Please note that this syllabus is the same as the previous syllabus (2011-16) and updates, i.e. on Assessment and support materials on Core Concepts etc are on the Right Choice website.



### Wiltshire Agreed Syllabus for Religious Education 2016 - 2021

	Page
Forewords from Chair of SACRE, Wiltshire LA Director and Bishop of Sherbourne	1
Introduction	3
Aims of RE in Wiltshire	4
The contribution of RE to pupil development and wider school priorities	5
Legal requirements	6
Service Children and Special Schools	8
Time for RE	9

Breadth of Study	10
Attainment Targets	11
Religions and Beliefs	12
Fields of Enquiry	13
Themes	14
Skills in RE	15
Attitudes in RE	16
Levels of Achievement	17
Level descriptions	18
Experiences and Opportunities	20
Assessment, Recording and Reporting	21

Programmes of Study		
Theme and question overview: Early Years Foundation Stage to Key Stage 3	24	
Early Years Foundation Stage	27	
Key Stage 1	31	
Planning guidance	44	
Key Stage 2	45	
Planning guidance	66	
Key Stage 3	67	
Planning guidance	92	
Key Stage 4 and Post 16	93	
Planning RE Part 2: devising your own key questions	99	
A model for enquiry in RE	103	
Acknowledgements	104	

### Appendices

Curriculum and Planning	
P-levels: Performance descriptors for pupils achieving below level 1 in RE	A
RE and Inclusion	B
Approaches to teaching and learning in RE	C
Models of curriculum provision for RE	D
Assessment for Learning in RE	E
Model "I can" statements	F
Examples of long-term plans for primary RE	G
Links with units from 2006 Agreed Syllabus	H

The Value of RE	
How RE develops skills How RE develops attitudes How RE promotes spiritual, moral, social and cultural development How RE promotes social cohesion Promoting well-being through RE Concepts in RE	I J K L Z Z

Additional Information	
Religions in a nutshell: guide to six Religions and Beliefs Faith sensitivities: Working sensitively with faith communities Learning outside the Classroom	O P Q

Exemplar Units of Work	
Foundation Stage: Special Places - What makes a place special?	R
Key Stage 1: Believing - The beginning of the world: what can we learn from special	S
Christian and Jewish stories? (Q.2)	-
Key Stage 1: Celebrations - Why do we celebrate special times? Easter (Q.5)	
<b>Key Stage 2</b> : The journey of life and death - Why do some people believe in life after death? (Q.10)	U
Key Stage 2: Religion and the individual - Keeping the Five Pillars: What difference	v
does it make to Muslims? (Q.13)	-
Key Stage 2: Beliefs in action in the World - Who has made a difference to the world	W
because of their faith? How and why? (Q.17)	
Key Stage 3: Beliefs and concepts - Is death the end? Does it matter? (Q.2)	X

School Visits to Religious Places and School Visits from Religious	Y
Representatives	

For an online version of the Wiltshire Agreed Syllabus for Religious Education 2011, please access <a href="http://wisenet.wiltshire.gov.uk/documents/dsweb/HomePage">http://wisenet.wiltshire.gov.uk/documents/dsweb/HomePage</a> - Curriculum - Religious Education

### 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 Sherbourne

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.

+ Onl Rolon

The Most Reverend Graham Kings, Bishop of Sherborne

Wiltshire Council

Where everybody matters

14 June 2011

Department for Children and Education County Hall Trowbridge Wiltshire BA14 8JN

Dear Colleague

### Wiltshire Agreed Syllabus for Religious Education

It gives me great pleasure to commend the new Wiltshire Agreed Syllabus for Religious Education 2011 to you.

This year, our Agreed Syllabus has been redesigned to encompass an enquiry based approach that will offer exciting opportunities to support learning in Religious Education. It will also allow schools to design an exciting and relevant curriculum that meets the needs of their children, young people and their community, whilst supporting teachers as the professional leaders of Religious Education across Wiltshire.

Religious Education has an important role in preparing pupils for adult life, employment and life long learning. Our commitment to Wiltshire's Agreed Syllabus 2011, confirms our belief that education should celebrate religious and cultural similarities whilst valuing difference. Through our Syllabus, we seek to support our teachers to empower our pupils to think and question; and to respect themselves and others. Our pupils are encouraged to explore the beliefs, teachings and practices of different religions and consider the influence of religion upon individuals, families, communities and cultures. They will enhance their understanding of diversity of belief and practice within our schools, local communities and country as a whole. Through enquiry, our children and young people are challenged to explore issues of truth, belief, faith and ethics, and in doing so will develop a sense of personal identity and a sense of belonging.

We are most grateful for the hard work and commitment of many teachers and subject leaders, members of our faith communities, officers in the Authority and our consultants for Religious Education in compiling our new Agreed Syllabus and supporting materials, and I am confident that you will find them of value.

Yours sincerely

lady bothy

Carolyn Godfrey Director, Children and Education

Direct Line: 01225 713751

### Introduction

The Wiltshire Agreed Syllabus 2011sets 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.

### 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'

develop pupils		
knowledge and understanding	understanding of different	understanding of the influence
of, and their ability to respond	religions, beliefs, values and	of faith and belief on
to, Christianity, other principal	traditions (including ethical life	individuals, communities,
world religions, other religious traditions and world views	stances), through exploring issues within and between faiths	societies and cultures

### ncourage nunils to

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	reflection, expression,	communicating personal
religious vocabulary,	interpretation, application,	responses to these issues of
questioning and empathy	analysis and evaluation of	truth, belief, faith and ethics
	issues of truth, belief, faith and	
	ethics	

### RE in Wiltshire does not...

|--|

# 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<sup>\*</sup>s contribution to pupil wellbeing, 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:

Principal Aim Page 4	To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development
Attainment Targets Page 11	<ol> <li>learning <b>about</b> religion and belief</li> <li>learning <b>from</b> religion and belief</li> </ol>
Religions and Beliefs	The Religions and Beliefs, as set out on page 12, appropriate to the age and ability of pupils.
Page 12 Fields of Enquiry Page 13	<ul> <li>a) beliefs, teachings and source</li> <li>b) practices and ways of life</li> <li>c) ways of expressing meaning</li> <li>d) questions of identity, diversity and belonging</li> <li>e) questions of meaning, purpose and truth</li> <li>f) questions of values and commitments</li> </ul>
Themes Page 14	Themes differ across the key stages but provide a way of exploring the Fields of Enquiry through key questions.
Skills & Attitudes Page 15	RE seeks to develop key Skills and Attitudes through learning about and learning from religion and belief. The Levels of Achievement help teachers to assess pupils" progress in developing skills.
Levels of Achievement Page 17	The 8 level scale (plus exceptional performance) sets the Levels of Achievement expected of pupils across the age range. These levels are an important part of the planning process in order to integrate meaningful assessment into teaching and learning.
Experiences & Opportunities Page 20	Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in religious education.

### Attainment Targets

### How this syllabus enables RE to meet the Principal Aim

Religious education has two main dimensions:

- 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:	Attainment target 2:	
Learning about religion and belief	Learning from religion and belief	
This includes: 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	This includes: 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	

RE is at its most effective when these two Attainment Targets are closely integrated in the learning experience

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 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.

### What Religions and Beliefs must be taught?

## Religions and Beliefs

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.	
KS1	Christianity plus aspects of <b>at least one</b> other principal religion, selecting from Islam or Judaism.	When considering which Religions
KS2	Christianity plus aspects of <b>at least two</b> other principal religions: selecting <b>at least one</b> from Islam and Judaism (including whichever has not been selected at KS1) and <b>at least one</b> from Hinduism and Sikhism.	and Beliefs to study, schools should reflect on the religion and belief communities represented within
KS3	Christianity, plus Islam and <b>at least two</b> other principal religions, selecting from Buddhism, Hinduism, Judaism or Sikhism. Opportunities for studying non-religious worldviews should be taken where appropriate.	the school and in the local community.
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 Lear	ning from religion and belief
a) Beliefs, teachings and sources	Understanding, explaining and interpreting teachings, sources, authorities and ways of life in order to express reasoned views about Religions and	d) Questions of identity, diversity and belonging	Understanding, explaining and interpreting varied viewpoints on issues connecting personal and communal identity
	<ul> <li>Beliefs</li> <li>Understanding, explaining and interpreting beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values</li> </ul>		Applying ideas and expressing insights into questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion
b) Practices and ways of life	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	e) Questions of meaning, purpose and truth	Describing and expressing insights into ultimate questions that confront humanity Applying ideas and expressing insights into questions of meaning and
	Beliefs on ways of life		purpose in relation to religion and beliefs Explaining different ideas about what is true
c) Expressing meaning	<ul> <li>Understanding and expressing ideas and insights about the meanings of different forms of religious, spiritual, moral and cultural expression</li> <li>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</li> </ul>	f) Questions of values and commitments	Understanding, explaining and interpreting moral values and how they can relate to beliefs and experience Expressing views and ideas about their own and others" values and commitments in order to make informed, rational and imaginative choices

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

Skills for learning in RE **Investigation** – in RE this includes: asking relevant questions knowing how to use different types of sources as a way of gathering information . knowing what may constitute evidence for understanding religions Expression - in RE this includes the: 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 . **Interpretation** - in RE this includes the ability to: draw meaning from stories, artefacts, works of art, poetry and symbolism suggest meanings of religious texts Reflection - in RE this includes the ability to: 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 **Empathy** - in RE this includes: the ability to ponder on the thoughts, feelings, experiences, attitudes, beliefs and values of others developing the power of imagination to identify feelings such as love, wonder, forgiveness • and sorrow the ability to see the world through the eyes of others, and see issues from their point of view **Application** - in RE this includes: making the association between religions and individual, community, national and international life identifying key religious values and their interplay with secular ones Discernment - in RE this includes: explaining the significance of aspects of religious belief and practice developing insight into people, motives, actions and consequences seeing clearly how individuals might learn from the religions they study for themselves Analysis - in RE this includes: drawing out essential ideas and being able to sort out their component parts distinguishing between opinion, belief and fact distinguishing between the features of different religion Synthesis - in RE this includes: linking significant features of religion together in a coherent pattern connecting different aspects of life into a meaningful whole **Evaluation** - in RE this includes: 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

Self-awareness in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people

Respect for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others" views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- being sensitive to the feelings and ideas of others

**Open-mindedness and questioning** in religious education includes pupils:

- 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

Curiosity, appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose

Critical awareness in religious education includes pupils:

- 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:

- a) identifying two Attainment Targets: AT1 learning about religion and belief, and AT2 learning from religion and belief
- b) identifying the knowledge, skills and understanding expected in each key stage
- c) 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:

- a) beliefs, teachings and sources
- b) practices and ways of life
- c) 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:

- d) questions of identity and belonging
- e) questions of meaning, purpose and truth
- f) questions of values and commitments

### Using the levels to make judgements about pupils' performance

**Foundation stage**: Children<sup>®</sup>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		Expected attainment for the majority of pupils	
majority of pupils are expected to work		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	Attainment target 1:	Attainment target 2:
Level	Learning about religion and belief	Learning from religion and belief
	Pupils:	Pupils talk about:
Level 1	use some religious words and phrases to recognise and name features of religious	their own experiences and feelings, in relation to religion and belief
Name, recall and	life and practice can <b>recall</b> religious stories an <b>d recognise</b>	what they find interesting or puzzling in relation to religion and belief
talk about	symbols, and other verbal and visual forms of religious expression	what is of value and concern to themselves
	Pupils:	Pupils:
Level 2 Retell stories,	use religious words and phrases to <b>identify</b> some features of religion and its importance for some people <b>begin to show awareness of similarities</b> in	ask, and respond sensitively to, questions about their own and others" experiences and feelings, in relation to religion and belief
identify religious material and ask questions	religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways	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
	Pupils: use a developing religious vocabulary to	Pupils: identify what influences them, making links
Level 3	describe some key features of religions, recognising similarities and differences	between aspects of their own and others" experiences, in relation to religion and belief
Describe religion Make links to their own	make <b>links between beliefs and sources,</b> including religious stories and sacred texts <b>begin to identify the impact religion has</b>	<b>ask important questions</b> about religion and beliefs, <b>making links between their own</b> and others" responses
experience	on believers" lives describe some forms of religious expression	make links between religious and non- religious values and commitments, and their own attitudes and behaviour
	Pupils:	Pupils:
Level 4 Show	use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences	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
understanding of religion and apply ideas to themselves and others	make links between them, and describe some similarities and differences both within and between religions describe the impact of religion on people"s lives	describe what inspires and influences themselves and others, in relation to religion and belief
	suggest meanings for a range of forms of	
	religious expression	Durila
	Pupils:	Pupils:
Level 5	use an increasingly wide religious vocabulary to <b>explain the impact of beliefs</b> upon individuals and communities	formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives
Explain the impact of religion and express their own views on religious	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	explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion
questions	provide answers to ultimate questions and ethical issues, <b>recognising diversity</b> in forms of religious, spiritual and moral expression, within and between religions	

Level 6 Give informed accounts of religion and beliefs,	Pupils: 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	Pupils: 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
interpret, express own insights and consider challenges	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	religion in the contemporary world, expressing personal insights and responses to these challenges
Level 7 Evaluate and express critical insights into questions and issues raised by religion and belief using evidence and example	Pupils 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	Pupils: 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
Level 8 Analyse reflectively and articulate personal and critical responses to questions and issues raised by religion and belief, drawing balanced conclusions, justifying own views	Pupils: 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	Pupils: 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
Exceptional Performance Synthesise effectively and draw balanced conclusions	<ul> <li>Pupils:</li> <li>use religious and philosophical vocabulary to provide a consistent and detailed analysis of Religions and Beliefs</li> <li>evaluate in depth the importance of religious diversity in a plural society</li> <li>clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time</li> <li>synthesise effectively to create their accounts of the varied forms of religious spiritual and moral expression</li> </ul>	<ul> <li>Pupils:</li> <li>analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments</li> <li>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</li> </ul>

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

Special Times (cont'd)		Journey of life and death Why do some people believe in life after death and what difference does it make? Why do believers often see life as a journey and what significant experiences mark this?	
Being special	<b>Myself</b> How should we show care for others?	Religion and the individual Can religious teachings help us decide what is the best way to live? Keeping the five pillars: what difference does it make to Muslims?	Ethics and relationships Good and bad; right and wrong – how do I decide?
	Belonging What does it mean to belong?	Religion, family and community How can we make Wiltshire / my town a more respectful place?	<b>Rights and responsibilities</b> How do beliefs about justice, love and equality motivate the actions of religious and non-religious people today?
		Beliefs in action in the world How and why do believers care for others and the world? Justice and poverty: can religions help to build a fair world?	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?
		build a fair world? Who has made a difference to the world because of their faith? How and why?	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?

Blank page

### **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	Suggested content	Early Learning Goals
	Teachers will set up learning experiences that enable children to be able to:	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.	Practitioners should select the relevant Stepping Stones/ELGs from within the following aspects of the Areas of Learning as appropriate:
Being special	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	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	PSED
Special People	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	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	Dispositions and Attitudes Self-Confidence/Self- Esteem Sense of Community Making Relationships Behaviour and Self- Control <b>CLL</b> Communication (B, C&D) Thinking Reading Writing
Special Times	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	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	KUW Sense of Time Sense of Place Exploration and Investigation (A&B) Cultures and Beliefs CD Imagination Exploring Media and Materials
Special places	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	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	Responding to Experiences Expressing and Communicating Ideas

Blank Page

### **Programme of Study: KS1**

### 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 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.

	In KS1 pupils should be taught	to		
Attainment	learn about religion and belief exploring	le	arn from religion and belief responding	
Targets	<ul> <li>a. explore a range of religious s and sacred writings, and talk about their meanings</li> <li>b. name and explore a range of celebrations, worship and ritur religion, noting similarities with appropriate</li> <li>c. identify the importance, for people, of belonging to a relige and recognise the difference makes to their lives</li> <li>d. explore how religious beliefs ideas can be expressed thro the arts and communicate the responses</li> <li>e. identify and suggest meanin for religious symbols</li> <li>f. begin to use a range of religi words.</li> </ul>	f als in here b some ion c. this and ugh d. eir <b>e</b> <b>ngs</b>	<ul> <li>reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness</li> <li>ask and respond imaginatively to puzzling questions, communicating their ideas</li> <li>identify what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>reflect on how spiritual and moral values relate to their own behaviour</li> <li>recognise that religious teachings and ideas about values make a difference to individuals, families and the local community.</li> </ul>	
Religions and	During Key Stage 1, pupils should	explore Ch	ristianity plus aspects of at least one	
Beliefs	other principal religion, selecting from Islam or Judaism.			
Fields of Enquiry	viewpoints and ideas of children a further religions or belief systems, local area. <b>Fields of Enquiry</b>	nd their fam for example uld have an	Is should take into account the beliefs, ilies. Schools may also plan to refer to a those represented in the school and opportunity to begin to explore each of	
	<ul> <li>a) Beliefs, teachings and sources</li> <li>b) Practices and ways of life</li> <li>c) Ways of expressing meaning</li> </ul>	e) Questio	ns of identity, diversity and belonging ns of meaning, purpose and truth ns 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:		
	<ul> <li>Believing: what people believe about God, humanity and the natural world</li> <li>Story: how and why some stores are sacred and important in religion</li> <li>Celebrations: how and why celebrations are important in religion</li> <li>Symbols: how and why symbols express religious meanings</li> <li>Leaders and teachers: figures who have an influence of others locally, nationally and globally in religion</li> <li>Belonging: where and how people belong and why belonging is important</li> <li>Myself: who I am and my uniqueness as a person in a family and community</li> </ul>		
Skills and Attitudes	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.		
Levels of Achievement	In this Agreed Syllabus planning needs to integrate the Levels of Achievemen order to ensure that pupils make good progress within and across key stages. teachers are clear about the expected learning outcomes from a unit of work to they will be able to plan learning experiences and opportunities to enable pupils achieve these outcomes. If pupils are clear about the expected outcomes they be helped to see how to make progress. The Levels of Achievement can be for on page 18.		
Experiences & Opportunities	<ul> <li>Experiences and opportunities:</li> <li>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:</li> <li>listen to and talk about appropriate stories which engage children</li> <li>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</li> <li>get to know and use religious words accurately eg God, Bible, synagogue, church, prayer</li> <li>use all five senses – smell (eg incense); taste (eg special foods); see and touch (eg religious artefacts); hear (eg chants/hymns/prayers/bells)</li> <li>make and do – make festive food, role play, dress up, dance</li> <li>have times of quiet and stillness</li> <li>reflect upon their own beliefs, ideas and values</li> <li>talk about their feelings and experiences</li> <li>use their imagination and curiosity to develop their appreciation and wonder of the world in which they live</li> <li>begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.</li> </ul>		
### KS1 Themes, Questions, Religions and Beliefs

Theme	Key Questions	Recommended religions
Believing: what people believe about God, humanity and	1. What do some people believe about God?	Christianity
the natural world	2. The beginning of the world: what can we learn from special Christian and Jewish stories?	Christianity and Judaism
	3. Why is God important for Muslims?	Islam
<b>Story</b> : how and why some stores are sacred and important in religion	4. Why do Christians love the stories of Jesus?	Christianity
<b>Celebrations</b> : how and why celebrations are important in	5. Why do we celebrate special times?	Christianity, Islam and/or Judaism and/or Hinduism
religion	6. How does being Jewish make a difference to family and celebration?	Judaism
<b>Symbols</b> : 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
<b>Myself</b> : 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		AT1: learning about religion and belief Level 1 Name, recall and talk about	AT2: learning from religion and belief
Theme		eve about God, humanity and the natural	Pupils: F use some religious words and	Pupils talk about: their own experiences and
Fields of Enquiry	<ul> <li>a) Beliefs, teachings and so and truth</li> </ul>	urces and <b>e)</b> Questions of meaning, purpose	phrases to <b>recognise and</b> <b>name features</b> of religious life and practice	feelings, in relation to religion and belief what they find interesting or
Question	1. What do some	people believe about God?	can <b>recall religious stories</b> and <b>recognise</b> symbols, and	puzzling in relation to religion and belief
	ing Outcomes	Suggested Content	other verbal and visual forms of	what is of value and concern
learning from religior	alancing learning about and and belief. Teachers will riences 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.	religious expression Level 2 Retell stories, identify religion Pupils: use religious words and phrases to identify some features of religion and its	to themselves and to others us material and ask questions Pupils: ask, and respond sensitively to, questions about their own and others" experiences and
describe God ii. talk about diff are used to de iii. talk about the iv. ask their own questions abo with others	me ways a Christian might ferent words and art which escribe God <i>pir own ideas about God puzzling or mysterious</i> <i>put life and share their ideas</i> <b>sitively</b> to other peoples <sup>*</sup>	ays a Christian mightshare 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	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	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
Italic text relates to Attainment Target 2, learning from religion and belief.		<ul> <li>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</li> <li>explore what the concept of God means for the children themselves</li> </ul>	use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and</b> <b>differences</b> make links between beliefs and sources, including religious stories and sacred texts <b>begin to identify the impact</b>	Pupils: 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
Teachers need to relate the the pupils in their classes.	learning outcomes to appropriate aspect: Devising specific "I can…" statements is n	s of the levels to the right, according to the age and ability of ecommended, following the planning process on p.44.	religion has on believers" lives. describe some forms of religious expression	make links between religious and non-religious values and commitments, and their own attitudes and behaviour

