

Foreword from Chair of the Standing Advisory Council on Religious (SACRE)

The Wiltshire Agreed Syllabus for RE is the product of much hard work by many people across Wiltshire, including teachers, head teachers, teaching assistants, members of churches and different faith communities, councillors, and representatives from the Local Authority.

I am grateful to the Wiltshire Local Education Authority for their support and funding, which demonstrates their commitment to RE in Wiltshire and also reflects their commitment to local determination, and firm belief that RE should continue to have a locally Agreed Syllabus.

The format of this Syllabus has been shaped by the recent Ofsted finding that RE teachers were lacking confidence in preparing their own lessons. It is our hope that this Syllabus will provide teachers with the tools they need to deliver the RE which best serves their particular school. Uppermost in our considerations has been the balance between offering exemplar schemes of work to aid busy teachers and giving clear guidance on planning to support the development of teachers' confidence and expertise. Crucial to the success of this aspiration is training. We are launching this new Syllabus with a series of workshops for primary and secondary teachers, to help them navigate and make the best use of this new tool. It is our intention to follow this with regular network meetings to enable teachers to support and mentor each other, sharing best practice.

At the time of writing, schools find themselves in a rapidly changing landscape. With the development of Academies and Free Schools, the introduction of the English Baccalaureate, and the Curriculum Review, it is vital that the teaching of RE is increasingly creative and attractive. It is noteworthy that the popularity of RE as a subject is growing. This reflects the recognition of pupils that religion is increasingly relevant to society today, and their desire to improve their understanding of this important subject.

I would like to express my gratitude to our RE consultants, Stephen Pett and Fiona Moss of RE Today Services; to the clerk to SACRE, Simone Kermode; and to the members of SACRE. We are passionate about the value of RE within the curriculum and its impact on the spiritual and personal development of young people. It is our hope that this Agreed Syllabus will provide the children of Wiltshire with the opportunity to explore the vast and vital theme of the meaning of life itself.

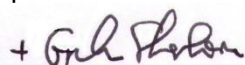
Cllr Mrs Mary Douglas
Chair, SACRE

Foreword from the Bishop of Sherborne

I am delighted that the Diocese of Salisbury has once again been able to support the Local Authority in the development of its new Agreed Syllabus for Religious Education. I would like to congratulate the members of Wiltshire SACRE and all those involved in producing this syllabus.

Religious Education remains a vital entitlement in any child's education. It develops the skills needed to enable young people to engage with the spiritual and moral issues that they will be faced with all their lives. It enables them to develop their own spirituality and will contribute to their own personal growth and formation. They will learn to appreciate what it means to have a religious faith and to respect, understand and dialogue with those of other faiths and of none. The teaching of Religious Education in schools is a rewarding but demanding task and this syllabus will support busy teachers to develop a coherent and thorough approach to teaching RE to those in their care.

Religious Education in Wiltshire Schools is a dynamic process so developments such as this are never finished, and I know that the work of curriculum innovation and development will continue apace. We look forward to being partners in this continuing process.



The Most Reverend Graham Kings,
Bishop of Sherborne

Introduction

The Wiltshire Agreed Syllabus 2011 sets out the curriculum and expected standards for religious education in schools. It builds on some of the core features of the 2006-2011 syllabus, such as the use of two Attainment Targets of “learning about religion and belief” and “learning from religion and belief”, setting expectations grounded in national guideline Levels of Achievement, and encouraging enquiry into religion and belief.

This syllabus is structured in order to support teachers in developing their own planning in their schools. After establishing the aims and contribution of RE, the legal position and guidance on time for RE, the syllabus sets out the key components of the RE curriculum in the section: “Breadth of Study.” The eight headings on page 10 are then amplified through pages 11-20. The Programmes of Study show how these eight elements of the Breadth of Study are applied to the different Key Stages.

The Wiltshire Agreed Syllabus encourages the use of enquiry in religious education. Exemplar key questions are given, based around a set of themes, which develop in depth and scope through the key stages (page 14). The Programmes of Study outline the expected outcomes and suggested content, as well as Levels of Achievement. These should be used to guide teachers in their development of specific “I can...” statements to support pupil learning and progression.

Teachers are supported by the step by step planning guidance on pages 44, 66 and 92. This planning process is integrated into the Programmes of Study, so that teachers can develop lessons that meet the Principal Aim, with clear outcomes setting appropriate Levels of Achievement, and allowing for active and creative teaching and learning opportunities.

The syllabus gives added flexibility by allowing schools to develop their own key questions, based on the RE themes and Fields of Enquiry. These need to reflect the wider requirements of the “Breadth of Study”, but they allow schools to create an RE curriculum that reflects the priorities and context of individual schools and communities. The planning guidance on devising key questions, including developing cross-curriculum themes, can be found on pages 99-102.

It is anticipated that many, if not all, schools will use the key questions provided, but many schools will also develop their own questions where it suits them best. Some may choose to use the enquiry model to underpin lessons or RE days. This model can be found on page 103. It is a suggested model for developing enquiry-based learning which allows for the development and assessment of skills, knowledge and understanding.

Additional support and guidance is offered in the Appendices, including seven Units of Work which exemplify the planning process set out by this syllabus.

Aims of RE in Wiltshire

The Principal Aim of RE in Wiltshire is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.

This syllabus meets this Principal Aim by using two **Attainment Targets** throughout:

Attainment target 1: learning about religion and belief

Attainment target 2: learning from religion and belief

As part of this Principal Aim, RE in Wiltshire aims to:

develop pupils'...		
knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views	understanding of different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths	understanding of the influence of faith and belief on individuals, communities, societies and cultures
encourage pupils to...		
consider challenging questions of meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human	understand the influence of religion on individuals, families, communities and cultures, and develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own	learn from different religions, beliefs, values and traditions while exploring their own beliefs and responses to questions of meaning
learn about religious and ethical teaching enabling them to make reasoned and informed responses to religious, moral and social issues	develop their sense of identity and belonging, preparing them for life as citizens in a plural global society	develop their own creativity and spirituality, and an appreciation of the creativity and spirituality of others
develop pupils' skills of...		
enquiry and response, using religious vocabulary, questioning and empathy	reflection, expression, interpretation, application, analysis and evaluation of issues of truth, belief, faith and ethics	communicating personal responses to these issues of truth, belief, faith and ethics

RE in Wiltshire does not...

seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another (this needs to be made clear)	Religious education is not the same as collective worship, which has its own place within school life.	
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The contribution of RE to pupil development and wider school priorities

RE plays a significant role in the personal development of children and young people.

At its heart is the intention to enable children and young people to become “religiously educated” in order to face the demands of the contemporary world.

What might a ‘religiously educated person’ be? Some possible responses include someone who...

- has a depth of understanding and insight into religion and belief, and their impact in the lives of believers and society, including the implications for their own lives
- is confident and thoughtful about, and able to express, their own beliefs
- acts in accordance with their beliefs
- is interested in, and respectful towards, the beliefs of others
- is interested in building up their understanding of different Religions and Beliefs
- is able to think for themselves and recognise where others may be trying to influence them
- continues to explore the questions of meaning that life throws up in light of the insights of faith.

Given the opportunities for encountering people of different beliefs and lifestyles, RE also has a key role to play in fostering **social cohesion**. As well as being “religiously educated”, RE helps pupils to become “skilled cultural navigators”, able to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging.

For ideas and examples of how RE can promote social cohesion, see Appendix L.

At the root of RE’s significant contribution to pupil development, are the specific **Skills and Attitudes** that are at the heart of the process of teaching and learning in this subject.

In the process of exploring religion and belief, RE seeks to develop the ability of pupils to:

- **Investigate**
 - **Express**
 - **Interpret**
 - **Reflect**
 - **Empathise**
 - **Apply**
 - **Discern**
 - **Analyse**
 - **Synthesise**
 - **Evaluate**
- RE encourages the development of:
- **Self-awareness**
 - **Respect for all**
 - **Open-mindedness**
 - **Appreciation and wonder**
 - **Critical awareness**

For more details see pages 15-16, and for examples of how to develop these Skills and Attitudes in RE, see Appendices I and J. For way of developing these skills through an enquiry-based model, see page 103.

RE plays an important part in promoting the **spiritual, moral, social and cultural** development of pupils, making a unique contribution to their **spiritual** development in particular.

For a more detailed explanation of these terms, together with ideas and examples about how RE gives opportunities for their development, see Appendix K.

Well-being can be interpreted in terms of healthy choices and lifestyles. However, RE opens the possibility of exploring a deeper understanding of well-being, incorporating spiritual health, a fascination with the world and our place in it, and a resilience to the hardships that life often brings. RE’s unique contribution comes from the rich resources of the world religions, whose leaders and followers have frequently responded to life and the world with wisdom and insight. Combined with the insights from those who shun religious belief, this offers pupils valuable perspectives to explore and evaluate when examining their own responses to life.

For more on RE’s contribution to pupil well-being, see Appendix M.

Legal requirements

Religious education must be taught to all registered pupils in maintained schools, including those in the sixth form, except to those withdrawn by their parents.

This requirement does not apply to nursery classes in maintained schools.

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

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

RE and the National Curriculum

Religious education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools.

The curriculum for every maintained school in England shall comprise a basic curriculum which includes:

a) provision for religious education for all registered pupils at the school (in accordance with such of the provisions of Schedule 19 to the School Standards and Framework Act 1998 (c. 31) as apply in relation to the school),

b) a curriculum for all registered pupils at the school who have attained the age of three but are not over compulsory school age (known as "the National Curriculum for England").

Education Act 2002, s80

Which schools must follow this Agreed Syllabus?

Religious education must be taught in accordance with the Wiltshire Agreed Syllabus in all:

- Community schools and
- Foundation and Voluntary controlled schools (SSFA 1998 paras 2(1) and 2(2) Schedule 19)

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

This syllabus has been written in conjunction with the Dioceses of Salisbury and Bristol, who recommend it to all Church of England VA schools in Wiltshire, alongside additional Diocesan guidance.

The Funding Agreements for new **academies** stipulate that all **academies** are required to teach RE.

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

DCSF *Guidance on religious education in English Schools, 2010*

The model Funding Agreement for new academies (2010) follows this stipulation that RE should be taught in all schools, following the local Agreed Syllabus or denominational syllabus. The law for Free Schools is the same as that for new academies.

In March 2011 the DfE stated its position with regard to **Academies** and **RE**:

‘Academies must provide religious education in accordance with their Funding Agreements. The policy intention is for the model Funding Agreements to broadly reflect the provisions that apply to local authorities and schools in the maintained sector. The Funding Agreement requires that Academies with a religious designation provide religious education in accordance with the tenets of their faith and Academies that do not have a religious designation must arrange for religious education to be given to all pupils in accordance with the requirements for Agreed Syllabuses. In other words, a curriculum which reflects that the religious traditions in Great Britain are, in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

‘For foundation or voluntary controlled schools with a religious designation that convert to Academies, the intention is that they will arrange for religious education in accordance with the requirements for Agreed Syllabuses, as set out above, unless any parents request that their children receive religious education in accordance with any provisions of the school’s trust deed or in accordance with the tenets of the school’s faith. If any parents do request this, the Academy must make arrangements for those children to receive such religious education unless, because of special circumstances, it would be unreasonable to do so. The Funding Agreement sets this out.’

Religions and the Agreed Syllabus

An Agreed Syllabus should ‘reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain.’ (s375 (3) Education Act 1996)

An Agreed Syllabus ‘must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.’ [Education Act 1996 s.376 (2)] This syllabus maintains that teaching about Religions and Beliefs should be sufficiently fair, balanced and open. It should promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations. In Church of England VA schools, it will reflect and promote a Christian ethos and Christian values whilst allowing for the freedom of pupils to hold and express different beliefs.

For further details on the statutory elements of the Wiltshire Agreed Syllabus, see page 23.

Right of Withdrawal

Parents have the right to request that their son or daughter be withdrawn from all or part of the RE provided at their school. Parents have the right to do this without influence from the school, although a school should ensure that parents are aware of the educational objectives and content of the RE syllabus, and that much has changed in RE since the right of withdrawal was enshrined in law. The emphasis in RE is the open exploration of ultimate questions and the examination of a range of religious and non-religious responses to these questions, including the views of pupils. Parents should also recognise that pupils may encounter religion and belief in other parts of the curriculum from which there is no right of withdrawal. For example, many schools recognise the importance of promoting social cohesion and this includes helping pupils understand ideas about identity and diversity, including within a religious context and a context of non-religious beliefs.

Service Children

There are many pupils in Wiltshire schools who are children of HM Armed Forces personnel. These children encounter particular challenges as they face frequent movement, often including schooling in Service Children's Education schools overseas, as well as the demands of having parents involved in conflict situations around the world. They may also bring a breadth of experience to the classroom, particularly from their encounters with different faith communities within HM Armed Forces as well as within the countries in which they have been based. For example, schools with Nepalese children will have had the opportunity to explore Hinduism in some depth; schools in Cyprus will have explored Greek Orthodox Christianity.

The Wiltshire Agreed Syllabus for RE shares a common Principal Aim with the Agreed Syllabus for Service Children's Education (SCE), where exploring key questions arising from religion and belief is part of a process of the personal development of pupils. Both syllabuses share the Attainment Targets of learning about religion and belief and learning from religion and belief. They share the same themes throughout EYFS-KS3, and also require their KS4 pupils to follow courses in RS or RE. They are structured around the same "Fields of Enquiry" (see page 13). Both syllabuses allow for schools to have the flexibility to develop their own key questions. Whilst the SCE syllabus does not give as much support in terms of learning outcomes and suggested content, it does point schools in the direction of questions similar to those given in the Wiltshire Agreed Syllabus.

Given that mobility is such a significant factor for the children of Service personnel in Wiltshire schools, there needs to be awareness that pupils may have already been taught according to a number of syllabuses. Schools will need to establish children's prior knowledge, experience and understanding, and differentiate programmes of study accordingly. However, teachers can be confident that pupils from SCE schools will have been following a syllabus that fits well alongside the new Wiltshire syllabus.

Special Schools

It is recognised that Special Schools all have pupils with differing needs and academic abilities.

Special Schools are expected to follow the planning and reporting requirements of the Wiltshire Agreed Syllabus but are able to use the elements of the KS1-3 units to suit the current pupils at the school.

Special Schools are expected to follow the spirit of this Agreed Syllabus in terms of creative teaching to achieve levelled outcomes in the exploration of key questions. Teachers should be able to explain the rationale for their planning and teaching, and its basis in the Agreed Syllabus.

Time for RE

Schools have a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents (see page 7).

Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this Agreed Syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

In order to deliver the aims and expected standards of the syllabus effectively, the recommendation is that there is a minimum allocation of 5% of curriculum time for RE:

This means in practice that schools are recommended to allocate:

Foundation Stage:	36 hours per year , both teacher-led and child-initiated activities
Key Stage 1:	36 hours per year
Key Stage 2:	45 hours per year
Key Stage 3:	45 hours per year
Key Stage 4:	5% of curriculum time, or approx 40 hours per year
16-19:	10 hours per year. Allocation of time for RE for all should be clearly identifiable

Important Notes:

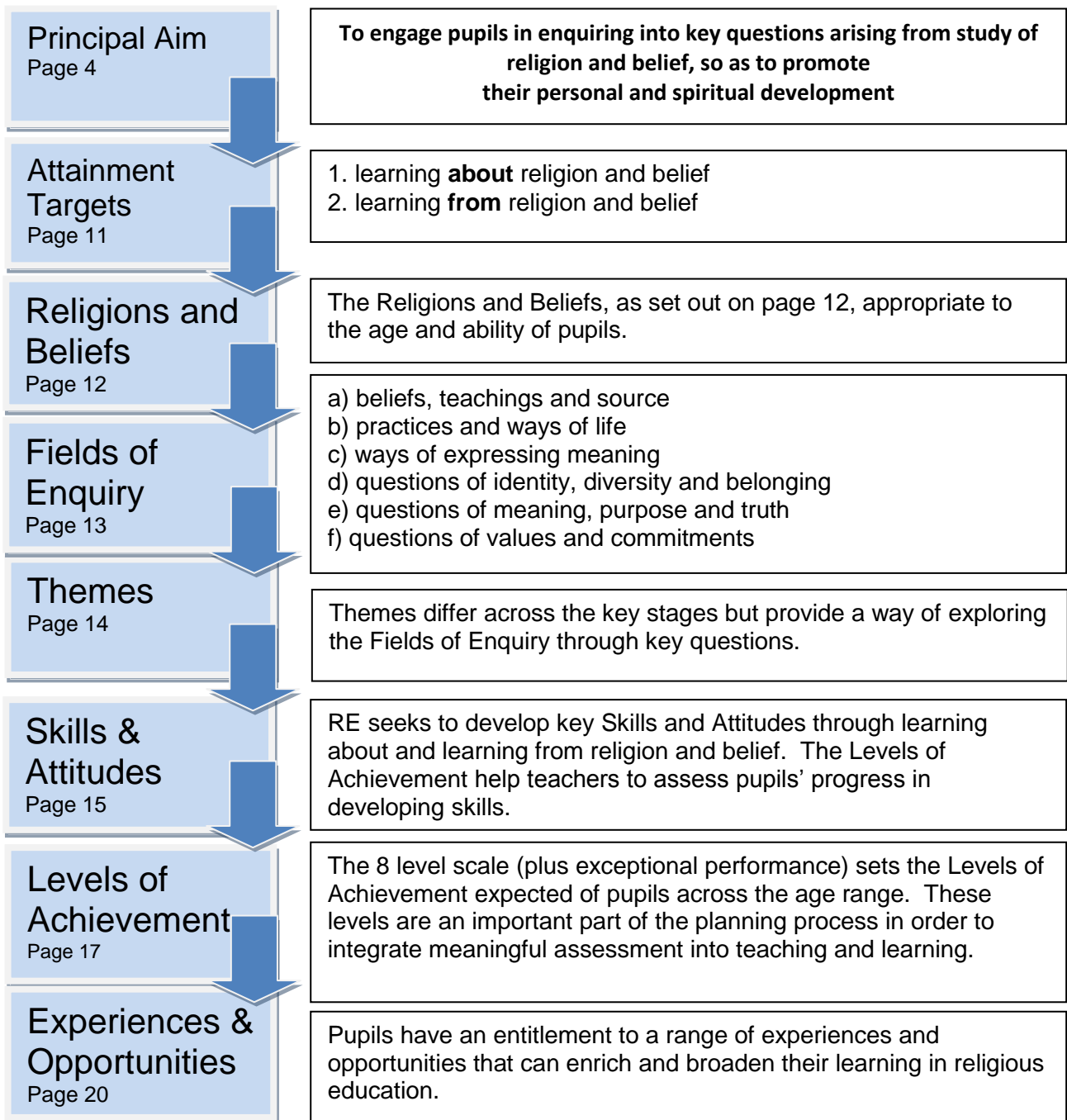
- RE is a core subject of the curriculum for all pupils. The requirements of this Agreed Syllabus are not subject to the flexibility of the Foundation Subjects.
- 36 hours per year is the equivalent of one hour per week. This does not mean that RE must be delivered in weekly lessons. It may be part of an RE day, or an RE week; it could be part of an integrated theme or topic over a half term, or it could be a stand-alone series of lessons. For models of curriculum provision, see Appendix D.
- Curriculum time for Religious Education is distinct from the time schools may spend on Collective Worship or school assembly. The times given above are for Religious Education.
- There is clearly a common frontier between RE and such subjects as literacy, Citizenship or PSHE. But the times given above are explicitly for the clearly identifiable teaching of Religious Education.
- RE is an entitlement for all pupils through their secondary schooling. For schools offering GCSE short course RE in Y9 and Y10, there is still a requirement that there is identifiable religious education in Y11. Similarly, for schools offering a reduced or revised KS3, there is still a requirement that identifiable religious education is provided in each school year.
- Any school in which headteachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve the standards set out in this syllabus.

Breadth of Study

This section sets out the framework for the RE curriculum in Wiltshire schools.

The breadth of study helps to structure the curriculum for long term planning across the age range. It sets up a coherent picture of progression in understanding and skills across key stages. When teachers do long and medium term planning for their school RE, they need to follow this structure. .

Planning, teaching and learning must take account of:



Attainment Targets

How this syllabus enables RE to meet the Principal Aim

Religious education has two main dimensions:

1. RE helps pupils come to a knowledge and understanding of religion, its beliefs, teachings and sources, practices and ways of life, and ways of expressing meaning. It is concerned with enquiry into Christianity and other principal world Religions and Beliefs, focusing on the influence of beliefs on people's lives and actions. Pupils also develop knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion.
2. RE is a lead contributor to pupils' personal development, including their spiritual, moral, social and cultural development. RE enables pupils to explore deeper questions of meaning and purpose in life. It should provide a clear focus for pupils to reflect upon and respond to their own beliefs and experiences in light of their learning about religion.

These two key dimensions of RE are expressed in the Attainment Targets for religious education required by this syllabus:

Attainment target 1: Learning about religion and belief	Attainment target 2: Learning from religion and belief
<p>This includes:</p> <ul style="list-style-type: none"> • enquiry into, and investigation of, the nature of religion, its beliefs, truth claims, teachings and sources, practices and ways of life, and ways of expressing meaning • skills of interpretation, analysis, evaluation and explanation • pupils' communicating their knowledge and understanding using specialist vocabulary • identifying and developing an understanding of ultimate questions and ethical issues • developing pupils' knowledge and understanding of individual religions, and how they relate to each other, as well as the study of the nature and characteristics of religion 	<p>This includes:</p> <ul style="list-style-type: none"> • pupils' ability to reflect on and respond to their own and others' experiences in the light of their learning about religion • pupils' skills of application, interpretation, evaluation and questioning of what they learn about religion • pupils' ability to communicate their own ideas, particularly in relation to questions of identity, diversity and belonging, meaning, purpose and truth, and values and commitments • a willingness to question and explore in order to develop sensitivity and empathy towards others
<p>RE is at its most effective when these two Attainment Targets are closely integrated in the learning experience</p>	

These Attainment Targets make it clear that in order to meet the Principal Aim, the curriculum should be constructed so that pupils are engaged with the critical examination of beliefs, practices and lifestyles in order to develop their own self-understanding, their understanding of others and the world in which they live. All their RE lessons should be planned to have an impact on the way pupils consider their own lives as well as the lives of others. Both Attainment Targets are of equal importance to the teaching of RE and should be delivered and assessed in a balanced, integrated and coherent way.

