurt their feelings."</p>
3	<p><b>describe what a believer might learn from a religious story</b> e.g. make a connection between forgiveness and the story of the Prodigal Son</p>	<p><b>describe some of the things that are the same and different for religious people</b> e.g. note how Christians and Jews both treat their holy books with respect but look after them in different ways</p>	<p><b>use religious words to describe some of the different ways in which people show their beliefs</b> e.g. identify special clothes Jewish people might wear</p>	<p><b>compare some of the things that influence me with those that influence other people</b> e.g. talk about how Jesus influenced his disciples and how friends influence them</p>	<p><b>ask important questions about life and compare my ideas with those of other people</b> e.g. ask why many people believe in life after death, giving my view and comparing with a particular religious view</p>	<p><b>link things that are important to me and other people with the way I think and behave</b> e.g. talk about how listening to a story about generosity might make me behave when I hear about people who are suffering</p>



Level	I can...	I can...	I can...	I can...	I can...	I can...
4	<p>make links between the beliefs, teachings and sources of different religious groups and show how they are connected to believers' lives</p> <p>e.g. describe different views about how the world was created</p>	<p>use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups</p> <p>e.g. compare ideas and views about pilgrimage and journeys in Christianity, Hinduism and/or Islam</p>	<p>describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean</p> <p>e.g. produce a visitor leaflets for two different Christian churches, identifying the key features and differences and explaining their meaning for those who worship there</p>	<p>ask questions about who we are and where belong, and suggest answers which refer to people who have inspired and influenced myself and others</p> <p>e.g. write an interview with a member of a religious community, referring to the beliefs which sustain them and give them their identity</p>	<p>ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals</p> <p>e.g. ask some questions about life after death and provide answers that refer to resurrection and reincarnation</p>	<p>ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values</p> <p>e.g. present a report about the environment and suggest what might happen depending on different moral choices that could be made</p>
5	<p>suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions</p> <p>e.g. compare different Christian beliefs about the Resurrection and discuss how different beliefs might come about</p>	<p>describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p> <p>e.g. write diary entries from the perspective of a young Hindu living in Britain today explaining how religious practice helps him/her to cope with the temptations of life</p>	<p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith</p> <p>e.g. carry out a survey of different forms of religious expression suggesting reasons for similarities and differences between them</p>	<p>give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me</p> <p>e.g. carry out some research in the local community and write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what has been learnt about religious identity and community</p>	<p>ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives</p> <p>e.g. write a short story which raises questions about what is 'true' and which relates to their own personal search for meaning in life and compare this with the four noble truths in Buddhism</p>	<p>ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives</p> <p>e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others' lives</p>



Level	I can...	I can...	I can...	I can...	I can...	I can...	I can...
6	<p>say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them</p> <p>e.g. complete a poster demonstrating two contrasting religious views on evil and suffering and making reference to religious texts and teachings which support the alternative views</p>	<p>say what different practices and ways of life followers have developed, explaining how beliefs have had different effects on individuals, communities and societies</p> <p>e.g. prepare a guide for Anglican Christians on the celebration of Easter in the Orthodox Church, showing how belief in the resurrection is expressed in different ways</p>	<p>use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers</p> <p>e.g. produce a booklet illustrating and explaining different sorts of symbolic expression involved in the life of a Buddhist monk or nun</p>	<p>consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples</p> <p>e.g. write a news report on different Sikh attitudes to aspects of 'British' culture, explaining how Sikh views of human nature and society affect their views</p>	<p>use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me</p> <p>e.g. produce an e-media presentation on religious views of 'terrorism' with reference to religious and non-religious points of view and their own conclusions</p>	<p>use reasoning and examples to express insights into my own and others' views on the meaning and purpose of life and the search for truth</p> <p>e.g. produce a booklet of ideas about the soul and ahimsa in Hinduism with reference to religious and non-religious points of view and their own conclusions</p>	<p>use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me</p> <p>e.g. produce an e-media presentation on religious views of 'terrorism' with reference to religious and non-religious points of view and their own conclusions</p>
7	<p>present a coherent picture of religious beliefs, values and responses of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence</p> <p>e.g. using books and the internet, investigate Sikh beliefs about the importance of the Guru and do a presentation which coherently illustrates a variety of views</p>	<p>show how religious activity in today's world has been affected by the past and traditions, and how belonging to a religion may mean different things to different people, even within the same religion</p> <p>e.g. produce two 'pen-pictures' of Muslims from different communities and explain how history and culture have influenced the way they put their faith into practice in different ways</p>	<p>use a wide religious and philosophical vocabulary as well as different forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways</p> <p>e.g. produce an illustrated guide to representations of Jesus from different times and cultures, explaining the Christian beliefs and values presented through the different media</p>	<p>give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others</p> <p>e.g. produce a summary of my own personal and social relationships alongside an analysis of Christian and other religious and secular insights into human nature and community</p>	<p>give my personal view with reasons and examples on what value religious and other views might have for understanding the meaning and purpose of life</p> <p>e.g. carry out research into samsara and nirvana and create a dialogue I might have with a Buddhist about the future of humanity</p>	<p>give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people</p> <p>e.g. following research into Jewish and Humanist views on faith schools, produce a report with my recommendations on an application for a new Jewish foundation school</p>	<p>give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people</p> <p>e.g. following research into Jewish and Humanist views on faith schools, produce a report with my recommendations on an application for a new Jewish foundation school</p>