KS1		pupils in enquiring into key questions religion and belief, to promote their relopment	AT1: learning about religion and belief Level 1 Name, recall and talk about	AT2: learning from religion and belief
Theme		lieve about God, humanity and the natural world	Pupils: use some religious words and	Pupils talk about: their own experiences and
Fields of Enquiry	a) Beliefs, teachings and sc purpose and truth	purces and <b>e)</b> Questions of meaning,	phrases to <b>recognise and</b> <b>name features</b> of religious life and practice	feelings, in relation to religion and belief what they find interesting or
Question		world: what can we learn from special In and Jewish stories?	can <b>recall religious stories</b> and <b>recognise</b> symbols, and	puzzling in relation to religion and belief
Learnin	g Outcomes	Suggested Content	other verbal and visual forms	what is of value and concern
	cing learning about and d belief. Teachers will set up at enable pupils to be able to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in previous	of religious expression Level 2 Retell stories, identify religi questions	
<b>C</b>		column. Teachers can use different content as appropriate.	Pupils: use religious words and phrases to identify some	Pupils: ask, and respond sensitively to, questions
<ul> <li>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</li> <li>i. use religious or spiritual vocabulary such as God, creation</li> <li>i. recognise that stories from the Bible and the Torah matter to Christian and Jewish people</li> <li><i>i. identify</i> one key thing from the creation story showing why it is important to look after the world</li> <li><i>i. recognise, ask and respond to puzzling questions arising from the creation story</i></li> </ul>		take time to reflect upon the wonder of the world reflect on stories from a variety of cultures and perspectives that seek to explain how the world began share stories which help people understand Christian ideas of God as the creator of the world (Genesis 1) consider art and music that express ideas about the beginning of the world consider beliefs about God as creator	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	about their own and others" experiences and feelings, in relation to religion and belief <b>recognise that some</b> <b>questions</b> cause people to wonder and are difficult to answer in relation to matters of right and wrong, <b>recognise their</b> <b>own values and those of</b> <b>others</b>
<ul> <li>use colour, words, ac their own feelings an story</li> <li>recognise and name contains and what this</li> </ul>	hink God is like a good parent tions and/or music to <b>express</b> <b>nd ideas</b> about the creation a mezuzah, say what it s says about God bat shows how important the	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) find out what a group of people have	Level 3 Describe religion, make link Pupils: use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences	Pupils: identify what influences them, making links between aspects of their own and others" experiences, in relation to religion and belief
Italic text relates to Attainment Target 2, learning from religion and belief		done to protect the natural world because of their beliefs	make links between beliefs and sources, including religious stories and sacred texts	ask important questions about religion and beliefs, making links between their own and others" responses
Teachers need to relate the learn	ning outcomes to appropriate aspects of t evising specific "I can" statements is rec	he levels to the right, according to the age and ability of the commended, following the planning process on p.44.	begin to identify the impact religion has on believers" lives describe some forms of religious expression	make links between religious and non-religious values and commitments, and their own attitudes and
		25	i chighe de chipheodroni	bobayiour

KS1	arising from the s	ngage pupils in enquiring into key questions tudy of religion and belief, to promote their onal and spiritual development	AT1: learning about religion and belief Level 1 Name, recall and talk about	AT2: learning from religion and belief
Theme		ble believe about God, humanity and the natural world	use some religious words and	Pupils talk about: their own experiences and
Fields of Enquiry	a) Beliefs, teachings a diversity and belongin	nd sources and <b>d)</b> Questions of identity, g	phrases to <b>recognise and</b> <b>name features</b> of religious life and practice	feelings, in relation to religion and belief what they find interesting or
Question	3. Why	is God important for Muslims?	can recall religious stories	puzzling in relation to religion
Learning O	Outcomes	Suggested Content	and recognise symbols, and	and belief
Select from these, balance and learning from religion will set up learning exper- pupils to be able to:	n and belief. Teachers	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.	-	Pupils:
<ul> <li>pupils to be able to:</li> <li>i. retell a story about Allah and Muhammad</li> <li>ii. identify some ways a Muslim might describe God</li> <li>ii. choose some of 99 names of Allah and say what they symbolise about God</li> <li>v. say why Muslims try to follow Muhammad and have great respect for him</li> <li>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</li> <li>vi. use the right words to describe some things that are important in Islam</li> <li>ii. respond sensitively to what matters to Muslims and what matters to me</li> <li>iii. suggest some questions about God that are hard to answer</li> <li>Italic text relates to Attainment Target 2, learning from religion and belief</li> </ul>		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	use religious words and phrases to <b>identify</b> some features of religion and its importance for some people <b>begin to show awareness of</b> <b>similarities</b> in religions <b>retell religious stories</b> and <b>suggest meanings</b> for religious actions and symbols, <b>identify</b> how religion is expressed in different ways	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
		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.	use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and</b> <b>differences</b> make links between beliefs and sources, including religious stories and sacred texts	Pupils: 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
Teachers need to relate the learn pupils in their classes. Dev	ing outcomes to appropriate asponsion outcomes to appropriate asponsion of the second statement of the	ects of the levels to the right, according to the age and ability of the ts is recommended, following the planning process on p.44.	begin to identify the impact religion has on believers" lives.	make links between religiou and non-religious values and commitments, and their own

describe some forms of

religious expression

attitudes and behaviour

1/04	-	gage pupils in enquiring into key questions	AT1: learning about	AT2: learning from
KS1	-	dy of religion and belief, so as to promote	religion and belief	religion and belief
	their pers	sonal and spiritual development	Level 1 Name, recall and talk about Pupils:	Pupils talk about:
Theme	Story: how and why so	ome stories are sacred and important in religion	use some religious words and phrases to recognise and name features of	-
Fields of Enquiry	a) Beliefs, teachings an commitments	d sources and <b>f)</b> Questions of values and		their own experiences and feelings, in relation to religion and belief
Question	4. Why do Cł	nristians love the stories of Jesus?	religious life and practice can <b>recall religious stories</b>	what they find interesting or puzzling in relation to
Learning	Outcomes	Suggested Content	and <b>recognise</b> symbols, and	religion and belief
Select from these, balan learning from religion an	d belief Teachers will	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column.	other verbal and visual forms of religious expression	what is of value and concern to themselves and to others
		Teachers can use different content as	Level 2 Retell stories, identify religi questions	ous material and ask
<ul> <li>set up learning experiences that enable pupils to be able to:</li> <li>begin to show an understanding of why stories are told by Christians</li> <li>suggest feelings and reactions of characters at key points in faith stories</li> <li>retell Bible stories in words, drama and pictures</li> <li>ask and suggest answers to questions arising from stories Jesus told</li> <li>express their own ideas about stories of bravery, kindness and friendship from the Bible</li> <li>recognise that Holy Books contain stories which are special to many people and should be treated with respect</li> <li>Italic text relates to Attainment Target 2, learning from religion and belief</li> </ul>		appropriate. what is a story and why do we like them? are there different types of story? <i>e.g</i> 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)	Pupils:       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         Level 3 Describe religion, make link         Pupils:         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	Pupils: ask, and respond sensitively to, questions about their own and others" experiences and feelings, in relation to religion and belie 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 ts to their own experience Pupils: 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,
		ts of the levels to the right, according to the age and ability of the is recommended, following the planning process on p.44.	texts begin to identify the impact religion has on believers" lives describe some forms of religious expression	making links between their own and others" responses make links between religious and non-religious values and commitments, and their own attitudes and

KS1 Theme Fields of Enquiry Question	arising from the stuperson Celebrations: how and v c) Expressing meaning a 5. Why	gage pupils in enquiring into key questions udy of religion and belief, to promote their nal and spiritual development why celebrations are important in religion; and e) Questions of meaning, purpose and truth do we celebrate special times? faster/ Eid and/or Hanukkah and/or Divali	AT1: learning about religion and belief Level 1 Name, recall and talk abou Pupils: use some religious words and phrases to recognise and name features of religious life and practice	AT2: learning from religion and belief t Pupils talk about: their own experiences and feelings, in relation to religion and belief what they find interesting or
Learning	Outcomes	Suggested Content	can recall religious stories	puzzling in relation to religion
<ul> <li>Select from these, bala learning from religion a set up learning experied be able to:</li> <li>i. identify a special timexplain simply what</li> <li>ii. retell stories connection and a festival in another these are important with the set are important with the story who Christians</li> <li>v. ask questions and stories to do with Christory from a festival</li> <li>v. identify some ways and some ways a feat another religion</li> </ul>	ncing learning about and nd belief. Teachers will nces that enable pupils to ne they celebrate and celebration means ted with Christmas/ Easter ther religion and say why to believers which Jesus was a special believe came from God <b>suggest answers</b> about ristmas and Easter and a	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. consider the importance and value of celebration and remembrance in children's own lives learn about Christmas and Easter in Christianity: the stories and meanings associated with them For example, from Easter: 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 explore feelings of Jesus and disciples explore how these are shown in the ways	and recognise symbols, and other verbal and visual forms of religious expression Level 2 Retell stories, identify relig Pupils: 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	and belief what is of value and concern to themselves and to others
	ation of Easter /Christmas	Christians celebrate Easter today - Palm	Level 3 Describe religion, make lin	
the celebration of a (e.g. Hanukkah in Ju Divali in Hinduism)	for some symbols used in festival in another religion idaism, Eid ul fitr in Islam,	Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services light and joy of Easter day etc the story and meaning of a festival in another	Pupils: use a developing religious vocabulary to <b>describe</b> some key features of religions,	Pupils: identify what influences them, making links between aspects of their own and others" experiences in
people feel happy or with their own exper x. <b>suggest a meaning</b> <i>Christmas, Hanukka</i>	<b>)</b> in a story of Easter, h, Eid or Divali h these religious festivals	religion for believers (e.g. Judaism: Hanukkah, Islam: Eid ul Fitr, Hinduism: Divali) what the stories and events means for the children themselves Italic text relates to AT2, learning from religion and belief	recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts begin to identify the impact	others" experiences, in relation to religion and belief <b>ask important questions</b> about religion and beliefs, <b>making links between their</b> <b>own</b> and others" responses <b>make links</b> between religious and non-religious values and
Teachers need to relate the lea	arning outcomes to appropriate aspe	cts of the levels to the right, according to the age and ability of the commended, following the planning process on p.44.	religion has on believers" lives. describe some forms of religious expression	and non-religious values and commitments, and their own attitudes and behaviour

KS1 Theme Fields of Enquiry Question	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         Celebrations: how and why celebrations are important in religion         b) Practices and ways of life and d) Questions of identity, diversity and belonging         6. How does being Jewish make a difference to family and celebration?		AT1: learning about religion and belief Level 1 Name, recall and talk about Pupils: F use some religious words and phrases to recognise and name features of religious life and practice can recall religious stories and recognise symbols, and	AT2: learning from religion and belief Pupils talk about: their own experiences and feelings, in relation to religion and belief what they find interesting or puzzling in relation to religion and belief
Learning C		Suggested Content	other verbal and visual forms	what is of value and concern
Select from these, balance learning from religion and set up learning experience be able to:	belief. Teachers will	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.	of religious expression Level 2 Retell stories, identify religion Pupils: F use religious words and phrases to identify some features of religion and its	to themselves and to others <b>bus material and ask questions</b> <b>Pupils:</b> <b>ask, and respond</b> <b>sensitively to, questions</b> about their own and others"
<ul> <li>the Menorah in Jewis</li> <li>describe how Shabb the week for Jewish p</li> <li>v. express own ideas</li> </ul>	zuzah in the home ole about God ows the significance of sh family life pat is a special day of people about the value of times	would they like to have displayed in their home? find out what Jewish people do on	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	experiences and feelings, in relation to religion and belief <b>recognise that some</b> <b>questions</b> cause people to wonder and are difficult to answer in relation to matters of right and wrong, <b>recognise their</b> <b>own values and those of</b> <b>others</b>
of reflection, thanksg	iiving, praise and	When do you have times of rest and for	Level 3 Describe religion, make links	
and what that means <i>ii.</i> <b>ask some thoughtfu</b>	nd/or Rosh Hashanah to Jewish people <i>II questions</i> about why	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	vocabulary to <b>describe</b> some them, key features of religions, aspec <b>recognising similarities and</b> others	Pupils: identify what influences them, making links between aspects of their own and others" experiences, in relation to religion and belief
Jewish people choose to celebrate in these ways, and suggest some answers Italic text relates to Attainment Target 2, learning from religion and belief		Rosh Hashanah: the stories and meanings associated with them	make links between beliefs and sources, including religious stories and sacred texts <b>begin to identify the impact</b>	ask important questions about religion and beliefs, making links between their own and others" responses make links between religious
Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and abili pupils in their classes. Devising specific "I can" statements is recommended, following the planning process on p.44.		nmended, following the planning process on p.44.	religion has on believers" - lives. describe some forms of religious expression	and non-religious values and commitments, and their own attitudes and behaviour

KS1 a	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		AT1: learning about religion and belief Level 1 Name, recall and talk about	
Theme S	Symbols: how and	why symbols express religious meaning	-	Pupils talk about:
	diversity and belong	and how do special places and symbols help	use some religious words and phrases to <b>recognise and</b> <b>name features</b> of religious life and practice	their own experiences and feelings, in relation to religion and belief what they find interesting or
		people show what they believe?	can <b>recall religious stories</b>	puzzling in relation to religion
Learning Outco		Suggested Content	and <b>recognise</b> symbols, and other verbal and visual forms	and belief what is of value and concern
Select from these, balancing le learning from religion and belie set up learning experiences the	ef. Teachers will	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	of religious expression Level 2 Retell stories, identify religi questions	to themselves and to others
<ul> <li>be able to:</li> <li><i>work out</i> a symbol to remsomething special in their identify special objects a in a place where people wable to say something abuused and what they mean identify special objects a in their own home or schoot these are special and what it with the sensitivity when handling and objects special to other in the sensitivity when handling and objects special to other it.</li> </ul>	ir own experience and symbols found worship and be yout how these are in to believers and symbols found ool and say why hat they mean they care and in religious artefacts hers	as appropriate. 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 Christianity: cross, wedding ring, christening candle, icon, rosary beads Judaism: <i>mezuzah</i> , Torah scroll, <i>tallith</i> , <i>Shabbat</i>	•	Pupils: 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
<ul> <li>v. talk about meanings con objects and symbols</li> <li>vi. recognise that there are where people go to worsh importance to believers</li> <li>vii. know some of the ways in pray and meditate</li> <li>viii. show that they have begut that some people regular different ways and in different <i>talic text relates to Attainment from religion and belief</i></li> </ul>	special places hip and their n which people un to be aware ly worship God in erent places t Target 2, learning	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).	use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and</b> <b>differences</b> make links between beliefs and sources, including religious stories and sacred texts <b>begin to identify the impact</b>	s to their own experience Pupils: 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
Teachers need to relate the learn	ning outcomes to appropri- vising specific "I can…" st	ate aspects of the levels to the right, according to the age and ability atements is recommended, following the planning process on p.44. 40	religion has on believers" lives. describe some forms of	religious and non-religious values and commitments, and their own attitudes and

religious expression

KS1	arising from the study	e pupils in enquiring into key questions of religion and belief, so as to promote al and spiritual development	AT1: learning about religion and belief Level 1 Name, recall and talk about	
Theme		ures who have an influence on others	Pupils: use some religious words and	Pupils talk about: their own experiences and
Fields of Enquiry		purces and <b>g)</b> Questions of values and	phrases to <b>recognise and</b> <b>name features</b> of religious life and practice	feelings, in relation to religion and belief what they find interesting or
Question	8. Who is an insp	iring person? Who inspires you?	can <b>recall religious stories</b> and <b>recognise</b> symbols, and	puzzling in relation to religion and belief
	ng Outcomes	Suggested Content	other verbal and visual forms of religious expression	what is of value and concern to themselves and to others
from religion and belief.	ing learning about and learning Feachers will set up learning	Teachers can select content from this column to help pupils achieve some of the learning	Level 2 Retell stories, identify religi	ious material and ask questions
experiences that enable	oupils to be able to:	outcomes in the previous column. Teachers can use different content as appropriate.	use religious words and	Pupils: ask, and respond
<ul> <li>another faith that led them; for example J Muhammad, Sikhisr Siddartha Gautama</li> <li>ii. describe a way a Mu inspired by a story f</li> <li>iii. use religious vocabu to describe who ins</li> <li>iv. identify some good people /religious figuright show these saw v.</li> </ul>	lary such as "Lord" or "Prophet" pires Muslims and Christians things people admire in inspiring ures and <b>talk about</b> how they ame qualities in their own lives leas about what can be good	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		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 to their own experience Pupils:
	y to questions about who has cample to be thankful, to be	For example – Why was Moses a good leader? Stories from life of Moses which show	use a developing religious vocabulary to <b>describe</b> some key features of religions, <b>recognising similarities and</b>	identify what influences them, making links between aspects of their own and others" experiences, in
vii. <b>talk about</b> the feelin a leader being studi to be a leader	ngs and emotions experienced by ed when they were called by God	him as a leader sent by God e.g – Moses and the Burning Bush (Exodus Ch 3); Moses leads his people	differences make links between beliefs and sources, including	relation to religion and belief ask important questions about religion and beliefs,
iii. talk about their own story	experiences in the light of the	(Exodus 7-14)	religious stories and sacred texts	making links between their own and others" responses
ix. talk about how stor important for both re			begin to identify the impact religion has on believers"	make links between religious and non-religious values and
Teachers need to relate the lea pupils in their classes. Devising	rning outcomes to appropriate aspects of the specific "I can" statements is recommended as the specific "I can"	ne levels to the right, according to the age and ability of the nded, following the planning process on p.44.	lives. describe some forms of	commitments, and their own attitudes and behaviour
		41	religious expression	

KS1	arising from the s their pe	ngage pupils in enquiring into key questions tudy of religion and belief, so as to promote ersonal and spiritual development	AT1: learning about religion and belief Level 1 Name, recall and talk about Pupils:	AT2: learning from religion and belief Pupils talk about:
Theme	Belonging: where an important	nd how people belong and why belonging is	use some religious words and phrases to <b>recognise and</b>	their own experiences and feelings, in relation to religion
Fields of Enquiry	<ul> <li>c) Expressing meani belonging</li> </ul>	ng and <b>d</b> ) Questions of identity, diversity and	name features of religious life and practice	and belief what they find interesting or
Question	9. \	What does it mean to belong?	can <b>recall religious stories</b> and <b>recognise</b> symbols, and	puzzling in relation to religion and belief
Learning Ou		Suggested Content	other verbal and visual forms	what is of value and concern
Select from these, balancing		Teachers can select content from this column to	of religious expression	to themselves and to others
learning from religion and b		help pupils achieve some of the learning	Level 2 Retell stories, identify religion Pupils:	ous material and ask questions Pupils:
set up learning experiences	that enable pupils to	outcomes in the previous column. Teachers can	use religious words and	ask, and respond
be able to:		use different content as appropriate.	phrases to identify some	sensitively to, questions
i. identify symbols of b		Share stories of people who belong to groups;	features of religion and its	about their own and others"
own experience and f		which children belong, including their families	importance for some people	experiences and feelings, in
least one other religio	on, <b>suggesting</b> what	and school, what they enjoy about them and	begin to show awareness of	relation to religion and belief
these might mean		why they are important to them	similarities in religions	recognise that some
ii. express their feelings	s of belonging and	look at symbols of "belonging" used in	retell religious stories and	questions cause people to wonder and are difficult to
depending on others		Christianity and at least one other religion	suggest meanings for religious actions and symbols,	answer
iii. show an awareness	• •	symbols of belonging in children's own lives	identify how religion is	in relation to matters of right
belong to different rel	0	and experience	expressed in different ways	and wrong, <b>recognise their</b>
iv. retell what happens a		the value of each person and how Christians		own values and those of
Christian infant baptis		show this through infant baptism and		others
suggest what actions	-	dedication, compare this with a welcoming	Level 3 Describe religion, make link	s to their own experience
v. identify a way people	, 0	ceremony from another religion e.g. Judaism: Brit Milah; Islam: Aqiqah		Pupils:
each other when they	get married		use a developing religious	identify what influences
vi. suggest meaning fo		how many people show they belong with	vocabulary to <b>describe</b> some	them, making links between
actions in a wedding of	ceremony	another person through the promises made in	key features of religions, recognising similarities and	aspects of their own and others" experiences, in
vii. talk about what is sp	ecial and of value	a wedding ceremony, for example compare	differences	relation to religion and belief
about belonging to a	group that is	the promises made in a Christian wedding	make links between beliefs	ask important questions
important to them	-	with the Hindu seven steps to a good	and sources, including	about religion and beliefs,
viii. talk about what is sp	ecial and of value to	marriage	religious stories and sacred	making links between their
religious people wher		how Christians, and members of another	texts	own and others" responses
worship	-	religion, often meet in groups for worship and	begin to identify the impact	make links between religious
Teachers need to relate the loss	rning outcomes to appropriate	community activities aspects of the levels to the right, according to the age and ability of	religion has on believers" lives	and non-religious values and commitments, and their own
the pupils in their classes. D	Devising specific "I can" state	ments is recommended, following the planning process on p.44.	describe some forms of	attitudes and behaviour
· ·			religious expression	
		42	. <u>.</u>	

KS1	-	im: to engage pupils in enquiring into key questions on the study of religion and belief, so as to promote	AT1: learning about religion and belief Level 1 Name, recall and talk about	AT2: learning from religion and belief
Theme	Myself: who	their personal and spiritual development I am and my uniqueness as a person in a family and	Pupils:	Pupils talk about:
meme	community		use some religious words and	their own experiences and
Fields of Enquiry	b) Practices a commitments	and ways of life and <b>f)</b> Questions of values and	phrases to <b>recognise and</b> <b>name features</b> of religious life and practice	feelings, in relation to religior and belief what they find interesting or
Question		10. How do we show we care for others?	can recall religious stories and recognise symbols, and	puzzling in relation to religion
Learning Outco	mes	Suggested Content	other verbal and visual forms	what is of value and concern
Select from these, balancing	a learning	Teachers can select content from this column to help pupils	of religious expression	to themselves and to others
about and learning from relig		achieve some of the learning outcomes in the previous	Level 2 Retell stories, identify religi	ous material and ask
pelief. Teachers will set up		column. Teachers can use different content as appropriate.	questions	
experiences that enable pur			Pupils:	Pupils:
i. <b>retell</b> Bible stories and s another faith about each	tories from	how each person is unique and important: for example, Christian teachings	use religious words and phrases to <b>identify</b> some features of religion and its	ask, and respond sensitively to, questions about their own and others"
special ii. talk about ways in whic		that God values everyone (Matthew 6.26) Jesus blesses the children (Matthew 19, Mark 10, Luke 18)	importance for some people	experiences and feelings, in
<i>know are special and ur</i> i. <b>retell</b> Bible stories and s	stories from	Psalm 8 (David praises God"s creation & how each person is special in it)	begin to show awareness of similarities in religions	relation to religion and belie <b>recognise that some</b>
another faith about the in friendship and giving to	others	the benefits and responsibilities of friendship and the ways in which people care for others: to include stories from	retell religious stories and suggest meanings for	questions cause people to wonder and are difficult to
<ul> <li>describe how religious p influences how people li</li> </ul>	ve their lives,	the Bible about friendship and care for others such as: Jesus" special friends (Luke 5:1-11), Four friends take the paralysed	religious actions and symbols, <b>identify</b> how religion is	answer in relation to matters of righ
especially in regard to caring for others <i>describe</i> ways in which people can		man to Jesus (Luke 5:17-26), Good Samaritan (Luke 10:25-37) we all have special gifts we can use to benefit others	expressed in different ways	and wrong, recognise thei own values and those of
make friends	, una thair	that some religions believe that serving others and	Level 2 Decerite religion, make light	others
/i. talk about how they car	i use then	supporting the poor are important parts of being a religious	Level 3 Describe religion, make link	•
"talents" to help others ii. <b>talk about</b> issues of good and bad,		believer e.g. <i>Zakah</i> , alms giving (Islam) or <i>Sewa</i> , (Sikhism) stories of how people from other religions give to	Pupils: use a developing religious	Pupils: identify what influences
right and wrong in famili		others e.g. Sikhism: Bhai Ghanaiya, and Guru Gobind Singh	vocabulary to <b>describe</b> some	them, making links between
iii. respond sensitively to		stories of how some people have been inspired to	key features of religions,	aspects of their own and
caring and being cared x. identify ways that some		care for people because of their religious believes e.g. Mother	recognising similarities and	others" experiences, in
		Teresa, Dr Barnardo, Sr Frances Dominica, Salvation Army;	differences	relation to religion and belie
response to God by car	ing	having studied the teachings of one religion on caring,	make links between beliefs	ask important questions
		work together as a group to create an event e.g. a "Thank you"	and sources, including	about religion and beliefs,
Italic text relates to Attainn	•	tea party for some helpers/volunteers - make cakes and thank	religious stories and sacred	making links between thei
learning from religion and belief		you cards, write invitations and provide cake/ drink or organise	texts	own and others" responses
		a small fund raising event to donate the money to a charity	begin to identify the impact	make links between
Teachers need to relate the learnin pupils in their classes. Devising sp	g outcomes to appr ecific "I can" state	opriate aspects of the levels to the right, according to the age and ability of the ements is recommended, following the planning process on p.44.	religion has on believers" lives.	religious and non-religious values and commitments,
		43	describe some forms of	and their own attitudes and

religious expression

#### 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	This theme	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	Raises this important question	Choose a key question related to that theme (see pages 14 and 24)
Step 3: Learning outcomes and assessment	Specifically we want pupils to be able to	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.
		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
Step 4: Content	So we <sup>®</sup> ve selected this content in order to address the question	task. 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	And we have devised these engaging teaching and learning activities to enable pupils to explore	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.
	the question and achieve the outcomes	For some units, you can plan to use the enquiry process outlined on page 99.