As part of this process of learning about and learning from religion and belief, teachers can make use of a range of approaches to teaching and learning in RE. An introduction to these approaches or pedagogies can be found on Appendix C.

Religions and Beliefs

What Religions and Beliefs must be taught?

The legal requirement of the Education Act 1996 is that an Agreed Syllabus must:

“reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain.” (1996 Ch 56 Section 375 (3))

To be consistent with this requirement, Christianity must predominate and should be taught in every key stage. Other principal religions are defined as Buddhism, Hinduism, Islam, Judaism and Sikhism

Schools should consider the breadth of Religions and Beliefs as part of whole-school planning. The **minimum entitlement** is outlined below. Schools can teach additional religions where it is appropriate, for example to reflect the religions represented in their school and local area. The programmes of study for each key stage shows where this may take place.

Foundation Stage	Christianity plus aspects of other religions as appropriate.	When considering which Religions and Beliefs to study, schools should reflect on the religion and belief communities represented within the school and in the local community.
KS1	Christianity plus aspects of at least one other principal religion, selecting from Islam or Judaism.	
KS2	Christianity plus aspects of at least two other principal religions: <ul style="list-style-type: none"> • selecting at least one from Islam and Judaism (including whichever has not been selected at KS1) • and at least one from Hinduism and Sikhism. 	
KS3	Christianity, plus Islam and at least two other principal religions, selecting from Buddhism, Hinduism, Judaism or Sikhism. Opportunities for studying non-religious worldviews should be taken where appropriate.	
14-16	Christianity plus at least one other principal religion.	
16-19	Christianity plus aspects of other religions and secular philosophies as appropriate.	

In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of pupils and their families, which may allow for the exploration of secular philosophies and non-religious worldviews, such as humanism. More detail on this can be found in Appendix O.

As well as reflecting the views and beliefs of pupils within the school it is also essential that religious education enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds but others have no attachment to religious beliefs or practices. This does not prevent them from learning from religion, however, as RE explores a range of theistic, atheistic and agnostic worldviews.

By the end of Key Stage 3 students will have had the opportunity to encounter religion in some of its diversity, through study of Christianity and other principal religions. Students will also have encountered a selection of other religious traditions, secular philosophies and worldviews as appropriate to the context of the school they attended.

Fields of Enquiry

Mapping the terrain of RE

There are many possible ways of exploring the key concepts and content of religious education. In order to allow for a structure for planning and progression, Wiltshire Agreed Syllabus uses some strands to mark out RE's "Fields of Enquiry". In general terms, these can be seen to reflect the Attainment Targets, making clear the areas of learning in which pupils need to be engaged. These Fields of Enquiry can also be traced through the Levels of Achievement, ensuring a coherence between planning and assessment.

Over their time in school, pupils need to gain a developing understanding of the six concept clusters which make up RE's Fields of Enquiry. This broadens and deepens their knowledge, skills and understanding when learning about and learning from Religions and Beliefs. The six concept clusters are:

AT1 Learning about religion and belief		AT2 Learning from religion and belief	
a) Beliefs, teachings and sources	<ul style="list-style-type: none"> Understanding, explaining and interpreting teachings, sources, authorities and ways of life in order to express reasoned views about Religions and Beliefs Understanding, explaining and interpreting beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values 	d) <i>Questions of identity, diversity and belonging</i>	<ul style="list-style-type: none"> <i>Understanding, explaining and interpreting varied viewpoints on issues connecting personal and communal identity</i> <i>Applying ideas and expressing insights into questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion</i>
b) Practices and ways of life	<ul style="list-style-type: none"> Understanding, explaining and interpreting the varied impacts of Religions and Beliefs on how people live their lives Applying ideas and expressing insights about the impact of practices from Religions and Beliefs on ways of life 	e) <i>Questions of meaning, purpose and truth</i>	<ul style="list-style-type: none"> <i>Describing and expressing insights into ultimate questions that confront humanity</i> <i>Applying ideas and expressing insights into questions of meaning and purpose in relation to religion and beliefs</i> <i>Explaining different ideas about what is true</i>
c) Expressing meaning	<ul style="list-style-type: none"> Understanding and expressing ideas and insights about the meanings of different forms of religious, spiritual, moral and cultural expression Understanding, explaining and interpreting ways in which Religions and Beliefs use literature, the arts, music, architecture, actions and other forms of creative expression to respond to ultimate questions 	f) <i>Questions of values and commitments</i>	<ul style="list-style-type: none"> <i>Understanding, explaining and interpreting moral values and how they can relate to beliefs and experience</i> <i>Expressing views and ideas about their own and others' values and commitments in order to make informed, rational and imaginative choices</i>

These Fields of Enquiry need to be covered in a balanced, structured way so that the pupil's learning outcomes (as exemplified in the Level Descriptions) can be clearly seen and assessed. The Programmes of Study for each key stage in this syllabus indicate the place of these Fields of Enquiry in long and medium term planning. For more information about using Fields of Enquiry in planning key questions, see page 99.

Themes

Opening up RE

The themes in this syllabus provide a way of opening up the Fields of Enquiry through exploring key questions. They differ across the key stages to reflect the progression expected as children and young people develop their understanding and skills. Whilst there is not a direct progression across all themes, this grid indicates the broad progression across key stages.

Foundation Stage <i>Discovering</i>	KS1 <i>Exploring</i>	KS2 <i>Connecting</i>	KS3 <i>Applying</i>
Special people	Believing	Beliefs and questions	Beliefs and concepts Religion and science
	Story	Teachings and authority	Authority
	Leaders and teachers	Inspirational people	
Special places	Symbols	Symbols and religious expression	Expressions of spirituality
Special times	Celebrations	Worship, pilgrimage and special places Journey of life and death	
Being special	Myself	Religion and the individual	Ethics and relationships
	Belonging	Religion, family and community	Rights and responsibilities
		Beliefs in action in the world	Global issues
			Interfaith dialogue

It is clear that the KS3 themes link strongly with GCSE specifications, with their focus on themes such as beliefs about God, philosophical questions about suffering, religion and science, ethical issues such as abortion and discrimination, and global issues such as justice, poverty and wealth.

Skills and Attitudes

Skills in Religious Education

Pupils should be helped to develop skills for learning through religious education. Progress in RE is dependent on the development of a range of skills which enable pupils to understand the concepts and Fields of Enquiry. Careful attention should be given to the planning and development of tasks which require pupils to use such skills increasingly over the key stages. Most of the skills can be taught from an early age, although the list below has an element of hierarchy, extending Bloom's taxonomy of lower order to higher order skills. This development of higher order thinking should be clearly planned for in RE lessons across the age range. A model for clustering these skills into an enquiry process can be found on page 103.

<p>Skills for learning in RE</p> <p>Investigation – in RE this includes:</p> <ul style="list-style-type: none"> ▪ asking relevant questions ▪ knowing how to use different types of sources as a way of gathering information ▪ knowing what may constitute evidence for understanding religions
<p>Expression - in RE this includes the:</p> <ul style="list-style-type: none"> ▪ ability to explain concepts, rituals and practices ▪ ability to identify and articulate matters of deep conviction and concern by a variety of means – not only through words ▪ ability to respond to religious issues through a variety of media
<p>Interpretation - in RE this includes the ability to:</p> <ul style="list-style-type: none"> ▪ draw meaning from stories, artefacts, works of art, poetry and symbolism ▪ suggest meanings of religious texts
<p>Reflection - in RE this includes the ability to:</p> <ul style="list-style-type: none"> ▪ reflect on feelings, relationships, experience, ultimate questions, beliefs and practices ▪ use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres
<p>Empathy - in RE this includes:</p> <ul style="list-style-type: none"> ▪ the ability to ponder on the thoughts, feelings, experiences, attitudes, beliefs and values of others ▪ developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow ▪ the ability to see the world through the eyes of others, and see issues from their point of view
<p>Application - in RE this includes:</p> <ul style="list-style-type: none"> • making the association between religions and individual, community, national and international life • identifying key religious values and their interplay with secular ones
<p>Discernment – in RE this includes:</p> <ul style="list-style-type: none"> ▪ explaining the significance of aspects of religious belief and practice ▪ developing insight into people, motives, actions and consequences ▪ seeing clearly how individuals might learn from the religions they study for themselves
<p>Analysis - in RE this includes:</p> <ul style="list-style-type: none"> ▪ drawing out essential ideas and being able to sort out their component parts ▪ distinguishing between opinion, belief and fact ▪ distinguishing between the features of different religion
<p>Synthesis - in RE this includes:</p> <ul style="list-style-type: none"> ▪ linking significant features of religion together in a coherent pattern ▪ connecting different aspects of life into a meaningful whole
<p>Evaluation - in RE this includes:</p> <ul style="list-style-type: none"> ▪ the ability to debate issues of religious significance with reference to evidence and argument ▪ weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience

For examples of progression in development of skills, see Appendix I.

Skills and Attitudes

Attitudes in Religious Education

Attitudes such as respect for others and respect for the truth, care for all people and determination to achieve should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education. These attitudes enable learners to enter fully into the study of religions, and are in turn fostered and deepened by the study of RE.

The following attitudes are essential for good learning in religious education and should be developed at each stage or phase of RE:

- **Self-awareness**
- **Respect for all**
- **Open-mindedness and questioning**
- **Curiosity, appreciation and wonder**
- **Critical awareness**

Key attitudes in RE
<p>Self-awareness in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule ▪ developing a realistic and positive sense of their own religious, moral and spiritual ideas ▪ recognising their own uniqueness as human beings and affirming their self-worth ▪ becoming increasingly sensitive to the impact of their ideas and behaviour on other people
<p>Respect for all in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ developing skills of listening and a willingness to learn from others, even when others' views are different from their own ▪ being ready to value difference and diversity for the common good ▪ appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society ▪ being prepared to recognise and acknowledge their own bias ▪ being sensitive to the feelings and ideas of others
<p>Open-mindedness and questioning in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ being willing to learn and gain new understanding ▪ engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions ▪ being willing to go beyond surface impressions ▪ distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith
<p>Curiosity, appreciation and wonder in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ developing their imagination and curiosity ▪ recognising that knowledge is bounded by mystery ▪ appreciating the sense of wonder at the world in which they live ▪ developing their capacity to respond to questions of meaning and purpose
<p>Critical awareness in religious education includes pupils:</p> <ul style="list-style-type: none"> ▪ having a willingness to examine ideas, questions and disputes about religious and spiritual questions ▪ distinguishing between opinions, viewpoints and beliefs ▪ developing the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions ▪ being prepared to acknowledge bias and prejudice in oneself

For examples of ways in which RE can encourage and develop these attitudes, see Appendix J.

Levels of Achievement

What should pupils be able to do?

Expectations of standards in religious education This Agreed Syllabus sets the standards expected for pupils' work in religious education in Wiltshire schools.

It does this by:

- identifying two Attainment Targets: AT1 learning about religion and belief, and AT2 learning from religion and belief
- identifying the knowledge, skills and understanding expected in each key stage
- the use of level descriptions to describe the types and range of performance that pupils working at each level should characteristically demonstrate

The level descriptions for RE

Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. Apart from their summative use, these level descriptions can be used in assessment for learning.

Attainment target 1: Learning about religion and belief

Learning about religion and belief includes enquiry into the nature of religion using skills of **explanation, interpretation and analysis, identifying and developing an understanding** of ultimate questions and ethical issues, **using specialist vocabulary** with reference to the Fields of Enquiry:

- beliefs, teachings and sources
- practices and ways of life
- ways of expressing meaning

Attainment target 2: Learning from religion and belief

Learning from religion and belief refers to how pupils **reflect** on, and **respond** to their own experiences and learning about religion; develop and use skills of **application, interpretation and evaluation** of what they learn about religions, **communicating** their responses, particularly with reference to the Fields of Enquiry:

- questions of identity and belonging
- questions of meaning, purpose and truth
- questions of values and commitments

Using the levels to make judgements about pupils' performance

Foundation stage: Children's attainment in religious education is assessed in relation to the early learning goals.

Key Stages 1, 2, 3: The level descriptions provide the basis to make judgements about pupils' performance at the end of these key stages.

P-levels, or Performance Descriptors, can be used for pupils achieving below Level 1 in RE. (See Appendix A)

In schools where adequate curriculum time is provided and standards are good, a large proportion of pupils' achievements may be expected to be as follows:

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

14-19: National qualifications are the main means of assessing attainment in religious education in Key stage 4 and Post 16.

Level descriptions for religious education

Attainment Level	Attainment target 1: Learning about religion and belief	Attainment target 2: Learning from religion and belief
Level 1 Name, recall and talk about	Pupils: <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about : <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	Pupils: <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong recognise their own values and those of others
Level 3 Describe religion Make links to their own experience	Pupils: <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour
Level 4 Show understanding of religion and apply ideas to themselves and others	Pupils: <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences make links between them, and describe some similarities and differences both within and between religions describe the impact of religion on people's lives suggest meanings for a range of forms of religious expression 	Pupils: <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain the impact of religion and express their own views on religious questions	Pupils: <ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities describe why people belong to religions know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions 	Pupils: <ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion

<p>Level 6</p> <p>Give informed accounts of religion and beliefs, interpret, express own insights and consider challenges</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues • interpret the significance of different forms of religious spiritual and moral expression 	<p>Pupils:</p> <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues • express insights into their own and others' views on questions and issues raised by religion and belief • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges
<p>Level 7</p> <p>Evaluate and express critical insights into questions and issues raised by religion and belief using evidence and example</p>	<p>Pupils</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to show a coherent understanding of a range of Religions and Beliefs • show a coherent understanding of issues, values and questions of meaning and truth. • account for the influence of history and culture on aspects of religious life and practice • account for differences between people within the same religion or tradition 	<p>Pupils:</p> <ul style="list-style-type: none"> • express insights creatively and critically on a range of viewpoints about questions and issues raised by religion and belief • evaluate, using evidence and example, the significance of religious and other views in relation to questions and issues raised by religion and belief
<p>Level 8</p> <p>Analyse reflectively and articulate personal and critical responses to questions and issues raised by religion and belief, drawing balanced conclusions, justifying own views</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to demonstrate rigorous thinking and present coherent, informed and detailed arguments about beliefs, ethics, values and issues drawing well substantiated conclusions • analyse religious material with reference to historical, cultural and social contexts • critically evaluate the impact of Religions and Beliefs on differing communities and societies • analyse varied forms of religious spiritual and moral expression 	<p>Pupils:</p> <ul style="list-style-type: none"> • express personal responses arising from critical thinking about questions and issues raised by religion and belief • Analyse reflectively their own perspectives and those of others to draw balanced conclusions about religious, spiritual and ethical questions from evidence, arguments, reflections and examples
<p>Exceptional Performance</p> <p>Synthesise effectively and draw balanced conclusions</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to provide a consistent and detailed analysis of Religions and Beliefs • evaluate in depth the importance of religious diversity in a plural society • clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time • synthesise effectively to create their accounts of the varied forms of religious spiritual and moral expression 	<p>Pupils:</p> <ul style="list-style-type: none"> • analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments • give independent, well informed and highly reasoned insights into their own and others perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions

Experiences & Opportunities

What kinds of Experiences & Opportunities should pupils have in RE?

Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in RE.

This is not simply to entertain pupils, but to ensure that they have the chance to encounter something of the richness and diversity of religion and belief and deepen their understanding. It is also to ensure that pupils engage all their faculties in RE, so that they have to process the information they learn, allowing them to make sense of it, not simply regurgitate factual material.

A sample of the kinds of experiences and opportunities RE teaching and learning should offer pupils are given below.

For example, in RE, pupils should have the opportunity to:

- visit places of worship
- meet and learn from visitors from a range of faith communities, local and national
- discuss questions of religion and belief, giving reasons for their own beliefs and those of others
- consider a range of human experiences, feelings and responses to life
- reflect on the importance and possible relevance of a range of insights into life, from religious and non-religious viewpoints
- use a range of forms of expression to communicate their own considered views and the views of others
- explore the connections between RE and other areas of the curriculum

Further details, tailored specifically to the different key stages, are given on page 31 for Key Stage 1, page 45 for Key Stage 2 and page 67 for Key Stage 3..

Assessment, Recording and Reporting

Assessment

Assessment is to do with making judgements about pupils' achievements in the broadest sense. Through their experience of RE pupils will develop knowledge, understanding and a range of skills. Assessment involves planning opportunities to observe, analyse pupils' responses, monitor, improve, celebrate and record achievement.

The assessment of attainment in RE in Wiltshire schools is based on expected outcomes expressed in the levels included in this syllabus, which have been developed in the light of guidance produced nationally. The levels relate to the two Attainment Targets : Learning about religion and belief (AT1) and Learning from religion and belief (AT2). Teachers should become familiar with these and make use of them in the following ways:

- as a planning tool to help them gauge whether their own expectations are realistic and sufficiently challenging to enable pupils to make progress in RE
- to provide the basis for making judgements about pupils' performance at the end of each key stage.

It should be remembered, however, that in most cases the levels statements do not attempt to represent all aspects of teaching and learning in RE, only those which can be tracked in a consistent and useful way. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.

The two Attainment Targets are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both Attainment Targets.

Planning must identify intended learning outcomes matched to Agreed Syllabus requirements. These provide the goals of learning and enable the teacher to identify what pupils know, understand and can do as a result of their learning in RE. These should be shared in an appropriate way with pupils.

Assessment should be integral to teaching and learning. A wide range of classroom activities enable teachers to gather information about pupil learning and progress. These include:

- observing pupils as they work and interact with their peers and adults
- listening to pupils as they describe their work and reasoning to others
- questioning, especially the use of open questions which allow for a range of responses
- setting tasks which require the planned use of specific skills
- use of a variety of forms of communication - drawing, artefacts, actions, role play, as well as short and extended writing
- discussion of words, images and ideas
- self and peer assessment activities.

Developing good quality classroom activities

The planning guidance in this syllabus makes it clear that assessment should be used at the planning stage in order to ensure that activities and learning opportunities enable pupils to achieve learning outcomes at an appropriate level for their age and ability. Effective learning activities will need to be carefully planned, clearly focused, accessible to all pupils and have clear assessment criteria which can be shared and understood by pupils.

Recording and Reporting

Schools have a statutory duty to produce an annual written report for parents on every subject. The RE report should not simply report what the class has done but should say something meaningful about the achievement, in terms of knowledge, understanding and

skills, of each pupil. Schools need to develop a manageable way of recording what each pupil achieves to enable them to pass accurate information on to others.

RE policy statements in schools should include a brief statement summarising how the school makes use of intended learning outcomes listed in the programmes of study and the statements in the level descriptions to recognise and report on pupils' progress in RE.

Using level descriptions for reporting achievement

The level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. It should, however, be remembered that these level statements do not attempt to represent all aspects of teaching and learning in RE, only those which can be tracked in a consistent and useful way.

There are two ways in which the level descriptions should be used for reporting achievement:

1. To report attainment at the end of a Key Stage by defining the level achieved.

Teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels. The levels are not refined enough to be divided into sub-levels.

2. To report attainment to parents and carers in an annual report.

In this case it is strongly recommended that schools use appropriate level statements as the basis for reporting progress annually. If helpful, this can be in the form of "I can" statements developed in line with the examples provided with the syllabus (Appendix F) and outlined in the planning guidance at each key stage.

Feedback to pupils

Pupils need to know how well they are doing and how they can improve. It is essential for teachers in RE, as all subjects, to give meaningful feedback on their work and achievements.

The planning guidance in this syllabus indicates that schools should use the level statements for planning tasks and activities. These may be shared with students so that they understand the short term RE learning objectives and what is expected of them in relation to particular tasks and activities. These tasks should be benchmarked by the teacher against the level descriptors to ensure that they are appropriate and sufficiently challenging and to achieve appropriate differentiation.

The programmes of study in the Wiltshire Agreed Syllabus require levelled outcomes. Versions of these, in the form of "I can..." statements, can be used to help give feedback to pupils, so that they know how to make progress. Feedback should be positive, specific and developmental, in line with the school's marking and reporting policies.

Examples of "I can..." statements can be found in Appendix F and in the model units of study, Appendices S, T, U, V, W and X.

Programmes of Study

The following pages set out the Programmes of Study for RE in Wiltshire schools.

It is important to note which elements are statutory and which are non-statutory.

Statutory elements

- Principal Aim
- Attainment Targets
- Religions and Beliefs
- Fields of Enquiry
- Themes
- Skills and Attitudes
- Levels of Achievement
- Experiences and opportunities

These statutory elements are laid out for each key stage on the following pages. In order to enable schools to deliver these statutory elements, programmes of study have been devised. These are accompanied by a planning process to support teachers in planning good quality RE that meets these statutory requirements. Additional support is provided through exemplar units of study in the appendices.

Non-statutory elements

In order for schools to deliver the statutory elements, programmes of study are provided. These set out some key questions to explore. Within these questions, schools will select from the learning outcomes, balancing learning about and learning from religion, when planning a unit of work in RE. The suggested content for each question is non-statutory. It is provided as a guide to the concepts and content that will help teachers to explore the key questions. Teachers are free to make use of other relevant and appropriate content.

There is also flexibility to produce alternative key questions related to the themes, to make the most of opportunities for cross-curricular links. Where schools wish to devise their own questions, they must ensure that they include the statutory elements listed above. They must link to the themes and Fields of Enquiry. They must also ensure that they devise equivalent learning outcomes, at the appropriate level of achievement for the pupils. Schools must also ensure that the breadth of study is maintained across each key stage, in order to prevent a school's curriculum becoming too narrow and ensure that they meet the statutory requirements.

For schools who want to adapt units of study from the 2006-2011 Wiltshire syllabus, they will need to link their question to the themes and Fields of Enquiry, and produce learning outcomes that show continuity and enable progression.