Level	I can...	I can...	I can...	I can...	I can...	I can...
8	<p>analyze the results of different sorts of research and place different interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts</p> <p>e.g. research the internet and interview individuals to produce a contextual comparison of interpretations of the resurrection of Jesus</p>	<p>weigh up different points of view and come to a conclusion on how religions and beliefs make a difference to communities and societies in different times and places</p> <p>e.g. conduct a questionnaire and analyze and evaluate the responses to produce findings on varying effects of religion in different local communities</p>	<p>use a comprehensive religious and philosophical vocabulary in weighing up the importance of different forms of religious, spiritual and moral expression</p> <p>e.g. select some items of Buddhist artistic expression for an exhibition and produce a booklet of explanations of the symbolism and impact of the items for Buddhist belief and practice over time</p>	<p>weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments, reflections and examples</p> <p>e.g. write an article entitled, 'What is distinctive about Judaism?' making use of Jewish and non-Jewish points of view and coming to a conclusion that takes account of religious, cultural and philosophical perspectives</p>	<p>weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples</p> <p>e.g. write a speech for or against the motion that 'science will one day remove all need for religion', coming to a conclusion that takes account of religious, philosophical and historical perspectives</p>	<p>weigh up in detail a wide range of viewpoints on questions about values and commitments, and come to my own conclusions based on evidence, arguments, reflections and examples</p> <p>e.g. write a dialogue between a Muslim and Buddhist on how religious insights might save us from environmental disaster and write a conclusion that takes account of religious and social perspectives</p>

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## 8.2 P Scales: Pupil-friendly version with exemplars

Level	AT1 beliefs, teachings and sources	AT1 practices and ways of life	AT1 forms of expression	AT2 identity and belonging	AT2 meaning, purpose and truth	AT2 values and commitments
	I can...	I can...	I can...	I can...	I can...	I can...
P1	<p><b>Lie, sit, be part of my group whilst an RE session is running</b></p>	<p><b>Turn my head or eye point towards an auditory/visual stimulus</b> e.g. guitar, human voice, white board, light</p>	<p><b>Smile and look towards an adult</b> e.g. child makes definite response to adult speaking or singing</p>	<p><b>Turn towards/away from an olfactory stimulus</b> e.g. candle, incense, spices</p>	<p><b>Become very quiet in response to worship music</b> e.g. child moving body/limbs in normal fashion will cease movement</p>	<p><b>Become very quiet and still in response to a situation where there is silence</b> e.g. church, sensory room</p>
P2	<p><b>Clap, vocalise, hum, sing in response to songs and music</b> e.g. clap to a song being used in the RE lesson</p>	<p><b>Move my body towards light, sound or scent</b> e.g. child reaches out arms, leans forward in wheelchair or rolls body towards stimuli</p>	<p><b>Enjoy celebrations with my class group (Passover, birthdays, Christmas)</b> e.g. child may smile, clap, make vocal sounds</p>	<p><b>Show response to touching or holding a religious artefact</b> e.g. child may grasp, stroke, accept prolonged contact with object or may drop and discard object</p>	<p><b>Recognise familiar people (regular visitors, class staff)</b> e.g. smile, eye contact, reach to touch</p>	<p><b>Perform a simple, repetitive action with an artefact</b> e.g. put prayer cap on head, ring bell, wave flag</p>
P3	<p><b>Request events or activities</b> e.g. touch guitar, pull adult in direction of activity, point, perform action that is a known part of an activity</p>	<p><b>Sustain concentration for short periods</b> e.g. child sits voluntarily in circle for some part of story or activity</p>	<p><b>Explore materials in a more complex way</b> e.g. make marks in sand or clay</p>	<p><b>Anticipate events or activities</b> e.g. after music or candle, child may point to story book, whiteboard, RE box or symbol</p>	<p><b>Actively explore events and objects for longer periods</b> e.g. hold, turn and explore an object and pass to another child</p>	<p><b>Great known people</b> e.g. by pointing to photo, finger-spelling or saying name</p>
P4	<p><b>Use simple elements of communication to express my feelings</b> e.g. communicate to your teacher you liked the piece of music from religion</p>	<p><b>Join in with activities by starting ritual actions or sounds</b> e.g. join in with a song about celebration</p>	<p><b>Show an understanding of yes or no</b> e.g. communicate a response to a simple question with a visual cue when looking at a religious book</p>	<p><b>Respond to the feelings of others</b> e.g. join in with laughter at a funny puppet show which is illustrating a religious story</p>	<p><b>Demonstrate an appreciation of stillness and quiet</b> e.g. join in with the class candle time (quiet reflection time)</p>	