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

### Programme of study: KS2

Principal Aim	Principal Aim of RE					
Principal Aim	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 eng					
	religion whilst at the same time reflecting on the					
	questions in light of what they are learning. P					
	throughout the four years and also aspects of					
	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 a					
	learn about sacred texts and other source	5				
	begin to recognise diversity in religion, lea	•				
	differences both within and between Relig	ions and Beliefs, and the importance				
	of dialogue between them					
	extend the range and use of specialist voc	-				
	recognise the challenges involved in distin	guishing between ideas of right and				
	wrong, and valuing what is good and true					
	communicate their ideas, recognising othe					
	consider their own beliefs and values and	those of others in the light of their				
	learning in religious education					
Attainment	In KS2 pupils should be taught to					
	learn about religion and belief	learn from religion and belief				
Targets	exploring	responding				
	a. describe the key aspects of religions,	a. reflect on what it means to				
	especially the people, stories and	belong to a faith community,				
$\checkmark$	traditions that influence the beliefs and values of others	communicating their own and				
		others" responses				
	b. <b>describe</b> the variety of practices and ways of life in religions and <b>understand</b>	<li>b. respond to the challenges of commitment both in their own</li>				
	how these stem from, and are closely	lives and within religious				
	connected with, beliefs and teachings	traditions, recognising how				
	c. <b>identify and begin to describe</b> the	commitment to a religion is				
	similarities and differences within and	shown in a variety of ways				
	between religions	c. <b>discuss</b> their own and others"				
	d. investigate the significance of	views of religious truth and				
	religion in the local, national and global	belief, <b>expressing</b> their own				
	communities	ideas				
	e. consider the meaning of a range of	d. <b>reflect on</b> ideas of right and				
	forms of religious expression,	wrong and their own and				
	understand why they are important in	others" responses to them				
	religion, and note links between them	e. reflect on sources of				
	f. describe and begin to understand	inspiration in their own and				
	religious and other responses to	others" lives				
	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					

Religions and	Religions and Beliefs During Key Stage 2, pupils should explore Christianity plus aspects of at least
Beliefs	two other principal religions: selecting at least one from Islam and Judaism, (including whichever has not
	been selected at KS1) and <b>at least one</b> from <b>Hinduism and Sikhism.</b>
	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	<b>Fields of Enquiry</b> Through the key stage, pupils should have an opportunity to begin to explore each
Enquiry	of the following RE Fields of Enquiry: a) Beliefs, teachings and sources b) Practices and ways of life c) Ways of expressing b) Control of the following RE Fields of Enquiry: d) Questions of identity, diversity and belonging e) Questions of meaning, purpose and truth f) Questions of values and commitments c) Ways of expressing
	meaning In general, a), b) and c) are related to AT1; d), e) and f) are related to AT2.
Themes	<b>Themes</b> : 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
	<b>Teachings and authority</b> : 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 <b>Religion, family and community</b> : 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.
	46

## 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 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  $\mathsf{ICT}$ 

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

	Princi	bal Aim: to engage pupils in enquiring into key questions	AT1: learning about	AT2: learning from
KS2	arising from the study of religion and belief, to promote their	religion and belief	religion and belief	
	personal and spiritual development		Level 2 Retell stories, identify reli	· · · · · · · · · · · · · · · · · · ·
		nd questions: how people"s beliefs about God, the world and uence their lives	Pupils use religious words and phrases	Pupils: ask, and respond sensitively to, questions about their own
Fields of Enquiry		teachings and sources and <b>e)</b> Questions of meaning, purpose	to <b>identify</b> some features of religion and its importance for some people	and others" experiences and feelings, in relation to religion
Question	Chr	1. What do different people believe God is like? stianity and Islam and/or Hinduism; optional non-religious views	begin to show awareness of similarities in religions	and belief recognise that some questions cause people to
Learning Outco	mes	Suggested Content	retell religious stories and suggest meanings for religious	wonder and are difficult to
Select from these, balance about and learning from r belief. Teachers will set experiences that enable p	eligion and up learning upils 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.	actions and symbols identify how religion is expressed in different ways	answer in relation to matters of right and wrong, <b>recognise</b> their own values and those of others
i. explain what faith m		ways in which we exercise trust/ faith in our everyday lives;	Level 3 Describe religion, make li	
<ul> <li>give examples of wh their faith in</li> <li>ii. use religious vocab explain some of the which Christians and of other religions des identifying beliefs that similar in different religions iter religions des identifying beliefs that similar in different religions des identifying beliefs that stories from sacred people who encounted ideas about God and their own understand through words, symbolic arts</li> </ul>	<b>ulary to</b> ways in followers cribe God, at are igions <b>ogs of</b> texts about ered God <i>are many</i> <i>express</i> ding of God	<ul> <li>how we know about something we have not seen or experienced for ourselves</li> <li>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)</li> <li>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))</li> <li>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</li> </ul>	Level 3 Describe religion, make in         Pupils         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         Level 4 Show understanding of re         themselves & others	Pupils 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
v. ask questions and s some responses at others believe, show awareness that not questions can be and Teachers need to relate the	bout what <b>ring</b> all swered learning outcom	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 expression own ideas about God through ort music pootry drame tes to appropriate aspects of the levels to the right, according to the age and ability of "I can" statements is recommended, following the planning process on p.66.	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe some similarities and</b> <b>differences</b> both within and between religions. <b>describe the impact</b> of religion on people's lives. <b>suggest meanings</b> for a range of forms of religious expression.	Pupils 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

Kea	-	ngage pupils in enquiring into key questions	AT1: learning about religion and belief	AT2: learning from religion and belief
KS2		tudy of religion and belief, to promote their	Level 2 Retell stories, identify reli	
Theme		<ul> <li>and spiritual development</li> <li>how people s beliefs about God, the world and ves;</li> </ul>	Pupils use religious words and phrases to identify some features of	Pupils: ask, and respond sensitively to, questions about their own
Fields of Enquiry	and truth	d sources and <b>e)</b> Questions of meaning, purpose	religion and its importance for some people	and others" experiences and feelings, in relation to religion and belief
Question		natters to Christians about Easter?	begin to show awareness of similarities in religions retell religious stories and	recognise that some questions cause people to
Learning	Outcomes	Suggested Content	suggest meanings for religious	wonder and are difficult to
Select from these, balar and learning from religio will set up learning exper pupils to:	on and belief. Teachers	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.	actions and symbols identify how religion is expressed in different ways	answer in relation to matters of right and wrong, <b>recognise</b> their own values and those of others
			Level 3 Describe religion, make li	nks to their own experience
<ul> <li>i. use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of Easter for believers</li> <li><i>ii.</i> reflect on what is worth celebrating and remembering in their own life and community</li> <li><i>express</i> their own questions and apply their own ideas to beliefs about resurrection, sacrifice, hope and life after death</li> <li><i>iv.</i> describe the impact of Christian beliefs about sacrifice and forgiveness on the</li> </ul>		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	Pupils         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         Level 4 Show understanding of re         themselves & others	Pupils 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 eligion, apply ideas to
own views in comp responses Italic text relates to Attainn from religion and belief Teachers need to relate the I	nent Target 2, learning earning outcomes to appropriate a evising specific "I can…" statemer	ideas of sacrifice and forgiveness, and Christian beliefs about Jesus" death and resurrection, restoring humanity"s broken relationship with God aspects of the levels to the right, according to the age and ability of hts is recommended, following the planning process on p.66. Upper	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe some similarities and</b> <b>differences</b> both within and between religions. <b>describe the impact</b> of religion on people's lives. <b>suggest meanings</b> for a range	Pupils 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