Guidance

- For guidance in **devising suitable key questions**, see pages 99.
- For examples of **Units of Work** from a selection of the key questions, see exemplar Units of Work, Appendices R-X. These follow the planning process set out in this syllabus and offer a wide range of teaching and learning activities to support pupils in achieving the learning outcomes
- For **models of curriculum provision** for RE, see Appendix D
- For examples of **long-term plans** for primary RE, see Appendix G

Theme and question overview: Early Years Foundation Stage to Key Stage 3

Foundation Stage Discovering	KS1 Exploring	KS2 Connecting	KS3 Applying
Special people	<p>Believing What do some people believe about God?</p> <p>The beginning of the world: what can we learn from special Christian and Jewish stories?</p> <p>Why is God important for Muslims?</p>	<p>Beliefs and questions What do different people believe God is like?</p> <p>What matters to Christians about Easter?</p>	<p>Beliefs and concepts (choose at least four questions) Is there a God? What and why do people believe? Death: is it the end? Does it matter? Is there a purpose to life? Does life have meaning? Why is there suffering? Was Jesus God on earth? What does the Holocaust teach us about a Jewish way of life and about human nature?</p> <p>Religion and science What can science and religion tell us about the universe, world and life?</p>
	<p>Story Why do Christians love the stories of Jesus?</p>	<p>Teachings and authority What makes some books sacred, how are they used and why do they matter to believers?</p>	<p>Authority What is truth? How do we know what is true? Do the teachings of Jesus stand the test of time?</p>
	<p>Leaders and teachers Who is an inspiring person and who inspires you?</p>	<p>Inspirational people How does a Christian follow Jesus?</p> <p>Who was Muhammad/ Guru Nanak? Why and how do people follow these leaders?</p>	
Special places	<p>Symbols Why and how do special places and symbols help people show what they believe?</p>	<p>Symbols and religious expression What are the deeper meanings of festivals?</p> <p>How do art, architecture and poetry express religious beliefs and ideas?</p>	<p>Expressions of spirituality What does it mean to be human? How do humans express their spirituality?</p>
Special times	<p>Celebrations Why do we celebrate special times?</p> <p>How does being Jewish make a difference to family and celebration?</p>	<p>Worship, pilgrimage and special places Where, how and why do people worship?</p> <p>Why is pilgrimage important to some religious believers?</p>	

<p>Special Times (cont'd)</p>		<p>Journey of life and death Why do some people believe in life after death and what difference does it make?</p> <p>Why do believers often see life as a journey and what significant experiences mark this?</p>	
<p>Being special</p>	<p>Myself How should we show care for others?</p>	<p>Religion and the individual Can religious teachings help us decide what is the best way to live?</p> <p>Keeping the five pillars: what difference does it make to Muslims?</p>	<p>Ethics and relationships Good and bad; right and wrong – how do I decide?</p>
	<p>Belonging What does it mean to belong?</p>	<p>Religion, family and community How can we make Wiltshire / my town a more respectful place?</p>	<p>Rights and responsibilities How do beliefs about justice, love and equality motivate the actions of religious and non-religious people today?</p>
	<p>Beliefs in action in the world How and why do believers care for others and the world?</p> <p>Justice and poverty: can religions help to build a fair world?</p> <p>Who has made a difference to the world because of their faith? How and why?</p>	<p>Global issues (choose at least one question) Should religious believers be greener than non-religious people? How can religious faith make a difference to a [specified] global issue? Living together: are religions a source of peace or a cause of conflict?</p>	<p>Interfaith dialogue (choose at least one question) Living religions: what does it mean to follow a Buddhist/Christian/Muslim/Jewish/Hindu/Sikh way of life in Britain today? (Choose two) What will make our society more tolerant and respectful?</p>

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Programme of Study - Early Years Foundation Stage

Legal requirements

- The Early Years Foundation Stage (EYFS) describes the phase of a child's education from the age of three to the end of reception
- Religious education is statutory for all registered pupils on the school roll. This means that it is a legal requirement for pupils in Foundation Stage 2 but not Foundation Stage 1
- In Foundation Stage 2 classes RE should be taught in accordance with the Agreed Syllabus
- Whilst religious education is not a statutory requirement for children in the Foundation Stage 1, it can form a valuable part of the educational experience of children throughout the key stage

Focus statement

Early childhood is the foundation on which children build the rest of their lives and early activities and experiences provide the basis for later development in all areas of learning.

Religious education aims to promote the personal and spiritual development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship. A key aspect of spiritual development is to enable children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality, for many religious people, will spring from their belief in and relationship with God. The concept of 'specialness' in the context of religion is central to many of the units for this stage.

Religions and Beliefs

1. The study of Christianity
2. Aspects of other principal religions as appropriate.

In addition to the above statutory requirements schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local community.

Time for RE in Foundation Stage 2

Sufficient time must be provided for RE in Foundation Stage 2 to enable the requirements of the Agreed Syllabus to be met. This Agreed Syllabus strongly recommends that the minimum curriculum time for enabling children to make progress in RE is 36 hours over the course of the year. The principle of "little but often" is valuable in the building up of children's learning in RE. For example, this may be in the form of 10-15 minutes of teacher-led activity, with children then able to engage in an activity related to what has been explored with the teacher. Over the year there should be specific planned activities, based on the themes on page 24, but teachers should also take any unplanned opportunities arising out of children's comments and interests. These can contribute to developing children's knowledge and understanding of religion and belief.

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. Religious education can make an active contribution to all of these areas but has a particularly important contribution to make to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development

Whilst religious education makes a strong contribution to the achievement of these goals it is important that planning for RE starts from and meets the requirements of this Agreed Syllabus.

In the foundation stage, children's attainment in RE is assessed in relation to the stepping stones and the early learning goals.

Learning experiences and opportunities in the Early Years

Children should be provided with opportunities in RE to:

- listen to and talk about appropriate stories which engage children
- directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities
- get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer
- use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells)
- make and do – make festive food, role play, dress up, dance
- have times of quiet and stillness
- share their own beliefs, ideas and values
- talk about their feelings and experiences
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live
- begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.

Early Years Foundation Stage themes and outcomes for Religious Education

During the foundation stage, children begin to explore the world of religion in terms of special people, stories, times, places and objects and by visiting places of worship.

The units are designed to be taught thematically, drawing on material from Christianity and at least one other religion. In planning how these are to be taught, practitioners should remember to keep a balance between hearing and exploring religious stories and practices and helping children reflect on their own feelings and ideas arising from these.




Whilst the unit on Special Times can be taught discretely, it is more likely to be encountered on a seasonal basis. If these occasions are taught annually, it is important to co-ordinate planning with KS1 to ensure continuity and progression.




The following grid aims to help early years practitioners identify the specific RE learning needed to provide a good foundation for later learning.

Themes	Learning outcomes Teachers will set up learning experiences that enable children to be able to:	Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.	Early Learning Goals Practitioners should select the relevant Stepping Stones/ELGs from within the following aspects of the Areas of Learning as appropriate:
Being special	<ul style="list-style-type: none"> share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication 	<ul style="list-style-type: none"> the idea that each person is unique and valuable how this is shown in Christianity through infant baptism and dedication signs and symbols used in the welcome of children into the faith community 	
Special People	<ul style="list-style-type: none"> talk about people who are special to them and say what makes their family and friends special to them identify some of the qualities of a good friend reflect on the question 'Am I a good friend?' recall and talk about stories of Jesus as a friend to others recall stories about special people in other religions and talk about what we can learn from them 	<ul style="list-style-type: none"> people who are special to us, who we admire the benefits and responsibilities of friendship and the ways that people care for others stories from the Bible about friendship and care for others stories of a key religious leader from another religion and how these are important to people today 	<p>PSED</p> <ul style="list-style-type: none"> Dispositions and Attitudes Self-Confidence/Self-Esteem Sense of Community Making Relationships Behaviour and Self-Control <p>CLL</p> <ul style="list-style-type: none"> Communication (B, C&D) Thinking Reading Writing
Special Times	<ul style="list-style-type: none"> give examples of special occasions and suggest features of a good celebration recall simply stories connected with Christmas/ Easter and a festival from another faith say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith 	<ul style="list-style-type: none"> the importance and value of celebration in children's own lives some major religious festivals and celebrations e.g. seasonal festivals including Christmas and Easter, and the stories associated with them 	<p>KUW</p> <ul style="list-style-type: none"> Sense of Time Sense of Place Exploration and Investigation (A&B) Cultures and Beliefs <p>CD</p> <ul style="list-style-type: none"> Imagination Exploring Media and Materials
Special places	<ul style="list-style-type: none"> talk about somewhere that is special to themselves saying why be aware that some religious people have places which have special meaning for them get to know and use appropriate words to talk about their thoughts and feelings when visiting a church express a personal response to the natural world 	<ul style="list-style-type: none"> why some places are special and what makes them special the church building as a special place for Christians religious beliefs about the world as a special place 	<ul style="list-style-type: none"> Responding to Experiences Expressing and Communicating Ideas

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Programme of Study: KS1

<p>Principal Aim</p>	<p>Principal Aim of RE To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.</p>							
	<p>Focus of RE at KS1: Religious education aims to promote the personal development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship. A key part of personal development is spiritual development. A major contribution to this is gained through helping children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality, for most religious people, will spring from their belief in and relationship with God. Learning should help children investigate and reflect on their own thoughts, feelings and experience, as appropriate to their age. At the same time, it should help them to begin to explore religion in its various forms and contexts. These two dimensions – ‘exploring’ and ‘responding’ – are inextricably linked and RE should be a balance of both.</p>							
<p>Attainment Targets</p> 	<p>In KS1 pupils should be taught to...</p> <table border="1"> <thead> <tr> <th data-bbox="379 801 932 875"> ...learn about religion and belief <i>exploring</i> </th> <th data-bbox="932 801 1517 875"> ...learn from religion and belief <i>responding</i> </th> </tr> </thead> <tbody> <tr> <td data-bbox="379 875 932 1514"> <ul style="list-style-type: none"> a. explore a range of religious stories and sacred writings, and talk about their meanings b. name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d. explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e. identify and suggest meanings for religious symbols f. begin to use a range of religious words. </td> <td data-bbox="932 875 1517 1514"> <ul style="list-style-type: none"> a. reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness b. ask and respond imaginatively to puzzling questions, communicating their ideas c. identify what matters to them and others, including those with religious commitments, and communicate their responses d. reflect on how spiritual and moral values relate to their own behaviour e. recognise that religious teachings and ideas about values make a difference to individuals, families and the local community. </td> </tr> </tbody> </table>		...learn about religion and belief <i>exploring</i>	...learn from religion and belief <i>responding</i>	<ul style="list-style-type: none"> a. explore a range of religious stories and sacred writings, and talk about their meanings b. name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d. explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e. identify and suggest meanings for religious symbols f. begin to use a range of religious words. 	<ul style="list-style-type: none"> a. reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness b. ask and respond imaginatively to puzzling questions, communicating their ideas c. identify what matters to them and others, including those with religious commitments, and communicate their responses d. reflect on how spiritual and moral values relate to their own behaviour e. recognise that religious teachings and ideas about values make a difference to individuals, families and the local community. 		
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<p>Religions and Beliefs</p> 	<p>Religions and Beliefs During Key Stage 1, pupils should explore Christianity plus aspects of at least one other principal religion, selecting from Islam or Judaism.</p> <p>In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.</p>							
<p>Fields of Enquiry</p> 	<p>Fields of Enquiry Through the key stage, pupils should have an opportunity to begin to explore each of the following RE Fields of Enquiry:</p> <table border="0"> <tr> <td>a) Beliefs, teachings and sources</td> <td>d) Questions of identity, diversity and belonging</td> </tr> <tr> <td>b) Practices and ways of life</td> <td>e) Questions of meaning, purpose and truth</td> </tr> <tr> <td>c) Ways of expressing meaning</td> <td>f) Questions of values and commitments</td> </tr> </table> <p>In general, a), b) and c) are related to AT1; d), e) and f) are related to AT2.</p>		a) Beliefs, teachings and sources	d) Questions of identity, diversity and belonging	b) Practices and ways of life	e) Questions of meaning, purpose and truth	c) Ways of expressing meaning	f) Questions of values and commitments
a) Beliefs, teachings and sources	d) Questions of identity, diversity and belonging							
b) Practices and ways of life	e) Questions of meaning, purpose and truth							
c) Ways of expressing meaning	f) Questions of values and commitments							

<p>Themes</p> 	<p>Themes: The Fields of Enquiry should be addressed through the following themes, by raising and addressing key questions:</p> <ul style="list-style-type: none"> • Believing: what people believe about God, humanity and the natural world • Story: how and why some stories are sacred and important in religion • Celebrations: how and why celebrations are important in religion • Symbols: how and why symbols express religious meanings • Leaders and teachers: figures who have an influence of others locally, nationally and globally in religion • Belonging: where and how people belong and why belonging is important • Myself: who I am and my uniqueness as a person in a family and community
<p>Skills and Attitudes</p> 	<p>Skills and Attitudes Across KS1, pupils should have an opportunity to develop skills in relation to their study of religion and belief. Levels 1 to 3 of the Levels of Achievement set these out: skills of naming, recalling, talking about, retelling, identifying, asking questions, describing, making links, expressing, reflecting and empathising. Throughout KS1 pupils should be encouraged to develop the attitudes of self-awareness, respect for all, open-mindedness and questioning, curiosity, appreciation and wonder.</p>
<p>Levels of Achievement</p> 	<p>Levels of Achievement: In this Agreed Syllabus planning needs to integrate the Levels of Achievement in order to ensure that pupils make good progress within and across key stages. If teachers are clear about the expected learning outcomes from a unit of work then they will be able to plan learning experiences and opportunities to enable pupils to achieve these outcomes. If pupils are clear about the expected outcomes they will be helped to see how to make progress. The Levels of Achievement can be found on page 18.</p>
<p>Experiences & Opportunities</p>	<p>Experiences and opportunities: Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education. The teaching and learning should be planned to ensure that all children have opportunities to:</p> <ul style="list-style-type: none"> • listen to and talk about appropriate stories which engage children • directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities • get to know and use religious words accurately eg God, Bible, synagogue, church, prayer • use all five senses – smell (eg incense); taste (eg special foods); see and touch (eg religious artefacts); hear (eg chants/hymns/prayers/bells) • make and do – make festive food, role play, dress up, dance • have times of quiet and stillness • reflect upon their own beliefs, ideas and values • talk about their feelings and experiences • use their imagination and curiosity to develop their appreciation and wonder of the world in which they live • begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.

KS1 Themes, Questions, Religions and Beliefs

Theme	Key Questions	Recommended religions
Believing: what people believe about God, humanity and the natural world	1. What do some people believe about God? 2. The beginning of the world: what can we learn from special Christian and Jewish stories? 3. Why is God important for Muslims?	Christianity Christianity and Judaism Islam
Story: how and why some stories are sacred and important in religion	4. Why do Christians love the stories of Jesus?	Christianity
Celebrations: how and why celebrations are important in religion	5. Why do we celebrate special times? 6. How does being Jewish make a difference to family and celebration?	Christianity, Islam and/or Judaism and/or Hinduism Judaism
Symbols: how and why symbols express religious meanings	7. Why and how do special places and symbols help people show what they believe?	Christianity plus two religions, from Hinduism, Islam and Judaism
Leaders and teachers: figures who have an influence of others locally, nationally and globally in religion	8. Who is an inspiring person and who inspires you?	Christianity plus at least one religion, e.g. Islam and /or Judaism
Belonging: where and how people belong and why belonging is important	9. What does it mean to belong?	Christianity plus at least one religion, eg Islam and/or Judaism
Myself: who I am and my uniqueness as a person in a family and community	10. How should we show care for others?	Christianity plus at least one religion, e.g. Islam and / or Judaism