Level	I can...	I can...	I can...	I can...	I can...	I can...	
P5	<p>Use simple elements of communication to express my feelings</p> <p>e.g. communicate to your teacher you liked the piece of music from religion</p>	<p>Join in with activities by starting ritual actions or sounds</p> <p>e.g. join in with a song about celebration</p>	<p>Show an understanding of yes or no</p> <p>e.g. communicate a response to a simple question with a visual cue when looking at a book about religion</p>	<p>Respond to the feelings of others</p> <p>e.g. join in with laughter at a funny puppet show which is illustrating a religious story</p>	<p>Demonstrate an appreciation of stillness and quiet</p> <p>e.g. join in with the class candle time (quiet reflection time)</p>	I can...	
P5	<p>Use words, gestures, signs and symbols in response to a simple, familiar question or experience connected to RE</p> <p>e.g. close hands as a symbol of prayer</p>	<p>Use simple phrases to talk about a story or picture</p> <p>e.g. 'Sita gone.' in the story of Rama and Sita</p>	<p>Respond to a variety of new religious experiences</p> <p>e.g. taste some new food, or respond to music from religion</p>	<p>Take part in an activity involving two or three others</p> <p>e.g. use gestures, symbols or signs to show a like or dislike, move away/towards an artefact</p>	<p>Engage in moments of individual reflection</p> <p>e.g. sit still in a quiet moment in the RE lesson</p>	I can...	
P6	<p>Carry out ritualised actions in familiar circumstances</p> <p>e.g. join in with a happy birthday song</p>	<p>Contribute to celebrations and festivals</p> <p>e.g. take part in the Christmas play</p>	<p>Respond to others in a group and cooperate when in a group</p> <p>e.g. look at the speaker and or the person holding the resource</p>	<p>Respond to familiar stories, poems and music from religions</p> <p>e.g. answer a simple question about a religious story: 'Where is Jesus in the picture?'</p>	<p>Express and communicate my feelings in different ways</p> <p>e.g. choose a sad face symbol to show unhappiness</p>	<p>See that my actions affect others/ show concern and sympathy for others in distress</p> <p>e.g. clapping as a positive response to another's success/ comforting someone who is crying</p>	I can...
P7	<p>Listen to a religious story</p> <p>e.g. name at least one key religious person within the story</p>	<p>Communicate my ideas about religion, life events and experiences using simple phrases</p> <p>e.g. 'I miss my pet dog'</p>	<p>Find out about different aspects of religion through stories, music, visits and drama and respond to questions</p> <p>e.g. go to a synagogue/church/mosque or other religious building and share what they have discovered</p>	<p>Evaluate my work and behaviour in simple ways and know some actions as right or wrong according to their consequences</p> <p>e.g. make a comment on their work: 'I concentrated on the DVD' and comment on behaviour: 'Sorry for hurting you'</p>	<p>Communicate my feelings on what is special to me</p> <p>e.g. I was happy when my baby brother was born</p>	<p>Make a purposeful relationship, recognising that other people have different needs</p> <p>e.g. make a collage with others, respecting other people's choices</p>	I can...