KNS2         a listing from the study of neighbit and belief, personal and spiritual development           Theme         Teachings and authority: what sacred texts and other sources say about God, the world and human life         Level 2 Reteil stories, identify religious matrial & ask question           Fields of Enquiry         a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth         Level 2 Reteil stories, identify religious more features of isome poople         ask and respond sensitive isome poople           Question         3. What makes some books sacred, how are they used and why do they matter to believers?         Christianity and Islam or Judaism; optional Sikhism           Select from these, balancing learning about fad, the pupils achieves some of the learning outcomes in the previous column. Teachers can select content from this column to study of neighbit and learning provide inspiration or guidance is and supportiate.         Teachers well set up learning experiences us of guidance and authority the names and importance of key sacred text is a propriate.         Pupils         Pupils         Pupils         Pupils         each and the provide inspiration or guidance in their own and others' lives how some texts can have special significance and sources of guidance or believers is act as ources of guidance and authority what influences them, making links between teligion and beliefs and sources, including religious were and others' respons and sources of usidance or believers is act heigion nad beliefs responsed meanings of stories and individuals are found in more than one sacred text is studied and treated in different topy what influences them, making links betweent fieligion sacred bexis and individuals are to rel	Keo		engage pupils in enquiring into key questions	AT1: learning about religion and belief	AT2: learning from religion and belief
Theme         Teachings and authority:         Pupils         Pupils           Fields of Enquiry         a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth         ak, and respond sensition of teachings and sources and e) Questions of meaning, purpose and truth         Fields of Enquiry         a) What makes some books sacred, how are they used and why do there makes some books sacred, how are they used and mutators of some people         religious works and phrases to identify some features of some people         religious more features of some people           Question         3. What makes some books sacred, how are they used and why come features of similarities and discretion to help watter to believers?         Teachers can select content from this column. Teachers can use different cornet as appropriate.         Pupils         Pupils           Select from these, balancing learning experiences that enable pupils to:         Teachers can select content from this column. Teachers can use different cornet as appropriate.         Teachers data porticities and individual porticities and sources of guidance in their own and others' lives how some texts can have special significance and sources. Induding religious waters of usidance of the learning outdance to a religious believer         New some texts can have special significance and sources. Induding religious and their own and others' leves of religion and belief and sources. Induding religious and belief and sources, induding religious and beliefs responsed texts have differe	<b>N32</b>				
Theme         Teachings and authority: what sacred texts and other sources say about God. the world and human life         use religious words and phrases and sources and environment of the world and human life.         ask. and respond sensitives of religions and surgest about their and phrases and its importance for some poople         ask. and respond sensitives of religions and surgest about their and phrases about their and phrases about their and permises for religions strates and suggest meanings for religions.         ask. and respond sensitives of religions and belief.           Select from these, balancing learning about to and belief.         Teachers can select content from this column to and belief.         Teachers can select content from their own and others' lives outcomes in the previous column. Teachers can suce of guidance in their own and athority the names and importance of key sacred texts for believers in the farming outcomes of guidance in their own and athority whereas of religions. and to the sacred for believers in the sacred text is used for worship and as a sources of guidance in their own and athority whereas of religions and suggest answers about he acts sources of guidance in their own and athers' lives and exerced for believers in each religion strates and isources, including religious stories and sources of guidance in their own and ather theses of religions and believers in each religion stories and sources of guidance in their own and ather these some stories and individuals how shore and itraditions relating to the sacred writing how and why the Bible influences them and individuals and believers in each religion the believers in the Bible. Torah and Qu'rah have different topes of writing and religious stories and traditions relating to the sacred writing how are text is storied and traditions relating to the sacred writing how and why the Bible influences them wor					
about God, the world and human life         Fields of Enquiry       a) Beliefs, teachings and sources and e) Questions of meaning, purpose and truth       to identify some features of recipion and its importance for some people       to identify some features of recipion and its importance for some people       to identify some features of recipion and its importance for some people       to identify some features of recipion and its importance for some people       to identify some features of recipion and its importance for some people       to identify some features of recipion and its importance for some people       to identify some features of recipion and its importance for some people       to identify some features of recipion and its importance of some people       to identify some features of recipion and its importance of some people       to identify some features of recipion and its importance of some people       to identify some features of recipion and its importance of similarities in religions       to identify some features of recipion and its importance of some people       to identify some religions       to identify some religion and world and heilef         It describe how and why sacred texts are important to believers       sources of guidance in their own and their's lives thow and exts can have special significance and through different types of language for example parables, poems, paalms and prayers       sources of guidance of wisdom for people today       Pupis identify wher influences them sources in durations relating to the sacred writing sources and inductues sources of wisdom for people today       Pupis identify where feet on and sources, practices, believers       Pupis identify where feet and others' response sour	Theme	•	•	use religious words and phrases	ask, and respond sensitively
Augestionand truthsome books sacred, how are they used and why do they matter to believers?some peoplesome peopleQuestion3. What makes some books sacred, how are they used and why do they matter to believers?Some books sacred, how are they used and why do they matter to believers?some peopleLearning OutcomesSuggested ContentSelect 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.Level 3 Describe religion, make links to their own experience the ward why weight in the previous column. Teachers lives at a sources of guidance in their own and others? lives and identify whar influences them wo sacred text may provide inspiration or guidance to a religious believerSources of guidance in their own and others? lives act as sources of guidance and act and turn's lives ascred besides and traditions relating to the sacred writing how the sacred text is used for worship and as a sources of guidance to the leivers stories and traditions relating to the sacred writing how was acred texts have different types of writing and important holy books are to religious believers which theore ach about principles for living from each religion and relifet on ways in which their message may be relevant today which their message of appropriate aspects of the levels to the light, according to the age and ability of the interesces to their own and others? to the scribe and sources practices, beleas, ideas, feeling and secret text to the scribe and sources practices, beleas, ideas, feeling and secre				to identify some features of	to, questions about their own
Autom       Autom <th< th=""><td>Fields of Enquiry</td><td></td><td>and sources and <b>e)</b> Questions of meaning, purpose</td><td></td><td></td></th<>	Fields of Enquiry		and sources and <b>e)</b> Questions of meaning, purpose		
Question3. What makes some books sacred, how are they used and why do they matter to believers?Certify and learning the point of the point state state of the point state state of the point state of the point state of the point state of the point state state state the point state state state of the p		and truth			
do they matter to believers? Christianity and Islam or Judaism; optional Sikhism suggested Contentreaders and suggest meanings for religious actions and symbols identify how religion and belief.guestions cause people wonder and are difficult to answerChristianity and Islam or Judaism; optional Sikhism suggest meanings for religious actions and symbols identify how religion and belief.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.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.Level 3 Describe religious wondues and those of others1. describe how and why sacred texts are im ceognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer im. identify how religious selence mand lifterent types of language for example parables, poems, psalms and prayersSources of guidance for believers sources of guidance for believers 	Question	3. What makes	some books sacred, how are they used and why		
Christianity and Islam or Judaism; optional Sikhismsuggest meanings for religious actors and server difficult t answerworder and are difficult t answerLearning OutcomesSuggested Contentactors and server difficult t answeractors and server difficult t answerSelect from these, balancing learning about and learning experiencesTeachers 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.Suggest meanings for religious act as 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 sources of guidance for believersLevel 3 Describe religion, make links to their own experiences in relation to matters of ri- and dart structure and are differences.Ii. identify how religious believer iv. ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them v. identify where some stores and individuals are found in more than one sacred text which teach about principles for living from each religion and relievers in each religion graphic and beard symbolic language how sacred text is studied and fiferent religious communities e.g. processing the Guru Granth Sahib, learning the Qur'an by heart, studying meaning of the BibleSuggest meaning		do they matte	er to believers?	0	questions cause people to
Learning OutcomesSuggested ContentSelect 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.actions and symbols identify how religion, make links to their own experience own values and those of others1. describe how and why sacred texts are important to believerssources 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 text is stories and sacred text may provide inspiration or guidance to a religious believer important holp books are to religious believer wi. expressionPupilsPupils use a developing religious vocabulary to describe some key features of religious, sources of guidance to a religious station or guidance to a religious meaning is expressed throw and why the Bible influences Christians and identify where some stories and individuals are found in more than one sacred text which teach about principles for living from each religious ontant holy books are to religious believers which teach about principles for living from each religion and <i>relige</i> on ways in which their message may be relevant todayPupils actions and symbols ad identify where some sories and individuals are found in more than one sacred text subolic languagePupils actions and rituals which show how important holy books are to religious believers which teach about principles for living from each religion and <i>relige</i> on ways in which their message may be relevant todayPupils <td></td> <td>Christia</td> <td>nity and Islam or Judaism; optional Sikhism</td> <td></td> <td>wonder and are difficult to</td>		Christia	nity and Islam or Judaism; optional Sikhism		wonder and are difficult to
Select from these, balancing learning about and learning from religion and belief.       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.       ii dentify how religion is expressed in different ways       ii nelation to matters of ni own values and those of others         i.       describe how and why sacred texts are important to believers       sources of guidance in their own and others' lives how some texts can have special significance and act as sources of guidance to a religious believer       Pupils       Pupils         ii.       identify how religion is acred text may provide inspiration or guidance to a religious believer       sources of guidance in their own and others' lives how some texts can have special significance and act as sources of guidance for believers example parables, poems, psalms and prayers       Pupils       Pupils         iv.       ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them       how sacred text is studied and treated in different torial dentify where some stories and individuals are found in more than one sacred text       how sacred text is studied and treated in different religious communities e.g. processing the Guru Granth Sahib, learning of the level to studying meaning of the Bible       Pupils         Teachers need to relate the learning outcomes to deap to religious and rest to day       Pupils       Pupils         i.       identify where some stories and individuals are found in more than one sacred text       make links between them, and their study	Learning C				answer
and learning from religion and belief. Teachers will set up learning experiences that enable pupils to:help pupils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.expressed in different waysand only, teuguate to othersi. describe how and why sacred texts are important to believerssources of guidance in their own and others' lives how some texts can have special significance and act as sources of guidance 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 religious meaning is expressed through different types of language for example parables, poems, psalms and prayerssources of guidance in their own and others' lives how sacred text is used for worship and as a source of guidance for believers stories and religious stories and rulais which show how important holy books are to religious believers stories and religious and nitividuals are found in more than one sacred text wi. identify where some stories and individuals are found in more than one sacred text which teach about principles for living from each religious and religious and individuals are found in more than one sacred text which teach about principles for living from each religious and religious meaning of stories and texts which teach about principles for living from each religious and religious and individuals are found in more than one sacred text which teach about principles for living from each religious and beliefs their ensange make links between them, and their message may be relevant todayhelp pupils and identify the influences them, and marke links between them, and belief to the rest aspects of the levele to the right, acording to the sacred i					in relation to matters of right
Teachers will set up learning experiences that enable pupils to:       outcomes in the previous column. Teachers can use different content as appropriate.       others         i. describe how and why sacred texts are important to believers       sources of guidance in their own and others' lives acred text may provide inspiration or guidance to a religious believer       sources of guidance and authority the names and importance of key sacred texts for example parables, poems, psalms and prayers       sources of guidance and authority the names and importance of key sacred text is source of guidance to the livers       sources of guidance and authority the names and importance of key sacred texts for example parables, poems, psalms and prayers       make links between beliefs and sources, including religious stories and traditions relating to the sacred writing how the Bible, Torah and Qur'an have some key stories and traditions relating to the sacred text is sucred books as sources of wisdom for people today       make links between beliefs and identify what influences them sacred text is studied and treated in different tegligous expression       make links between telle ask important doub books are to religious believers stories and texts swhich teach about principles for living from each religious and reflect on ways in which their message may be relevant today       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       Pupils       Pupils         Teachers need to relate the learning outcomes to the relate the learning outcomes to appropriate aspects of the levens to the relating their study of religion and belief.       Pupils				expressed in different ways	
that enable pupils to:use different content as appropriate.i. describe how and why sacred texts are important to believerssources 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 stating fragersLevel 3 Describe religion, make links to their own experienceii. identify how religious believer iii. identify how religious baliever and identify what influences them and identify what influences themsource of guidance for believers stories and traditions relating to the sacred text is use ad yealoping religious stories and suggest answers about how and why the Bible influences them and identify what influences themLevel 3 Describe religion, make links to their own experience Pupilsvi. identify where some stories and individuals are found in more than one sacred text which teach about principles for living from each religion and reflect on ways in which their message may be relevant todaysources includie and treated in different religious appropriate.Level 4 Show understanding of sources, including religious begin to identify the impact religious expressionPupilsvi.identify where some stories and individuals are found in more than one sacred text which teach about principles for living from each religion and reflect on ways in which their message may be relevant todayNow sacred texts to the right, according to the age and ability of sources, practices, beliefs, ideas, feelings and experiences. make links between them, andvi.identify where some stories and textsvii.explain the meaning of stories and texts	<b>3</b>				
<ul> <li>i. describe how and why sacred texts are important to believers</li> <li>ii. recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer</li> <li>iii. identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers</li> <li>iv. ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them (making links between the bible, influences them (making links between the bible) in the chart of text is studied and treated in different types of language for example parables, poems, psalms and prayers</li> <li>iv. ask questions and suggest answers about how and why the Bible influences them (making links between the bible, influences them (making links between the bible, Torah and Qur"an have some key stories and scred 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</li> <li>Pupils</li> <li>Pupils</li></ul>	•	ming experiences		Level 3 Describe religion make li	
<ul> <li>important to believers</li> <li>i. recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer</li> <li>ii. identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers</li> <li>iv. ask questions and suggest answers about how and why the Bible influences Christians and identify what influences Christians and individuals which show how important holy books are to religious believers</li> <li>vi. identify where some stories and individuals are found in more than one 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</li> <li>vi. 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</li> <li>Teachers need to releate the learning outcomes to appropriate aspects of the levels to the right, according to the opponent experiences. There are in programmed de Identify the independent program and in the rest or profile in the order provided in the opponent experiences.</li> <li>Teachers need to releate the learaming outcomes to aperportiate aspects of the levels to the rig</li></ul>		v coored toxto ore			
<ul> <li>in protection between state and the between state and the state and the special significance and authority the sacred text may provide inspiration or guidance to a religious believer</li> <li>ii. identify how religious believer</li> <li>iii. identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers</li> <li>iv. ask questions and suggest answers about how the Bible, Torah and Qur"an have some key stories and relating to the sacred text is studied and treated in different types of writing and identify what influences them</li> <li>v. identify actions and rituals which show how important holy books are to religious believers</li> <li>vi. identify where some stories and individuals are found in more than one sacred text</li> <li>vii. explain the meanings of stories and texts which teach about principles for living from each religion and <i>reflect on ways in which the tim message may be relevant today</i></li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the impact to the great the deargemended following the planemended following the planemended following to the age and ability of the meanemend of following the planemended following the planemended following to the age and ability of the meanemend of following the planemended following the planemended following the planemended following to the age and ability of the planemended following the planemende following the planemended following the planemended following</li></ul>		y sacred lexis are	0		1 · ·
<ul> <li>ab the sources of guidance to a religious believer</li> <li>iii. identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers</li> <li>iv. ask questions and suggest answers about how and why the Bible influences them v. identify what influences them</li> <li>v. identify actions and rituals which show how important holy books are to religious believers</li> <li>vi. identify what influences them v. identify where some stories and individuals are found in more than one sacred text</li> <li>vii. explain the meanings of stories and texts which teach about principles for living from each religion and reflect on ways in which the imessage may be relevant today</li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the level</li></ul>		be how a story from			them, making links between
<ul> <li>In the names and importance to a religious believer</li> <li>iii. identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers</li> <li>iv. ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them</li> <li>i. identify actions and rituals which show how important holy books are to religious believers</li> <li>i. identify what influences them</li> <li>vi. identify what influences them</li> <li>vi. 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</li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the antige in their integence more of a flowing the disense neores on a flow integence more flow integence more flow integence more on a flow int</li></ul>			<b>o</b>		1 · · ·
<ul> <li>iii. identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers</li> <li>iw. ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them</li> <li>i. identify what influences them</li> <li>i. identify what influences them</li> <li>i. identify what influences them</li> <li>ii. 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</li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the public intrivient contents.</li> </ul>					others" experiences, in relation
<ul> <li>through different types of language for example parables, poems, psalms and prayers</li> <li><i>ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them</i></li> <li><i>identify actions and rituals which show how important holy books are to religious believers</i></li> <li><i>identify what influences them</i></li> <li><i>identify what influences thet</i></li> <li><i>identify what influences thet</i></li></ul>	5			differences.	
<ul> <li>example parables, poems, psalms and prayers</li> <li><i>ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them</i></li> <li><i>identify where some stories and individuals are found in more than one sacred text</i></li> <li><i>explain the meanings of stories and texts which teach about principles for living from each religion and <i>reflect on ways in which their message may be relevant today</i></i></li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the impact religious and suggest answers about principles for living from each religion and <i>reflect on ways in which their message may be relevant today</i></li> </ul>				make links between beliefs and	
<ul> <li>prayers</li> <li><i>ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them</i></li> <li><i>identify actions and rituals which show how important holy books are to religious believers</i></li> <li><i>identify what influences them</i></li> <li><i>identify actions and rituds which show how</i></li> <li><i>important holy books are to religious believers</i></li> <li><i>identify the meanings of stories and texts</i></li> <li><i>which teach about principles for living from each religion and <i>reflect on ways in which their message may be relevant today</i></i></li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the introducer on <i>a</i>, <i>b</i></li> <li><i>their study of religion and tellet the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the introducer on <i>b</i>, <i>b</i></i></li> <li><i>their study of religion and tellet the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the introducer on <i>b</i>, <i>b</i></i></li> <li><i>their study of religion and the introducer on <i>b</i>, <i>b</i></i></li> <li><i>their study of religion and the relating to the age and ability of the appropriate aspects of the levels to the right, according to the age and ability</i></li></ul>				, 5 5	
<ul> <li>iv. ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them</li> <li>v. identify actions and rituals which show how important holy books are to religious believers</li> <li>vi. identify where some stories and individuals are found in more than one sacred text which teach about principles for living from each religion and <i>reflect</i> on ways in which their message may be relevant today</li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the impact of the wine in the damping processes on p. 66. Upport</li> </ul>					
<ul> <li>how and why the Bible influences Christians and identify what influences them</li> <li>identify actions and rituals which show how important holy books are to religious believers vi.</li> <li>identify where some stories and individuals are found in more than one sacred text vii.</li> <li>explain the meanings of stories and texts which teach about principles for living from each religion and <i>reflect on ways in which their message may be relevant today</i></li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the purple in common of the Bible</li> </ul>		agest answers about			
and identify what influences themsached books as sources of wisdoff for peoplecommitments of religious expressionv.identify actions and rituals which show how important holy books are to religious believers are found in more than one sacred text vii.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 BibleLevel 4 Show understanding of religion, apply ideas to themselves & othersPupils raise and suggest answ to questions and issues r by religion and belief. apply their ideas relating their study of religion and belief. apply their ideas relating their study of religion and belief. apply their ideas relating their study of religion and other their operation study of religion and other their study of religion and other their study of religion and other operation on appropriate aspects of the levels to the right, according to the age and ability of their study of religion and other their own and otherTeachers need to relate the learning outcomes. their study of religion and their own and otherTeachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the public interse. Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the interse appropriate aspects of the levels to the right, according to the age and ability of their own and other					
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 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       Level 4 Show understanding of religion, apply ideas to themselves & others         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       Multiple for living from each religion and reflect on ways in which their message may be relevant today       Pupils       Pupils         Teachers need to relate the learning outcomes to appropriate aspects of the levels to the levels to the right, according to the age and ability of the municipal memory is momented following the planning appropriate aspects of the levels to the right, according to the age and ability of their own and other is momented following the planning appropriate aspects of the levels to the right, according to the age and ability of their own and other is momented following the planning appropriate aspects of the levels to the right, according to the age and ability of their own and other is momented following the planning appropriate aspects of the levels to their own and other is momented following the planning the plannin					commitments, and their own
<ul> <li>important holy books are to religious believers identify where some stories and individuals are found in more than one sacred text</li> <li>explain the meanings of stories and texts which teach about principles for living from each religion and <i>reflect</i> on ways in which <i>their message may be relevant today</i></li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the purple in their stores on participal terms to recommended following the planning process on p. 66. Upport</li> </ul>				•	
<ul> <li>i. Identify where some stories and individuals are found in more than one sacred text</li> <li>ii. 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</li> <li>ii. Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the ir message may be relevant today</li> <li>ii. Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the age and ability of the ir message may be relevant today</li> <li>ii. Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according the planning process on p.66. Upport</li> </ul>					eligion, apply ideas to
<ul> <li>are found in more than one sacred text</li> <li>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</li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the purplic in their descen. Devising appropriate aspects of the levels to the right, according to the age and ability of the purplic in their descen. Devising appropriate aspects of the levels to the right, according to the age and ability of the purplic in their descen. Devising appropriate aspects of the levels to the right, according to the age and ability of the purplic in their descen. Devising appropriate aspects of the levels to the right, according to the age and ability of the purplic in their descen. Devising appropriate aspects of the levels to the right, according the planning presents and presents and texts to questions and issues in their study of religion and belief to their own and other their study of the planning presents and planning planning presents and planning planning presents and planning planning planning presents and planning planning presents and planning planning planning planning planning plann</li></ul>					Dupilo
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 todayrougled communities e.g. processing the Curd Granth Sahib, learning the Qur"an by heart, studying meaning of the Bibledusc developing lengteds vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, andto questions and issues r by religion and belief. apply their ideas relating their study of religion and of belief to their own and other					
which teach about principles for living from each religion and reflect on ways in which their message may be relevant today       Stratut Ganib, learning the Gul an by Heart, studying meaning of the Bible       Stratut Ganib, learning the Gul an by Heart, studying meaning of the Bible       by religion and belief.         Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the purplic their classes. Devising specific "I cap." statements is programmended following the planning process on p.66. Upper       show understanding of sources, practices, beliefs, ideas, feelings and experiences.       by religion and belief.					to questions and issues raised
each religion and reflect on ways in which their message may be relevant today       studying meaning of the Bible       apply their ideas, sources, practices, beliefs, ideas, feelings and experiences.         Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the public their ideas control of the planning process on p.66. Upper       apply their ideas, sources, practices, beliefs, ideas, feelings and experiences.       apply their ideas relating their study of religion and belief to their own and other to the public to the research of the planning process on p.66. Upper					
their message may be relevant today their study of religion and experiences. Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the public in their classes. Devising specific "I can," statements is recommended following the planning process on p. 66. Upper			studying meaning of the Bible	-	apply their ideas relating to
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. I lever					their study of religion and
	Teachers need to relate the	earning outcomes to appropriat	te aspects of the levels to the right, according to the age and ability of		belief to their own and other
KS2 teachers may refer to level 5 descriptors on p 18	KS2 teachers may refer to le	vel 5 descriptors on p.18.	nonio io recommended, ronowing the planning process on p.oo. Opper	describe some similarities and	people's lives.
differences both within and describe with inspires		, r -			describe what inspires and influences themselves and
bothoor religiono.					others, in relation to religion
on people's lives. and belief					
51 suggest meanings for a range			51		
of forms of religious expression.					

KS2 Theme Fields of Enquiry Question	arising from the stud persona Inspirational people: figu a) Beliefs, teachings and s commitments	age pupils in enquiring into key questions by of religion and belief, to promote their and spiritual development ares from whom believers find inspiration sources and f) Questions of values and	AT1: learning about religion and belief Level 2 Retell stories, identify religion Pupils use religious words and phrases to identify some features of religion and its importance for	Pupils: ask, and respond sensitively to, questions about their own and others" experiences and
		bes a Christian follow Jesus?	some people begin to show awareness of	feelings, in relation to religion and belief
Select from these, balancir learning from religion and b learning experiences that e <i>i.</i> <b>identify</b> the qualities	belief. Teachers will set up enable pupils to: they admire in their heroes/ why they admire them and	Suggested ContentTeachers can select content from this columnto help pupils achieve some of the learningoutcomes in the previous column. Teacherscan use different content as appropriate.what makes a person inspirational toothers, identifying characteristics of a goodrole model	similarities in religions retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways Level 3 Describe religion, make lin	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 hks to their own experience
<ul> <li>ii. use religious vocabulation the life and teachings of how these have inflications</li> <li>iii. describe events in the day Christian making and the teachings and the teachings and the teaching religion some understanding events in Jesus" life</li> <li>v. use religious vocabulation understanding of whe to be a Christian</li> </ul>	ary to <b>describe</b> aspects of of Jesus, <b>giving examples</b> luenced the lives of the life of at least one modern a link between their actions d example of Jesus bus vocabulary to <b>show</b> of Jesus" teaching and ary to <b>show an</b> at it means to some people	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	Pupils         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         Level 4 Show understanding of re         themselves & others	Pupils 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
stories from the life of followers vii. <b>apply</b> ideas from wha own beliefs, comparin those of believers	<b>questions</b> raised by the Jesus and contemporary t they have learned to their g and contrasting them with	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	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences.	Pupils raise and suggest answers to questions and issues raised by religion and belief. apply their ideas relating to their study of religion and
		the right, according to the age and ability of the pupils in their classes. ss on p.66. Upper KS2 teachers may refer to level 5 descriptors on p18.	<ul> <li>make links between them, and describe some similarities and differences both within and between religions.</li> <li>describe the impact of religion on people's lives.</li> <li>suggest meanings for a range of forms of religious expression.</li> </ul>	belief to their own and other people's lives. describe what inspires and influences themselves and others, in relation to religion and belief

KS2		o engage pupils in enquiring into key questions ne study of religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
	personal and spiritual development	Level 2 Retell stories, identify reli	gious material & ask questions	
Theme	Inspirational peop	le: figures from whom believers find inspiration	Pupils	Pupils:
Fields of Enquiry	a) Beliefs, teaching	s and sources and <b>d)</b> Questions of identity, diversity	use religious words and phrases	ask, and respond sensitively to, questions about their own
	and belonging		to <b>identify</b> some features of religion and its importance for	and others" experiences and
Question	5. Who was Muł	nammad/ Guru Nanak? Why and how do people	some people	feelings, in relation to religion
		follow these leaders?	begin to show awareness of	and belief
Learning Ou		Suggested Content	similarities in religions	recognise that some questions cause people to
Select from these, balanc	ing learning about	Teachers can select content from this column to	retell religious stories and suggest meanings for religious	wonder and are difficult to
and learning from religion		help pupils achieve some of the learning outcomes	actions and symbols	answer
Teachers will set up learn	ing experiences	in the previous column. Teachers can use different	identify how religion is	in relation to matters of right
that enable pupils to:		content as appropriate.	expressed in different ways	and wrong, <b>recognise</b> their
i. identify the qualities t	they admire in their	what makes a person inspirational to others,		own values and those of others
heroes/ role models, e		identifying characteristics of a good role model	Level 3 Describe religion, make lin	
admire them and how	this may influence	why these key religious figures are regarded as	Pupils	Pupils
their own lives		sources of authority and inspiration by believers	use a developing religious	identify what influences
ii. use religious vocabu	-	today	vocabulary to <b>describe</b> some	them, making links between
aspects of lives and te		the actions of contemporary inspirational Muslims	key features of religions,	aspects of their own and
leaders, giving exam	•	or Sikhs and how these have been influenced by	recognising similarities and	others" experiences, in relation to religion and belief
have influenced the liv		Muhammad or the Gurus	differences.	ask important questions
iii. ask and respond to c	. ,	begin to identify the impact of events in Prophet	make links between beliefs and	about religion and beliefs,
the stories from the liv		Muhammad"s or Guru Nanak"s life to beliefs of	sources, including religious stories and sacred texts	making links between their
figures and contempo		Muslims or Sikhs	begin to identify the impact	own and others" responses
iv. <b>describe</b> events in the		make a link between stories read and Muslim or	religion has on believers" lives	make links between religious
modern day Muslim or		Sikh beliefs and behaviour	describe some forms of	and non-religious values and
between their actions and example of Muha		describe the importance of two main Muslim or	religious expression	commitments, and their own attitudes and behaviour
Nanak	Ininau or Guru	Sikh beliefs and say how they are shown through	Level 4 Show understanding of re	ligion, apply ideas to
Indilak		daily practice	themselves & others	
Italic text relates to Attainm	ent Target 2	examples of what some Muslims and Sikhs say	Pupils	Pupils
learning from religion and b	-	are the most important attitudes and values to	use developing religious	raise and suggest answers
		have, comparing these with what pupils believe to	vocabulary to <b>describe</b> and	to questions and issues raised by religion and belief.
-		be most important	show understanding of sources, practices, beliefs, ideas,	apply their ideas relating to
I eachers need to relate the learning	g outcomes to appropriate as ecific "I can " statements is	pects of the levels to the right, according to the age and ability of the recommended, following the planning process on p.66. Upper KS2	feelings and experiences.	their study of religion and
teachers may refer to level 5 descri			make links between them, and	belief to their own and other
			describe some similarities and	people's lives.
			differences both within and	describe what inspires and influences themselves and
			between religions. describe the impact of religion	others, in relation to religion
			on people"s lives.	and belief
			suggest meanings for a range	
		53	of forms of reliaious expression.	

1/00		gage pupils in enquiring into key questions	AT1: learning about	AT2: learning from
KS2	arising from the st	udy of religion and belief, to promote their	religion and belief	religion and belief
	perso	nal and spiritual development	Level 2 Retell stories, identify reli	-
Theme		s expression: how religious and spiritual ideas	Pupils use religious words and phrases to identify some features of	Pupils: ask, and respond sensitively to, questions about their own
Fields of Enquiry	c) Ways of expressing commitments	meaning and <b>f)</b> Questions of values and	religion and its importance for some people	and others" experiences and feelings, in relation to religion and belief
Question		e the deeper meanings of festivals? Iduism, optional Sikhism or Islam and local faiths	begin to show awareness of similarities in religions	recognise that some questions cause people to
Learning O		Suggested Content	retell religious stories and	wonder and are difficult to
Select from these, balancing learning from religion and be up learning experiences tha <i>i.</i> <b>reflect</b> on what is worth remembering in their o ii. <b>identify</b> the differences festivals and other type <i>iii.</i> <b>ask and respond to g</b> stories behind religious	g learning about and elief. Teachers will set t enable pupils to: <i>h celebrating and</i> <i>wn life and community</i> s between religious es of celebrations <b>uestions</b> raised by the s festivals ols and beliefs with what ristmas, Pentecost, <i>he festivals and the</i> <i>nd their own lives</i> d differences in the way	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. 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	suggest meanings for religious actions and symbols identify how religion is expressed in different ways Level 3 Describe religion, make lin Pupils 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	answer in relation to matters of right and wrong, <b>recognise</b> their own values and those of others <b>iks to their own experience</b> Pupils <b>identify what influences</b> them, making links between aspects of their own and others" experiences, in relation to religion and belief <b>ask important questions</b> about religion and beliefs, <b>making links between their</b> <b>own</b> and others" responses <b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour
beliefs at the heart of e using a variety of media Teachers need to relate the learn	express their leaning of religious oonses to the values and ach festival studied, a ning outcomes to appropriate aspe	study key elements of festival: shared values, story, beliefs, hopes and commitments	Level 4 Show understanding of re themselves & others Pupils 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	Pupils 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

KS2		age pupils in enquiring into key questions arising	AT1: learning about religion and belief	AT2: learning from religion and belief
r\32	from the study of re	eligion and belief, so as to promote their personal	Level 2 Retell stories, identify reli	
Theme	expressed	and spiritual development s expression: how religious and spiritual ideas are	Pupils use religious words and phrases to identify some features of	Pupils: ask, and respond sensitively to, questions about their own
Fields of Enquiry	<b>c)</b> Ways of expressing truth	meaning and <b>e)</b> Questions of meaning, purpose and	religion and its importance for some people	and others" experiences and feelings, in relation to religion
Question	Christianity, Islam a	o art, architecture and poetry express religious beliefs and ideas? nd Hinduism. Optional Sikhism, Judaism, local faiths	begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious	and belief recognise that some questions cause people to wonder and are difficult to
Learning	g Outcomes	Suggested Content	actions and symbols	answer
and learning from re Teachers will set up	learning experiences	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different	identify how religion is expressed in different ways	in relation to matters of right and wrong, <b>recognise</b> their own values and those of others
that enable pupils to		content as appropriate.	Level 3 Describe religion, make li	nks to their own experience
<ul> <li>e.g. in art, archi poetry, using relanguage</li> <li>ii. identify similari way beliefs and through art, archi poetry within an</li> <li>iii. describe and e meaning of different of worship</li> <li>iv. express their ow</li> </ul>	igs for some symbols tecture, music and /or ligious concepts and ty and difference in the values are reflected hitecture, music and id between religions <b>xplain</b> the function and erent aspects of a place wn ideas about values ing a variety of media.	<ul> <li>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 in response to religious examples, allow pupils to create their own spirited artworks or poetry, showing beliefs and ideas that are important to them</li> <li>explore buildings and architecture and how they express meaning for religious believers look at similarities and differences in the architecture of religious buildings and how this</li> </ul>	Pupils         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         Level 4 Show understanding of re         themselves & others	Pupils 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 eligion, apply ideas to
	n and belief learning outcomes to appropriate sing specific "I can…" statements	shows important beliefs e.g. prominence of the pulpit in the Methodist Church, altar in an Anglican church. aspects of the levels to the right, according to the age and ability of the is recommended, following the planning process on p.66. Upper KS2	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe some similarities and</b> <b>differences</b> both within and	Pupils 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
			between religions. describe the impact of religion on people"s lives. suggest meanings for a range of forms of religious expression.	influences themselves and others, in relation to religion and belief