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development	
Theme	Believing: what people believe about God, humanity and the natural world	
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
Question	1. What do some people believe about God?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and <i>learning from</i> religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> i. talk about some ways a Christian might describe God ii. talk about different words and art which are used to describe God iii. talk about <i>their own ideas about God</i> iv. ask <i>their own puzzling or mysterious questions about life and share their ideas with others</i> v. respond sensitively <i>to other peoples' ideas of God.</i> <p><i>Italic text relates to Attainment Target 2, learning from religion and belief.</i></p>		<ul style="list-style-type: none"> • share stories that help to show how Christians think of God e.g. the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13) • talk to Christians about what they believe about God • look at art and listen to pieces of music that express ideas about God • give opportunities for children to reflect on and express their own big questions about life and God in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art • describe some of the beliefs that Christians hold about God e.g. all-powerful, loving <ul style="list-style-type: none"> ▪ explore what the concept of God means for the children themselves
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils: <ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice • can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about: <ul style="list-style-type: none"> • their own experiences and feelings, in relation to religion and belief • what they find interesting or puzzling in relation to religion and belief • what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils: <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols, • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils: <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives. • describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Believing: what people believe about God, humanity and the natural world	
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
Question	2. The beginning of the world: what can we learn from special Christian and Jewish stories?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in previous column. Teachers can use different content as appropriate.
i.	retell in words, drama or pictures the story of the creation from the Bible and talk about how this is important for Christians and Jews	<ul style="list-style-type: none"> take time to reflect upon the wonder of the world
ii.	use religious or spiritual vocabulary such as God, creation	<ul style="list-style-type: none"> reflect on stories from a variety of cultures and perspectives that seek to explain how the world began
iii.	recognise that stories from the Bible and the Torah matter to Christian and Jewish people	<ul style="list-style-type: none"> share stories which help people understand Christian ideas of God as the creator of the world (Genesis 1)
iv.	identify one key thing from the creation story showing why it is important to look after the world	<ul style="list-style-type: none"> consider art and music that express ideas about the beginning of the world
v.	recognise, ask and respond to puzzling questions arising from the creation story	<ul style="list-style-type: none"> consider beliefs about God as creator in another religion – e.g. Judaism: beliefs expressed in the <i>Shema</i> – God is one, creator and cares for all people. <i>Shabbat</i> as a weekly expression of the seventh day of creation (God rested)
vi.	say why Christians think God is like a good parent	<ul style="list-style-type: none"> find out what a group of people have done to protect the natural world because of their beliefs
vii.	use colour, words, actions and/or music to express their own feelings and ideas about the creation story	
viii.	recognise and name a mezuzah, say what it contains and what this says about God	
ix.	talk about how <i>Shabbat</i> shows how important the creation story is in the life of Jewish people.	
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific “I can...” statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils: <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about: <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils: <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils: <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Believing: what people believe about God, humanity and the natural world	
Fields of Enquiry	a) Beliefs, teachings and sources and d) Questions of identity, diversity and belonging	
Question	3. Why is God important for Muslims?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. retell a story about Allah and Muhammad ii. identify some ways a Muslim might describe God iii. choose some of 99 names of Allah and say what they symbolise about God iv. say why Muslims try to follow Muhammad and have great respect for him v. begin to show an understanding of how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an vi. use the right words to describe some things that are important in Islam vii. respond sensitively to what matters to Muslims and what matters to me viii. suggest some questions about God that are hard to answer <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> share stories that help to show how Muslims think of God and how following God shows them ways to behave e.g. Muhammad and the Cat, the story of the two brothers, the crying camel talk to Muslims about what they believe about God look at calligraphy and listen to <i>nasheeds</i> that express ideas about God e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikka give opportunities to reflect on and express big questions about life and God in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art describe one of the beliefs that Muslims hold about God e.g. <i>tawhid</i> share the story of the revelation of the Qur'an explore what the concept of God means for the children themselves
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils: <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about: <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils: <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils: <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives. describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development	
Theme	Story: how and why some stories are sacred and important in religion	
Fields of Enquiry	a) Beliefs, teachings and sources and f) Questions of values and commitments	
Question	4. Why do Christians love the stories of Jesus?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. begin to show an understanding of why stories are told by Christians ii. suggest feelings and reactions of characters at key points in faith stories ii. retell Bible stories in words, drama and pictures v. ask and suggest answers to questions arising from stories Jesus told v. express their own ideas about stories of bravery, kindness and friendship from the Bible vi. recognise that Holy Books contain stories which are special to many people and should be treated with respect <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> what is a story and why do we like them? are there different types of story? e.g introduce parable as a made up story with a deeper meaning which is true, introduce stories about the miracles of Jesus the Bible as a special book for Christians stories Jesus told (e.g. The Lost Sheep/Lost Coin Luke 15) and how to treat each other (e.g Good Samaritan Luke 10)
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils: <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about: <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils: <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils: <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Celebrations: how and why celebrations are important in religion;	
Fields of Enquiry	c) Expressing meaning and e) Questions of meaning, purpose and truth	
Question	5. Why do we celebrate special times? Christmas/Easter/ Eid and/or Hanukkah and/or Divali	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. identify a special time they celebrate and explain simply what celebration means	<ul style="list-style-type: none"> consider the importance and value of celebration and remembrance in children's own lives 	
ii. retell stories connected with Christmas/ Easter and a festival in another religion and say why these are important to believers	<ul style="list-style-type: none"> learn about Christmas and Easter in Christianity: the stories and meanings associated with them 	
iii. talk about ways in which Jesus was a special baby who Christians believe came from God	For example, from Easter:	
v. ask questions and suggest answers about stories to do with Christmas and Easter and a story from a festival in another religion	<ul style="list-style-type: none"> explore stories of Jesus in Holy Week such as tTurning over tables in temple washing his friends' feet; being arrested; being deserted; crucifixion; Sunday morning 	
v. identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion	<ul style="list-style-type: none"> explore feelings of Jesus and disciples 	
vi. suggest meanings for some symbols used in the Christian celebration of Easter /Christmas	<ul style="list-style-type: none"> explore how these are shown in the ways Christians celebrate Easter today – Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services light and joy of Easter day etc 	
ii. suggest meanings for some symbols used in the celebration of a festival in another religion (e.g. Hanukkah in Judaism, Eid ul fitr in Islam, Divali in Hinduism)	<ul style="list-style-type: none"> the story and meaning of a festival in another religion for believers (e.g. Judaism: Hanukkah, Islam: Eid ul Fitr, Hinduism: Divali) 	
iii. talk about features in festival stories that made people feel happy or sad and compare them with their own experiences	<ul style="list-style-type: none"> what the stories and events means for the children themselves 	
x. suggest a meaning in a story of Easter, Christmas, Hanukkah, Eid or Divali	<i>Italic text relates to AT2, learning from religion and belief</i>	
x. make links between these religious festivals and occasions they celebrate.		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils:	Pupils talk about:
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils:	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils:	Pupils:
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives. describe some forms of religious expression 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Celebrations: how and why celebrations are important in religion	
Fields of Enquiry	b) Practices and ways of life and d) Questions of identity, diversity and belonging	
Question	6. How does being Jewish make a difference to family and celebration?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. know that God is important for Jewish people ii. talk about how a mezuzah in the home reminds Jewish people about God iii. retell a story that shows the significance of the Menorah in Jewish family life iv. describe how Shabbat is a special day of the week for Jewish people v. express own ideas about the value of times of reflection, thanksgiving, praise and remembrance vi. identify some things that happen at the festival of Sukkoth and/or Rosh Hashanah and what that means to Jewish people vii. ask some thoughtful questions about why Jewish people choose to celebrate in these ways, and suggest some answers <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> discuss what precious items they have in their home? Why are they important? look at a <i>mezuzah</i>, how it is used and the words that are inside it. Why do Jews have this in their home? What words would they like to have displayed in their home? find out what Jewish people do on <i>Shabbat</i>? Why do they have <i>Shabbat</i>? When do you have times of rest and for family in your house? consider the importance and value of celebration and remembrance in children's own lives learn about the festival of Sukkoth or Rosh Hashanah: the stories and meanings associated with them
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils: <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about: <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils: <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils: <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives. describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Symbols: how and why symbols express religious meaning	
Fields of Enquiry	a) Beliefs, teachings and sources and d) Questions of identity, diversity and belonging	
Questions	7. Why and how do special places and symbols help people show what they believe?	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
<i>i. work out a symbol to remind themselves of something special in their own experience</i> ii. identify special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers iii. identify special objects and symbols found in their own home or school and say why these are special and what they mean <i>iv. demonstrate appropriate care and sensitivity when handling religious artefacts and objects special to others</i> v. talk about meanings contained in stories, objects and symbols vi. recognise that there are special places where people go to worship and their importance to believers vii. know some of the ways in which people pray and meditate viii. show that they have begun to be aware that some people regularly worship God in different ways and in different places <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>	<ul style="list-style-type: none"> what makes some things special and sacred? what things are special and sacred to you and your family? Why are they special? showing respect for other people's precious or sacred belongings (including the importance of having clean hands) what symbols and artefacts mean and how they are used in and another religion – For example <ul style="list-style-type: none"> Christianity: cross, wedding ring, christening candle, icon, rosary beads Judaism: <i>mezuzah</i>, Torah scroll, <i>tallith</i>, <i>Shabbat</i> candles Islam: calligraphy, prayer mat, prayer beads Hindu: <i>Puja</i> tray, <i>diva</i>, <i>om</i> sign Sikh: Turban, <i>kachera</i>, <i>kara</i>, <i>kesh</i>, <i>kirpan</i>, <i>kangha</i> how are religious symbols used to aid worship in places of worship? E.g. Church for Christianity, home and synagogue for Judaism, home and mosque for Muslims, home and <i>mandir</i> for Hindus, <i>gurdwara</i> for Sikhs visit one or two places of worship to see how symbols are used (visits can be to nearby places and achieved using virtual visit sites). 	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils: <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about: <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils: <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils: <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives. describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development	
Theme	Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion	
Fields of Enquiry	a) Beliefs, teachings and sources and g) Questions of values and commitments	
Question	8. Who is an inspiring person? Who inspires you?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> i. retell stories about Jesus and a religious figure from another faith that led people to admire and follow them; for example Judaism: Moses, Islam: Prophet Muhammad, Sikhism: Guru Nanak, Buddhism: Siddhartha Gautama ii. describe a way a Muslim or a Christian might be inspired by a story from their faith iii. use religious vocabulary such as 'Lord' or 'Prophet' to describe who inspires Muslims and Christians iv. identify some good things people admire in inspiring people /religious figures and talk about how they might show these same qualities in their own lives v. express their own ideas about what can be good and bad about following others vi. respond sensitively to questions about who has inspired them, for example to be thankful, to be generous or to be kind vii. talk about the feelings and emotions experienced by a leader being studied when they were called by God to be a leader viii. talk about their own experiences in the light of the story ix. talk about how stories of religious leaders are important for both religions 		<ul style="list-style-type: none"> • what makes an inspiring leader? • stories from the life and teachings of Jesus and how these are important to people today: For example – • Story of Peter and Andrew – the first disciples (Luke 5.1-11) • Story of Zacchaeus – how following Jesus changed his life (Luke 19.1-10) • Why do people follow Jesus today? • Study a leader from another faith – Moses or Prophet Muhammad or Guru Nanak or Siddhartha Gautama • For example – • Why was Moses a good leader? • Stories from life of Moses which show him as a leader sent by God e.g – Moses and the Burning Bush (Exodus Ch 3); Moses leads his people (Exodus 7-14)
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils: <ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice • can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about: <ul style="list-style-type: none"> • their own experiences and feelings, in relation to religion and belief • what they find interesting or puzzling in relation to religion and belief • what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils: <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols, • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils: <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives. • describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development	
Theme	Belonging: where and how people belong and why belonging is important	
Fields of Enquiry	c) Expressing meaning and d) Questions of identity, diversity and belonging	
Question	9. What does it mean to belong?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to be able to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> i. identify symbols of belonging from their own experience and for Christians and at least one other religion, suggesting what these might mean ii. express their feelings of belonging and depending on others iii. show an awareness that different people belong to different religions iv. retell what happens at a traditional Christian infant baptism /dedication and suggest what actions and symbols mean v. identify a way people show they belong to each other when they get married vi. suggest meaning for the words and actions in a wedding ceremony vii. talk about what is special and of value about belonging to a group that is important to them viii. talk about what is special and of value to religious people when they meet for worship 		<ul style="list-style-type: none"> • Share stories of people who belong to groups; which children belong, including their families and school, what they enjoy about them and why they are important to them • look at symbols of 'belonging' used in Christianity and at least one other religion symbols of belonging in children's own lives and experience • the value of each person and how Christians show this through infant baptism and dedication, compare this with a welcoming ceremony from another religion e.g. Judaism: <i>Brit Milah</i>; Islam: <i>Aqiqah</i> • how many people show they belong with another person through the promises made in a wedding ceremony, for example compare the promises made in a Christian wedding with the Hindu seven steps to a good marriage • how Christians, and members of another religion, often meet in groups for worship and community activities
<small>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.</small>		





AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils:	Pupils talk about:
<ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice • can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	<ul style="list-style-type: none"> • their own experiences and feelings, in relation to religion and belief • what they find interesting or puzzling in relation to religion and belief • what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils:	Pupils:
<ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols, • identify how religion is expressed in different ways 	<ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils:	Pupils:
<ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	<ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development	
Theme	Myself: who I am and my uniqueness as a person in a family and community	
Fields of Enquiry	b) Practices and ways of life and f) Questions of values and commitments	
Question	10. How do we show we care for others?	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
<ul style="list-style-type: none"> i. retell Bible stories and stories from another faith about each person being special ii. talk about ways in which people they know are special and unique iii. retell Bible stories and stories from another faith about the importance of friendship and giving to others iv. describe how religious practice influences how people live their lives, especially in regard to caring for others v. describe ways in which people can make friends vi. talk about how they can use their 'talents' to help others vii. talk about issues of good and bad, right and wrong in familiar situations; viii. respond sensitively to stories about caring and being cared for ix. identify ways that some people make a response to God by caring <p><i>Italic text relates to Attainment Target 2, learning from religion and belief</i></p>	<p>how each person is unique and important: for example, Christian teachings that God values everyone (Matthew 6.26)</p> <p>Jesus blesses the children (Matthew 19, Mark 10, Luke 18)</p> <p>Psalm 8 (David praises God's creation & how each person is special in it)</p> <p>the benefits and responsibilities of friendship and the ways in which people care for others: to include stories from the Bible about friendship and care for others such as: Jesus' special friends (Luke 5:1-11), Four friends take the paralysed man to Jesus (Luke 5:17-26), Good Samaritan (Luke 10:25-37)</p> <p>we all have special gifts we can use to benefit others that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. <i>Zakah</i>, alms giving (Islam) or <i>Sewa</i>, (Sikhism)</p> <p>stories of how people from other religions give to others e.g. Sikhism: Bhai Ghanaiya, and Guru Gobind Singh</p> <p>stories of how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sr Frances Dominica, Salvation Army; having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some helpers/volunteers - make cakes and thank you cards, write invitations and provide cake/ drink or organise a small fund raising event to donate the money to a charity</p>	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.44.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 1 Name, recall and talk about	
Pupils: <ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice • can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about: <ul style="list-style-type: none"> • their own experiences and feelings, in relation to religion and belief • what they find interesting or puzzling in relation to religion and belief • what is of value and concern to themselves and to others
Level 2 Retell stories, identify religious material and ask questions	
Pupils: <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols, • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 3 Describe religion, make links to their own experience	
Pupils: <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives. • describe some forms of religious expression 	Pupils: <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour

Planning RE at Key Stage 1 Part 1: using the Agreed Syllabus key questions

In order to plan high quality RE at KS1, teachers should follow a planning process that takes account of all the elements of the breadth of study. The planning grid below is recommended as a guide to this process.

Step 1: Theme 	<i>This theme...</i>	See page 33 for theme. Choose one that fits in with the long term plan over the key stage. For overview of themes, see page 14 and page 24.
Step 2: Key question 	<i>Raises this important question...</i>	Choose a key question related to that theme (see pages 14 and 24)
Step 3: Learning outcomes and assessment 	<i>Specifically we want pupils to be able to...</i>	<p>Select learning outcomes for the question (see the Programme of Study pages 34- 43). Use the level descriptions and the outcomes to develop specific levelled “I can..” statements as appropriate to the age and ability of the pupils. These “I can...” statements should indicate the skills pupils are developing.</p> <p>By planning outcomes and levelled “I can...” statements at this point, assessment for learning can be integrated within the unit of work. There is no necessity for an end of unit assessment task.</p>
Step 4: Content 	<i>So we've selected this content in order to address the question</i>	Select relevant content from the “Suggested Content” of the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.
Step 5: Teaching and learning activities	<i>And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes</i>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop, ensuring all appropriate skills are developed across the key stage. Make sure that the activities allow pupils to practise these skills.</p> <p>For some units, you can plan to use the enquiry process outlined on page 99.</p>

Part 2 of the planning guidance can be found on page 99 – “Devising your own key questions”.

Principal Aim

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus statement

During Key Stage 2 pupils should begin to engage in a more systematic study of religion whilst at the same time reflecting on their own beliefs, values and questions in light of what they are learning. Pupils should study Christianity throughout the four years and also aspects of at least two other principal religions covering Western and Eastern traditions. They should begin to recognise the impact of religion and belief locally, nationally and globally and consider the different forms of religious expression.

Pupils should

- consider the beliefs, teachings, practices and ways of life central to religion
- learn about sacred texts and other sources and consider their meanings
- begin to recognise diversity in religion, learning about similarities and differences both within and between Religions and Beliefs, and the importance of dialogue between them
- extend the range and use of specialist vocabulary
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true
- communicate their ideas, recognising other people's viewpoints
- consider their own beliefs and values and those of others in the light of their learning in religious education

In KS2 pupils should be taught to...

...learn about religion and belief
exploring

- a. **describe** the **key aspects of religions**, especially the people, stories and traditions that influence the beliefs and values of others
- b. **describe** the variety of practices and ways of life in religions and **understand** how these stem from, and are closely connected with, beliefs and teachings
- c. **identify and begin to describe** the similarities and differences within and between religions
- d. **investigate the significance of religion** in the local, national and global communities
- e. **consider the meaning of** a range of forms of religious expression, understand why they are important in religion, and note links between them
- f. **describe and begin to understand** religious and other responses to ultimate and ethical questions
- g. **use specialist vocabulary** in communicating their knowledge and understanding
- h. **use and interpret information** about religions from a range of sources


...learn from religion and belief
responding

- a. **reflect on** what it means to belong to a faith community, communicating their own and others' responses
- b. **respond to** the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- c. **discuss** their own and others' views of religious truth and belief, **expressing** their own ideas
- d. **reflect on** ideas of right and wrong and their own and others' responses to them
- e. **reflect on** sources of inspiration in their own and others' lives

Attainment Targets



Religions and Beliefs




Religions and Beliefs

During Key Stage 2, pupils should explore **Christianity** plus aspects of **at least two** other principal religions:

- selecting **at least one** from **Islam and Judaism**, (including whichever has not been selected at KS1)
- and **at least one** from **Hinduism and Sikhism**.

In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.

Fields of Enquiry




Fields of Enquiry

Through the key stage, pupils should have an opportunity to begin to explore each of the following RE Fields of Enquiry:

- a) Beliefs, teachings and sources
- b) Practices and ways of life
- c) Ways of expressing meaning
- d) Questions of identity, diversity and belonging
- e) Questions of meaning, purpose and truth
- f) Questions of values and commitments

In general, a), b) and c) are related to AT1; d), e) and f) are related to AT2.

Themes




Themes:

The Fields of Enquiry should be addressed through the following themes, by raising and addressing key questions:

- **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites
- **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- **Symbols and religious expression:** how religious and spiritual ideas are expressed
- **Inspirational people:** figures from whom believers find inspiration;
- **Religion and the individual:** what is expected of a person in following a religion or belief
- **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life
- **Beliefs in action in the world:** how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Skills and Attitudes




Skills and Attitudes

Across KS2, pupils should have an opportunity to develop a variety of skills in relation to their study of religion and belief. Some of these are set out in the Levels of Achievement. At KS2 these include the skills of naming, recalling, talking about, retelling, identifying, asking questions, suggesting answers, describing, making links, expressing, reflecting, recognising similarities and differences, suggesting meanings and empathising.

The enquiry process outlined on pages 103 and illustrated in the Unit of Work on question 10 'Why do some people believe in life after death...?' (see Appendix U) also helps to develop a range of skills. Throughout KS2 pupils should be encouraged to develop the attitudes of self-awareness, respect for all, open-mindedness and questioning, curiosity, appreciation and wonder.

Levels of Achievement



Levels of Achievement:

In this Agreed Syllabus planning needs to integrate the Levels of Achievement in order to ensure that pupils make good progress within and across key stages. If teachers are clear about the expected learning outcomes from a unit of work then they will be able to plan learning experiences and opportunities to enable pupils to achieve these outcomes. If pupils are clear about the expected outcomes they will be helped to see how to make progress. The Levels of Achievement can be found on page 18.

Experiences & Opportunities

Experiences and opportunities:

Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education. In KS2 teaching and learning should be planned to ensure that all children have opportunities to:

- encounter religion through visitors and visits to places of worship, e.g. Salisbury Cathedral, Malmesbury Abbey; focusing on the impact and reality of religion on the local and global community e.g. through interviewing local believers
- discuss religious and philosophical questions, giving reasons for their own beliefs and those of others, e.g. how beliefs about life after death can affect how people view life
- consider a range of human experiences and feelings, e.g. joy of celebrations, the wonder of being alive, the awe of worship
- reflect on their own and others' insights into life and its origin, purpose and meaning
- express and communicate their own and others' insights through art and design, music, dance and drama and ICT
- extend the use of ICT, particularly in enhancing pupils' awareness of Religions and Beliefs globally, through blogging, video conferencing, email links, animations, creative presentations

KS2 Themes, Questions, Religions and Beliefs

Theme	Key Questions	Recommended religions
Beliefs and questions: how people's beliefs about God, the world and others impact on their lives;	1. What do different people believe God is like? 2. What matters to Christians about Easter?	Christianity and Islam and/or Hinduism; optional non-religious views Christianity
Teachings and authority: what sacred texts and other sources say about God, the world and human life;	3. What makes some books sacred, how are they used and why do they matter to believers?	Christianity and Islam or Judaism; optional Sikhism
Inspirational people: figures from whom believers find inspiration;	4. How does a Christian follow Jesus? 5. Who was Muhammad/ Guru Nanak? Why and how do people follow these leaders?	Christianity Islam or Sikhism
Symbols and religious expression: how religious and spiritual ideas are expressed;	6. What are the deeper meanings of festivals? 7. How do art, architecture and poetry express religious beliefs and ideas?	Christianity and Hinduism, optional Sikhism or Islam and local faiths Christianity, Islam and Hinduism Optional Sikhism, Judaism, local faiths
Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites;	8. Where, how and why do people worship? 9. Why is pilgrimage important to some religious believers?	Christianity, Islam and/or Hinduism; optional Sikhism; local faiths Christianity and Islam
The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;	10. Why do some people believe in life after death and what difference does it make? 11. Why do believers often see life as a journey and what significant experiences mark this?	Christianity and Hinduism, non-religious views Christianity, at least one from Islam, Hinduism, Sikhism; Judaism
Religion and the individual: what is expected of a person in following a religion or belief;	12. Can religious teachings help us decide what is the best way to live? 13. Keeping the five pillars: what difference does it make to Muslims?	Christianity, non-religious; optional Islam and/or Hinduism. Islam
Religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life;	14. How can we make Wiltshire / my town a more respectful place?	Christianity, Islam, Hinduism, optional Sikhism, local faiths; non-religious views
Beliefs in action in the world: how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	15. How and why do believers care for others and the world? 16. Justice and poverty: Can religions help to build a fair world? 17. Who has made a difference to the world because of their faith? How and why?	Christianity, optional Islam, Hinduism; non-religious views Christianity, optional Islam, Hinduism and Sikhism Christianity, optional Islam, Hinduism and Sikhism

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development
Theme	Beliefs and questions: how people's beliefs about God, the world and others influence their lives
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth
Question	1. What do different people believe God is like? Christianity and Islam and/or Hinduism; optional non-religious views
Learning Outcomes	Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> i. explain what faith means and give examples of what they put their faith in ii. use religious vocabulary to explain some of the ways in which Christians and followers of other religions describe God, identifying beliefs that are similar in different religions iii. suggest the meanings of stories from sacred texts about people who encountered God iv. reflect on why there are many ideas about God and express their own understanding of God through words, symbols and the arts v. ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered 	<ul style="list-style-type: none"> • ways in which we exercise trust/ faith in our everyday lives; • how we know about something we have not seen or experienced for ourselves • some of the ways in which religions name and describe the attributes of God – with a particular focus on how Christians think of God as Father, Son and Holy Spirit, the 99 Names of Allah or Hindu beliefs about the <i>Trimurti</i> – Brahma (creator), Vishnu (preserver), Shiva (destroyer) • stories and encounters which help believers to understand God's relationship with people (e.g. Moses and the Burning Bush (Exodus 3.1-15), Baptism of Jesus (Mark 1.9-11); Pentecost (Acts 2. 1-21) and Paul's conversion (Acts 9. 1-19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11-32)) • Stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension • the influence believing in God has on the lives of believers • reflection on their own questions and ideas about God in light of their learning • express own ideas about God through art, music, poetry, drama
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66.	