Level	I can...	I can...	I can...	I can...	I can...	I can...
P8	<p>Listen attentively to religious stories or to people talking about religion</p> <p>e.g. ask, 'Why was the shepherd so happy when he found the sheep that was lost?' (story of the Lost Sheep)</p>	<p>Communicate simple facts about religion and its importance for some people</p> <p>e.g. know the Torah is a special text for Jews</p>	<p>Understand that religious stories can carry moral and religious meaning/ retell a religious story</p> <p>e.g. talk about how David showed courage when he met Goliath</p>	<p>Communicate ideas, feelings or responses to experiences/ demonstrate a basic understanding of what is 'right' and 'wrong' in familiar situations</p> <p>e.g. tell a friend about your visit to a local church/ think about whether people were right or wrong when they met the injured man in the story of the Good Samaritan</p>	<p>Realise the significance of religious artefacts symbols and places</p> <p>e.g. cover head, wash hands and feet before entering a Mosque/change behaviour within the Mosque</p>	<p>Reflect on what makes me happy, sad excited or lonely/ show sensitivity and respect to others and their environment</p> <p>e.g. 'I was lonely when my friend was away sick' /be friendly to someone feeling sad</p>



# 8.3 Key Stage 1-3 Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
<b>Autumn 1</b>	<p><b>What does it mean to belong?</b> Myself. Where do I belong? How do I show I belong? How do believers show they belong in Christianity and another faith?</p>	<p><b>Religious Teachers</b> Who is Jesus? Use stories to explore why and how is Jesus important for Christians. Introduce stories about leaders from another faith.</p>	<p><b>Beliefs in action in the world: People of Faith</b> What is faith? What does it mean to have faith? Some inspirational people. How is Jesus a model for Christians?</p>	<p><b>What is Worship?</b> How, where and why do people worship? Exploring places of worship in the local area.</p>	<p><b>Religion and the individual: What does faith mean to you?</b> What is religious experience? How do individuals experience their faith? Talking to God: What is prayer? What is the place of prayer in Christianity and the faiths studied?</p>	<p><b>Are there more questions than answers?</b> What questions can be/are answered by religion? Pupils reflect on their own responses to questions of meaning and purpose.</p>	<p><b>Transition Unit: What is RE and why do it?</b> Building on and extending pupils prior learning and experiences.</p>	<p><b>What makes a community?</b> A school designed unit focussing on the local area, to include: visits to places of worship, opportunities to meet members of faith communities and learn about the role of inter-faith groups.</p>	<p><b>Religion and the media (double unit)</b> An in-depth study of how religion is portrayed in the media</p>
<b>Autumn 2</b>	<p><b>Celebrating: sharing special times together</b> How and why do we celebrate? Why are celebrations important in religion? <b>Christmas theme:</b> Gifts and giving</p>	<p><b>Celebrating: stories and symbols</b> Exploring the celebration of Diwali, Hannukah, Advent and Christmas through the themes of light and darkness. <b>Christmas theme:</b> The symbolism of the light shining in the darkness</p>	<p><b>Celebrating: Waiting and preparing</b> What is the purpose of religious and secular celebrations? How do believers prepare to celebrate important festivals? <b>Christmas theme:</b> Waiting for the birth of Jesus. Explore waiting from the perspectives of Mary, Joseph, Elisabeth, Zachariah.</p>	<p><b>Where are we going? Journeys</b> Children's own experiences of journeys. Pilgrimages, how are these different from other journeys? Where are we going in our own lives? <b>Christmas theme:</b> Christmas explored through the theme of Journeys.</p>	<p><b>Experiences of God</b> Revelation: exploring the concept of God as experienced in the religions studied. <b>Christmas theme:</b> Understanding the Incarnation – exploring the belief that God came into the world as a human baby</p>	<p><b>Beliefs in action in the world</b> How does religious belief shape/influence the way people act in the wider world? Religion and global issues: Human rights <b>Christmas theme:</b> <b>No room at the inn</b> Focus on homelessness and the work of charities such as Crisis at Christmas.</p>	<p><b>Who am I? Who are you?</b> What makes humans different? What are rights and responsibilities?</p>	<p><b>Where are we going?</b> An exploration of beliefs about life after death in a range of religions and a secular world view.</p>	<p><b>Religion and the media (ctd)</b></p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