KS2		ils in enquiring into key questions arising nd belief, to promote their personal and	AT1: learning about religion and belief	AT2: learning from religion and belief
N JZ			Level 2 Retell stories, identify relig	
Theme		tual development ed places: where, how and why people sites	Pupils use religious words and phrases	Pupils: ask, and respond sensitively to, questions about their own
Fields of Enquiry		d <b>d)</b> Questions of identity, diversity and	to <b>identify</b> some features of religion and its importance for some people	and others" experiences and feelings, in relation to religion
Question	8. Where, how a	nd why do people worship? Hinduism; optional Sikhism; local faiths	begin to show awareness of similarities in religions retell religious stories and	and belief recognise that some questions cause people to
Learn	ing Outcomes	Suggested Content	suggest meanings for religious	wonder and are difficult to
	ing learning about and learning Teachers will set up learning oupils 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.	actions and symbols identify how religion is expressed in different ways	answer in relation to matters of right and wrong, <b>recognise</b> their own values and those of
i. identify and explai	<b>n</b> symbolic actions in everyday	the significant and spiritual places in their	Level 2 Describe religion make li	others
life which express ir	nner feelings	own lives and why these are special	Level 3 Describe religion, make lin	
<ul> <li>ii. explain the meaning ask some thought choose to attend a gurdwara and suggits.</li> <li>iv. use religious voca some symbolic objet a church (mandir/ m these help people w v. identify some differ worship in two dence vi. describe Eucharist/ Christians; puja for</li> </ul>	ng of worship for a believer ful questions about why people church, mosque, mandir or gest some possible answers bulary to identify and explain ects, actions and sounds found in nosque/ gurdwara) and say how worship rences in the way Christians	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	Pupils         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         Level 4 Show understanding of re         themselves & others	Pupils 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 ligion, apply ideas to
<ul> <li>reflection, thanksgive</li> <li>explain why the Log many Christians</li> <li>identify ideas and</li> </ul>	about the value of times of ving, praise; remembrance rd"s prayer is so important for feelings in a prayer and express ons in a prayer or a poem.	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	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and	Pupils 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
Teachers need to relate the lea	rning outcomes to appropriate aspects of the l g specific "I can" statements is recommende	evels to the right, according to the age and ability of the ed, following the planning process on p.66. Upper KS2	describe some similarities and differences both within and between religions. describe the impact of religion on people's lives. suggest meanings for a range	people's lives. describe what inspires and influences themselves and others, in relation to religion and belief
		56	of forms of reliaious expression.	L

KS2		age pupils in enquiring into key questions arising ligion and belief, to promote their personal and	AT1: learning about religion and belief	AT2: learning from religion and belief
I I I I I I I I I I I I I I I I I I I		spiritual development	Level 2 Retell stories, identify reli	
Theme	Worship, pilgrimage a worship, including at pa	nd sacred places: where, how and why people	Pupils use religious words and phrases to identify some features of	Pupils: ask, and respond sensitively to, questions about their own
Fields of Enquiry	<b>b)</b> Practices and ways of belonging	of life and <b>d)</b> Questions of identity, diversity and	religion and its importance for some people	and others" experiences and feelings, in relation to religion and belief
Question		hage important to some religious believers? Christianity and Islam	begin to show awareness of similarities in religions retell religious stories and	recognise that some questions cause people to
Learning	Outcomes	Suggested Content	suggest meanings for religious	wonder and are difficult to
	on and belief. Teachers eriences that enable ms hope for from their	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. special places that hold significance for pupils,	actions and symbols identify how religion is expressed in different ways Level 3 Describe religion, make lingurate	
why pilgrims choos pilgrimage and <b>sug</b> <b>answers</b> iv. <b>express</b> own ideas	mpact on their life ng of pilgrimage for tful questions about the to undertake a ggest some possible about the value of repentance, journey,	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.	Pupils         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 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 ligion, apply ideas to
learning from religion at Teachers need to relate the learn	nd belief hing outcomes to appropriate aspe specific "I can" statements is re	cts of the levels to the right, according to the age and ability of the commended, following the planning process on p.66. Upper KS2	themselves & others         Pupils       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	Pupils 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
		E 7	on people's lives. suggest meanings for a range of forms of religious expression.	and belief

KS2	-	gage pupils in enquiring into key questions arising religion and belief, to promote their personal and	AT1: learning about religion and belief Level 2 Retell stories, identify reli	AT2: learning from religion and belief
		spiritual development	Pupils	Pupils:
Theme	The journey of life and and what people think a	<b>I death:</b> why some occasions are sacred to believers, bout life after death	use religious words and phrases to <b>identify</b> some features of	ask, and respond sensitively to, questions about their own
Fields of Enquiry	a) Beliefs, teachings an truth	d sources and <b>e)</b> Questions of meaning, purpose and	religion and its importance for some people	and others" experiences and feelings, in relation to religion
Question		eople believe in life after death and what difference does it make? anity and Hinduism, non-religious views	begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious	and belief recognise that some questions cause people to wonder and are difficult to
Learning	g Outcomes	Suggested Content	actions and symbols	answer
and learning from re Teachers will set up	learning experiences	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	identify how religion is expressed in different ways	in relation to matters of right and wrong, <b>recognise</b> their own values and those of others
that enable pupils to		as appropriate.	Level 3 Describe religion, make li	-
<ul> <li>questions that r people to find a</li> <li><i>ask questions</i> to the question we die" in the construction on religious be iii. <b>explain</b> why a b mark the end of religious cerementiv.</li> <li><b>explain</b> how diff what happens w people to live the</li> </ul>	and suggest answers what happens when ontext of religious and eliefs believer may wish to if life with a particular ony ferent beliefs about when we die may cause heir life in different ways	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	Pupils         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         Level 4 Show understanding of re         themselves & others	Pupils 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 ligion, apply ideas to
<ul> <li>v. express their own beliefs about life after death reflecting on ideas from at least two religions they have studied.</li> <li>Italic text relates to Attainment Target 2, learning from religion and belief</li> <li>Teachers need to relate the learning outcomes to approp</li> </ul>		reflect on their own ideas, concerns and worries about death.	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe some similarities and</b> <b>differences</b> both within and	Pupils 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
pupils in their classes.		ents is recommended, following the planning process on p.66. Upper KS2	between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression.	influences themselves and others, in relation to religion and belief

KS2		e pupils in enquiring into key questions arising ion and belief, to promote their personal and	AT1: learning about religion and belief	AT2: learning from religion and belief
		spiritual development	Level 2 Retell stories, identify relig	-
Theme		th: why some occasions are sacred to believers,	Pupils use religious words and phrases to <b>identify</b> some features of	Pupils: ask, and respond sensitively to, questions about their own
Fields of Enquiry		ning and <b>d)</b> Questions of identity, diversity and	religion and its importance for some people	and others" experiences and feelings, in relation to religion
Question	11. Why do believers o e Christianity, at least o	ften see life as a journey and what significant experiences mark this? one from Islam, Hinduism, Sikhism or Judaism	begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious	and belief recognise that some questions cause people to wonder and are difficult to
Learni	ing Outcomes	Suggested Content	actions and symbols	answer
learning from religio	alancing learning about and n and belief. Teachers will priences that enable pupils	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can	<b>identify</b> how religion is expressed in different ways	in relation to matters of right and wrong, <b>recognise</b> their own values and those of others
to:		use different content as appropriate.	Level 3 Describe religion, make lir	
described as a own metaphors ii. describe and e confirmation ar Christians iii. explain what ha belonging and people from tha iv. describe and o marriage cerem is important ab believers, maki	<b>explain</b> what happens in a nony and how it reflects what out relationships for religious ing links to their own lives	religious metaphor of life as a journey 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</i> <i>Mitzvah</i> in Judaism the value and meaning of the wedding ceremony and marriage within a faith community reflect on their own ideas about community,	Pupils         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 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 ligion, apply ideas to
mark important <i>making links t</i> e	<b>npact</b> of ceremonies that stages in people <sup>®</sup> s lives, o <i>their own lives</i>	belonging and belief.	Pupils use developing religious vocabulary to <b>describe</b> and	Pupils raise and suggest answers to questions and issues raised
vi. <b>express their own responses</b> to questions of meaning and purpose in light of their learning, using a variety of media. Italic text relates to Attainment Target 2, learning from religion and belief			show understanding of sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both within and	by religion and belief. <b>apply their ideas</b> relating to their study of religion and belief to their own and other people's lives. <b>describe what inspires and</b>
pupils in their classes.	e the learning outcomes to appropriate a Devising specific "I can" statements is evel 5 descriptors on p.18.	spects of the levels to the right, according to the age and ability of the recommended, following the planning process on p.66. Upper KS2	between religions. describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression.	influences themselves and others, in relation to religion and belief

Kea		pupils in enquiring into key questions arising	AT1: learning about religion and belief	AT2: learning from religion and belief
KS2		on and belief, to promote their personal and	Level 2 Retell stories, identify reli	
Theme		al: what is expected of a person in following a	Pupils use religious words and phrases	Pupils: ask, and respond sensitively
Fields of Enquiry		purces and <b>f)</b> Questions of values and	to <b>identify</b> some features of religion and its importance for some people	to, questions about their own and others" experiences and feelings, in relation to religion
Question	is Christianity, non-r	ous teachings help is decide what s the best way to live? eligious; optional Islam and/or Hinduism	begin to show awareness of similarities in religions retell religious stories and suggest meanings for religious	and belief recognise that some questions cause people to wonder and are difficult to
Learnin	ig Outcomes	Suggested Content	actions and symbols	answer
Select from these, bala learning from religion a	ancing learning about and and belief. Teachers will set es 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	identify how religion is expressed in different ways	in relation to matters of right and wrong, <b>recognise</b> their own values and those of others
		can use different content as appropriate.	Level 3 Describe religion, make li	nks to their own experience
<ul> <li>own behaviour</li> <li>ii. describe similari</li> <li>between the code</li> <li>Christians and the</li> <li>other religion or n</li> <li>iii. reflect on how ha</li> <li>help believers with</li> <li>iv. ask and responded</li> <li>importance of have</li> <li>values to guide ch</li> <li>daily life</li> </ul>	living which influence their ties and differences es for living used by e followers of at least one on religious belief system wing a code for living might h difficult decisions I to questions about the ving a set of beliefs or hoices and decisions in	<ul> <li>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:</li> <li>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</li> <li>the importance of beliefs or values as guides for making choices and decisions in daily life</li> <li>the value and challenge for believers of</li> </ul>	Pupils         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         Level 4 Show understanding of re         themselves & others	Pupils 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 ligion, apply ideas to
themselves, including ideas about love, forgiveness, truth, consequences and honesty. Italic text relates to Attainment Target 2, learning from religion and belief Teachers need to relate the learning outcomes to appropriate asp		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.	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe some similarities and</b> <b>differences</b> both within and between religions. <b>describe the impact</b> of religion	Pupils 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
		60	on people's lives. suggest meanings for a range of forms of reliaious expression.	and belief

KS2	from the study of religion	upils in enquiring into key questions arising n and belief, to promote their personal and iritual development	AT1: learning about religion and belief Level 2 Retell stories, identify relig	AT2: learning from religion and belief
Theme Fields of Enquiry Question	Religion and the individual: religion or beliefb) Practices and ways of life a13. Keeping	what is expected of a person in following a nd <b>f)</b> Questions of values and commitments the five pillars: what difference s it make to Muslims?	Pupils         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	Pupils: ask, and respond sensitively to, questions about their own and others" experiences and feelings, in relation to religion and belief recognise that some
<ul> <li>Select from these, learning from religit up learning experied</li> <li><i>i.</i> reflect on the that are import the school conditionare expressed</li> <li>ii. explain the key these affect the behave</li> <li>iii. explain using religious expression through worsh pilgrimage</li> <li>iv. identify different prayer in Islam</li> <li>v. ask and resp by a range so religion influent</li> <li>vi. express their</li> </ul>	rning Outcomes balancing learning about and on and belief. Teachers will set ences that enable pupils to: beliefs, values and practices tant in their own lives and in mmunity and how these values	Suggested Content         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.         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.	retell religious stories and suggest meanings for religious actions and symbols identify how religion is expressed in different ways Level 3 Describe religion, make lin Pupils 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 Level 4 Show understanding of re themselves & others Pupils use developing religious vocabulary to describe and	Pupils 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 ligion, apply ideas to Pupils raise and suggest answers to questions and issues raised
<i>learning abou</i> Teachers need to relate the	t Islam. ne learning outcomes to appropriate aspects evising specific "I can" statements is recom	of the levels to the right, according to the age and ability of the imended, following the planning process on p.66. Upper KS2	<ul> <li>show understanding of sources, practices, beliefs, ideas, feelings and experiences.</li> <li>make links between them, and describe some similarities and differences both within and between religions.</li> <li>describe the impact of religion on people's lives.</li> <li>suggest meanings for a range of forms of religious expression.</li> </ul>	by religion and belief. <b>apply their ideas</b> relating to their study of religion and belief to their own and other people's lives. <b>describe what inspires and</b> <b>influences themselves and</b> <b>others, in relation to religion</b> <b>and belief</b>