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils	Pupils talk about
<ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice • can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	<ul style="list-style-type: none"> • their own experiences and feelings, in relation to religion and belief • what they find interesting or puzzling in relation to religion and belief • what is of value and concern to themselves and to others
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils:
<ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols • identify how religion is expressed in different ways 	<ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils	Pupils
<ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts. • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	<ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs and questions: how people's beliefs about God, the world and others influence their lives;	
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
Question	2. What matters to Christians about Easter?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of Easter for believers ii. reflect on what is worth celebrating and remembering in their own life and community iii. express their own questions and apply their own ideas to beliefs about resurrection, sacrifice, hope and life after death iv. describe the impact of Christian beliefs about sacrifice and forgiveness on the lives of some Christians, <i>expressing their own views in comparison to Christian responses</i> <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> times in their own lives when pupils remember and celebrate significant events/people; why and how they do this the meaning of stories behind Easter the relationship between Eucharist/Holy Communion and Jesus' last supper, and consider the significance of bread and wine, relating this to their own ideas about remembrance how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals ideas of sacrifice and forgiveness, and Christian beliefs about Jesus' death and resurrection, restoring humanity's broken relationship with God
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 4 Show understanding of religion, apply ideas to themselves & others	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Teachings and authority: what sacred texts and other sources say about God, the world and human life	
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
Question	3. What makes some books sacred, how are they used and why do they matter to believers? <i>Christianity and Islam or Judaism; optional Sikhism</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. describe how and why sacred texts are important to believers ii. recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer iii. identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers iv. <i>ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them</i> v. identify actions and rituals which show how important holy books are to religious believers vi. identify where some stories and individuals are found in more than one sacred text vii. explain the meanings of stories and texts which teach about principles for living from each religion and reflect on ways in which their message may be relevant today		<ul style="list-style-type: none"> sources of guidance in their own and others' lives how some texts can have special significance and act as sources of guidance and authority the names and importance of key sacred texts for believers in each religion studied how the sacred text is used for worship and as a source of guidance for believers stories and traditions relating to the sacred writing how the Bible, Torah and Qur'an have some key stories and people in common sacred books as sources of wisdom for people today how sacred texts have different types of writing and symbolic language how sacred text is studied and treated in different religious communities e.g. processing the Guru Granth Sahib, learning the Qur'an by heart, studying meaning of the Bible
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils	Pupils talk about
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 	<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 4 Show understanding, apply ideas to themselves & others	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Inspirational people: figures from whom believers find inspiration	
Fields of Enquiry	a) Beliefs, teachings and sources and f) Questions of values and commitments	
Question	4. How does a Christian follow Jesus?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives</i> <i>ii. use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians</i> <i>iii. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus</i> <i>iv. use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life</i> <i>v. use religious vocabulary to show an understanding of what it means to some people to be a Christian</i> <i>vi. ask and respond to questions raised by the stories from the life of Jesus and contemporary followers</i> <i>vii. apply ideas from what they have learned to their own beliefs, comparing and contrasting them with those of believers</i>		<ul style="list-style-type: none"> what makes a person inspirational to others, identifying characteristics of a good role model aspects of the words and actions of Jesus which continue to inspire Christians today identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact the actions of contemporary inspirational Christians and how these have been influenced by Jesus why Jesus is regarded as a source of authority and inspiration by Christians today examples of what some Christians say are the most important attitudes and values to have, comparing these with what pupils believe to be most important how Christians rely on the Holy Spirit to help them follow Jesus and try to become more like him
<small>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p18.</small>		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils	Pupils talk about
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways. 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 4 Show understanding, apply ideas to themselves and others	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Inspirational people: figures from whom believers find inspiration	
Fields of Enquiry	a) Beliefs, teachings and sources and d) Questions of identity, diversity and belonging	
Question	5. Who was Muhammad/ Guru Nanak? Why and how do people follow these leaders?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives</i> ii. use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers iii. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers iv. describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> what makes a person inspirational to others, identifying characteristics of a good role model why these key religious figures are regarded as sources of authority and inspiration by believers today the actions of contemporary inspirational Muslims or Sikhs and how these have been influenced by Muhammad or the Gurus begin to identify the impact of events in Prophet Muhammad's or Guru Nanak's life to beliefs of Muslims or Sikhs make a link between stories read and Muslim or Sikh beliefs and behaviour describe the importance of two main Muslim or Sikh beliefs and say how they are shown through daily practice examples of what some Muslims and Sikhs say are the most important attitudes and values to have, comparing these with what pupils believe to be most important
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils	Pupils talk about
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong, recognise their own values and those of others
Level 4 Show understanding, apply ideas to themselves and others	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Symbols and religious expression: how religious and spiritual ideas are expressed	
Fields of Enquiry	c) Ways of expressing meaning and f) Questions of values and commitments	
Question	6. What are the deeper meanings of festivals? <i>Christianity and Hinduism, optional Sikhism or Islam and local faiths</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> i. reflect on what is worth celebrating and remembering in their own life and community ii. identify the differences between religious festivals and other types of celebrations iii. ask and respond to questions raised by the stories behind religious festivals iv. connect stories, symbols and beliefs with what happens at Easter, Christmas, Pentecost, Harvest, Eid, Divali v. make links between the festivals and the actions of a believer, and their own lives vi. identify similarities and differences in the way festivals are celebrated within and between religions vii. use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of religious festivals for believers viii. express their own responses to the values and beliefs at the heart of each festival studied, using a variety of media 		<ul style="list-style-type: none"> • times in their own lives when pupils remember and celebrate significant events/people why and how they do this • the meanings of stories behind key religious festivals: Christmas, Easter, Pentecost, Harvest in Christianity Divali in Hinduism Eid in Islam • how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals • similarities and differences between the way festival are celebrated e.g. Christmas within different Christian traditions, Divali within Sikhism and Hinduism • study key elements of festival: shared values, story, beliefs, hopes and commitments
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils <ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice • can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about <ul style="list-style-type: none"> • their own experiences and feelings, in relation to religion and belief • what they find interesting or puzzling in relation to religion and belief • what is of value and concern to themselves and to others
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols • identify how religion is expressed in different ways 	Pupils: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief • recognise that some questions cause people to wonder and are difficult to answer • in relation to matters of right and wrong, recognise their own values and those of others
Level 4 Show understanding, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences • make links between beliefs and sources, including religious stories and sacred texts • begin to identify the impact religion has on believers' lives • describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses • make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development	
Theme	Symbols and religious expression: how religious and spiritual ideas are expressed	
Fields of Enquiry	c) Ways of expressing meaning and e) Questions of meaning, purpose and truth	
Question	7. How do art, architecture and poetry express religious beliefs and ideas? <i>Christianity, Islam and Hinduism. Optional Sikhism, Judaism, local faiths</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i.	explain meanings for some symbols e.g. in art, architecture, music and /or poetry, using religious concepts and language	<ul style="list-style-type: none"> study the art / architecture / music / calligraphy / poetry used by two religions to represent beliefs and ideas e.g. Christian Iconography, psalms, contemporary poetry, calligraphy of 99 Names of Allah or Qur'anic quotes, Hindu images of gods
ii.	identify similarity and difference in the way beliefs and values are reflected through art, architecture, music and poetry within and between religions	<ul style="list-style-type: none"> in response to religious examples, allow pupils to create their own spirited artworks or poetry, showing beliefs and ideas that are important to them
iii.	describe and explain the function and meaning of different aspects of a place of worship	<ul style="list-style-type: none"> explore buildings and architecture and how they express meaning for religious believers
iv.	<i>express their own ideas about values and beliefs, using a variety of media.</i>	<ul style="list-style-type: none"> look at similarities and differences in the architecture of religious buildings and how this shows important beliefs e.g. prominence of the pulpit in the Methodist Church, altar in an Anglican church.
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils	Pupils talk about
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. 	<ul style="list-style-type: none"> their own experiences and feelings in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways. 	<ul style="list-style-type: none"> ask, and respond sensitively to questions about their own and others experiences and feelings in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong recognise their own values and those of others.
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions recognising similarities and differences. make links between beliefs and sources including religious stories and sacred texts. begin to identify the impact religion has on believers lives. describe some forms of religious expression. 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences in relation to religion and belief ask important questions about religion and beliefs making links between their own and others responses. make links between religious and non-religious values and commitments and their own attitudes and behaviour.

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites	
Fields of Enquiry	b) Practices and ways of life and d) Questions of identity, diversity and belonging	
Question	8. Where, how and why do people worship? <i>Christianity, Islam and/or Hinduism; optional Sikhism; local faiths</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. identify and explain symbolic actions in everyday life which express inner feelings ii. explain the meaning of worship for a believer iii. ask some thoughtful questions about why people choose to attend a church, mosque, mandir or gurdwara and suggest some possible answers iv. use religious vocabulary to identify and explain some symbolic objects, actions and sounds found in a church (mandir/ mosque/ gurdwara) and say how these help people worship v. identify some differences in the way Christians worship in two denominations vi. describe Eucharist/Lord's Supper/ Communion for Christians; puja for Hindus; Friday prayers for Muslims; or prayers in the gurdwara and say why it matters so much for believers vii. express own ideas about the value of times of reflection, thanksgiving, praise; remembrance viii. explain why the Lord's prayer is so important for many Christians ix. identify ideas and feelings in a prayer and express their own reflections in a prayer or a poem.		<ul style="list-style-type: none"> the significant and spiritual places in their own lives and why these are special how symbolic actions in everyday life express inner feelings and beliefs the meaning and main features, rituals, symbols and sounds that may be used in worship to express beliefs and feelings similarities and differences in the way believers worship within and between different religions how Christians in at least two contrasting denominations worship, including celebration of the Lord's Supper/ Holy Communion/ Eucharist how Christian worship around the world reflects the local culture how and why religious people speak and listen to God in different religions worship in the Hindu home and <i>mandir</i>, prayer at home and in the Mosque, prayer at home and in the Gurdwara
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils	Pupils talk about
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. 	<ul style="list-style-type: none"> their own experiences and feelings in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways. 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others experiences and feelings in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong recognise their own values and those of others.
Level 4 Show understanding, apply ideas to themselves and others	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions recognising similarities and differences. make links between beliefs and sources including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression. 	<ul style="list-style-type: none"> identify what influences them making links between aspects of their own and others experiences in relation to religion and belief ask important questions about religion and beliefs making links between their own and others responses. make links between religious and non-religious values and commitments and their own attitudes and behaviour.

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development
Theme	Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites
Fields of Enquiry	b) Practices and ways of life and d) Questions of identity, diversity and belonging
Question	9. Why is pilgrimage important to some religious believers? <i>Christianity and Islam</i>
Learning Outcomes	Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. identify what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life ii. explain the meaning of pilgrimage for some believers iii. ask some thoughtful questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers iv. express own ideas about the value of times of reflection, repentance, journey, remembrance. <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>	<ul style="list-style-type: none"> special places that hold significance for pupils, and why they are important the spiritual significance of Hajj for Muslims pilgrimage to Lourdes or Iona for some Christians the variety of reasons believers give for making or not making a pilgrimage aspects of the actions completed on pilgrimage and their significance for believers e.g. throwing stones at the devil on Hajj.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.	

<i>AT1: learning about religion and belief</i>	<i>AT2: learning from religion and belief</i>
Level 2 Retell stories, identify religious material and ask questions	
Pupils <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. 	Pupils talk about <ul style="list-style-type: none"> their own experiences and feelings in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways. 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to questions about their own and others experiences and feelings in relation to religion and belief recognise that some questions cause people to wonder and are difficult to answer in relation to matters of right and wrong recognise their own values and those of others.
Level 4 Show understanding, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions recognising similarities and differences make links between beliefs and sources including religious stories and sacred texts begin to identify the impact religion has on believers' lives describe some forms of religious expression. 	Pupils <ul style="list-style-type: none"> identify what influences them making links between aspects of their own and others experiences in relation to religion and belief ask important questions about religion and beliefs making links between their own and others responses make links between religious and non-religious values and commitments and their own attitudes and behaviour.

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	The journey of life and death: why some occasions are sacred to believers, and what people think about life after death	
Fields of Enquiry	a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth	
Question	10. Why do some people believe in life after death and what difference does it make? <i>Christianity and Hinduism, non-religious views</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i. identify some mysterious and puzzling questions that religions help some people to find answers to</i> <i>ii. ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs</i> <i>iii. explain why a believer may wish to mark the end of life with a particular religious ceremony</i> <i>iv. explain how different beliefs about what happens when we die may cause people to live their life in different ways</i> <i>v. express their own beliefs about life after death reflecting on ideas from at least two religions they have studied.</i>		<ul style="list-style-type: none"> key concepts in death such as judgement, heaven, reincarnation, karma and soul two different religious views and one non-religious view of what happens after death: Christian and Hindu, Humanist consider similarities and differences ceremonies that mark the end of life on earth and how these express different beliefs discuss the difficulties and uncertainties that can arise when considering 'ultimate' questions examine secular and sacred stories that help to explain different ideas and emotions around death and bereavement reflect on their own ideas, concerns and worries about death.
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p. 18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. 	Pupils talk about <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways. 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others experiences and feelings in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong, recognise their own values and those of others.
Level 4 Show understanding, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts. begin to identify the impact religion has on believers' lives. describe some forms of religious expression. 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses. make links between religious and non-religious values and commitments, and their own attitudes and behaviour.

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	The journey of life and death: why some occasions are sacred to believers, and what people think about life after death	
Fields of Enquiry	c) Ways of expressing meaning and d) Questions of identity, diversity and belonging	
Question	11. Why do believers often see life as a journey and what significant experiences mark this? <i>Christianity, at least one from Islam, Hinduism, Sikhism or Judaism</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. <i>suggest some reasons why life is often described as a journey and express their own metaphors for life, giving their reasons</i>	<ul style="list-style-type: none"> religious metaphor of life as a journey 	
ii. describe and explain why baptism and confirmation are important to some Christians	<ul style="list-style-type: none"> the value and meaning of ceremonies which mark milestones in life – particularly those associated with growing up and taking responsibility within a faith community: confirmation and believers' baptism in Christianity sacred thread ceremony in Hinduism; <i>amrit</i> ceremony in Sikhism <i>Bar/Bat Mitzvah</i> in Judaism 	
iii. explain what happens in a ritual of belonging and why it is important for young people from that religion	<ul style="list-style-type: none"> the value and meaning of the wedding ceremony and marriage within a faith community 	
iv. describe and explain what happens in a marriage ceremony and how it reflects what is important about relationships for religious believers, <i>making links to their own lives</i>	<ul style="list-style-type: none"> reflect on their own ideas about community, belonging and belief. 	
v. describe the impact of ceremonies that mark important stages in people's lives, <i>making links to their own lives</i>		
vi. express their own responses to questions of meaning and purpose in light of their learning, using a variety of media. <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief		AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions		
Pupils		Pupils talk about
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 		<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.
Level 3 Describe religion, make links to their own experience		
Pupils		Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways. 		<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong, recognise their own values and those of others.
Level 4 Show understanding, apply ideas to themselves and others		
Pupils		Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts. begin to identify the impact religion has on believers' lives. describe some forms of religious expression. 		<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses. make links between religious and non-religious values and commitments, and their own attitudes and behaviour.

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Religion and the individual: what is expected of a person in following a religion or belief	
Fields of Enquiry	a) Beliefs, teachings and sources and f) Questions of values and commitments	
Question	12. Can religious teachings help is decide what is the best way to live? Christianity, non-religious; optional Islam and/or Hinduism	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i. identify personal, family, school values/codes for living which influence their own behaviour</i> ii. describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non religious belief system iii. reflect on how having a code for living might help believers with difficult decisions iv. ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life v. apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty. <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> teachings which act as guides for living within Christianity and at least one other religion or non religious belief and their practical application in everyday life: E.g. the Ten Commandments (Exodus 20.1-21/Deuteronomy 5.1-22) ,the Two Commandments of Jesus (Mark 12. 28-34); Islamic principles the golden rule for Humanists the importance of beliefs or values as guides for making choices and decisions in daily life the value and challenge for believers of following a code for living the differences between right and wrong/ good and bad and how we know the difference what guides pupils' own moral choices.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils	Pupils talk about
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 	<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways. 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong, recognise their own values and those of others.
Level 4 Show understanding, apply ideas to themselves and others	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts. begin to identify the impact religion has on believers' lives. describe some forms of religious expression. 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses. make links between religious and non-religious values and commitments, and their own attitudes and behaviour.

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Religion and the individual: what is expected of a person in following a religion or belief	
Fields of Enquiry	b) Practices and ways of life and f) Questions of values and commitments	
Question	13. Keeping the five pillars: what difference does it make to Muslims?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i. reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed</i> ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave iii. explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage iv. identify differences and similarities between prayer in Islam and prayer in Christianity v. ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives vi. express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam.		<ul style="list-style-type: none"> Five pillars of Islam - belief in one God and his prophet, prayer, fasting, alms giving and pilgrimage the importance of beliefs or values as guides for making choices and decisions in daily life the value and challenge for Muslims of following the five pillars what beliefs, practices and values are significant in the pupils' lives.
<small>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p. 18.</small>		

AT1: learning about religion and belief		AT2: learning from religion and belief	
Level 2 Retell stories, identify religious material and ask questions			
Pupils		Pupils talk about	
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 		<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others. 	
Level 3 Describe religion, make links to their own experience			
Pupils		Pupils:	
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways. 		<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong, recognise their own values and those of others. 	
Level 4 Show understanding, apply ideas to themselves and others			
Pupils		Pupils	
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts. begin to identify the impact religion has on believers' lives. describe some forms of religious expression. 		<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses. make links between religious and non-religious values and commitments, and their own attitudes and behaviour. 	

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life	
Fields of Enquiry	b) Practices and ways of life and f) Questions of values and commitments	
Question	14. How can we make Wiltshire / my town a more respectful place? <i>Christianity, Islam, Hinduism, optional Sikhism, local faiths; non-religious views</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. show understanding of the richness of religious diversity of Great Britain		▪ learn from diversity through visiting places of worship from different faiths
ii. describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs		▪ local examples of different religious communities in your area, looking at changes over time, and differences between them e.g. food, buildings, community work
iii. make links between how we treat each other and the idea of a respectful community		▪ compare your community with another more diverse community identify similarity and difference
iv. ask good questions and suggest some answers , with reference to particular religions about religious diversity		▪ examples of community harmony, reflecting that this does not mean 'being all the same' but does mean 'accepting our differences'
v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together		▪ examples of how people have dealt well with difference or conflict.
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p. 18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils	Pupils talk about
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 	<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.
Level 3 Describe religion, make links to their own experience	
Pupils	Pupils:
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways. 	<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong, recognise their own values and those of others.
Level 4 Show understanding, apply ideas to themselves and others	
Pupils	Pupils
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts. begin to identify the impact religion has on believers' lives. describe some forms of religious expression. 	<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses. make links between religious and non-religious values and commitments, and their own attitudes and behaviour.

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs in action in the world: how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	
Fields of Enquiry	b) Practices and ways of life e) Questions of meaning, purpose and truth	
Question	15. How and why do believers care for others and the world? <i>Christianity, optional Islam, Hinduism; non-religious views</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i.</i>	make links between the Biblical creation story and the activities of Christians relating to care of the planet	<ul style="list-style-type: none"> stories and teachings from Christianity and other Religions and Beliefs which show human responsibility to care for the natural world: <ul style="list-style-type: none"> Biblical creation story: Genesis 1-2 Islamic creation story: Seven day story Hindu creation story e.g. Brahma creating the world Islamic story: Muhammad and the ants, crying camel, Muhammad friend of animals
<i>ii.</i>	describe and show understanding of sources and teachings of other religions about creation and human responsibility to the environment	<ul style="list-style-type: none"> how the work of one agency seeks to practise Christian values of stewardship of the environment locally and worldwide, making links with the life and teaching of Jesus. E.g. Christian Aid, Traidcraft, CAFOD
<i>iii.</i>	identify and describe the impact of these beliefs on how people live	<ul style="list-style-type: none"> how the beliefs about the natural world affect actions in the life of a religious believer e.g. Ahimsa (non-harming in Hinduism)
<i>iv.</i>	ask some questions and suggest some answers about what different people believe about creation and the natural world including non religious perspectives	<ul style="list-style-type: none"> their own responsibility for caring for the natural world and for treating others with fairness and respect.
<i>v.</i>	make links between their own values about animals and the idea of God as creator of the world	
<i>vi.</i>	reflect upon and express their own ideas and beliefs about care for creation in light of their learning, through story, art, drama, music and ICT.	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 2 Retell stories, identify religious material and ask questions	
Pupils <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 	Pupils talk about <ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others.
Level 3 Describe religion, make links to their own experience	
Pupils <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways. 	Pupils: <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong, recognise their own values and those of others.
Level 4 Show understanding, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts. begin to identify the impact religion has on believers' lives. describe some forms of religious expression. 	Pupils <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses. make links between religious and non-religious values and commitments, and their own attitudes and behaviour.

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs in action in the world: how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	
Fields of Enquiry	b) Practices and ways of life e) Questions of meaning, purpose and truth	
Question	16. Justice and poverty: Can religions help to build a fair world? <i>Christianity, optional Islam, Hinduism, Sikhism</i>	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. make connections between the teachings of Paul and Jesus and the work of one Christian agency today ii. make links between the teachings of another religion e.g. Islam and the work of Islamic Aid today iii. ask and respond to questions about fairness and justice in the world iv. identify the qualities needed to take action to bring about what is right and good v. reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT. <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		<ul style="list-style-type: none"> stories and teachings from Christianity and other Religions and Beliefs which ensure justice and fairness for all people: E.g. <ul style="list-style-type: none"> Teachings of Jesus and Paul on values and justice and their meaning for Christians today e.g. Widow's Mite (Mark 12:41-44) and The Rich Fool (Luke 12:16-21) The Two Great Commandments (Mark 12:28-34) Christian teachings on how to treat others (Galatians 3:28, 5:22, Romans 12:17-21). Islam: Muhammad overcomes hatred with kindness, or the woman at the gates of Mecca Sikhism: Malak Bhago and Guru Nanak.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		





AT1: learning about religion and belief		AT2: learning from religion and belief	
Level 2 Retell stories, identify religious material and ask questions			
Pupils		Pupils talk about	
<ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious life and practice. can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 		<ul style="list-style-type: none"> their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief what is of value and concern to themselves and to others. 	
Level 3 Describe religion, make links to their own experience			
Pupils		Pupils:	
<ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious actions and symbols, identify how religion is expressed in different ways. 		<ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. recognise that some questions cause people to wonder and are difficult to answer. in relation to matters of right and wrong, recognise their own values and those of others. 	
Level 4 Show understanding of religion, apply ideas to themselves and others			
Pupils		Pupils	
<ul style="list-style-type: none"> use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. make links between beliefs and sources, including religious stories and sacred texts. begin to identify the impact religion has on believers' lives. describe some forms of religious expression. 		<ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief ask important questions about religion and beliefs, making links between their own and others' responses. make links between religious and non-religious values and commitments, and their own attitudes and behaviour. 	

KS2	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs in action in the world: how Religions and Beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	
Fields of Enquiry	b) practices and ways of life? f) questions of values and commitments	
Question	17. Who has made a difference to the world because of their faith? How and why? <i>Christianity, optional Islam, Hinduism and Sikhism</i>	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
<ul style="list-style-type: none"> i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives ii. retell stories about an inspirational person explaining why their lives might be considered inspirational iii. use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers iv. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers v. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus vi. make links between what they have learnt about inspirational people and their own behaviour vii. make links and identify similarities and differences between the different people studied 	<ul style="list-style-type: none"> • what makes a person inspirational to others, identifying characteristics of a good role model • the actions of contemporary inspirational Christians (e.g. Desmond Tutu, Andrew White, Vicar of Baghdad Sr Frances Dominica) and how these have been influenced by Jesus • the actions of an inspirational person from another faith, for example, Gandhi, Yusuf Islam, Pura Singh • how and why some people choose to stand up for their beliefs in difficult circumstances • why these inspirational people of faith are regarded as sources of importance and inspiration by believers today. 	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.66. Upper KS2 teachers may refer to level 5 descriptors on p.18.		

AT1: learning about religion and belief		AT2: learning from religion and belief	
Level 2 Retell stories, identify religious material and ask questions			
Pupils		Pupils talk about	
<ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice. • can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 		<ul style="list-style-type: none"> • their own experiences and feelings, in relation to religion and belief • what they find interesting or puzzling in relation to religion and belief • what is of value and concern to themselves and to others. 	
Level 3 Describe religion, make links to their own experience			
Pupils		Pupils:	
<ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people • begin to show awareness of similarities in religions • retell religious stories and suggest meanings for religious actions and symbols, • identify how religion is expressed in different ways. 		<ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. • recognise that some questions cause people to wonder and are difficult to answer. • in relation to matters of right and wrong, recognise their own values and those of others. 	
Level 4 Show understanding of religion, apply ideas to themselves and others			
Pupils		Pupils	
<ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts. • begin to identify the impact religion has on believers' lives. • describe some forms of religious expression. 		<ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief • ask important questions about religion and beliefs, making links between their own and others' responses. • make links between religious and non-religious values and commitments, and their own attitudes and behaviour. 	