<b>Spring 1</b>	<p><b>Why, how and where do people worship?</b> What does worship mean? Why do people worship? Worship at home and in special places. Make links with school worship.</p>	<p><b>Special places</b> Builds on previous learning about worship. Focus on places of worship in the local community. What makes a place special?</p>	<p><b>How important can a book be?</b> What are sacred texts and why do religions have them? How are they different from other books? Where do they come from? What is in them?</p>	<p><b>What makes a book 'Holy'?</b> How do Holy Books reveal God for believers? What do sacred texts and other sources say about God, the world and human life? Focus on holy books in Christianity and the faiths studied to discover what is in them and how members of that religion use them.</p>	<p><b>Religious expression: spiritual values</b> What is spirituality? What are spiritual values? Exploring the importance of values, e.g. respect, love, compassion, in the faiths studied.</p>	<p><b>Beliefs in action in the world: human rights (double unit)</b> How do members of the religions studied respond to human rights issues?</p>	<p><b>God or no God?</b> What do people believe about God? What is the evidence for the existence of God? What are the arguments against?</p>	<p><b>Is there anybody there?</b> Dimensions of religious experiences: faith and prayer</p>	<p><b>Why do people suffer?</b> Religious and secular responses to the questions of evil and suffering.</p>
<b>Spring 2</b>	<p><b>Who is special?</b> Special people Who are the special people for me, and why? Leaders of religious communities; opportunities to meet local religious leaders.</p>	<p><b>Why do we care for others?</b> Concern for others. Why is it important to treat everyone fairly? What motivates people to help others? What do religions teach about charity?</p>	<p><b>What does it mean?</b> Making sense of signs and symbols Exploring and developing vocabulary relating to religious practice. Beginning to identify and interpret symbols in religions. An opportunity to introduce the six major religions.</p>	<p><b>What's right and what's wrong?</b> What are moral values? Where do we find our values to live by? Focus on rules for living in the faiths studied.</p>	<p><b>Follow the leader: religious authority and leadership</b> What makes a good leader? Why? Where does a leader's authority come from? Why are sacred writings important? Can a book be the leader? Examples from Christianity, the faiths studied, secular examples</p>	<p><b>Beliefs in action in the world continued (double unit)</b></p>	<p><b>Is anything worth dying for?</b> Focus on Christianity and Islam to explore the powerful impact of religion on action through the themes of sacrifice and martyrdom</p>	<p><b>Right or wrong? Who decides?</b> Religious and secular perspectives on moral and ethical questions</p>	<p><b>What is persecution?</b> A detailed study focusing on Judaism and Islam</p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
<b>Summer 1</b>	<p><b>What makes a book special?</b> What books are special to the children and why? How do we treat our books? How are special books treated?</p> <p>Introduce the Bible – the special book for Christians, make links with stories in Judaism and Islam.</p>	<p><b>Why do stories matter?</b> Stories in Christianity and other faiths Continue to add to pupils' knowledge and understanding of religious and secular stories.</p>	<p><b>What makes a story religious?</b> Are religious stories different from secular stories? How/why? Explore and compare stories from Christianity (include the Easter story) and Hinduism.</p>	<p><b>Thinking about God</b> What do people mean by 'God'? Exploring a range of views and beliefs: One God? Many Gods? No God?</p>	<p><b>The journey of life and death</b> Rites of passage in the faiths studied</p>	<p><b>How is faith expressed through the arts? (double unit)</b> Link with the Spirited Arts Project to explore how the creative and expressive arts are used to express and communicate spiritual ideas and feelings in a range of faiths.</p>	<p><b>Who can change the world?</b> A school designed unit on key religious people relating to the religions studied at this point</p>	<p><b>Does religion rock? (double unit)</b> Religious expression through music. The ways in which sacred and secular music are used to express spirituality and convey moral messages.</p>	<p><b>Religious expression through art and literature</b> How the creative and expressive arts are used to express and communicate spiritual ideas and feelings</p>
<b>Summer 2</b>	<p><b>Who cares for the world?</b> Exploring environmental responsibilities. Why do religious people believe they should care for the world? Include a secular view, e.g. Humanism.</p>	<p><b>Who am I?</b> What makes me 'me'? Myself: who I am and my uniqueness as a person in a family and community. How do religious people answer these questions?</p>	<p><b>Three people who changed the world</b> Focus on the lives of Jesus, Muhammad and the Buddha. Identify and compare their characteristics. Do such people exist today?</p>	<p><b>'RE-on-Sea: Looking for religion in our community</b> A research focussed activity building on previous learning in RE and drawing on the local area.</p>	<p><b>Who owns the world?</b> How did the world begin? Creation stories in the faiths studied, and the ultimate and ethical questions they raise.</p>	<p><b>Expressing faith through the arts (double unit)</b></p>	<p><b>Is the earth sacred?</b> Religious beliefs about the origins of the world and humanity, and responsibilities and stewardship.</p>	<p><b>Research Unit: New Religious Movements</b> An opportunity to research and study a religion or philosophy that is not part of the major six.</p> <p><b>OR</b></p> <p><b>Transition</b> A skills-based transition unit preparing students for GCSE</p> <p>Or the option of starting the GCSE course.</p>	