Theme         Religion, family and community: how religious families and communities         Pupils           Fields of Enquiry         b) Practices and ways of life and f) Questions of values and communities         is religious words and phrases           Fields of Enquiry         b) Practices and ways of life and f) Questions of values and communities         is dentify some features of some people           Question         14. How can we make Wiltshire / my town a more respectful place?         christianity, islam, fiinduism, optional Sikhism, local faiths; non-religious           Select from these, balancing learning about and belief. Teachers will set up learning experiences that enable         Suggested Content         suggested content from this column to help upils achieves some of the learning outcomes in the previous column. Teachers can use different content as appropriate.         eversity of Great Britain         eversity of Great Britain         eversity from different faiths;         eversity of Great Britain         eve	KS2		e pupils in enquiring into key questions arising gion and belief, to promote their personal and	AT1: learning about religion and belief	AT2: learning from religion and belief
Interme         Religion, training and community: how religious trainings and communities         use religious words and phrases         is ask, and respond sensitively         use religious words and phrases         is ask, and respond sensitively         use religious words and phrases         is ask, and respond sensitively         use religious words and phrases         is ask, and respond sensitively         use religious words and phrases         is ask, and respond sensitively         use religious words and phrases         is ask, and respond sensitively         use religious words and phrases         is ask, and respond sensitively         use, and other's experinces and and blef           Question         14. How can we make Wilkishing / my town a more respectful place?         Is amore respectful place?         Select from these, balancing learning about and belief. Teachers         Teachers can select content from this column to help pupils achieve some of the learning         Teachers can select content from this column to help pupils achieve some of the learning         Teachers can select content from this column to help pupils achieve some of the learning         Teachers can select content from this column to help pupils achieve some of different religious         Teachers can select content from this column to words and select content from this column to help pupils achieve some and there are specified.         Evel 3 Describe religious attrange to religious attrange to the select content from this column to words and select content from this column to help pupils achieve some and belief.         Evel 4 Descriptions and select content from this column to help pupils achieve some and belief.         Evel 4			spiritual development		Ŧ
practise their faith, and the contributions this makes to local life         to can be committenents           Pields of Enquiry         b) Practises and ways of life and IQ Questions of values and commitments           Question         14. How can we make Witshire / my town a more respectful place?         to identify some features of medings and the importance for begin to show avareness of similarities in religions after settle religions stores and suggest meanings for religions and belief. Teachers will set up learning experiences that enable pupils sciences some of the learning outcomes in the previous column. Teachers can use differences between living in a plural community and living in a community where ilms between living in a plural community and living in a community where ilms between hiving in a plural community and living in a community where answers, with references to particular religions about religious diversity w. ask good questions and suggest some answers, with reference to particular religions about religious diversity w. ask good questions and suggest some answers, with reference to particular religions about religious diversity w. ask good questions and suggest some answers, with reference to particular religions about religious diversity w. ask good questions and suggest some answers, with reference to particular religion and belief religions advorted their wen religious abour religions advorted their wen religious diversity w. ask good questions and suggest some answers, with reference to particular religion and belief religions advorted their wen religious diversity with dees rene nubeing all the same <sup>1</sup> that this does not mean. Deing all the same <sup>1</sup> that this does not mean. Deing all the same <sup>1</sup> the describe some simularities and differences. Developments is eccommended, tolkwing the planning process on p. 66. Upper K32          New I describe none simularit	Theme	Religion, family and com	munity: how religious families and communities	•	
Fields of Enquiry         b) Practices and ways of life and f) Questions of values and commitments a more respectful place?         resign and is importance for some people christianity, Islam, Hinduism, optional Sikhism, local faiths; non-religious views           Cuestion         14. How can we make Wittshife / my town a more respectful place?         religion and is importance for some people begin to show awareness of similarities and interligion and belief         religion and is importance for some people begins and people         religion and is importance for some people           Esclect form these, balancing learning dout and learning from religion and belief         Teachers can select content from this column to help pupils achieve some of the learning oucomes in the previous column. Teachers can use different ces begins their own experiance         Image links between belief some people           I. show understanding of the richness of religions and surgers transmites and living in a community where almost everyone has similar beliefs and customs iii. make links between how we treat each other and the idea of a respectful community         Image links between their own experiance           W. ask good questions and suggest some answers, with reference to particular religions about religious diversity and living together         examples of normunity with harmony, reflecting that this does not mean _accepting out differences'         examples of how people have dealt wel		practise their faith, and the	e contributions this makes to local life		
Question         14. How can we make Willshire / my town a more respectful place? Christianity, Islam, Hinduism, optional Sikhism, local faiths; non-religious views         Series people         Begin to show awareness of similarities in religions         feelings, in relation to religion pople to vocaprise that some views           Select from these, balancing learning about and learning non belief. Eachers will set up learning experiences that enable upupils to:         Teachers can select content from this contents as appropriate.         Teachers can select content as appropriate.         Iteam from diversity through visiting places of worship from differences to religious diversity of Great Britian ii.         Teachers can select of different religious community where almost everyone has similar beliefs and customs iii.         Iteam from diversity through visiting places of worship from differences between them e.g. food, buildings, community work difference         Iteam from diversity through visiting place adaption and belief.         Rupits worship from differences them, making links between their outcomes and utcomes community identify similarity and differences         Puplis         Puplis worship from differences them, making links between their outcomes and accepting our differences         Puplis worship from differences that this does not mean being all thes amerits that this does not mean a, accepting our differences?         Puplis worship from ellips, advartanding of religion, advartand difference or conflict.           worship from differences bad strain worship from ellips and build down and differences and accepting out diversity and living together         * axamples of now people have dealt well with difference or conflict.         Puplis thet dead dead the feele	Fields of Enguiry	b) Practices and ways of I	ife and <b>f)</b> Questions of values and commitments		
a more respectful place?         a more		· · · · · ·			<b>U</b>
Christianity, Islam, Hinduism, optional Sikhism, Iocal faiths; non-religious         Similarities in religions         Technics and symbols           Select from these, balancing learning about and learning from religions and belief.         Teachers can select content from this column to help pupils achieves some of the learning outcomes in the previous column. Teachers can use different content as appropriate.         Teachers can use different religious           1. show understanding of the richness of religious diversity of Great Britain living in a community and the dead a respectful community and the dead a respectful community and there community diat the does not mean , being all the same" but does mean accepting our differences?         Level 3 Describe religious stores? Iversion of the more sequences. In relation to religion and belief and customs of diverse community with an other more diverse community work         Evel 3 Describe religions. The more sequences. In relation to religion and belief and customs of religious stores? Iverses on terms of religious stores? Iverses on the sequences?         Here of the more sequences. In relation to religion and belief and sources, including religious stores and sacrd texts begin to identify the impact religions shout religious diversity of diverse community identify similarity and differences?         Pupils           W. ask good questions and suggest some and the idea of a respectful coarce and the idea of a respectful coarce and other is the state of the religious stores is not and their on a differences?         Evel 4 Show understanding of religious and belief.         Pupils           W. ask good questions and suggest to Attainment Targ			•	begin to show awareness of	
Views         Suggested Content           Select from these, balancing learning outcomes in the set, balancing learning about and learning rom religion and belief. Teachers can select content from this column to help uppils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.         Teachers can select content from this column to help uppils achieve some of the learning outcomes in the previous column. Teachers can use different content as appropriate.         Imake links to their own experience worship from different faiths ommunity where almost everyone has similarities and differences between how we treat each other and the idea of a respectful community identify similarity and difference maxes with reference to particular religions about religions to some issues of diversity and their soes of metigious diversity of clearance and community cohesis to some issues of diversity and belief diverses community where almost everyone has similar ties and community cohesis to some issues of diversity and the idea of a respectful community cohesis to some issues of diversity and living together         Imake links between beliefs and some and belief differences.         Imake links between their own and others' responses but does mean , accepting our differences"         Imake links between their own and others' responses but does not mean, being all the same but does not mean, being all the same difference to particular religion and belief.         Pupils         Pupils           Italic text relates to Attainment Target 2, learning from religion and belief.         Pupils         Pupils           Italic text relates to A					
Learning Outcomes         Suggested Content           Select from these, balancing learning about and learning rom religion and belief. Teachers will set up learning experiences that enable upplis to:         Teachers can select content from this column to help puplis achieve some of the learning outcomes in the previous column. Teachers can us different content as appropriate.         Teachers can select content from this column to help puplis achieve some of the learning outcomes in the previous column. Teachers can us different content as appropriate.         Teachers can select content from this column to help puplis achieve some of the learning outcomes in the previous column. Teachers can us different content as appropriate.         Evel 3 Describe religion, make links to their own experience         Puplis use a developing religious verevers on the identify what influences them, making links between aspects of their own and others teaponas about religion as on believes to compare your community work         Puplis use a developing religious sources, including religious abour religion as on believers to compare your community work         Puplis use a developing religious abour religion as on believers but does mean accepting our differences but does nean accepting our differences but does nean accepting our differences but does rean acc		·····,····,·····			
Select from these, balancing learning about and learning from religion and belief. 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.       Identify how religion is expressed in different ways       In relation to matters of right and users in the previous column. Teachers can use different content as appropriate.         i. show understanding of the richness of religious diversity of Great Britain ii. describe similarities and differences between living in a plural community where almost everyone has similar beliefs and customs ii. make links between how we treat each other and the idea of a respectful community       - learn from differences between them e.g. food, buildings, community work everyone how we treat each others appropriate       - learn grow differences over time, and differences between them e.g. food, buildings, community work       - compare your community work everyone how we treat each others experiences, in relation differences       - we take the inster the previous ower time, and differences       - we take them analysis of their own and others' experiences, in relation differences         v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together       - wentples of how people have dealt well with differences       - weat being and ablief eachers may refer to level 5 descriptors on p. 18.       - weatse the rigion. and between religions. deversity and living together         take inks between the introp outcomes to appropriate and between their some answers, with reference to particular religion and belief.       - weatse and and others' expenses make links between them, and differences.	Learni	ng Outcomes	Suggested Content		
and learning from religion and belief. Teachers       help pupils achieve some of the learning       expressed in different ways       and wong, recognise their         will set up learning experiences that enable       use different content as appropriate.       Level 3 Describe religion, make links to their own experience         i.       show understanding of the richness of religions diversity of Great Britain       - learn from diversity through visiting places of worship from different faiths       - learn form diversity through visiting places of worship from different faiths       Pupils       - level 3 Describe religions, recognise them expenses       Pupils         iii. descrifte and the idea of a respectful community and religions about religions diversity and living together       - local examples of community harmony, reflecting that does not mean, being all the same*       - examples of community harmony, reflecting that does not mean, being all the same*       - everaples of now people have dealt well with differences*         will text relates to Attainment Target 2, learning rule in their classes. Devising specific "1 ca" statements is recommended, following the planning process on p. 68. Upper KS2       Pupils       Pupils         Pupils in their classes. Devising specific "1 ca" statements is recommended, following the planning process on p. 68. Upper KS2       Pupils religion and belief.       Pupils         religion and belief       religion and belief.       success, including religions and belief.       Pupils         itext relates to Attainment Target 2, learning from religion and belief					
will set up learning experiences that enable pupils to:       outcomes in the previous column. Teachers can use different content as appropriate.       Image: Content as appropriate.         i. show understanding of the richness of religious diversity of Great Britain       image: Content as appropriate.       Image: Content as appropriate.         ii. describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs       Image: Content as appropriate.       Image: Content as appropriate.         iii. make links between how we treat each other and the idea of a respectful community       Image: Content as appropriate.       Image: Content as appropriate.       Image: Content as appropriate.         iv. ask good questions and suggest some answers, with reference to particular religions about religious diversity       Image: Content as appropriate.       Image: Content as appropriate.       Image: Content as appropriate.         v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together       Image: Content as appropriate.       Image: Content as appropriate.       Image: Content as appropriate.         v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together       Image: Content as appropriate.       Image: Content as appropriate.       Image: Content as appropriate.       Image: Content as appropriate.         table text relates to Attainment Target 2, learning from religion and belief.       Image: Content as appropriate.       <					
pupils to:       use different content as appropriate.         i.       show understanding of the richness of religious diversity of Great Britain       I. earn from diversity through visiting places of worship from different faiths       Level 3 Describe religion, make links to their own experience         ii.       describe similarities and differences between living in a plural community and living in a community what almost everyone has similar beliefs and customs inte, and thifferences between them, e.g. food, buildings, community work       I earn from diversity and living sources, including religious sources, including religious stories and sacrets these means as developing religious and others' experiences, in relation to religin and beliefs.       Pupils         ix ask good questions and suggest some answers, with reference to particular religions about religious diversity and living together       examples of how people have dealt well with differences."       examples of how people have dealt well with differences.       Evel 4 Describe religions.       Pupils         table text relates to Attainment Target 2, learning rom religion and belief       examples of the right, according to the age and ability of the pupils in their cases. Devising specific " can" statements is recommended, following the planning process on p. 66. Upper KS2       Pupils       raise and suggest answers to questions and differences.         iversity and living to getter       their study of religion.       secores and ability of the getter wither and ability of the getter religions.       Pupils         table text relates to Attainment Target 2, learning routoms religion and belief					
<ul> <li>i. show understanding of the richness of religious diversity of Great Britain</li> <li>ii. describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs</li> <li>iii. make links between how we treat each other is specified and suggest some answers, with reference to particular religions about religions about religions to some issues of difference or conflict.</li> <li>Pupils their text relates to Attainment Target 2, learning from religions on p. 18.</li> <li>Teachers may refer to level 5 descriptors on p. 18.</li> </ul>		soperiences that enable			J. I I I I I I I I I I I I I I I I I I I
<ul> <li>religious diversity of Great Britain</li> <li>ii. describe similarities and differences</li> <li>between living in a plural community and living in a community where almost everyone has similar beliefs and customs</li> <li>iii. make links between how we treat each other and the idea of a respectful community where for an stuggest some answers, with reference to particular religions about religious diversity v. apply ideas like respect, tolerance and community coefficient training outcomes to appropriate aspects of the levels to the right, according to the age and ability of the publis in their classes. Devising specific "1 ca" statements is recommended, following the planning process on p.66. Upper KS2</li> <li>religions about religions and beliefs recommended, following the planning process on p.66. Upper KS2</li> <li>rachers may refer to tevel 5 descriptors on p. 18.</li> </ul>		nding of the richages of			-
<ul> <li>ii. describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs</li> <li>iii. make links between how we treat each other and the idea of a respectful community</li> <li>iv. ask good questions and suggest some answers, with reference to particular religions about religious diversity v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together</li> <li>italic text relates to Attainment Target 2, learning from religion and belief</li> <li>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. Deving some, 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> <li>itack exters may refer to level 5 descriptors on p. 18.</li> </ul>		•			
<ul> <li>between living in a plural community and living in a community and liver strike and differences between them e.g. food, buildings, community work</li> <li>compare your community work</li> <li>compare your community identify similarity and differences</li> <li>examples of community armony, reflecting make links between beliefs and surgest some answers, with reference to particular religions about religious diversity</li> <li>agpets like respect, tolerance and community to does not mean , being all the same" but does mean , accepting our differences"</li> <li>examples of how people have dealt well with difference or conflict.</li> <li>table text relates to Attainment Target 2, learning from religion and belief.</li> <li>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 cases. Devices on p. 18.</li> <li>teachers may refer to level 5 descriptors on p. 18.</li> </ul>				use a developing religious	-
<ul> <li>between living in a pural community where almost everyone has similar beliefs and customs in a community where almost other and the idea of a respectful community idea of a respect full community idea of a respect of the idea of a respect full community cohesion to some issues of diversity and living together</li> <li>v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together</li> <li>talic text relates to Attainment Target 2, learning from religions and belief</li> <li>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 idases. Devices on p. 18.</li> <li>Community to describe the impact of religions and suggest answers are related to its in your acceptions on p. 18.</li> <li>Community cohesion to some issues of diversity and living together</li> <li>Describe the issues of the levels to the right, according to the age and ability of the pupils in their idases. Devices on p. 18.</li> <li>Community cohesion to some issues of the levels to the right, according to the age and ability of the pupils in their idases. Devices on p. 18.</li> <li>Community cohesion to some issues of the levels to the right, according to the age and ability of the pupils in their idases. Device on p. 18.</li> <li>Community cohesion on p. 18.</li> </ul>				,	
<ul> <li>iving in a community where almost</li> <li>every no has similar beliefs and customs</li> <li>iii. make links between how we treat each other and the idea of a respectful community</li> <li>iv. ask good questions and suggest some answers, with reference to particular religions about religious diversity</li> <li>v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together</li> <li>talic text relates to Attainment Target 2, learning from religion and belief</li> <li>Teachers mady refer to level 5 descriptors on p. 18.</li> <li>Over time, and other's readting to the levels to the levels to the levels to the right, according to the age and ability of the pupils in their classes. Devising specific "can" statements is recommended, following the planning process on p.66. Upper KS2</li> <li>Teachers mady refer to level 5 descriptors on p. 18.</li> <li>Over time, and dimerences both within and between religions.</li> <li>differences including religious stories and sacred texts but does mean ,accepting our differences".</li> <li>examples of how people have dealt well with differences or conflict.</li> <li>Pupils</li> <li>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 "can" statements is recommended, following the planning process on p.66. Upper KS2</li> <li>their study of religion and other people's lives.</li> <li>describe the impact of religion on people's lives.</li> <li>describe the impact of religion and belief.</li> <li>apply ther i ridas range</li> <li>but does range and ability of the people's lives.</li> <li>describe the impact of religion and belief.</li> <li>apply ther i ridas range</li> <li>but does range and ability of religion and between religions.</li> <li>describe the impact of religion and belief.</li> </ul>					
<ul> <li>iii. make links between how we treat each other and the idea of a respectful community</li> <li>iv. ask good questions and suggest some answers, with reference to particular religions about religious diversity</li> <li>v. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together</li> <li>italic text relates to Attainment Target 2, learning from religion and belief.</li> <li>italic text relates to Attainment Target 2, learning from religion and belief.</li> <li>italic text relates to Attainment Target 2, learning from religion and belief.</li> <li>italic text relates to a trainment is recommended, following the planning process on p.66. Upper KS2</li> <li>italic text relates to level 5 descriptors on p. 18.</li> </ul>					to religion and belief
<ul> <li>iii. make links between how we treat each other and the idea of a respectful community</li> <li>iv. ask good questions and suggest some answers, with reference to particular religions about religion and being.</li> <li>iv. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together</li> <li>italic text relates to Attainment Target 2, learning from religion and belief.</li> <li>italic text relates to Attainment Target 2, learning from religion and belief.</li> <li>italic text relates to Attainment Target 2, learning from religions on p. 18.</li> <li>commended, following the planning process on p.66. Upper KS2</li> <li>italic text relates to level 5 descriptors on p. 18.</li> <li>commended, following the planning process on p.66. Upper KS2</li> <li>suggest meanings for a range</li> <li>suggest meanings for a range</li> </ul>	3			make links between beliefs and	
other and the log of a respectful community       diverse community identify similarly and difference       and difference       own and others' responses         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"       begin to identify the impact religion has on believers' lives describe some forms of religion and belief       own and others' responses make links between religious and non-religious audes and community cohesion to some issues of diversity and living together       own and others' responses         Italic text relates to Attainment Target 2, learning from religion and belief       examples 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       Pupils       Pupils raise and suggest answers to questions and issues raised by religion and belief         Pupils in their classes. Devising specific "I can" statements is recommended, following the planning process on p.66. Upper KS2       Pupils suggest meanings for a range       Pupils raise and suggest answers to questions and issues raised by religion and belief	iii. make links bet	ween how we treat each			<b>y</b>
community       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"       • examples of community harmony, reflecting that this does not mean "being all the same" but does mean "accepting our differences"       • examples of how people have dealt well with differences or conflict.       • util does mean "accepting our differences"       • util does and sole the same" but does not mean "accepting our differences"       • util does and sole the same" but does mean "accepting our differences"       • util does and sole the same" but does not mean "accepting our differences"       • util does and sole the same" but does not mean "accepting our differences"       • util does and sole the same" but does mean "accepting our differences"       • util does and sole the same" but does not mean "accepting our differences"       • util does and sole the same" but does mean "accepting our differences"       • util does and sole the same same" but does mean "accepting our differences"       • util does and sole the same" but does mean "accepting our differences"       • util does and sole the same" but does mean "accepting out does 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       Pupils       • raise and suggest answers to questions and issues raised by their own and other people's lives.         upuls in their classes. Devising specific "I can" statements is recommended, following the planning process on p.66. Upper KS2       • make links	other and the ic	lea of a respectful	diverse community identify similarity and		
<ul> <li>Ask good questions and suggest some answers, with reference to particular religious diversity</li> <li>apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together</li> <li>examples of how people have dealt well with differences or conflict.</li> <li>examples of how people have dealt well with differences or conflict.</li> <li>but does mean "accepting our differences"</li> <li>examples of how people have dealt well with differences or conflict.</li> <li>but does nean "accepting out differences"</li> <li>examples of how people have dealt well with differences or conflict.</li> <li>but does nean "accepting out differences"</li> <li>examples of how people have dealt well with differences or conflict.</li> <li>but does nean "accepting out differences"</li> <li>but does nean accepting out differences"</li> <li>but does nean "accepting out differences"</li> <li>but does nean accepting out differences differences.</li> <li>but does ne</li></ul>	community		difference		
answers, with reference to particular religions about religious diversity       that this does not mean "being all the same" but does mean "accepting our differences"       commitments, and their own attitudes and behaviour         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.       Level 4 Show understanding of religion, apply ideas to themselves & others         Italic text relates to Attainment Target 2, learning from religion and belief       Pupils       Pupils         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       Pupils       Pupils raise and suggest answers to questions and issues raised by religion and belief.         Teachers need to relate the learning outcomes to appropriate aspects of the levels to the right, according to the age and ability of the teachers may refer to level 5 descriptors on p. 18.       Pupils raise and suggest answers to questions and issues raised by their issues and differences both within and between religions. describe some similarities and differences both within and between religions. describe what inspires and influences themselves and others, in relation to religion and belief	iv. ask good ques	tions and suggest some	<ul> <li>examples of community harmony, reflecting</li> </ul>		
religions about religious diversity       but does mean "accepting our differences"       religious expression       attitudes and behaviour         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.       Level 4 Show understanding of religion, apply ideas to themselves & others         Italic text relates to Attainment Target 2, learning from religion and belief       Pupils       raise and suggest answers         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       Pupils       Pupils         make links between religions.       describe some similarities and differences both within and belief       apply their ideas relating to their on people's lives.       describe the impact of religion and belief         was apply ideas to the inspires and differences both within and between religions.       describe the impact of religion on people's lives.       addition to religion and belief	answers, with	reference to particular	that this does not mean "being all the same"		
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.       Level 4 Show understanding of religion, apply ideas to themselves & others         Italic text relates to Attainment Target 2, learning from religion and belief       • examples 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       Pupils       Pupils         make links between them, and describe some similarities and differences both within and between religions.       • make links between them, and describe the impact of religion on people's lives.       • measures to the religion and belief				<b>.</b>	attitudes and behaviour
community cohesion to some issues of diversity and living together       difference or conflict.         Italic text relates to Attainment Target 2, learning from religion and belief       Pupils         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       Pupils       Pupils         make links between them, and differences both within and between religions.       Pupils       apply their ideas relating to their study of religion and other people's lives.         use develops religious vocabulary to descriptors on p. 18.       escribe the impact of religion on people's lives.       Pupils	0	5			ligion, apply ideas to
diversity and living together       raise and suggest answers         ltalic text relates to Attainment Target 2, learning from       use developing religious         religion and belief       vocabulary to describe and         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       use developing religious       raise and suggest answers         make links between them, and differences both within and between religions.       make links between them, and differences both within and between religions.       between religions.       describe the impact of religion on people's lives.         suggest meanings for a range       suggest meanings for a range       raise and suggest meanings for a range					
Italic text relates to Attainment Target 2, learning from religion and belief       Use developing religious       tails tails tails tails tails tails to questions and issues raised by religion and belief.         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       wake links between them, and describe some similarities and differences both within and belief to their own and other people's lives.       belief to their own and other people's lives.         usegest meanings for a range       suggest meanings for a range				Pupils	
Italic text relates to Attainment Target 2, learning from       by religion and belief         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.       by religion and belief.       apply their ideas relating to their study of religion and belief.         Make links between them, and describe some similarities and differences both within and between religions.       between religions.       describe the impact of religion on people's lives.       describe the impact of religion and belief.         Suggest meanings for a range       suggest meanings for a range       by religion and belief.       apply their ideas relating to their study of religion and belief.					
religion and belief       Show understanding of       apply their ideas relating to         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.       sources, practices, beliefs, ideas, feelings and experiences.       apply their ideas relating to their study of religion and belief.         differences both within and between religions.       differences both within and between religions.       describe the impact of religion on people's lives.       describe the impact of religion and belief         suggest meanings for a range	Italic text relates to Attain	nment Target 2, learning from			
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. The provide the impact of religion and the provide the provide the provide the provide	religion and belief			•	
public in their classes. Devising specific 1 cal statements is recommended, following the planning process on p. 66. Opper KS2       make links between them, and describe some similarities and differences both within and between religions.       belief to their own and other people's lives.         describe the impact of religion on people's lives.       suggest meanings for a range       and belief					
describe some similarities and differences both within and between religions. describe the impact of religion on people"s lives. describe the impact of religion and belief			ecommended, rollowing the planning process on p.66. Upper KS2		belief to their own and other
between religions. influences themselves and others, in relation to religion on people's lives. and belief and belief					
describe the impact of religion     others, in relation to religion       on people's lives.     and belief       suggest meanings     for a range					
on people's lives. and belief suggest meanings for a range					
suggest meanings for a range					
62 of forms of religious expression					
			62	of forms of religious expression.	

KS2		gage pupils in enquiring into key questions dy of religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
I COL	personal and spiritu		Level 2 Retell stories, identify reli	
Theme	Beliefs in action in t	<b>he world:</b> how Religions and Beliefs respond to an rights, fairness, social justice and the importance	Pupils use religious words and phrases to identify some features of religion and its importance for	Pupils: ask, and respond sensitively to, questions about their own and others" experiences and
Fields of Enquiry		s of life <b>e)</b> Questions of meaning, purpose and truth	some people	feelings, in relation to religion
Question	15. How and wh	by do believers care for others and the world? optional Islam, Hinduism; non-religious views	begin to show awareness of similarities in religions	and belief recognise that some questions cause people to
Learning O		Suggested Content	retell religious stories and suggest meanings for religious	wonder and are difficult to
Select from these, balance learning from religion and set up learning experience to:	d belief. Teachers will	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.	actions and symbols identify how religion is expressed in different ways	answer in relation to matters of right and wrong, <b>recognise</b> their own values and those of others
<i>i.</i> make links betweer	the Biblical creation	stories and teachings from Christianity and other	Level 3 Describe religion, make li	
<ul> <li>the environment</li> <li>iii. identify and descril these beliefs on how</li> <li>iv. ask some question answers about wha believe about creation world including non</li> <li>v. make links between about animals and to</li> </ul>	e planet understanding of gs of other religions uman responsibility to be the impact of people live s and suggest some t different people on and the natural religious perspectives on their own values	<ul> <li>Religions and Beliefs which show human responsibility to care for the natural world:</li> <li>Biblical creation story: Genesis 1-2</li> <li>Islamic creation story: Seven day story</li> <li>Hindu creation story e.g. Brahma creating the world</li> <li>Islamic story: Muhammad and the ants, crying camel, Muhammad friend of animals 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 how the beliefs about the natural world affect</li> </ul>	Pupils         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         Level 4 Show understanding of re         themselves & others	Pupils 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
and beliefs about ca of their learning, thro music and ICT. Teachers need to relate the l	evising specific "I can" staten	actions in the life of a religious believer e.g. Ahimsa (non-harming in Hinduism) their own responsibility for caring for the natural world and for treating others with fairness and respect e aspects of the levels to the right, according to the age and ability of nents is recommended, following the planning process on p.66. Upper	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe some similarities and</b> <b>differences</b> both within and between religions. <b>describe the impact</b> of religion on people's lives. <b>suggest meanings</b> for a range of forms of religious expression.	Pupils 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

KS2		age pupils in enquiring into key questions arising ligion and belief, to promote their personal and	AT1: learning about religion and belief	AT2: learning from religion and belief
NJZ	from the study of re	spiritual development	Level 2 Retell stories, identify reli	
Theme		<b>world:</b> how Religions and Beliefs respond to global fairness, social justice and the importance of the	Pupils use religious words and phrases to identify some features of	Pupils: ask, and respond sensitively to, questions about their own and others" experiences and
Fields of Enquiry Question	b) Practices and ways of 16. Just	of life e) Questions of meaning, purpose and truth tice and poverty: Can religions help to build a fair world? nity, optional Islam, Hinduism, Sikhism	some people begin to show awareness of similarities in religions retell religious stories and guestions cause	feelings, in relation to religion
Learning	g Outcomes	Suggested Content	suggest meanings for religious actions and symbols	answer
and learning from re Teachers will set up that enable pupils to i. make connecti teachings of Pa	learning experiences	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. stories and teachings from Christianity and other Religions and Beliefs which ensure justice and fairness for all people:	identify how religion is expressed in different ways Level 3 Describe religion, make li Pupils use a developing religious vocabulary to describe some	Pupils identify what influences them, making links between
<ul> <li><i>ii.</i> make links between another religion work of Islamic</li> <li><i>iii.</i> ask and response fairness and justic.</li> <li><i>iv.</i> identify the quadration to bring a good</li> </ul>	ween the teachings of e.g. Islam and the	E.g. 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	key features of religions, recognising similarities and differences.aspects of their ow others" experience to religion and beli ask important qui about religion and beli about religion and beli about religion and others" re own and others" re own and others" re make links between believers" lives describe some forms of religious expressionaspects of their ow others" experience to religion and beli ask important qui about religion and beli own and others" re and non-religious commitments, and	aspects of their own and others" experiences, in relation to religion and belief <b>ask important questions</b> about religion and beliefs, <b>making links between their</b> <b>own</b> and others" responses <b>make links</b> between religious and non-religious values and commitments, and their own attitudes and behaviour
ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT. Italic text relates to Attainment Target 2, learning from religion and belief Teachers need to relate the learning outcomes to approp		(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.	Level 4 Show understanding of re themselves & others Pupils 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.	Pupils 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
		64	describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression.	others, in relation to religion and belief

KS2 Theme Fields of Enquiry Question	arising from the stu person Beliefs in action in the global issues of human r importance of the enviror b) practices and ways of	age pupils in enquiring into key questions dy of religion and belief, to promote their al and spiritual development world: how Religions and Beliefs respond to ights, fairness, social justice and the ment. life? f) questions of values and commitments ifference to the world because of their faith?	AT1: learning about religion and belief Level 2 Retell stories, identify reli Pupils use religious words and phrases to identify some features of religion and its importance for some people begin to show awareness of	AT2: learning from religion and belief gious material & ask questions Pupils: ask, and respond sensitively to, questions about their own and others" experiences and feelings, in relation to religion and belief recognise that some
	Outcomes	How and why? optional Islam, Hinduism and Sikhism Suggested Content	similarities in religions retell religious stories and suggest meanings for religious actions and symbols	questions cause people to wonder and are difficult to answer
Select from these, balanci learning from religion and up learning experiences th	belief. Teachers will set	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.	identify how religion is expressed in different ways	in relation to matters of right and wrong, <b>recognise</b> their own values and those of others
<ul> <li>them and how this may</li> <li>ii. retell stories about an explaining why their live inspirational</li> <li>iii. use religious vocabue of lives and teachings inspirational people, g these have influenced iv. ask and respond to g stories from the lives of contemporary follower</li> <li>v. describe events in the</li> </ul>	<b>xplain</b> why they admire y influence their own lives inspirational person res might be considered <b>lary to describe</b> aspects of inspiring leaders and <b>iving examples</b> of how the lives of followers <b>puestions</b> raised by the of key religious figures and is	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, Puran Singh how and why some people choose to stand up for their beliefs in difficult circumstances why these inspirational people of faith are	Level 3 Describe religion, make line Pupils 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 Level 4 Show understanding of re- themselves & others Pupils	Pupils 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
<ul> <li>their actions and the teachings and example of Jesus</li> <li><i>vi.</i> make links between what they have learnt about inspirational people and their own behaviour</li> <li>vii. make links and identify similarities and differences between the different people studied</li> </ul>		regarded as sources of importance and inspiration by believers today.	Pupils use developing religious vocabulary to <b>describe</b> and <b>show understanding of</b> sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe some similarities and</b> <b>differences</b> both within and between religions.	Pupils 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
Teachers need to relate the le	vising specific "I can" statements is	acts of the levels to the right, according to the age and ability of s recommended, following the planning process on p.66. Upper	describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression.	others, in relation to religion and belief

### 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	This theme	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	Raises this important question	Choose a key question related to that theme (see pages 14 and 24)
Step 3: Learning outcomes and assessment	Specifically we want pupils to be able to	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.
~		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
Step 4: Content	So we <sup>®</sup> ve selected this content in order to address the question	task. 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	And we have devised these engaging teaching and learning activities to enable pupils to explore	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.
	the question and achieve the outcomes.	For some units, you can plan to use the enquiry process outlined on pages 103.