Planning RE at Key Stage 2 Part 1: using the Agreed Syllabus key questions

In order to plan high quality RE at KS2, teachers should follow a planning process that takes account of all the elements of the breadth of study. The planning grid below is recommended as a guide to this process.

Step 1: Theme 	<i>This theme...</i>	See page 48 for theme. Choose one that fits in with the long term plan over the key stage. For overview of themes, see page 14 and page 24.
Step 2: Key question 	<i>Raises this important question...</i>	Choose a key question related to that theme (see pages 14 and 24)
Step 3: Learning outcomes and assessment 	<i>Specifically we want pupils to be able to...</i>	<p>Select learning outcomes for the question (see the programme of study pages 49 – 65). Use the level descriptions and the outcomes to develop specific levelled “I can..” statements as appropriate to the age and ability of the pupils. These “I can...” statements should indicate the skills pupils are developing.</p> <p>By planning outcomes and levelled “I can...” statements at this point, assessment for learning can be integrated within the unit of work. There is no necessity for an end of unit assessment task.</p>
Step 4: Content 	<i>So we've selected this content in order to address the question</i>	Select relevant content from the “Suggested Content” column of the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.
Step 5: Teaching and learning activities	<i>And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes.</i>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop, ensuring all appropriate skills are developed across the key stage. Make sure that the activities allow pupils to practise these skills.</p> <p>For some units, you can plan to use the enquiry process outlined on pages 103.</p>

Part 2 of the planning guidance can be found on page 99 – “Devising your own key questions”.

Principal Aim

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus statement

Throughout Key Stage 3 the focus should be on engaging pupils in developing a broader understanding of beliefs and the impact of religion on people's lives and on society. Central to this should be the application of these beliefs and teachings, through the exploration of key questions, enabling pupils to express their own responses to the religious, philosophical and spiritual issues raised.

Pupils should use a wide range of skills including the use of religious language to express key concepts. They should become increasingly aware of diversity within religious beliefs and values studied and identify ideas and practices which are shared. Pupils will achieve these aims through extending their understanding of Christianity and other principal religions in a local, national and global context. Other religions and belief systems will be considered as appropriate to the units. Pupils should therefore:

- deepen their understanding of important beliefs, concepts and issues of truth and authority in religion
- apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities
- enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions
- interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs
- reflect upon the impact of religion in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between Religions and Beliefs
- develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

Attainment Targets



In KS3 pupils should be taught to...

...learn about religion and belief


- a. **investigate and explain** the differing impacts of religious beliefs and teachings on individuals, communities and societies
- b. **analyse and explain how** religious beliefs and ideas are transmitted by people, texts and traditions
- c. **investigate and explain why** people belong to faith communities and explain the reasons for diversity in religion;
- d. **analyse and compare the evidence and arguments** used when considering issues of truth in religion and philosophy

...learn from religion and belief

- a. **reflect** on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments
- b. **evaluate** the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas

<p>e. discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues</p> <p>f. apply a wide range of religious and philosophical vocabulary consistently and accurately</p> <p>g. recognise both the power and limitations of language in expressing religious ideas and beliefs;</p> <p>h. interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;</p> <p>i. interpret a variety of forms of religious and spiritual expression</p>	<p>c. express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;</p> <p>d. reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty, communicating their own ideas.</p> <p>e. express their own beliefs and ideas, using a variety of forms of expression.</p>
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Religions and Beliefs



Religions and Beliefs
 During Key Stage 3, pupils should explore **Christianity**, plus **Islam** and **at least two** other principal religions, selecting from Buddhism, Hinduism, Judaism or Sikhism. Opportunities for studying non-religious worldviews should be taken where appropriate.

In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.

Fields of Enquiry



Fields of Enquiry
 Through the key stage, pupils should have an opportunity to begin to explore each of the following RE Fields of Enquiry:

a) Beliefs, teachings and sources	d) Questions of identity, diversity and belonging
b) Practices and ways of life	e) Questions of meaning, purpose and truth
c) Ways of expressing meaning	f) Questions of values and commitments

In general, a), b) and c) are related to AT1; d), e) and f) are related to AT2.


Themes



Themes:
 The Fields of Enquiry should be addressed through the following themes, by raising and addressing key questions:

- **Beliefs and concepts:** the key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the world, human life, and life after death;
- **Authority:** different sources of authority and how they inform believers' lives;
- **Religion and science:** issues of truth, explanation, meaning and purpose
- **Expressions of spirituality:** how and why human self understanding and experiences are expressed in a variety of forms;
- **Ethics and relationships:** questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil;
- **Rights and responsibilities:** what Religions and Beliefs say about human rights and responsibilities, social justice and citizenship;
- **Global issues:** what religions say about health, wealth, war, animal rights and the environment;
- **Inter-faith dialogue:** a study of relationships, conflicts and collaboration within and between Religions and Beliefs.


Skills and Attitudes



Skills and Attitudes

Across KS3, pupils should have an opportunity to develop skills in relation to their study of religion and belief. The Levels of Achievement set out the following skills: making links, recognising similarities and differences, describing and accounting for diversity and impact of beliefs, interpreting varied sources, analysing material, critically evaluating ideas, using personal and impersonal evaluation, reflecting on their own responses and expressing their own insights with clarity and creativity. Many of these can be developed using the process of enquiry outlined on pages 99-100. Throughout KS3 pupils should be encouraged to develop the attitudes of self-awareness, respect for all, open-mindedness and questioning, curiosity, appreciation and wonder.

Levels of Achievement



Levels of Achievement:

In this Agreed Syllabus planning needs to integrate the Levels of Achievement in order to ensure that pupils make good progress within and across key stages. If teachers are clear about the expected learning outcomes from a unit of work then they will be able to plan learning experiences and opportunities to enable pupils to achieve these outcomes. If pupils are clear about the expected outcomes they will be helped to see how to make progress. The Levels of Achievement can be found on p17.

Experiences & Opportunities

Experiences and opportunities:

Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education. In KS3 teaching and learning should be planned to ensure that all children have opportunities to:

- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues;
- visiting, where possible, places of major religious significance
- using opportunities in ICT to enhance students' understanding of religion;
- discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues;
- reflecting upon and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments;
- using a range of forms of expression (e.g. art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully;
- exploring the connections between religious education and other subject areas, e.g. arts, humanities, literature, science.

KS3 Themes, questions, Religions and Beliefs

Themes	Key questions	Recommended religions
<p>Beliefs and concepts: the key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the world, human life, and life after death</p>	<p><i>Teachers should choose at least four of these questions</i></p> <ol style="list-style-type: none"> 1. Is there a God? What and why do people believe? 2. Death: is it the end? Does it matter? 3. Is there a purpose to life? Does life have meaning? 4. Why is there suffering? 5. Was Jesus, God on earth? 6. What does the Holocaust teach us about a Jewish way of life and about human nature? 	<ol style="list-style-type: none"> 1. Christianity, Hinduism and non-religious worldview; Buddhism and/or Islam optional 2. Christianity plus one religion; non-religious worldview 3. Two religions (Christianity and an Eastern religion recommended); non-religious worldview 4. Christianity and Buddhism; Islam optional 5. Christianity 6. Judaism
<p>Religion and science: issues of truth, explanation, meaning and purpose</p>	<ol style="list-style-type: none"> 7. What can science and religion tell us about the universe, world and life? 	<ol style="list-style-type: none"> 7. Christianity plus non-religious worldview
<p>Authority: different sources of authority and how they inform believers' lives</p>	<ol style="list-style-type: none"> 8. What is truth? How do we know what it true? 9. Do the teachings of Jesus stand the test of time? 	<ol style="list-style-type: none"> 8. Christianity plus two religions, including at least one Eastern worldview. 9. Christianity
<p>Expressions of spirituality: how and why human self understanding and experiences are expressed in a variety of forms</p>	<ol style="list-style-type: none"> 10. What does it mean to be human? How do humans express their spirituality? 	<ol style="list-style-type: none"> 10. Christianity plus one religion
<p>Ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil</p>	<ol style="list-style-type: none"> 11. Good and bad; right and wrong – how do I decide? 	<ol style="list-style-type: none"> 11. Two religions: Christianity plus one other recommended.

<p>Rights and responsibilities: what Religions and Beliefs say about human rights and responsibilities, social justice and citizenship</p>	<p>12. How do beliefs about justice, love and equality motivate the actions of religious and non-religious people today?</p>	<p>12. Recommend two religions from Christianity, Buddhism and Sikhism; non-religious worldview</p>
<p>Global issues: what religions say about health, wealth, war, animal rights and the environment</p>	<p><i>Teachers should choose at least one of these questions</i></p> <p>13. Should religious believers be greener than non-religious people?</p> <p>14. How can religious faith make a difference to a specified global issue?</p> <p>15. Living together: are religions a source of peace or a cause of conflict?</p>	<p>13. At least one religion</p> <p>14. Christianity plus one religion</p> <p>15. At least two religions, from Christianity, Islam and Buddhism</p>
<p>Inter-faith dialogue: a study of relationships, conflicts and collaboration within and between Religions and Beliefs</p>	<p><i>Teachers should choose at least one of these questions</i></p> <p>16. What will make our society more tolerant and respectful?</p> <p>17. Living religions: what does it mean to follow a Buddhist/Christian/Muslim/Jewish/Hindu/Sikh way of life in Britain today? (Choose two)</p>	<p>16. Two religions represented locally</p> <p>17. Two religions</p>

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs and concepts: the key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the world, human life, and life after death.	
Fields of Enquiry	a) beliefs, teachings and sources e) questions of meaning, purpose and truth	
Question	1. Is there a God? What and why do people believe? Christianity, Hinduism and non-religious worldview; Buddhism and/or Islam optional	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i.	ask and suggest answers to questions about the nature and existence of God, using appropriate vocabulary to evaluate how religious beliefs and teachings give these answers	• the nature and attributes of God in Christianity (eg perfect, omnipotent, omniscient, good, love, Trinity, incarnation, Jesus as God); and Hinduism (eg Brahman, Trimurti, avatar, goddess)
ii.	recognise the power and the limitations of language for expressing ideas about God	• arguments for the existence of God (eg cosmological, design, religious experience)
iii.	interpret a variety of sources which express what God is like (eg religious texts; visions; accounts of religious experience; art; music; actions – ie commitment), expressing their own insights	• Buddhist <i>anatta</i> (“no self”); there is no supreme god
iv.	investigate and express insights into how belief in the existence and non-existence of God can affect people differently	the Muslim understanding of <i>tawhid</i> , the unity of God
v.	analyse and compare the evidence and arguments used when considering the existence of God expressing their own ideas using reasoned arguments	• the arguments from a nonreligious world-view for God’s non-existence, such as Humanist appeals to reason and empirical evidence, the rejection of supernatural entities and the view of humanity as the source of morality
vi.	give informed accounts of Muslim beliefs, using reasoning to express insights into how different views of God can have an impact on how people live in a world of diverse religious and non-religious beliefs	• the implications and impact of these differing views of God on the lives of individuals and communities.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific “I can...” statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief		AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others		
Pupils		Pupils
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people’s lives. suggest meanings for a range of forms of religious expression. 		<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people’s lives. describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views		
Pupils		Pupils
<ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		<ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others’ lives. explain what inspires and influences them, expressing their own and others’ views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges		
Pupils		Pupils
<ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression. 		<ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others’ views on questions and issues raised by religion and belief consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs and concepts: the key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the world, human life, and life after death.	
Fields of Enquiry	a) beliefs, teachings and sources e) questions of meaning, purpose and truth	
Question	2. Death: is it the end? Does it matter? Christianity plus one religion; non-religious worldview	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<i>i.</i>	ask and suggest answers to questions about what happens when we die	• reasons for belief in life after death:
<i>ii.</i>	explain how, using appropriate vocabulary , religious beliefs and teachings about life after death help believers to make sense of life, expressing their own reasoned insights ;	• religious teachings on death – ideas about life after death from different Christian traditions ie purgatory, heaven, hell -- Muslim ideas about Paradise, <i>akhirah</i> and the Day of Judgement -- Hindu ideas of reincarnation, <i>samsara</i> , <i>karma</i> , <i>moksha</i> ;
<i>iii.</i>	interpret and evaluate a range of sources, texts and authorities exploring the nature of life after death from different traditions, expressing their own beliefs and ideas using a variety of forms of expression	– Buddhist ideas of reincarnation and <i>nibbana</i> ; – Sikh ideas of immortality of the soul, reincarnation and <i>mukhti</i> - Humanist ideas that this life is all there is, that the human person is annihilated at death, and so the only kind of immortality is by remembrance, which is limited
<i>iv.</i>	account for diverse responses to beliefs in life after death within Islam, reflecting upon different interpretations and ways of following Islam in the world today	• the effects of these beliefs on the lives of individuals and communities, eg impact of beliefs about rewards/punishments on moral choices, (including beliefs that may lead individuals to choose to kill others); and implications of believing that there is no judgement after death.
<i>v.</i>	evaluate the significance of religious and non-religious beliefs about life after death in contemporary relations between different groups, communities and cultures, including their own views <i>Italic text relates to Attainment Target 2, learning from religion and belief</i>	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views	
Pupils <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	Pupils <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 	Pupils <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs and concepts: the key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the world, human life, and life after death	
Fields of Enquiry	a) beliefs, teachings and sources e) questions of meaning, purpose and truth	
Question	3. Is there a purpose to life? Does life have meaning? Two religions (Christianity and an Eastern religion recommended); non-religious worldview.	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
i. raise questions and suggest answers about the meaning of life and the place of human beings, explaining the impact of different views on how people live	<ul style="list-style-type: none"> a range of views about the place and purpose of human beings, e.g. Western theistic tradition: human as created by God Eastern traditions, such as humans existing as emanation of the Ultimate (a spark of atman from Brahman) Existentialist philosophies, such as Sartre’s “Man makes himself” or Nihilist views on meaninglessness of life 	
ii. interpret religious and non-religious sources and arguments, explaining different responses that are given as to the meaning and purpose of life	<ul style="list-style-type: none"> religious and non-religious texts expressing the purpose of human existence e.g. Islam – remembrance of God Qur’an 13:28-29 Christianity – to know God Psalm 100 Hinduism – release from <i>samsara</i>; knowing the joy of Brahman Taittiriya Upanishad 2:7-9 Kierkegaard Nietzsche; Sartre; Dawkins) the effects of these beliefs on the lives of individuals and communities 	
iii. give reasons for the development of religious and non-religious worldviews, within the context of contemporary UK	<ul style="list-style-type: none"> consider the presentation of faith in contemporary media and explore the relationship between religious and secular views in the UK 	
iv. evaluate the significance of religious and non-religious answers to the meaning of life, expressing their own insights and responses		
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific “I can...” statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people’s lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people’s lives. describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views	
Pupils <ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions 	Pupils <ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others’ lives. explain what inspires and influences them, expressing their own and others’ views on the challenges of belonging to a religion
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils <ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them. explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression 	Pupils <ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others’ views on questions and issues raised by religion and belief. consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs and concepts: the key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the world, human life, and life after death.	
Fields of Enquiry	a) beliefs, teachings and sources e) questions of meaning, purpose and truth	
Question	4. Why is there suffering? Christianity and Buddhism; Islam optional	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i.	express their own questions and responses to images and accounts of suffering	• ways in which life events can provoke questions of meaning and purpose
ii.	evaluate , using appropriate vocabulary, how religious beliefs and teachings provide answers to the problem of suffering	• questions raised by the experience of suffering, in relation to God, the world, human life and life after death
iii.	investigate and explain how these beliefs and teachings affect the lives of individuals and communities in different ways	• Christian explanations of the cause and purpose of suffering, reflecting on the significance of the death and resurrection of Jesus
iv.	suggest reasons why people are religious, given the problem of suffering;	• Christian responses to suffering – teachings about how Christians should alleviate suffering, eg Matthew 25 v 31-46
v.	interpret and evaluate a range of sources, texts and authorities which explore responses to the problem of suffering, expressing their own beliefs and feelings using a variety of forms of expression	– examples of Christians or Christian organisations who work to alleviate suffering
vi.	analyse and compare Christian and Buddhist beliefs about suffering	• Buddhist explanations of the cause of suffering as <i>dukkha</i> ; the three universal truths
vii.	analyse and compare Muslim beliefs about and responses to suffering with other religious and non-religious views, expressing insights into whether these reflect different views of human values and human rights	• Buddhist responses to suffering; the Noble Eightfold Path; enlightenment
		• ways in which Christian and Buddhist beliefs about life after death affect their views on suffering; resurrection, heaven, hell, purgatory; <i>nibbana</i>
		Muslim responses to suffering; examples of Muslims or Muslim organisations who work to alleviate suffering
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief		AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others		
Pupils		Pupils
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions . describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 		<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views		
Pupils		Pupils
<ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		<ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges		
Pupils		Pupils
<ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression. 		<ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others' views on questions and issues raised by religion and belief consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs and concepts: the key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the world, human life, and life after death.	
Fields of Enquiry	a) beliefs, teachings and sources e) questions of meaning, purpose and truth	
Question	5. Was Jesus, God on earth?	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
<p>i. identify a number of key events in the life of Jesus and explain, using appropriate vocabulary, their meaning for Christians today</p> <p>ii. interpret the meaning for Christians and for themselves of a variety of sources eg texts, pictures, artefacts, music, which illustrate aspects of Jesus' life and teaching</p> <p>iii. express their own questions and responses about who Jesus was – and is – for Christians today (ie Jesus as a historical figure and a figure of faith).</p> <p><i>Italic text relates to Attainment Target 2, learning from religion and belief</i></p>	<ul style="list-style-type: none"> • passages from the Gospels which cast light on the identity of Jesus as the Son of God and their meaning for Christians today eg: <ul style="list-style-type: none"> – incarnation – God becoming human in the form of Jesus – baptism, temptations, transfiguration – death, resurrection and ascension • key terms and their importance to believers – incarnation, messiah, resurrection, ascension, sin, sacrifice, atonement, salvation • key stories and teachings of Jesus 	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief.
Level 5 Explain impact of religion and express own views	
Pupils <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	Pupils <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 	Pupils <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Beliefs and concepts: the key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the world, human life, and life after death.	
Fields of Enquiry	a) beliefs, teachings and sources d) questions of identity, diversity and belonging	
Question	6. What does the Holocaust teach us about Jewish ways of life and about human nature?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. explain key concepts of Israel, Torah, covenant ii. make links between Jewish ways of life and Jewish responses to the Holocaust iii. express <i>their own thoughtful responses to the Holocaust and articulate their views about the nature of evil</i> iv. explain different ways of explaining the flaw in human nature, e.g. sin and the Fall, ignorance v. evaluate these explanations for the human capacities for greatness and atrocity vi. express critical and creative insights to the <i>idea of humans as flawed, making links with their own experiences.</i>		<ul style="list-style-type: none"> key Jewish concepts, such as Israel, Torah, covenant Jewish responses to Holocaust stories of how some Jews maintained their religious rituals in the face of the Holocaust different Jewish responses to the Holocaust religious notions of the origin, nature and purpose of suffering and evil religious responses to suffering and evil.
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief.
Level 5 Explain impact of religion and express own views	
Pupils <ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	Pupils <ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils <ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them. explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression. 	Pupils <ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others' views on questions and issues raised by religion and belief. consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges.

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Religion and science: issues of truth, explanation, meaning and purpose.	
Fields of Enquiry	c) ways of expressing meaning e) questions of meaning, purpose and truth	
Question	7. What can science and religion tell us about the universe, world and life? Christianity plus non-religious worldview	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i.	comment on the relationship between the Biblical and scientific accounts of how the universe began	• the relationship between the religious and scientific accounts of how the world and life began and how they express ideas of truth e.g. Genesis 1-2, Big Bang, evolution
ii.	ask and suggest answers to questions of meaning, purpose and truth arising from religious and scientific accounts of how the world and life began	• the different ways Christians interpret the Genesis accounts e.g. literal and critical approaches
iii.	interpret the Genesis account from a literal and critical perspective	• the compatibility of Biblical and scientific accounts of how the universe and life began
iv.	express their own and others' insights on how beliefs about origins may affect the way people see the world and live	• impact of beliefs about origins on the way people live today • explore the controversy surrounding beliefs about origins and how believers can be portrayed in the media, e.g. through the critique of Richard Dawkins and others.
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief		AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others		
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 		Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief.
Level 5 Explain impact of religion and express own views		
Pupils <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		Pupils <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges		
Pupils <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 		Pupils <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Authority: different sources of authority and how they inform believers' lives.	
Fields of Enquiry	a) beliefs, teachings and sources d) questions of identity, diversity and belonging	
Question	8. What is truth? How do we know what is true? Christianity plus two religions, including at least one Eastern worldview.	
	Learning Outcomes	Suggested Content
	Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
	<ul style="list-style-type: none"> i. identify statements as fact, opinion, belief ii. explain the importance of interpretation in fact, opinion and belief iii. express what they believe is true and how they know this iv. explain the difference between literal and symbolic truth using examples v. explain three different interpretations Christians might give of a Biblical text e.g. feeding of the 5000, and use correct terminology to identify the three viewpoints vi. recognise similarities and differences within and between different religious worldviews, and account for these differences vii. recognise similarities and differences between religious and non-religious views. <p><i>Italic text relates to Attainment Target 2, learning from religion and belief</i></p>	<ul style="list-style-type: none"> • ways of knowing – knowing through the mind (reason); knowing through experience (senses); knowing through the heart (intuition) • different types of truth (e.g. fact, opinion, belief), how they are interpreted and their value • different ways in which the 'truth' is expressed (e.g. as fact, poetry, myth, analogy etc) and why • how different faiths and non-religious worldviews express their truths • the diverse ways in which Christians interpret the Bible (e.g. literal, metaphorical, critical interpretations) • comparison between western and eastern worldviews, recognising similarities and differences within and between Abrahamic monotheistic faiths, and those within and between eastern worldviews, such theistic and non-theistic Hindu beliefs, and non-theistic Buddhist beliefs.
	Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.	