# 9. Resources to support the teaching of RE

## Websites

### Southend-on-Sea Borough Council

[www.southend.gov.uk](http://www.southend.gov.uk)

### National organisations

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Contains key information about RE in schools, particularly relating to standards, teachings and learning.

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

Contains useful information about teaching RE and CPD.

[www.dfes.gov.uk](http://www.dfes.gov.uk)

The Government ministry for education.

### Other national providers

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

The BBC site has helpful material on RE, including GCSE.

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

Has a wide range of RE themes, beliefs and resources

### The Times Educational Supplement

Useful articles and other resources for teachers

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

### National RE organisations

NATRE [www.natre.org.uk](http://www.natre.org.uk)

The National Association for RE Teachers supports teachers and promotes RE across the full age range.

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

Excellent RE resources and support for teachers in both primary and secondary schools.

AREIAC [www.areiac.org.uk](http://www.areiac.org.uk)

The Association of RE Advisers, Inspectors and Consultants provides helpful support and materials including subject leadership, literacy and boys' achievement in RE.

NASACRE [www.nasacre.org.uk](http://www.nasacre.org.uk)

The National Association of SACREs is focused on supporting SACREs but also has relevance for schools.

REC [www.rec.org.uk](http://www.rec.org.uk)

The Religious Education Council for England and Wales brings together faith communities, professional RE groups and works closely with national organisations.

AULRE [www.aulre.org.uk](http://www.aulre.org.uk)

The Association of University Lecturers in RE has useful information about RE in Higher Education.

### Other recommended RE websites

#### Visiting places of worship

Council for Learning Outside the Classroom (2012), Sacred Space: Learning Outside the Classroom, <http://refuel.org.uk/docstore/26pdf>

#### The Spirited Arts Project

[www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts)

#### Religion and the Media

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

#### Philosophy for Children

[info@philosophy4children.co.uk](mailto:info@philosophy4children.co.uk)

Very useful materials for introducing thinking skills and Socratic inquiry.

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

Sapere promotes philosophy for children, aims to encourage critical, creative thinking through a Community of Enquiry approach.

#### General RE

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

The key gateway RE site with a wide range of news, articles and curriculum ideas.

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

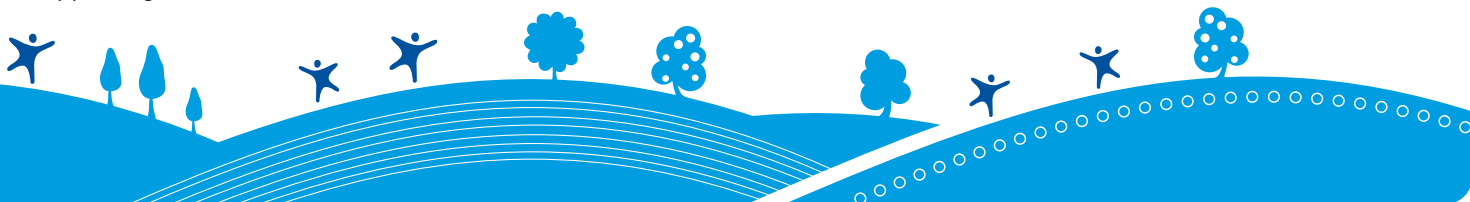
Part of the RE Online site. Helpful ideas for effective RE, assessment, use of ICT, leadership and management.

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

Some helpful interesting ideas for teaching RE.

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

A 'Who's Who' for RE. Linked to the Culham Institute who provide courses and support for RE.



[www.re-net.ac.uk](http://www.re-net.ac.uk)

Valuable information aimed at trainee teachers.