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

Programme of Stud	y: KS3			
Principal Aim	<b>Principal Aim of RE</b> To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.			
	<ul> <li>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: <ul> <li>deepen their understanding of important beliefs, concepts and issues of truth and authority in religion</li> <li>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 <ul> <li>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</li> <li>interpret religious texts and other forms of communication in expressing ideas and beliefs</li> <li>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</li> <li>develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others" responses to religious, philosophical and spiritual issues.</li> </ul></li></ul></li></ul>			
Attainment	In KS3 pupils should be taught to			
Targets	<ul> <li>learn about religion and belief</li> <li>a. investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies</li> <li>b. analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions</li> <li>c. investigate and explain why people belong to faith communities and explain the reasons for diversity in religion;</li> <li>d. analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy</li> </ul>	<ul> <li>learn from religion and belief</li> <li>a. reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments</li> <li>b. evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas</li> </ul>		

	<ul> <li>e. discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues</li> <li>f. apply a wide range of religious and philosophical vocabulary consistently and accurately</li> <li>g. recognise both the power and limitations of language in expressing religious ideas and beliefs;</li> <li>h. interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;</li> <li>i. interpret a variety of forms of religious and spiritual expression</li> </ul>	<ul> <li>c. express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;</li> <li>d. reflect and evaluate their own and others" beliefs about world issues such as peace and conflict, wealth and poverty, communicating their own ideas.</li> <li>e. express their own beliefs and ideas, using a variety of forms of expression.</li> </ul>
Religions and Beliefs	Religions and Beliefs During Key Stage 3, pupils should explore Chrite two other principal religions, selecting from Bud Sikhism. Opportunities for studying non-religion where appropriate. In addition to this statutory requirement schools beliefs, viewpoints and ideas of children and th to refer to further religions or belief systems, for school and local area.	ddhism, Hinduism, Judaism or us worldviews should be taken s should take into account the eir families. Schools may also plan
Fields of Enquiry	sources e) Questions	of identity, diversity and belonging of meaning, purpose and truth of values and commitments
Themes	<ul> <li>Themes:</li> <li>The Fields of Enquiry should be addressed throws raising and addressing key questions:</li> <li>Beliefs and concepts: the key ideas and of and Beliefs including issues related to God life after death;</li> <li>Authority: different sources of authority an Religion and science: issues of truth, expl</li> <li>Expressions of spirituality: how and why experiences are expressed in a variety of fees.</li> <li>Ethics and relationships: questions and is moral choices, including forgiveness and is Rights and responsibilities: what Religion rights and responsibilities.</li> <li>Global issues: what religions say about he the environment;</li> <li>Inter-faith dialogue: a study of relationships within and between Religions and Beliefs.</li> </ul>	questions of meaning in Religions , truth, the world, human life, and d how they inform believers" lives; lanation, meaning and purpose human self understanding and orms; influences that inform ethical and issues of good and evil; ins and Beliefs say about human d citizenship; ealth, wealth, war, animal rights and
# Skills and Attitudes

Levels of

**Achievement** 

### 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:

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
	Teachers should choose at least	
	four of these questions	
	1. Is there a God? What and why do people believe?	1. Christianity, Hinduism and non- religious worldview; Buddhism and/or Islam optional
Beliefs and concepts: the	2. Death: is it the end? Does it matter?	2. Christianity plus one religion; non-religious worldview
key ideas and questions of meaning in Religions and Beliefs including issues related to God, truth, the	3. Is there a purpose to life? Does life have meaning?	3. Two religions (Christianity and an Eastern religion recommended); non-religious worldview
world, human life, and life after death	4. Why is there suffering?	4. Christianity and Buddhism; Islam optional
	5. Was Jesus, God on earth?	5. Christianity
	6. What does the Holocaust teach us about a Jewish way of life and about human nature?	6. Judaism
Religion and science: issues of truth, explanation, meaning and purpose	7. What can science and religion tell us about the universe, world and life?	7. Christianity plus non-religious worldview
Authority: different sources of authority and how they	8. What is truth? How do we know what it true?	8. Christianity plus two religions, including at least one Eastern worldview.
inform believers" lives	9. Do the teachings of Jesus stand the test of time?	9. Christianity
Expressions of spirituality: how and why human self understanding and experiences are expressed in a variety of forms	10. What does it mean to be human? How do humans express their spirituality?	10. Christianity plus one religion
Ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil	11. Good and bad; right and wrong – how do I decide?	11. Two religions: Christianity plus one other recommended.

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

KS3		oupils in enquiring into key questions religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
1.00		d spiritual development	Level 4 Show understanding of religion, a	oply ideas to themselves and
Theme		key ideas and questions of meaning in	others Pupils	Pupils
	Religions and Beliefs includir	ng issues related to God, truth, the	use developing religious vocabulary to	raise and suggest answers
	world, human life, and life aft		describe and show understanding of	to questions and issues
Fields of Enquiry	a) beliefs, teachings and sou	rces <b>e)</b> questions of meaning, purpose	sources, practices, beliefs, ideas, feelings	raised by religion and belief.
	and truth		and experiences.	apply their ideas relating to their study of religion and
Question		hat and why do people believe?	make links between them, and describe some similarities and differences both	belief to their own and other
	Christianity, Hindui	sm and non-religious worldview;	within and between religions.	people's lives.
		n and/or Islam optional	describe the impact of religion on	describe what inspires and
	ing Outcomes	Suggested Content	people's lives.	influences themselves and
	ancing learning about and	Teachers can select content from this	suggest meanings for a range of forms	others, in relation to religion and belief
	Ind belief. Teachers will set up	column to help pupils achieve some of the	of religious expression. Level 5 Explain impact of religion and exp	
learning experiences the	hat enable pupils to:	learning outcomes in the previous column. Teachers can use different content as	Pupils	Pupils
		appropriate.		formulate and suggest
i ask and suggest	answers to questions about the	the nature and attributes of God in	use an increasingly wide religious vocabulary to <b>explain the impact of</b>	answers to questions raised
	nce of God, using appropriate	Christianity (eg perfect, omnipotent,	beliefs upon individuals and communities.	by religion and belief,
	aluate how religious beliefs and	omniscient, good, love, Trinity,	describe why people belong to religions.	relating them to their own
teachings give the	-	incarnation, Jesus as God); and Hinduism	know that similarities and differences	and others' lives.
	ver and the limitations of	(eg Brahman, Trimurti, avatar, goddess)	illustrate distinctive beliefs within and	explain what inspires and
•	essing ideas about God	arguments for the existence of God (eg	between religions and suggest possible reasons for this.	influences them, expressing their own and
	of sources which express	cosmological, design, religious	explain how religious sources are used	others' views on the
what God is like (e	g religious texts; visions; accounts of	experience)	to provide answers to ultimate questions	challenges of belonging to a
	art; music; actions – ie commitment),	<ul> <li>Buddhist anatta ("no self"); there is no</li> </ul>	and ethical issues, recognising diversity	religion.
expressing their of		supreme god	in forms of religious, spiritual and moral	
	xpress insights into how belief	the Muslim understanding of tawhid, the	expression, within and between religions.	ana incighta, consider
	nd non-existence of God can	unity of God	Level 6 Accounts & beliefs, interpret, expr challenges	ess insights, consider
affect people differ		• the arguments from a nonreligious world-	Pupils	Pupils
	pare the evidence and	view for God"s non-existence, such as	use religious and philosophical vocabulary	use reasoning and
	hen considering the existence <b>g</b> their own ideas using	Humanist appeals to reason and empirical evidence, the rejection of supernatural	to give informed accounts of Religions	examples to express
reasoned argume		entities and the view of humanity as the	and Beliefs, explaining the reasons for	insights into the relationship
0	counts of Muslim beliefs, using	source of morality	diversity within and between them	between beliefs, teachings
	ress insights into how different	the implications and impact of these	explain why the impact of Religions	and world issues. express insights into their
	have an impact on how people	differing views of God on the lives of	and Beliefs upon individuals,	own and others' views on
live in a world of d		individuals and communities.	communities and societies varies.	questions and issues raised
religious and non-			interpret sources and arguments,	by religion and belief
Teachers need to relate the	learning outcomes to appropriate aspects	of the levels to the right, according to the age and	explaining the reasons that are used in different ways by different traditions to	consider the challenges of
ability of the pupils in their c	lasses. Devising specific "I can" statem	ents is recommended, following the planning process	provide answers to ultimate questions and	belonging to a religion in
on p.92. Level 7 and above	can be found on page 19.		ethical issues.	the contemporary world, expressing personal insights
			interpret the significance of different	and responses to these
		72	forms of religious spiritual and moral	challenges
			expression.	

		ngage pupils in enquiring into key questions	AT1: learning about	AT2: learning from
KS3	_	tudy of religion and belief, to promote their	religion and belief Level 4 Show understanding of religion, ap	religion and belief
	personal and spiritual development		others	pry lucas to themselves and
Theme		s: the key ideas and questions of meaning in	Pupils	Pupils
	•	including issues related to God, truth, the world,	use developing religious vocabulary to	raise and suggest
	human life, and life af	ter death.	describe and show understanding of	answers to questions and
Fields of	a) beliefs, teachings a	and sources e) questions of meaning, purpose	sources, practices, beliefs, ideas, feelings	issues raised by religion and belief.
Enquiry	and truth		and experiences.	apply their ideas relating to
Question	2. Dea	th: is it the end? Does it matter?	make links between them, and describe some similarities and differences both	their study of religion and
	Christianity	plus one religion; non-religious worldview	within and between religions.	belief to their own and other
Learning	Outcomes	Suggested Content	describe the impact of religion on	people"s lives.
Select from these, ba	lancing learning about	Teachers can select content from this column to	people"s lives.	describe what inspires
and learning from reli		help pupils achieve some of the learning outcomes	suggest meanings for a range of forms of	and influences themselves
Teachers will set up l	earning experiences	in the previous column. Teachers can use different	religious expression.	and others, in relation to religion and belief
that enable pupils to:		content as appropriate.	Level 5 Explain impact of religion and expr	
	t answers to questions	<ul> <li>reasons for belief in life after death:</li> </ul>	Pupils	Pupils
	oens when we die	<ul> <li>religious teachings on death</li> </ul>	use an increasingly wide religious	formulate and suggest
	sing appropriate	<ul> <li>ideas about life after death from different</li> </ul>	vocabulary to explain the impact of	answers to questions raised
	igious beliefs and	Christian traditions ie purgatory, heaven, hell	beliefs upon individuals and communities.	by religion and belief,
	life after death help	Muslim ideas about Paradise, akhirah and the	<b>describe</b> why people belong to religions.	relating them to their own
believers to mak	-	Day of Judgement	know that similarities and differences	and others' lives.
	r own reasoned insights;	Hindu ideas of reincarnation, samsara, karma,	illustrate distinctive beliefs within and	explain what inspires and
	valuate a range of	moksha;	between religions and suggest possible	influences them,
	nd authorities exploring	<ul> <li>Buddhist ideas of reincarnation and <i>nibbana</i>;</li> </ul>	reasons for this.	expressing their own and
the nature of life		<ul> <li>Sikh ideas of immortality of the soul, reincarnation</li> </ul>	explain how religious sources are used	others' views on the
	s, <b>expressing</b> their	and <i>mukhti</i>	to provide answers to ultimate questions	challenges of belonging to a
	ideas using a variety of	- Humanist ideas that this life is all there is, that the	and ethical issues, <b>recognising diversity</b> in forms of religious, spiritual and moral	religion.
forms of express		human person is annihilated at death, and so the	expression, within and between religions.	
iv. account for dive	•	only kind of immortality is by remembrance, which	Level 6 Accounts & beliefs, interpret, expre	ess insights, consider
	r death within Islam,	is limited	challenges	
	ifferent interpretations	<ul> <li>the effects of these beliefs on the lives of</li> </ul>	Pupils	Pupils
	wing Islam in the world	individuals and communities, eg impact of beliefs	use religious and philosophical vocabulary	use reasoning and
today		about rewards/punishments on moral choices,	to give informed accounts of Religions	examples to express
	nificance of religious	(including beliefs that may lead individuals to	and Beliefs, explaining the reasons for	insights into the
	s beliefs about life after	choose to kill others); and implications of believing	diversity within and between them	relationship between
death in contemp		that there is no judgement after death.	explain why the impact of Religions	beliefs, teachings and world issues.
	t groups, communities		and Beliefs upon individuals, communities	express insights into their
	luding their own views		and societies varies.	own and others' views on
religion and belief	nent Target 2, learning from		interpret sources and arguments,	questions and issues raised
			explaining the reasons that are used in	by religion and belief
Teachers need to relate th	e learning outcomes to appropri	ate aspects of the levels to the right, according to the age and	different ways by different traditions to	consider the challenges
ability of the pupils in their	classes. Devising specific "I ca	n" statements is recommended, following the planning process	provide answers to ultimate questions and ethical issues.	of belonging to a religion in
on p.92. Level / and abov	e can be found on page 19.		interpret the significance of different	the contemporary world,
		73	forms of religious spiritual and moral	expressing personal
			expression.	insights and responses to these challenges
				mese challenges

Kea	-	Nim: to engage pupils in enquiring into key	AT1: learning about religion and belief	AT2: learning from religion and belief
KS3	questions arising from the study of religion and belief, to promote their personal and spiritual development		Level 4 Show understanding of religion, ap others	
Theme	in Religions and the world, huma	<b>ncepts:</b> the key ideas and questions of meaning d Beliefs including issues related to God, truth, an life, and life after death	Pupils use developing religious vocabulary to describe and show understanding of	Pupils raise and suggest answers to questions and
Fields of Enquiry	a) beliefs, teach purpose and tru	nings and sources <b>e)</b> questions of meaning, uth	sources, practices, beliefs, ideas, feelings and experiences.	issues raised by religion and belief.
Question	3. Is there a	a purpose to life? Does life have meaning? (Christianity and an Eastern religion recommended); non-religious worldview.	make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on	apply their ideas relating to their study of religion and belief to their own and other people's lives.
Learning Out	comes	Suggested Content	people's lives.	describe what inspires
Select from these, balan about and learning from belief. Teachers will set	cing learning religion and	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers	suggest meanings for a range of forms of religious expression.	and influences themselves and others, in relation to religion and belief
experiences that enable		can use different content as appropriate.	Level 5 Explain impact of religion and expr Pupils	ess own views Pupils
<ul> <li>i. raise questions and answers about the r and the place of hun explaining the impa- views on how people</li> <li>interpret religious a sources and argume different responses as to the meaning ar</li> <li>iii. give reasons for the religious and non-rel worldviews, within th contemporary UK</li> </ul>	d suggest meaning of life meaning of life man beings, act of different e live nd non-religious nts, explaining that are given nd purpose of life development of igious e context of	<ul> <li>a range of views about the place and purpose of human beings, e.g.</li> <li>Western theistic tradition: human as created by God</li> <li>Eastern traditions, such as humans existing as emanation of the Ultimate (a spark of atman from Brahman)</li> <li>Existentialist philosophies, such as Sartre"s "Man makes himself" or Nihilist views on meaninglessness of life</li> <li>religious and non-religious texts expressing the purpose of human existence e.g. Islam – remembrance of God Qur"an 13:28-29</li> </ul>	use an increasingly wide religious vocabulary to <b>explain the impact of</b> <b>beliefs</b> upon individuals and communities. <b>describe</b> why people belong to religions. <b>know that similarities and differences</b> illustrate distinctive beliefs within and between religions and <b>suggest possible</b> <b>reasons</b> for this. <b>explain how religious sources</b> are used to provide answers to ultimate questions and ethical issues, <b>recognising diversity</b> in forms of religious, spiritual and moral expression, within and between religions <b>Level 6 Accounts &amp; beliefs, interpret, expre</b> <b>challenges</b>	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
<ul> <li>iv. evaluate the significant and non-religious and meaning of life, explaining insights and response</li> <li>Italic text relates to Attain learning from religion and</li> </ul>	swers to the ressing their own ses ment Target 2,	<ul> <li>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)</li> <li>the effects of these beliefs on the lives of individuals and communities</li> <li>consider the presentation of faith in contemporary media and explore the relationship between religious and secular views in the UK</li> </ul>	Pupils 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	Pupils 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
Teachers need to relate the learn ability of the pupils in their classes on p.92. Level 7 and above can b	s. Devising specific "I ca	iate aspects of the levels to the right, according to the age and an" statements is recommended, following the planning process	provide answers to ultimate questions and ethical issues. interpret the significance of different	and belief. consider the challenges of belonging to a religion
		74	forms of religious spiritual and moral expression	in the contemporary world, expressing personal insights and responses to these challenges

	Principal Aim: to eng	age pupils in enquiring into key questions	AT1: learning about	AT2: learning from
KS3 arising from the study of religion and beli	dy of religion and belief, to promote their	religion and belief	religion and belief	
	_	al and spiritual development	Level 4 Show understanding of religion, a	oply ideas to themselves and
Theme		the key ideas and questions of meaning in	others Pupils	Pupils
	Religions and Beliefs ir	ncluding issues related to God, truth, the	•	raise and suggest answers
	world, human life, and	life after death.	use developing religious vocabulary to describe and show understanding of	to questions and issues
Fields of Enquiry	a) beliefs, teachings ar	d sources e) questions of meaning, purpose	sources, practices, beliefs, ideas, feelings	raised by religion and belief.
	and truth	, , , , , , , , , , , , , , , , , , , ,	and experiences.	apply their ideas relating to
Question		Why is there suffering?	make links between them, and describe	their study of religion and belief to their own and other
		nity and Buddhism; Islam optional	some similarities and differences both within and between religions.	people's lives.
Learning	Outcomes	Suggested Content	describe the impact of religion on	describe what inspires and
	lancing learning about	Teachers can select content from this column	people"s lives.	influences themselves and
and learning from reli		to help pupils achieve some of the learning	suggest meanings for a range of forms	others, in relation to religion
•	earning experiences that	outcomes in the previous column. Teachers	of reliaious expression.	and belief
enable pupils to:	0.	can use different content as appropriate.	Level 5 Explain impact of religion and exp	
i. express their ow	n questions and	ways in which life events can provoke	Pupils	Pupils formulate and suggest
responses to ima	ges and accounts of	questions of meaning and purpose	use an increasingly wide religious	answers to questions raised
suffering		• questions raised by the experience of suffering,	vocabulary to <b>explain the impact of</b> <b>beliefs</b> upon individuals and communities.	by religion and belief,
ii. evaluate, using a	ppropriate vocabulary,	in relation to God, the world, human life and life	<b>describe</b> why people belong to religions.	relating them to their own
	iefs and teachings provide	after death	know that similarities and differences	and others' lives.
	oblem of suffering	<ul> <li>Christian explanations of the cause and</li> </ul>	illustrate distinctive beliefs within and	explain what inspires and
	explain how these beliefs	purpose of suffering, reflecting on the signify-	between religions and suggest possible	influences them,
	ect the lives of individuals	cance of the death and resurrection of Jesus	reasons for this.	expressing their own and
and communities		Christian responses to suffering	explain how religious sources are used	others' views on the challenges of belonging to a
iv. suggest reasons		- teachings about how Christians should	to provide answers to ultimate questions	religion.
	ne problem of suffering;	alleviate suffering, eg Matthew 25 v 31-46	and ethical issues, <b>recognising diversity</b> in forms of religious, spiritual and moral	. eg.e
	aluate a range of sources, ties which explore	<ul> <li>examples of Christians or Christian</li> <li>organisations who work to alleviate suffering</li> </ul>	expression within and between religions	
	problem of suffering,	Buddhist explanations of the cause of suffering	Level 6 Accounts & beliefs, interpret, expr	ess insights, consider
	own beliefs and feelings	as <i>dukkha</i> ; the three universal truths	challenges	Deveile
	forms of expression	Buddhist responses to suffering; the Noble	Pupils	Pupils use reasoning and
	<b>pare</b> Christian and	Eightfold Path; enlightenment	use religious and philosophical vocabulary to give informed accounts of Religions	examples to express
Buddhist beliefs a		ways in which Christian and Buddhist beliefs	and Beliefs, explaining the reasons for	insights into the relationship
	npare Muslim beliefs	about life after death affect their views on	diversity within and between them	between beliefs, teachings
	nses to suffering with other	suffering; resurrection, heaven, hell, purgatory;	explain why the impact of Religions	and world issues.
religious and non	-religious views,	nibbana	and Beliefs upon individuals,	express insights into their
	ghts into whether these	Muslim responses to suffering; examples of	communities and societies varies.	own and others' views on
	iews of human values and	Muslims or Muslim organisations who work to	interpret sources and arguments,	questions and issues raised by religion and belief
human rights		alleviate suffering	explaining the reasons that are used in	consider the challenges of
			different ways by different traditions to	belonging to a religion in
		aspects of the levels to the right, according to the age and	provide answers to ultimate questions and	the contemporary world,
on p92. Level 7 and above	can be found on page 19.	' statements is recommended, following the planning process	ethical issues.	expressing personal insights
			interpret the significance of different forms of religious spiritual and moral	and responses to these
		75		challenges