AT1: learning about religion and belief		AT2: learning from religion and belief	
Level 4 Show understanding of religion, apply ideas to themselves and others			
Pupils		Pupils	
<ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 		<ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief. 	
Level 5 Explain impact of religion and express own views			
Pupils		Pupils	
<ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		<ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. 	
Level 6 Accounts & beliefs, interpret, express insights, consider challenges			
Pupils		Pupils	
<ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them. • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 		<ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief. • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges. 	

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Authority: different sources of authority and how they inform believers' lives.	
Fields of Enquiry	a) beliefs, teachings and sources f) questions of values and commitments	
Question	9. Do the teachings of Jesus stand the test of time?	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<p>i. explain the impact of the teaching of Jesus on the lives of Christians in relation to forgiveness, justice, love, service, expressing their own insights into the significance of these values for today</p> <p>ii. ask questions and suggest answers about forgiveness, justice, love and service relating them to their own and other people's lives.</p> <p><i>Italic text relates to Attainment Target 2, learning from religion and belief</i></p>		<ul style="list-style-type: none"> • the way Christians today respond to the teachings of Jesus in the Sermon on the Mount and other teachings on justice, love and service • forgiveness in the Christian tradition applied in the world today • Christian values and social justice – the challenges these pose for Christians living today.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views	
Pupils <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	Pupils <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them. • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 	Pupils <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief. • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges.

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Expressions of spirituality: how and why human self understanding and experiences are expressed in a variety of forms	
Fields of Enquiry	c) ways of expressing meaning d) questions of identity, diversity and belonging	
Question	10. What does it mean to be human? How do humans express their spirituality? (Part 1 of 2) Two religions (Christianity plus one other)	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i.	express creatively understanding of what makes us human; evaluating how such understanding might affect the way people live their lives	Human spirituality; how religious beliefs and spirituality are expressed through art, music, narrative, architecture, worship and activism.
ii.	express creatively their own sense of the spiritual, identifying that which is of worth and value in their own lives	• human nature – human potential. What is a human being? (body, mind, spirit)
iii.	creatively use art, music, poetry, text to express personal reflections on key Christian themes e.g. God; incarnation; salvation	• contemporary ways in which human spirituality is expressed
iv.	explain the symbolism of selected Christian, Buddhist, Sikh artefacts/images;	• some ways in which Christians express their beliefs, desires, hopes and devotion to God: eg art, architecture, poetry, literature, music, worship, activism
v.	interpret representations from different cultures of Christian beliefs in art, poetry, music, literature, media	• the meaning of symbols which express Buddhist beliefs and spirituality e.g. the Tibetan wheel of Life, the lotus, Buddha images and use of these as aids to reflection on students' own lives
vi.	analyse and interpret meaning from images of the Buddha, a mandala and other items used in meditation and reflect on the benefits of taking time for reflection and expression of deeper values	
		Continued...

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils	Pupils
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 	<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief.
Level 5 Explain impact of religion and express own views	
Pupils	Pupils
<ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	<ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils	Pupils
<ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression. 	<ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others' views on questions and issues raised by religion and belief consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Expressions of spirituality: how and why human self understanding and experiences are expressed in a variety of forms	
Fields of Enquiry	c) ways of expressing meaning d) questions of identity, diversity and belonging	
Question	10. What does it mean to be human? How do humans express their spirituality? (Part 2 of 2) Two religions (Christianity plus one other)	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
vii.	interpret Sikh beliefs as expressed in worship, art, music, dance	<ul style="list-style-type: none"> • some ways in which Sikhs express their beliefs, experience and understanding of God: e.g. art, architecture, dress, music and dance, worship (including Sikh rejection of 'all forms of blind ritual'), activism • some examples of Hindu texts which express a range of Hindu beliefs about human nature, e.g. the story of the man in the well, Mahabharata Book 11 chapters 5-6 Maitri Upanishad Ch 4 • some ways in which Hindus express their beliefs through art, architecture, literature, dance, worship etc • some ways in which Muslims express their beliefs and understanding of God e.g. art, architecture, actions – ritual and activism
viii.	explain the 5 Ks and their significance as Sikh symbols of inward belief and commitment	
ix.	use art, music, poetry, text creatively to express personal reflections on key Sikh beliefs and values	
x.	interpret Hindu stories and scriptures about the human condition, explaining Hindu beliefs about <i>karma</i> , <i>samsara</i> and ideas of the soul/ <i>atman</i>	
xi.	explain how Muslims can express their beliefs about and attitude towards God in diverse ways, analysing their own perspectives on how these might include beauty and order but also more radical expressions through sacrifice and different views of jihad	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.88. Level 7 and above can be found on page 92.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief.
Level 5 Explain impact of religion and express own views	
Pupils <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	Pupils <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them. • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 	Pupils <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief. • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges.

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil.	
Fields of Enquiry	a) beliefs, teachings and sources f) questions of values and commitments	
Question	11. Good and bad; right and wrong – how do I decide? (Part 1 of 2) Two religions (Christianity plus one other)	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i.	use correct vocabulary to explain the difference between absolute and relative morality	<ul style="list-style-type: none"> • key terms: ethics, morality, absolute morality, relative morality • how beliefs, values and principles act as a guide for moral decision-making • where people get their moral values from e.g. society, family, conscience, religion • how Christians and Buddhists or Sikhs decide what is right and wrong: <ul style="list-style-type: none"> a. teachings of Jesus, Guru Nanak and Buddha b. teachings of the Church and advice from adherents from Buddhism and Sikhism • codes for living in Christianity and at least one other religion and how these principles are applied to everyday living and social and global issues.
ii.	explain the link between what people believe and how they behave, <i>making a connection with their own beliefs and behaviour</i>	
iii.	explain how a person's religious beliefs affects their ethical views and actions and identify the challenges of following a moral code	
iv.	identify the sources of moral authority for Christians, Sikhs and Buddhists, <i>analysing their value in relation to their own sources of authority;</i>	
v.	outline a moral dilemma faced by a Christian and suggest what this person might do if guided by the teaching of Jesus	
vi.	identify Christian and another religious response to at least one contemporary moral issue, <i>expressing their own reasoned views</i>	
vii.	use appropriate vocabulary to outline the Sikh principles for living and explain how these originate in their beliefs about God	
viii.	use correct vocabulary to explain the difference between absolute and relative morality	
		Continued...

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views	
Pupils <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	Pupils <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 	Pupils <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil.	
Fields of Enquiry	a) beliefs, teachings and sources f) questions of values and commitments	
Question	11. Good and bad; right and wrong – how do I decide? (Part 2 of 2) Two religions (Christianity plus one other).	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
ix.	explain the link between what people believe and how they behave, making a connection with their own beliefs and behaviour	Christianity: <ul style="list-style-type: none"> Teachings of Jesus: Sermon on the Mount (Matthew 5-7) Two Great Commandments (Matthew 22:36-39) The Golden Rule (Matthew 7:12) Sheep and the Goats (Matthew 25:31-46). Sikhism: <ul style="list-style-type: none"> meditation on God's name (<i>Nam Japna</i>); honest work (<i>Kirat Karna</i>); sharing (<i>Vand Chhakna</i>); service to others regardless of colour, caste, class or creed (<i>Sewa</i>); obeying God's will Buddhism: <ul style="list-style-type: none"> The Noble Eightfold Path and the Five Moral Precepts Islam: <ul style="list-style-type: none"> Muslim teachings in the Qur'an e.g. righteousness comes from <i>iman</i>, assenting to the seven key beliefs (Qur'an 2:177) some things forbidden by Allah (Qur'an 7:33); doing the five pillars; and <i>ihsan</i> (excellence; doing what is good; Hadith of Gabriel)
x.	explain how a person's religious beliefs affects their ethical views and actions and identify the challenges of following a moral code	
xi.	identify the sources of moral authority for Christians, Sikhs and Buddhists, analysing their value in relation to their own sources of authority	
xii.	outline a moral dilemma faced by a Christian and suggest what this person might do if guided by the teaching of Jesus	
xiii.	identify Christian and another religious response to at least one contemporary moral issue, expressing their own reasoned views	
xiv.	use appropriate vocabulary to outline the Sikh principles for living and explain how these originate in their beliefs about God	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief		AT2: learning from religion and belief	
Level 4 Show understanding of religion, apply ideas to themselves and others			
Pupils		Pupils	
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 		<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief 	
Level 5 Explain impact of religion and express own views			
Pupils		Pupils	
<ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		<ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. 	
Level 6 Accounts & beliefs, interpret, express insights, consider challenges			
Pupils		Pupils	
<ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression. 		<ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others' views on questions and issues raised by religion and belief consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges 	

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Rights and responsibilities: what Religions and Beliefs say about human rights and responsibilities, social justice and citizenship.	
Fields of Enquiry	b) practices and ways of life f) questions of values and commitments	
Question	12. How do beliefs about justice, love and equality motivate the actions of religious and non-religious people today? Recommend two religions from Christianity, Buddhism and Sikhism; non-religious worldview. (Part 1 of 2)	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
i. explain how individuals have been motivated by their religious and non-religious beliefs and values ii. identify the key beliefs/ teachings which have iii. motivated these individuals iv. evaluate the effectiveness of the actions of these individuals v. express insights, using reasoned arguments, about the link between rights and responsibilities vi. evaluate the relevance of Jesus' teaching on justice/ Buddhist teaching on right action/Sikh teaching on unselfish service to their own lives and life today.	<ul style="list-style-type: none"> the meaning of "justice" the teachings of Jesus on justice – e.g. the Sermon on the Mount: Matthew 5:38-39; Matthew 5:44. The adulterous woman (John 8:4-7) the injustices that Martin Luther King and/or Oscar Romero and/or Desmond Tutu and/or Camilo Torres sought to address, how Christian teachings motivated their actions, both the non-violent responses and Torres' argument for violent resistance evaluation of how successful they were and whether their methods would be effective in today's society what human rights are - their use and abuse in the world today, the link between rights and responsibilities the impact Buddhist teachings, such as the Noble Eightfold Path and the Five Moral precepts, have on the way Buddhists view human rights both individually and corporately 	
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>	Continued...	

AT1: learning about religion and belief		AT2: learning from religion and belief	
Level 4 Show understanding of religion, apply ideas to themselves and others			
Pupils		Pupils	
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 		<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief 	
Level 5 Explain impact of religion and express own views			
Pupils		Pupils	
<ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		<ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. 	
Level 6 Accounts & beliefs, interpret, express insights, consider challenges			
Pupils		Pupils	
<ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression. 		<ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others' views on questions and issues raised by religion and belief consider the challenges of belonging to the contemporary world, expressing personal insights and responses to these challenges 	

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Rights and responsibilities: what Religions and Beliefs say about human rights and responsibilities, social justice and citizenship.	
Fields of Enquiry	b) practices and ways of life f) questions of values and commitments	
Question	12. How do beliefs about justice, love and equality motivate the actions of religious and non-religious people today? (Part 2 of 2) Recommend two religions from Christianity, Buddhism and Sikhism; non-religious worldview.	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
Continued from previous page	<ul style="list-style-type: none"> • the human rights abuses Aung San Suu Kyi or the Dalai Lama have fought against, how their Buddhist beliefs have influenced their non-violent protest • the teachings of the gurus and contemporary Sikhs about equality, unselfish service (<i>sewa</i>) and human rights • how these teachings are put into practice by Sikhs e.g. equality of women; the <i>langar</i> meal, <i>Gurdwara</i> open to all, the development of the town of Kartarpur • Humanist ethics, arising from use of reason and human codes of conduct, based on dignity and equality of human life and the golden rule of treating others as you would want to be treated. 	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief		AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others		
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 		Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views		
Pupils <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		Pupils <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges		
Pupils <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 		Pupils <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development
Theme	Global issues: what religions say about health, wealth, war.
Fields of Enquiry	b) practices and ways of life d) questions of identity, diversity and belonging
Question	13. Should religious believers be greener than non-religious people? At least one religion.
Learning Outcomes	Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. explain some key religious concepts such as creation, stewardship, <i>ahimsa</i> , to do with humanity's relationship with the natural world ii. make links between religious teachings and environmental awareness iii. account for the gap between religious teachings about creation and human treatment of the environment iv. express their own responses to issues of environmental activism, treatment of animals etc.	•religious teachings about humanity's relationship with the natural world, e.g. creation as sacred, Buddhist ideas of independence, Christian ideas of stewardship, Hindu ideas of <i>ahimsa</i> , Muslim idea of <i>khalifah</i> , Jewish ideas of <i>Shabbat</i> and <i>Shalom</i> •non-religious attitudes to the environment •the impact of beliefs on ways of living – what difference do they make?
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.	

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
Pupils <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	Pupils <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views	
Pupils <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	Pupils <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
Pupils <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 	Pupils <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Global issues: what religions say about health, wealth, war.	
Fields of Enquiry	b) practices and ways of life d) questions of identity, diversity and belonging	
Question	14. How can religious faith make a difference to a specified global issue? [The example here applies this question to poverty and wealth] Christianity plus one religion.	
Learning Outcomes	Suggested Content	
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.	
i. interpret religious sources on wealth and poverty, offering their own reasoned evaluation of their relevance for today	• religious teaching about possessions and the uses and dangers of wealth: e.g. Christianity: Matthew 6:19-21 Giving in secret, Matthew 19:16-22 Rich young man, Matthew 19:23-4 Eye of a needle, Matthew 25:31-46 Service to others. Luke 16:19-31 Rich man and Lazarus, Luke 21:1-4 Widow's Mite	
ii. express creatively ideas about what constitutes a rich life analyse how this may be different from a wealthy life making links with religious teaching	2 Corinthians 8:1-15 Christian giving 1 Timothy 6:10 Love of money Sikhism: Story of Duni Chand (Guru Granth Sahib page 790) Islam: Zakat: Qur'an 2:277 regular giving; Qur'an 9:60 almsgiving; Qur'an 104:1-3 dangers of riches.	
iii. give thoughtful and informed reasons as to why religious believers help the poor and less fortunate	• why Christians and followers of at least one other religion try to help the poor	
iv. describe the work of a religious aid agency and identify the reasons why religious believers are involved in the work, reflecting on their own responsibilities within a world of inequality	• the work of a Christian aid agency such as CAFOD, Christian Aid and an aid agency linked to another religion (such as Islam Aid), with a focus on the beliefs which motivate this action.	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief		AT2: learning from religion and belief	
Level 4 Show understanding of religion, apply ideas to themselves and others			
Pupils		Pupils	
<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 		<ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief. 	
Level 5 Explain impact of religion and express own views			
Pupils		Pupils	
<ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		<ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. 	
Level 6 Accounts & beliefs, interpret, express insights, consider challenges			
Pupils		Pupils	
<ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them. explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression. 		<ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others' views on questions and issues raised by religion and belief. consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges. 	

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Global issues: what religions say about health, wealth, war.	
Fields of Enquiry	b) practices and ways of life f) questions of values and commitments	
Question	15. Living together: are religions a source of peace or a cause of conflict? At least two religions, from Christianity, Islam and Buddhism.	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<ul style="list-style-type: none"> i. reflect on and express creatively their own and other people's understanding of inner peace ii. interpret religious sources on peace and harmonious living, offering their own reasoned evaluation of their relevance for today iii. explain and offer own reasoned insights into some causes of war and violence in the world iv. give reasoned responses to the question as to whether religion is a source of peace or the cause of conflict v. identify principles and actions which could create peace in the world vi. identify their own responsibilities and actions towards peacemaking <p><i>Italic text relates to Attainment Target 2, learning from religion and belief</i></p>	<ul style="list-style-type: none"> • the meaning of peace – personal peace/global peace • religious teaching about peace and living in harmony from Christianity and at least one other religion e.g.: Christianity: Romans 12:17-21 (Living at peace); Matthew 5:9 (Peacemakers). Buddhism: peace from acceptance and from non-attachment. Islam: Jihad as 'struggle'. • the example and teaching of key religious leaders on peaceful living (e.g. Jesus, the Gurus, Buddha, Muhammad (pbuh)) • is religion a source of peace or a cause of conflict? • religious responses to conflict: – peace-making (personal/national) – non-violence – pacifism. 	
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief	AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others	
<p>Pupils</p> <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 	<p>Pupils</p> <ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views	
<p>Pupils</p> <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	<p>Pupils</p> <ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges	
<p>Pupils</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 	<p>Pupils</p> <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Interfaith dialogue: a study of relationships, conflicts and collaboration within and between Religions and Beliefs.	
Fields of Enquiry	b) practices and ways of life d) questions of identity, diversity and belonging	
Question	16. What will make our society more tolerant and respectful? Two religions represented locally.	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
<p>i. reflect upon and express, using a variety of media, their own vision for the future of their town / Wiltshire / UK society, identifying what is needed now for it to become a reality</p> <p>ii. identify some of the good things and some of the challenges of belonging to a religion for individuals locally</p> <p>iii. evaluate the impact of different interpretations of religious teachings on social and political behaviour</p> <p>iv. identify the relationship between religion and culture giving at least two examples</p> <p>v. identify some causes and outcomes of religious intolerance and prejudice, demonstrating sensitivity in handling a controversial issue</p> <p>vi. express their own ideas about the benefits of living in a society which values a wide range of religious belief and practice and evaluate the extent to which this is a true description of our society today.</p> <p><i>Italic text relates to Attainment Target 2, learning from religion and belief</i></p>		<ul style="list-style-type: none"> • pupils' own visions of a better society, identifying the changes needed to bring this about • the role religious belief can play in changing society for better (and worse) • Religions and Beliefs found in our area, our county, our country and the role/impact of religion locally, being aware of diversity within religions • meeting individuals who belong to a religion in Wiltshire today and find out what belonging means to that person (with a focus on at least two different religions or beliefs) • differences of interpretation of the teachings within a religion and their social and political implications • understanding the difference between race/ethnicity, religion and culture • exploring some causes and outcomes of intolerance and prejudice concerning religion; • exploring the contribution of religion to a cohesive society • reflecting on ways in which people can learn to develop positive and respectful attitudes to others and live positively with religious diversity.
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92. Level 7 and above can be found on page 19.		

AT1: learning about religion and belief		AT2: learning from religion and belief	
Level 4 Show understanding of religion, apply ideas to themselves and others			
Pupils		Pupils	
<ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • make links between them, and describe some similarities and differences both within and between religions. • describe the impact of religion on people's lives. • suggest meanings for a range of forms of religious expression. 		<ul style="list-style-type: none"> • raise and suggest answers to questions and issues raised by religion and belief. • apply their ideas relating to their study of religion and belief to their own and other people's lives. • describe what inspires and influences themselves and others, in relation to religion and belief. 	
Level 5 Explain impact of religion and express own views			
Pupils		Pupils	
<ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • describe why people belong to religions. • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		<ul style="list-style-type: none"> • formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. 	
Level 6 Accounts & beliefs, interpret, express insights, consider challenges			
Pupils		Pupils	
<ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them. • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. • interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • interpret the significance of different forms of religious spiritual and moral expression. 		<ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. • express insights into their own and others' views on questions and issues raised by religion and belief. • consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges. 	

KS3	Principal Aim: to engage pupils in enquiring into key questions arising from the study of religion and belief, to promote their personal and spiritual development	
Theme	Interfaith dialogue: a study of relationships, conflicts and collaboration within and between Religions and Beliefs.	
Fields of Enquiry	c) ways of expressing meaning f) questions of values and commitments	
Question	17. Living religions: what does it mean to follow a Buddhist / Christian / Muslim / Jewish / Hindu / Sikh way of life in Britain today? (Choose two)	
Learning Outcomes		Suggested Content
Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:		Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.
i. explain ways in which following a religious way of life affects the lives of believers ii. identify and account for similarities and differences between different ways of life within and between religions iii. develop an enquiry into the impact of faith on ways of living iv. reflect on how the impact of faith varies for individuals and communities, and the impact on interfaith relations v. <i>expressing their own reasoned views about the value of faith (religious or non-religious) to individuals, communities and societies</i> vi. <i>express their own ideas about ways in which people should handle diversity and difference.</i>		•a variety of accounts from contemporary religious believers from a range of faith communities within Britain •key religious beliefs and ways of living as expressed by members of different faiths, recognising the diversity within and between faiths •religious teachings and sources that are most influential in the lives of believers, e.g. Jewish people use the <i>Tenakh</i> but also the commentaries by The Rambam and Rashi •the aims, intentions and activities of interfaith agencies, national and local e.g. Inter Faith Network, West Wiltshire Interfaith Group
<i>Italic text relates to Attainment Target 2, learning from religion and belief</i>		
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "I can..." statements is recommended, following the planning process on p.92 Level 7 and above can be found on page 19.		

AT1: learning about religion and belief		AT2: learning from religion and belief
Level 4 Show understanding of religion, apply ideas to themselves and others		
Pupils <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression. 		Pupils <ul style="list-style-type: none"> raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief
Level 5 Explain impact of religion and express own views		
Pupils <ul style="list-style-type: none"> use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. describe why people belong to religions. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 		Pupils <ul style="list-style-type: none"> formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6 Accounts & beliefs, interpret, express insights, consider challenges		
Pupils <ul style="list-style-type: none"> use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. interpret the significance of different forms of religious spiritual and moral expression. 		Pupils <ul style="list-style-type: none"> use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. express insights into their own and others' views on questions and issues raised by religion and belief consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

Planning RE at Key Stage 3 using the Agreed Syllabus key questions

In order to plan high quality RE at KS3, teachers should follow a planning process that takes account of all the elements of the breadth of study. The planning grid below is recommended as a guide to this process.

Step 1: Theme	<i>This theme...</i>	See page 70 for theme. Choose one that fits in with the long term plan over the key stage. For overview of themes, see page 14 and page 24.
Step 2: Key question	<i>Raises this important question...</i>	Choose a key question related to that theme (see pages 13 and 24)
Step 3: Learning outcomes and assessment	<i>Specifically we want pupils to be able to...</i>	Select learning outcomes for the question (see the programme of study p72 – 91). Use the level descriptions on p18-19 and the outcomes to develop specific levelled “I can..” statements as appropriate to the age and ability of the pupils. These “I can...” statements should indicate the skills pupils are developing. By planning outcomes and levelled “I can...” statements at this point, assessment for learning can be integrated within the unit of work. There is no necessity for an end of unit assessment task.
Step 4: Content	<i>So we’ve selected this content in order to address the question</i>	Select relevant content from the “Suggested Content” column of the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.
Step 5: Teaching and learning activities	<i>And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes.</i>	Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don’t forget the skills you want pupils to develop, ensuring all appropriate skills are developed across the key stage. Make sure that the activities allow pupils to practise these skills. For some units, you can plan to use the enquiry process outlined on page 103.