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

Helpful hints for teachers and students. Covers a wide range of syllabuses.

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

An excellent site for purchasing artefacts and my other RE resources.

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

Interesting and lively with DVD clips and online discussions.

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

An entertaining and witty site for Christianity.

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

A lively, informative site for Christianity, Islam and Judaism.

[www.culham.ac.uk](http://www.culham.ac.uk)

This site promotes high quality RE with good links to other useful sites.

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

Focuses on religion and the environment.

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

Useful RE resources for primary schools

## Faith specific sites

### Baha'i

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

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

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

Guide to the Baha'i faith including history and beliefs

### Buddhism

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

Buddhist links around the world with guides to Buddhism.

### Christianity

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

Bible stories told using Lego. Some adult content.

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

Bible passages in a wide range of versions

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

Excellent RE resources, often free.

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

The Church of England education site

### Hinduism

Information about Hinduism and contacts for mandir

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

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

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

### Islam

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

Questions and answers, news, discussion on Islam.

### Jainism

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

Guide to the Jain religion including history and beliefs

### Judaism

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

Jewish website, includes 'Ask the Rabbi' facility.

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

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

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

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

### Rastfarianism

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

Guide to Rastafarian history and beliefs

[http://www.uri.org/kids/other\\_rasta.htm](http://www.uri.org/kids/other_rasta.htm)

Described as 'Rastafarianism for Kids' this site gives basic information about beliefs, practices, stories, celebrations.

### Sikhism

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

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

### Zoroastrianism

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

A guide to Zoroastrian history and beliefs.



## Secular worldviews

### Humanism

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

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

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

National Secular Society website.

### Other resources

#### RE Today publications:

Exploring Religion Around Me: Listening to Children Speak

Exploring the Journey of Life and Death

Exploring Beliefs in Action in the World

Jesus through Art/The Bible through Art

Jesus Worldwide

The full list of publications is available from:

RE Today Services

1020 Bristol Road, Selly Oak,

Birmingham, B29 6LB

Tel: 0121 472 4242

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

#### Stories: examples of the many stories appropriate for use in teaching RE

Dogger: Shirley Hughes (Red Fox Picture Books)

Badger's Parting Gifts: Susan Varley (Harper/Collins)

First stories for Thinking: Robert Fisher, Nash Pollock Publishing

Stories for Thinking: Robert Fisher, Nash Pollock Publishing

The Chronicles of Narnia: C.S.Lewis (Harper/Collins)

### Issues and Philosophy

We Are All Born Free: The Universal Declaration of Human Rights in Pictures: Frances Lincoln Books in Association with Amnesty International

Values for Thinking: Robert Fisher, Nash Pollock Publishing

Philosophy for Young Children, A Practical Guide: Gaut & Gaut (David Fulton)

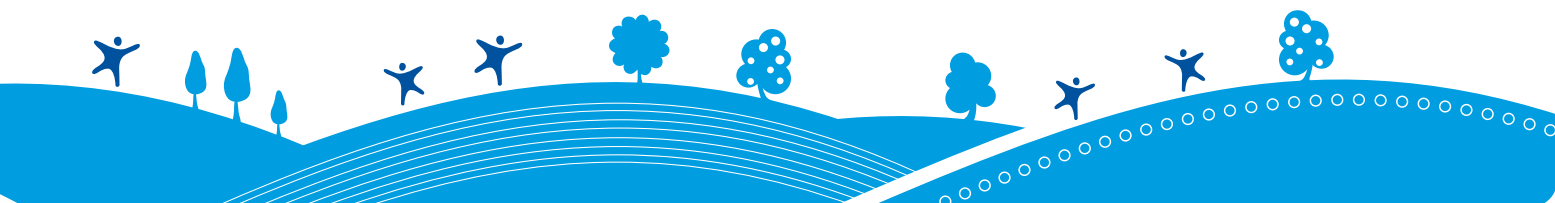
Philosophy for Children Through the Secondary Curriculum: Lewis & Chandler

Christianity through Art: A Resource for Teaching Religious Education Through Art: Margaret Cooling (RMEP)

Jesus Through Art: Margaret Cooling (RMEP)

### General

Religious Education: The non-statutory national framework: DFES & QCA, ISBN: 1-85838-574-1