Part 2 of the planning guidance can be found on page 99 – “Devising your own key questions”.

Legal requirements

Provision of RE is a legal requirement for all students on the school roll. Even where examination courses are followed and exams taken in Y10, there must still be provision for core RE for all in Y11, showing progression from what has come before in KS3 and KS4. All RE at KS4 and KS5 should represent a continuity of provision and progression.

Time for RE

Key Stage 4 - 5% of curriculum time, amounting to approximately 70 hours, is the normal requirement by which learners can achieve the standards of the GCSE short course in Religious Studies that is the benchmark for RE provision in Wiltshire.

Key Stage 5 - For students not following an exam course in religious studies, there should be 10 hours per year of identifiable RE.

Schools should provide

For all students aged 14-16:

at least one course in religious education or religious studies **leading to a qualification** approved under Section 96 (Learning and Skills Act 2007);

For all students aged 16-19:

– core RE for all students and
– the option of at least one course in religious education or religious studies leading to a qualification approved under Section 96 that represents progression from 14-16.

Courses

Key Stage 4

The requirements of the syllabus are met where pupils take a GCSE course in Religious Studies (or equivalent) from a national awarding body where Christianity and one other religion are studied. (Where a course which examines only Christianity is used, schools must set students' learning in a broad plural context).

Any pupil following one of the nationally accredited courses below is deemed to have met the requirements of the Agreed Syllabus:

- a) a GCSE Religious Studies course which is based on the study of Christianity and at least one other major religion (the full course);
- b) a GCSE (Short Course) in Religious Studies which is based on the study of Christianity and at least one other major religion (the short course);
- c) a CoEA (Certificate of Educational Achievement) in Religious Education which is based on the study of Christianity and at least one other major religion.

Currently such courses are available from all the national awarding bodies: AQA, OCR, Edexcel and WJEC. There is a wide range of options and combinations of religions and topics to be studied. Schools must teach RE using the specifications of a GCSE (short) RS course. The Agreed Syllabus does not require that students be entered for this examination: that is a matter for schools.

16-19 RE for all

All schools with students aged 16-19 on roll are required to provide an RE entitlement for these students, irrespective of which examination courses they may choose. This core entitlement for all students is seen in this Agreed Syllabus as an enrichment of curriculum studies: it takes its place alongside key skills, critical thinking, sex education and citizenship studies, all of which the school will also provide for students in this age range. The allocation of curriculum time for RE should be clearly identifiable and should avoid tokenism.

At this stage, learning opportunities should be focused upon a range of religions and views of life appropriate to the students and the selected curriculum content, having regard to prior learning and the value of both depth and breadth in studying religions. Schools may plan their provision for the key stage including topics selected from those listed below, or designed by the school in line with all the general requirements of the syllabus.

There is considerable flexibility for schools in devising programmes of study for 16-19s, and the units of study can be delivered in various ways, including through core and enrichment programmes of study, general studies, examined courses, as day conferences or through integrated work in a number of subjects.

Principal Aim

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus of RE at 14-19:

Throughout this phase, students should be able to:

- analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth;
- investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts;
- expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally;
- understand the importance of dialogue between and among different Religions and Beliefs;
- gain a greater understanding of how religion and belief contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion in the world.

At 14-19, students should have the opportunity to:

Attainment Targets



...learn about religion and belief	...learn from religion and belief
<p>a) investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments</p> <p>b) think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions</p> <p>c) draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life</p> <p>d) use specialist vocabulary to evaluate critically both the power and limitations of religious language.</p>	<p>a) reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions</p> <p>b) develop their own values and attitudes in order to recognise their rights and responsibilities in the light of their learning about religion</p> <p>c) relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life</p> <p>d) develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.</p>

Religions and Beliefs




Religions and Beliefs

During Key Stage 4, pupils should study Christianity and one other religion.

At Key Stage 5, students should study Christianity plus aspects of other religions and secular philosophies as appropriate.

In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local area.

Fields of Enquiry



Fields of Enquiry

Through the key stage, pupils should have an opportunity to begin to explore each of the following RE Fields of Enquiry:

a) Beliefs, teachings and sources

- Analysing teachings, sources, authorities and ways of life in order to understand Religions and Beliefs in historical and cultural context.
- Understanding and analysing beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values.

b) Practices and ways of life

- Explaining and evaluating the varied impacts of Religions and Beliefs on how people live their lives.
- Analysing the ways in which the impact of Religions and Beliefs can vary according to context.

c) Ways of expressing meaning

- Interpreting and evaluating the meanings of different forms of religious, spiritual, moral and cultural expression.
- Interpreting and synthesising many different sources and forms of religious, spiritual, moral and cultural expression.

d) Questions of identity, diversity and belonging

- Interpreting and analysing diverse perspectives on issues connecting personal and communal identity.
- Evaluating and analysing questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.


e) Questions of meaning, purpose and truth

- Analysing and synthesising insights on ultimate questions that confront humanity
- Expressing personal and critical evaluations of questions of meaning, purpose and truth in relation to religion and beliefs

f) Questions of values and commitments

- Synthesising evidence and arguments about ethics and morality in relation to beliefs, spirituality and experience.
- Evaluating personally and critically their own and others' values and commitments in order to make coherent and rational choices.

Skills and Attitudes



Skills and Attitudes

Teachers should select from the skills outlined on p15, as appropriate to the Levels of Achievement. Throughout examination courses and core RE, pupils should still learn **about** and learn **from** religion and belief, and develop the higher order skills outlined on p15. They should also have an opportunity to continue to develop their attitudes of self-awareness, respect, open-mindedness, curiosity and critical awareness (see p16).

Levels of Achievement



Levels of Achievement:

In this Agreed Syllabus planning needs to integrate the Levels of Achievement in order to ensure that pupils make good progress within and across key stages. If teachers are clear about the expected learning outcomes from a unit of work then they will be able to plan learning experiences and opportunities to enable pupils to achieve these outcomes. If pupils are clear about the expected outcomes they will be helped to see how to make progress. Pupils following exam courses will clearly need to be assessed according to the examination criteria. The Levels of Achievement on p19 will nevertheless provide helpful guidance on the level of achievement expected of KS4 and KS5 core RE pupils.

Experiences & Opportunities

Experiences and opportunities:

Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education. The teaching and learning should be planned to ensure that all pupils have opportunities to:

- discuss, explore and question concepts, images and practices;
- visit places of worship, inter-faith centres or other spiritual places, learning from in worship or rituals, as appropriate;
- discuss, reflect on and develop arguments about philosophical and ethical issues;
- reflect on the importance of engagement in community projects, dialogue or social action, reflecting on its importance for themselves and others;
- encounter and engage with people from different religious, cultural and philosophical groups, to explore a range of convictions on religious and moral issues;
- evaluate concepts, practices and issues, paying attention to beliefs and experience, and using reasoned, balanced arguments;
- use a range of forms of expression to communicate their ideas and responses, including exploring and recording how their thoughts, feelings and experiences have changed;
- access the sources, images and sounds that are key to their study, using texts and ICT as appropriate;
- explore the connections between RE and other subject areas.

Suggested potential unit titles for RE 16-19:

Potential 16-19 RE units, and sample questions this provision might address	Potential connections to courses studied 16-19:
<ul style="list-style-type: none"> • Religion in film and media: what stereotypes and prejudices are apparent? What is the best kind of religious broadcasting? How does, and how should, the media represent religious and spiritual ideas and communities? How is spirituality dealt with in some recent films? How is Judaism, Islam, Buddhism or atheism represented in film? What vision of human nature does a notable film offer? 	<p>Media Studies Language and literature General Studies Psychology Arts</p>
<ul style="list-style-type: none"> • The ethics of birth and death: Is 'playing god' ever justifiable? What makes a decision about the sanctity of life right or wrong, and who should do the deciding? 	<p>Sciences Philosophy Politics Health and social care</p>
<ul style="list-style-type: none"> • Good and evil: spiritual questions about a world of suffering, psychological, philosophical, sociological and theological responses. Why is there evil? What accounts for evil in human life and in the natural world? How can evil be reduced? 	<p>Religious Studies Psychology Theatre studies Arts</p>
<ul style="list-style-type: none"> • Science and faith: complimentary or contradictory? Exploring the forms of knowledge in faith and in scientific enquiry and competing accounts of the value of each. What disciplines do we rely on to tell us the truth? How do we know? What are the insights of scientists who are also religious? Who are also atheists? 	<p>Biology Physics Theory of knowledge Health and social care Psychology</p>
<ul style="list-style-type: none"> • God, ethics and sexuality: where do our principles for love and partnership come from? How are they changing? Why is it that sexuality is the source of many of both life's best and worst experiences? How do religious communities express their sex ethics? 	<p>Health and social care Psychology PSHE Biology Sociology</p>
<ul style="list-style-type: none"> • Inter faith issues: how can we build communities of respect for the well being of all in a religiously plural world? What does the future hold in a globalising and multi religious world and nation? 	<p>Sociology Politics Citizenship</p>
<ul style="list-style-type: none"> • Adult spirituality: exploring some spiritual ways of life for grown up humans. Why are there many people in Britain today who say they are spiritual but not religions? What does this mean? 	<p>Religious Studies Literature Media Studies</p>
<ul style="list-style-type: none"> • Who needs God in the 21st Century? Examining arguments and experience of atheists and theists. What insights does the study of religious language and philosophy provide into questions about God or ultimate reality? 	<p>Philosophy Religious Studies</p>
<ul style="list-style-type: none"> • Global conflict: does religion make peace or make war? Examining and analysing the ways in which different religions seek to make peace, and are also involved in conflict. 	<p>Sociology Politics Citizenship History</p>
<ul style="list-style-type: none"> • Rage or despair? How can our reactions to what is wrong in the world be used to change the world? Exploring Job, Psalms, Ecclesiastes and other Jewish scripture to find insight into contemporary issues. 	<p>Psychology Literature Media and arts</p>

Planning RE Part 2: devising your own key questions

Sometimes schools will have a good reason to extend their RE beyond the key questions provided. This might be because there is a whole-school theme to address, or there are opportunities for focused cross-curriculum units. Where schools are planning to devise additional or alternative questions, the following planning steps should be used to ensure quality RE is taught, taking account of all of the statutory elements of the Breadth of Study, as outlined on pages 10-20, and specifically on page 23.

Remember: The Principal Aim for RE in Wiltshire is to engage pupils with enquiring into questions arising from the study of religion and beliefs, so as to promote their personal and spiritual development.

Whether addressing a whole school theme, or some cross-curriculum theme, you need to be thinking:





- **what questions are we exploring?**
- **how do they arise from religion and belief?**
- **what will this series of lessons or the exploration of this question contribute to the personal development of my pupils?**
- **is the RE distinctive and recognisable within the cross-curriculum unit?**

Teachers must also ensure that, across a Key Stage, the questions reflect the breadth of study at each Key Stage, in terms of themes, Fields of Enquiry, Religions and Beliefs.

The steps on the next page outline the processes that need to be part of the medium term planning for good RE and can be used to help you plan your cross-curriculum RE.

Planning RE Part 2: devising your own key questions

Sometimes schools will have a good reason to extend their RE beyond the key questions provided. This might be because there is a whole-school theme to address, or there are opportunities for focused cross-curriculum units. Where schools are planning to devise additional or alternative questions, the following planning steps should be used to ensure quality RE is taught, taking account of all elements of the Breadth of Study.

Step 1: Theme 	<i>This theme...</i>	Take syllabus theme (see p14, 24, 44 or 66), or explore school theme and see what genuine links there are with RE themes.
Step 2: Key question 	<i>Raises this important question...</i>	Devise a key question related to the theme. Use the “Fields of Enquiry” to make sure there is a good RE focus for your question (see p14). Make sure the question is suitably open in order to explore theme through RE, with links to other subjects if required. For guidance on devising a key question, see page 99.
Step 3: Learning outcomes and assessment 	<i>Specifically we want pupils to be able to...</i>	<p>Look at the learning outcomes for other key questions in your key stage on the programme of study pages. Select some relevant outcomes, or use these as models for your own RE learning outcomes for your key question, as appropriate to the age and ability of your pupils, balancing learning about and <i>learning from</i> religion and beliefs. Use the level descriptions on p.18-19 and the outcomes to develop specific levelled “I can...” statements as appropriate to the age and ability of the pupils. These “I can...” statements should indicate the skills pupils are developing. (Examples can be found in Appendix F)</p> <p>By planning outcomes and levelled “I can...” statements at this point, assessment for learning can be integrated within the unit of work. There is no necessity for an end of unit assessment task.</p>
Step 4: Content 	<i>So we've selected this content in order to address the question</i>	Look at the content for relevant Key Stage questions (“Suggested content” on the programmes of study). Where there are significant links, select relevant RE content to enable pupils to explore the key question. Select the best content to help you to deliver the learning outcomes in an engaging way. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.
Step 5: Teaching and learning activities	<i>And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes.</i>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes.</p> <p>Do not forget the skills you want pupils to develop, ensuring all appropriate skills are developed across the key stage. Make sure that the activities allow pupils to practise these skills.</p>

How to devise key questions:

Unit questions must reflect the Breadth of Study requirements of the Agreed Syllabus – using the themes described for each key stage, relating to the Fields of Enquiry, addressing the Attainment Targets of learning about and learning from religion and belief, at an appropriate level.

Bear in mind that your question needs to be:

- a) **open rather than closed** (e.g. “What does it mean to submit to Allah in Islam?” rather than “What do Muslims do when they pray?”)
- b) **reflect the time available** (e.g. “What is the meaning of life?” may be rather ambitious for a whole key stage, whereas “How does a mandala show what matters to Buddhists?” may be a suitable focus for a lesson or two.)
- c) **child-friendly** (e.g. a teacher question may be “How do Jewish people express their beliefs in practice?”, whereas the lesson focus for children may be “Why is God important to Jewish people?”)
- d) **appropriately challenging** (e.g. getting pupils to draw a storyboard to retell a story is appropriate at KS1 and early KS2, but not at KS3 – it represents a level 2 outcome.)
- e) **based on the Fields of Enquiry of the Agreed Syllabus** and reflect a balance of **learning about** and **learning from** religion and belief.

Current key questions are related to the Fields of Enquiry in RE, as shown in column 3 of the Programmes of Study. They have been designed to cover all aspects of the Fields of Enquiry by filling in the spaces on the grid below:

Field of enquiry	<i>d) questions of identity, diversity and belonging</i>	<i>e) questions of meaning, purpose and truth</i>	<i>f) questions of values and commitment</i>
a) beliefs, teachings and sources			
b) practices and ways of life			
c) ways of expressing meaning			

It is good practice to pair up Fields of Enquiry from a-c and d-f, thus ensuring that both Attainment Targets are covered. If schools are planning several key questions, they must map them to this grid to make sure that the breadth of the Fields of Enquiry are covered across a key stage. For example, some teachers may enjoy pairing a) and e), and doing some philosophical questions, but if they only do this kind of question their pupils will miss out on the richness offered by looking at how believers actually practise their faith, how they live, how they express ideas in diverse ways, how they gain their identity from their commitment to their community, etc.

Using the Fields of Enquiry:

You can be looking at the same religious content but direct your questions to address different Fields of Enquiry. The following KS2 questions are all to do with baptism, but they show how you can change the focus of the question according to the field of enquiry being addressed.

Beliefs, teachings and sources

What is the significance of baptism for Christians?

Religious practices and ways of life

What are the similarities and differences between baptism and dedication?

Ways of expressing meaning

How do baptism and dedication show what is important to Christians?

Questions of identity, diversity and belonging

How might baptism help someone to feel they are part of a family? What helps you feel that you belong?

Questions of meaning, purpose and truth

How might someone find purpose for life through their baptism or dedication/confirmation?
Are there any celebrations in your life that give you a sense of purpose?

Questions of values and commitments

What difference might being baptised make to a person’s life?

A Key Stage 3 example might be:

Beliefs, teachings and sources

Why do some people believe in God?

Practices and ways of life

How does believing in God affect how people live?

Expressing meaning

How do art and activism reveal beliefs about God?

Questions of identity, diversity and belonging

What can we learn from religious ideas about community?

Questions of meaning, purpose and truth

What different ideas do people have about the purpose of life?

Questions of values and commitments

With or without God: how do we decide what is good?

Going through the process of focusing questions can help you to make sure that you can identify clear learning outcomes for your series of lessons, balance learning about and learning from religion, and avoid banal questions.

Use the Programmes of Study to see the links between learning outcomes and a key question. These learning outcomes are written so that you can **select** from them to design a unit of work or series of lessons. As long as a balance of learning about and learning from religion is maintained, **it is not necessary to cover all the suggested content outlined.**

Going through the process of writing focused key questions also helps when facing decisions about planning cross-curriculum links, as pinning down a key question is vital to ensure a focused unit, opening up the relevant issues rather than opening up a vague and generalised topic.

Types of questions:

Some teachers use the following classification of questions in order to help pupils to identify good enquiry questions.

Questions with only one right answer:

- **Comprehension** questions e.g. What does the Lord's Prayer say about God?
- **Knowledge** questions e.g. How many times do Muslims pray every day?

Questions with many possible answers:

- **Speculation** questions e.g. How might a Christian react to living in a country where war has been declared?
- **Enquiry** questions e.g. Why do some people choose to follow religious codes for living, and to what extent are they an inspiration for others?

A model for enquiry in RE

The idea of setting up an enquiry process with pupils is important within the Wiltshire Agreed Syllabus. The value of enquiry has been expressed in many places, but notably in the Ofsted Report, *Transforming Religious Education*.

Promoting challenging learning is...

“related primarily to engaging pupils with stimulating ideas and enquiries in ways that encouraged independent thought and reflection. Pupils were challenged in RE when, for example, they :

- linked aspects of their learning together
- designed and carried out their own investigations into beliefs and practices
- interpreted and challenged religious material such as stories, images or metaphors
- used skills such as prediction, speculation or evaluation
- engaged with some of the more evocative, personal and imaginative dimensions of religion and belief, relating these to their own lives
- used talk, writing and the arts to express their ideas and responses.”

Transforming Religious Education Ofsted report 2010

There are many models of enquiry in education but the process on the following page takes the RE skills identified on page 15 of the syllabus and clusters them, so that pupils have an opportunity to develop many skills during an enquiry. It is designed as a pupil process, so uses terms that pupils can understand. It is also designed to suit pupils of different age-groups, because it is clear that young pupils are able to begin a process of interpretation, albeit at a simple level. So the ability to suggest meanings of words or stories leads to a more developed ability to draw out meanings from images, texts or actions, which leads on to the ability to interpret different sources and understand ways in which believers interpret sacred texts, for example.

The use of “personal” and “impersonal” evaluation resurrects the ideas of Michael Grimmitt, from whose work “learning about” and “learning from religion” is derived. In his 1987 book, *RE and Human Development*, Grimmitt pointed out that good learning in RE involves an interaction between the pupil and the religious material, so that they learn about religion and learn from religion about themselves.

Learning *about* religion, includes beliefs, teachings and practices of religious traditions, the nature of faith responses to ultimate questions, and the shaping influence of religious beliefs and values on cultural and personal histories.

Learning *from* religion is where pupils take their understanding of religion and apply it to what they learn about themselves, in order to clarify their values, for example, or to critically evaluate truth claims.

This critical evaluation includes both *impersonal evaluation*, that is ‘being able to distinguish and make critical evaluations of truth claims, beliefs and practices of different religious traditions and of religion itself’ (Grimmitt p225) and *personal evaluation*, which ‘begins as an attempt to confront and evaluate religious beliefs and values [and] becomes a process of self-evaluation’ (p226).

The enquiry process on the following page incorporates this into the process of learning in RE.

A model for enquiry in RE

Using clusters of the skills from the current syllabus, teachers can use this process in their own planning of units or for structuring pupil-led enquiries.

Ask questions

Set up an enquiry



1. **reflect** on stimulus material
2. **ask** questions
3. **analyse** questions, in relation to RE Fields of Enquiry
4. **evaluate** questions, resulting in selecting focus question(s), with reasons for choice

*This section might be done in the style of Philosophy for Children, with pupils devising the questions. Alternatively, this process could be part of the teacher's planning, and the enquiry process for pupils starts with **investigate**.*

Investigate

Select from and use a variety of skills to work with relevant material, to address the enquiry question



Select relevant materials			
Select skills, depending upon nature of focus question(s)			
suggest meanings	sort ideas	make links	reflect on impact
draw out meanings	explain similarities and differences	explain connections	reflect on impact on self and others
interpret sources	analyse ideas	come up with coherent synthesis	empathy to deepen understanding

At this point it is a good idea to establish some learning outcomes in the form of levelled "I can..." statements. Teachers can do this with pupils.

*Not all skills will be used in every enquiry, but it will be necessary to set up certain interactions with the material to enable the skills to be practised. For example, **interpretation** requires some original source material, a chance to suggest meanings and a way of comparing it with some religious interpretations.*

Evaluate

Weigh up arguments and assess conclusions



*Impersonal (critical) **evaluation**:*
think about reasons, ponder possibilities, argue, come to tentative conclusions, weigh up and justify conclusion(s)
*Personal **evaluation**:*
discern the value and significance of learning from religion: do or should these ideas and conclusions have an impact on my life? Handle tentative responses and ambiguity.

Both elements are part of attainment target 2, learning from religion and belief. Both elements are essential for good learning in RE.

Express

Articulate findings and their implications

Express findings – presenting alternative views and conclusions

Apply findings to myself and others, including the impact of findings on how I make sense of the world and how I live

Setting up a purpose for learning at an early stage in the enquiry may help give focus to the way pupils express ideas.

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