# 10. SACRE Agreed Syllabus Conference Membership (over the period of review of the Agreed Syllabus)

## Group A

### Representing Christian denominations and other religions:

Mrs S Greenstein – Jewish Community  
Ms S Hart – Salvation Army  
Dr N Khokha – Muslim Community  
Mrs K Mistry – Hindu Community  
Rev L Morrissey – Free Church  
Mr C Pegler (Vice Chairman) – Free Church  
Ms T Sullivan – Roman Catholic  
Ms R Walker – Humanist Community

## Group B

### Representing the Church of England:

Rev R Cadman  
Mrs R Privett  
Mr J Wilkes

## Group C

### Representing Teachers:

Ms J Cook (NATFHE)  
Mr B Maddison (NUT)  
Mr I Pringle (PAT)  
Mr K Ryan (Chairman) (NASUWT)

## Group D

### Representing the Local Authority:

Cllr A Chalk  
Cllr M F Evans  
Cllr M R Grimwade  
Cllr S J Habermel  
Cllr G M Horrigan MBE  
Cllr T Lewin  
Cllr D A Norman

## Local Authority Officers

John Ubsdell (up to December 2011)  
Jane Theadom (from January 2012)

## RE Subject Consultant

Janet Dyson

## Clerical support

Tim Row  
Robert Harris

SACRE acknowledges the contributions of the teachers in the Borough's schools to the development of the Syllabus

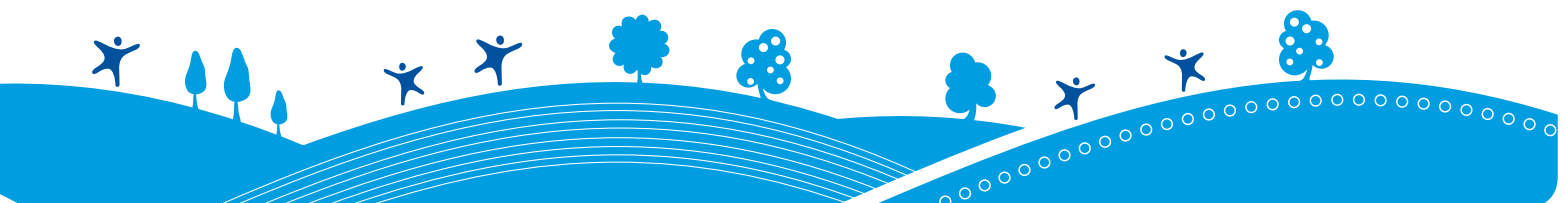
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# Notes

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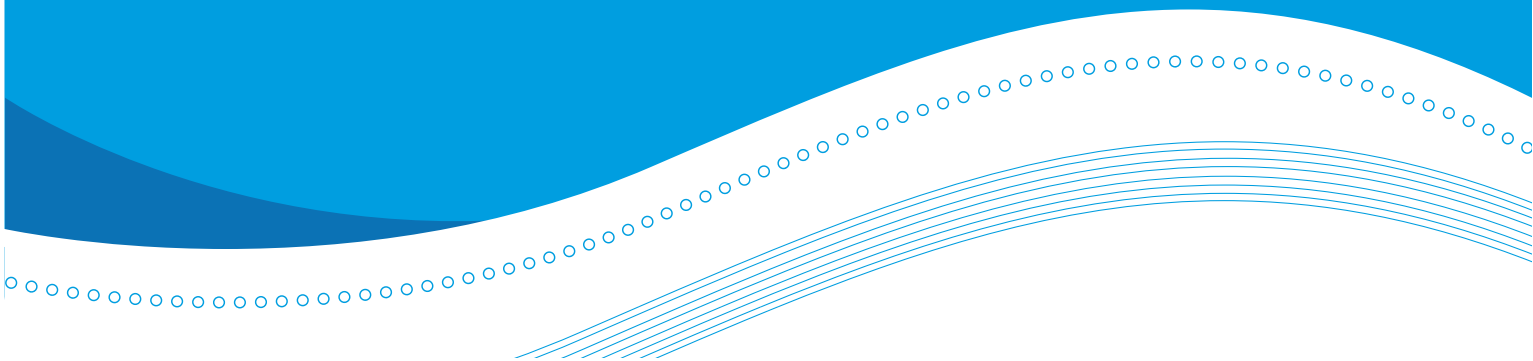


Handwriting practice lines consisting of 20 horizontal dotted lines.





Our aim is simple - Success for all





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You can download this publication from:  
[www.southendchildren.org](http://www.southendchildren.org)