KS3	-	to engage pupils in enquiring into key	AT1: learning about religion and belief	AT2: learning from religion and belief
NJJ	questions arising from the study of religion and belief, to promote their personal and spiritual development		Level 4 Show understanding of religion, a others	
Theme	•	ts: the key ideas and questions of meaning in including issues related to God, truth, the d life after death.	Pupils use developing religious vocabulary to describe and show understanding of	Pupils raise and suggest answers to questions and issues
Fields of Enquiry		and sources <b>e)</b> questions of meaning,	sources, practices, beliefs, ideas, feelings and experiences.	raised by religion and belief. apply their ideas relating to their study of religion and
Question	5. '	Was Jesus, God on earth?	make links between them, and describe some similarities and differences both within and between religions.	belief to their own and other people's lives.
Learning O Select from these, bala		Suggested Content Teachers can select content from this	describe the impact of religion on people's lives.	describe what inspires and influences themselves and
and learning from religion Teachers will set up learning	on and belief.	column to help pupils achieve some of the learning outcomes in the previous column.	suggest meanings for a range of forms of religious expression. Level 5 Explain impact of religion and exp	others, in relation to religion and belief.
that enable pupils to:	5-1	Teachers can use different content as appropriate.	Pupils use an increasingly wide religious	Pupils formulate and suggest
<ul> <li>identify a number of key events in the life of Jesus and explain, using appropriate vocabulary, their meaning</li> </ul>		<ul> <li>passages from the Gospels which cast light on the identity of Jesus as the Son of God and their meaning for Christians</li> </ul>	vocabulary to <b>explain the impact of</b> <b>beliefs</b> upon individuals and communities. <b>describe</b> why people belong to religions. <b>know that similarities and differences</b>	answers to questions raised by religion and belief, relating them to their own and others' lives.
<ul> <li>for Christians today</li> <li>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</li> </ul>		today eg: – incarnation – God becoming human in the form of Jesus – baptism, temptations, transfiguration – death, resurrection and	<ul> <li>illustrate distinctive beliefs within and between religions and suggest possible reasons for this.</li> <li>explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral</li> </ul>	explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
-	ho Jesus was – and	<ul> <li>ascension</li> <li>key terms and their importance to</li> </ul>	expression, within and between reliaions. Level 6 Accounts & beliefs, interpret, expr challenges	ess insights, consider
is – for Christians today (ie Jesus as a historical figure and a figure of faith). Italic text relates to Attainment Target 2, learning from religion and belief		<ul> <li>believers – incarnation, messiah, resurrection, ascension, sin, sacrifice, atonement, salvation</li> <li>key stories and teachings of Jesus</li> </ul>	Pupils use religious and philosophical vocabulary to <b>give informed accounts</b> of Religions and Beliefs, <b>explaining the reasons for</b> <b>diversity</b> within and between them	Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings
Teachers need to relate the lear ability of the pupils in their class on p.92. Level 7 and above can	es. Devising specific "I can"	aspects of the levels to the right, according to the age and statements is recommended, following the planning process	explain why the impact of Religions and Beliefs upon individuals, communities and societies varies.	and world issues. express insights into their own and others' views on questions and issues raised
		76	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	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		pupils in enquiring into key questions	AT1: learning about religion and belief	AT2: learning from religion and belief
NJJ	<b>KS3</b> arising from the study of religion and belief, to promote their personal and spiritual development		Level 4 Show understanding of religion, a	
Theme	Beliefs and concepts: the key ideas and questions of meaning in		others Pupils	Pupils
	-	ing issues related to God, truth, the	use developing religious vocabulary to	raise and suggest answer
	world, human life, and life a	fter death.	describe and show understanding of	to questions and issues
Fields of Enquiry		urces <b>d)</b> questions of identity, diversity	sources, practices, beliefs, ideas, feelings	raised by religion and belie
	and belonging		and experiences.	apply their ideas relating t
Question	6. What does the Holoca	ust teach us about Jewish ways of life	make links between them, and describe some similarities and differences both	their study of religion and belief to their own and othe
	and a	about human nature?	within and between religions.	people's lives.
Learn	ing Outcomes	Suggested Content	describe the impact of religion on	describe what inspires ar
	alancing learning about and	Teachers can select content from this	people's lives.	influences themselves and
	n and belief. Teachers will	column to help pupils achieve some of	suggest meanings for a range of forms	others, in relation to religion and belief.
•	eriences that enable pupils	the learning outcomes in the previous	of religious expression. Level 5 Explain impact of religion and exp	
0:		column. Teachers can use different	Pupils	Pupils
		content as appropriate.	use an increasingly wide religious	formulate and suggest
i. explain key con	cepts of Israel, Torah,	key Jewish concepts, such as	vocabulary to explain the impact of	answers to questions raise
covenant		Israel, Torah, covenant	beliefs upon individuals and communities.	by religion and belief, relating them to their ow
ii. make links betv	veen Jewish ways of life and	Jewish responses to Holocaust	<b>describe</b> why people belong to religions.	and others' lives.
Jewish response	es to the Holocaust	stories of how some Jews	know that similarities and differences illustrate distinctive beliefs within and	explain what inspires and
iii. express their ov	vn thoughtful responses to	maintained their religious rituals in	between religions and suggest possible	influences them,
the Holocaust a	nd articulate their views about	the face of the Holocaust	reasons for this.	expressing their own and
the nature of ev	il i		explain how religious sources are used	others' views on the
	t ways of explaining the flaw	different Jewish responses to the	to provide answers to ultimate questions	challenges of belonging to
in human nature	e, e.g. sin and the Fall,	Holocaust	and ethical issues, <b>recognising diversity</b>	religion.
ignorance		religious notions of the origin,	in forms of religious, spiritual and moral expression, within and between religions.	
	explanations for the human	nature and purpose of suffering and	Level 6 Accounts & beliefs, interpret, expr	ess insights, consider
	eatness and atrocity	evil	challenges	<b>U</b>
	and creative insights to the	religious responses to suffering and	Pupils	Pupils
	as flawed, <b>making links</b> with	evil.	use religious and philosophical vocabulary	use reasoning and
their own experi	ences.		to give informed accounts of Religions	examples to express
			and Beliefs, <b>explaining the reasons for</b> <b>diversity</b> within and between them.	insights into the relationsh between beliefs, teachings
	inment Target 2, learning from			and world issues.
religion and belief			explain why the impact of Religions and Beliefs upon individuals,	express insights into their
reachers need to relate the ability of the pupils in their c	learning outcomes to appropriate aspec	ts of the levels to the right, according to the age and ments is recommended, following the planning process	communities and societies varies.	own and others' views or
on p.92. Level 7 and above			interpret sources and arguments,	questions and issues raise
			explaining the reasons that are used in	by religion and belief. consider the challenges of
			different ways by different traditions to	belonging to a religion in
			provide answers to ultimate questions and	the contemporary world,
			ethical issues.	expressing personal insigh
			interpret the significance of different	and responses to these
		77	forms of religious spiritual and moral	challenges.

KS3		age pupils in enquiring into key questions dy of religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
NOU	personal and spiritual development		Level 4 Show understanding of religion, a others	oply ideas to themselves and
Theme Fields of Enquiry	purpose.	issues of truth, explanation, meaning and neaning <b>e)</b> questions of meaning, purpose	Pupils use developing religious vocabulary to describe and show understanding of	Pupils raise and suggest answers to questions and issues
Question		e and religion tell us about the universe, world and life? nity plus non-religious worldview	sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe</b> <b>some similarities and differences</b> both	raised by religion and belief. <b>apply their ideas</b> relating to their study of religion and belief to their own and other people's lives.
Learnin	g Outcomes	Suggested Content	within and between religions. describe the impact of religion on	describe what inspires and
and learning from re	learning experiences	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.	people's lives. <b>suggest meanings</b> for a range of forms of religious expression. <b>Level 5 Explain impact of religion and exp</b> Pupils	Pupils
the Biblical and how the universi- ii. <b>ask and sugge</b> <b>questions</b> of <i>n</i> <i>truth arising fro</i> <i>scientific accou</i> <i>and life began</i> iii. <b>interpret</b> the G literal and critic	est answers to neaning, purpose and om religious and unts of how the world senesis account from a	<ul> <li>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</li> <li>the different ways Christians interpret the Genesis accounts e.g. literal and critical approaches</li> <li>the compatibility of Biblical and scientific accounts of how the universe and life began</li> <li>impact of beliefs about origins on the way people live today</li> </ul>	<ul> <li>use an increasingly wide religious</li> <li>vocabulary to explain the impact of</li> <li>beliefs upon individuals and communities.</li> <li>describe why people belong to religions.</li> <li>know that similarities and differences</li> <li>illustrate distinctive beliefs within and</li> <li>between religions and suggest possible</li> <li>reasons for this.</li> <li>explain how religious sources are used</li> <li>to provide answers to ultimate questions</li> <li>and ethical issues, recognising diversity</li> <li>in forms of religious, spiritual and moral</li> <li>expression. within and between religions.</li> </ul>	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. ess insights, consider
may affect the world and live Italic text relates to Atta- religion and belief Teachers need to relate the ability of the pupils in their		•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.	challengesPupilsuse religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between themexplain 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	Pupils 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	-	gage pupils in enquiring into key questions udy of religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
<b>N33</b>	personal and spiritual development		Level 4 Show understanding of religion, a others	
Theme		ources of authority and how they inform	Pupils	Pupils
	believers" lives.		use developing religious vocabulary to	raise and suggest answers
Fields of Enquiry	a) beliefs, teachings a	and sources <b>d)</b> questions of identity, diversity	describe and show understanding of	to questions and issues
	and belonging		sources, practices, beliefs, ideas, feelings	raised by religion and belief.
Question	8. What is tr	uth? How do we know what is true?	and experiences. make links between them, and describe	apply their ideas relating to their study of religion and
		religions, including at least one Eastern worldview.	some similarities and differences both	belief to their own and other
	Outcomes	Suggested Content	within and between religions.	people <sup>®</sup> s lives.
	lancing learning about	Teachers can select content from this column	describe the impact of religion on	describe what inspires and
and learning from relig		to help pupils achieve some of the learning	people's lives.	influences themselves and others, in relation to religion
Teachers will set up le	earning experiences	outcomes in the previous column. Teachers	suggest meanings for a range of forms of religious expression.	and belief.
that enable pupils to:	nte en fant anining	can use different content as appropriate.	Level 5 Explain impact of religion and exp	
-	nts as fact, opinion,	• ways of knowing – knowing through the	Pupils	Pupils
belief	rtance of interpretation	mind (reason); knowing through experience	use an increasingly wide religious	formulate and suggest
ii. <b>explain</b> the impo in fact, opinion a	ortance of interpretation	(senses); knowing through the heart	vocabulary to explain the impact of	answers to questions raised by religion and belief,
	ey believe is true <b>and</b>	(intuition)	beliefs upon individuals and communities.	relating them to their own
how they know t		• different types of truth (e.g. fact, opinion,	describe why people belong to religions. know that similarities and differences	and others' lives.
	rence between literal	belief), how they are interpreted and their	illustrate distinctive beliefs within and	explain what inspires and
	th using examples	value	between religions and suggest possible	influences them,
	ferent interpretations	• different ways in which the "truth" is	reasons for this.	expressing their own and
-	give of a Biblical text	expressed (e.g. as fact, poetry, myth,	explain how religious sources are used to provide answers to ultimate questions	others' views on the challenges of belonging to a
e.g. feeding of th	-	analogy etc) and why	and ethical issues, recognising diversity	religion.
	logy to identify the	how different faiths and non-religious	in forms of religious, spiritual and moral	
three viewpoints		worldviews express their truths	expression. within and between religions.	· · · · · · · · · · · · · · · · · · ·
	rities and differences	• the diverse ways in which Christians	Level 6 Accounts & beliefs, interpret, expr challenges	ess insights, consider
	en different religious	interpret the Bible (e.g. literal, metaphorical,	Pupils	Pupils
	account for these	critical interpretations)	use religious and philosophical vocabulary	use reasoning and
differences	1.1100	<ul> <li>comparison between western and eastern worldviews, recognising similarities and</li> </ul>	to give informed accounts of Religions	examples to express
	rities and differences	differences within and between Abrahamic	and Beliefs, explaining the reasons for	insights into the relationship
	s and non-religious	monotheistic faiths, and those within and	diversity within and between them.	between beliefs, teachings and world issues.
views.			explain why the impact of Religions	express insights into their
Italic text relates to At	tainmant Target 2	between eastern worldviews, such theistic and non-theistic Hindu beliefs, and non-	and Beliefs upon individuals, communities and societies varies.	own and others' views on
learning from religion	0	theistic Buddhist beliefs.		questions and issues raised
			interpret sources and arguments, explaining the reasons that are used in	by religion and belief.
Teachers need to relate the	learning outcomes to appropriate	e aspects of the levels to the right, according to the age and	different ways by different traditions to	consider the challenges of belonging to a religion in
ability of the pupils in their cl	asses. Devising specific "I can	" statements is recommended, following the planning process	provide answers to ultimate questions and	the contemporary world,
on p.92. Level 7 and above	can be found on page 19.		ethical issues.	expressing personal insights
		79	interpret the significance of different forms of religious spiritual and moral	and responses to these
		79		challenges.

KS3	-	engage pupils in enquiring into key rom the study of religion and belief, to	AT1: learning about religion and belief	AT2: learning from religion and belief
NOU	promote their personal and spiritual development		Level 4 Show understanding of religion, a	pply ideas to themselves and
		rces of authority and how they inform	others       Pupils	Pupils raise and suggest answers
Fields of Enquiry a		d sources <b>f)</b> questions of values and	use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings	to questions and issues raised by religion and belief.
Question	9. Do the teachir	ngs of Jesus stand the test of time?	and experiences. make links between them, and describe some similarities and differences both	apply their ideas relating to their study of religion and belief to their own and other
· -	t of the teaching of of Christians in ess, justice, love, <b>g their own insights</b> e of these values for <b>d suggest answers</b> justice, love and em to their own and	Suggested ContentTeachers 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.• 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.	<ul> <li>within and between religions.</li> <li>describe the impact of religion on people's lives.</li> <li>suggest meanings for a range of forms of religious expression.</li> <li>Level 5 Explain impact of religion and exp</li> <li>Pupils</li> <li>use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities.</li> <li>describe why people belong to religions.</li> <li>know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.</li> <li>explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity</li> </ul>	people's lives. describe what inspires and influences themselves and others, in relation to religion and belief ress own views Pupils 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.
Italic text relates to Attainment religion and belief Teachers need to relate the learn ability of the pupils in their classe on p.92. Level 7 and above can l	ning outcomes to appropriate aspective. The second s	bects of the levels to the right, according to the age and atements is recommended, following the planning process	<ul> <li>in forms of religious, spiritual and moral expression, within and between religions.</li> <li>Level 6 Accounts &amp; beliefs, interpret, expression, within and between religions.</li> <li>Level 6 Accounts &amp; beliefs, interpret, expression, within and between religions and Beliefs, explaining the reasons for diversity within and between them.</li> <li>explain why the impact of Religions and Beliefs upon individuals, communities and societies varies.</li> <li>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.</li> <li>interpret the significance of different forms of religious spiritual and moral</li> </ul>	ess insights, consider Pupils 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		-	engage pupils in enquiring into key om the study of religion and belief, to	AT1: learning about religion and belief	AT2: learning from religion and belief
			rsonal and spiritual development	Level 4 Show understanding of religion, a others	pply ideas to themselves and
Theme			ality: how and why human self	Pupils	Pupils
		• •	eriences are expressed in a variety of	use developing religious vocabulary to	raise and suggest answers
		forms		describe and show understanding of	to questions and issues
Fields of Enquiry			neaning <b>d)</b> questions of identity,	sources, practices, beliefs, ideas, feelings and experiences.	raised by religion and belief. apply their ideas relating to
Owentien		diversity and belonging	and the home and there are home and	make links between them, and describe	their study of religion and
Question			ean to be human? How do humans	some similarities and differences both	belief to their own and other
			eir spirituality? (Part 1 of 2) ns (Christianity plus one other)	within and between religions.	people's lives. describe what inspires and
l ear	rning O	utcomes	Suggested Content	describe the impact of religion on people's lives.	influences themselves and
		ng learning about and	Teachers can select content from this	suggest meanings for a range of forms	others, in relation to religion
		belief. Teachers will set	column to help pupils achieve some of	of reliaious expression.	and belief.
up learning experie			the learning outcomes in the previous	Level 5 Explain impact of religion and exp	
			column. Teachers can use different	Pupils	Pupils formulate and suggest
			content as appropriate.	use an increasingly wide religious vocabulary to <b>explain the impact of</b>	answers to questions raised
i. express creat	tivelv ur	nderstanding of what	Human spirituality; how religious beliefs	beliefs upon individuals and communities.	by religion and belief,
		luating how such	and spirituality are expressed through	describe why people belong to religions.	relating them to their own
	-	affect the way people	art, music, narrative, architecture,	know that similarities and differences	and others' lives.
live their lives	,		worship and activism.	illustrate distinctive beliefs within and	explain what inspires and influences them,
	tivelv th	eir own sense of the	human nature – human potential.	between religions and suggest possible reasons for this.	expressing their own and
-	-	hat which is of worth	What is a human being? (body, mind,	explain how religious sources are used	others' views on the
and value in th			spirit)	to provide answers to ultimate questions	challenges of belonging to a
		sic, poetry, text to	contemporary ways in which human	and ethical issues, recognising diversity	religion.
-		lections on key	spirituality is expressed	in forms of religious, spiritual and moral	
		God; incarnation;	<ul> <li>some ways in which Christians</li> </ul>	Level 6 Accounts & beliefs, interpret, expr	ess insights, consider
salvation	· ·		express their beliefs, desires, hopes	challenges	
iv. explain the sy	ymbolis	m of selected	and devotion to God: eg art,	Pupils	Pupils
		ikh artefacts/images;	architecture, poetry, literature, music,	use religious and philosophical vocabulary	use reasoning and examples to express
v. interpret repre	esentatio	ons from different	worship, activism	to <b>give informed accounts</b> of Religions and Beliefs, <b>explaining the reasons for</b>	insights into the relationship
cultures of Ch	ristian b	eliefs in art, poetry,	<ul> <li>the meaning of symbols which</li> </ul>	diversity within and between them	between beliefs, teachings
music, literatu	re, medi	a	express Buddhist beliefs and spirituality	explain why the impact of Religions	and world issues.
vi. analyse and i			e.g. the Tibetan wheel of Life, the lotus,	and Beliefs upon individuals,	express insights into their own and others' views on
0		, a mandala and other	Buddha images and use of these as	communities and societies varies.	questions and issues raised
items used in	meditati	on and <i>reflect</i> on the	aids to reflection on students" own lives	interpret sources and arguments,	by religion and belief
		for reflection and		explaining the reasons that are used in different ways by different traditions to	consider the challenges of
expression of	deeper	values	Continued	provide answers to ultimate questions and	belonging to a religion in
				ethical issues.	the contemporary world, expressing personal insights
			81	interpret the significance of different	and responses to these
				forms of religious spiritual and moral	challenges

	K63	-	n: to engage pupils in enquiring into key	AT1: learning about religion and belief	AT2: learning from religion and belief
	KS3 questions arising from the study of religion and belief, to promote their personal and spiritual development		Level 4 Show understanding of religion, apply ideas to themselves and others		
Theme		-	spirituality: how and why human self d experiences are expressed in a variety of	Pupils use developing religious vocabulary to	Pupils raise and suggest answers to questions and issues
Fields	of Enquiry		sing meaning <b>d)</b> questions of identity, nging	describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.	raised by religion and belief. apply their ideas relating to their study of religion and
Questio	on	expre	es it mean to be human? How do humans ess their spirituality? (Part 2 of 2) religions (Christianity plus one other)	make links between them, and describe some similarities and differences both within and between religions. describe the impact of religion on	belief to their own and other people's lives. describe what inspires and
	Learning Outc	omes	Suggested Content	people"s lives.	influences themselves and
	rom these, balancir		Teachers can select content from this column	suggest meanings for a range of forms of religious expression.	others, in relation to religion and belief.
	rning from religion a		to help pupils achieve some of the learning	Level 5 Explain impact of religion and exp	
	rs will set up learnir able pupils to	ng experiences	outcomes in the previous column. Teachers	Pupils	Pupils formulate and suggest
vii. inte wo /iii. exj as con ix. use ref val x. inte	<ul> <li>worship, art, music, dance</li> <li>viii. explain the 5 Ks and their significance as Sikh symbols of inward belief and commitment</li> <li><i>ix.</i> use art, music, poetry, text creatively to express personal reflections on key Sikh beliefs and values</li> <li>x. interpret Hindu stories and scriptures about the human condition, explaining Hindu beliefs about karma, samsara and ideas of the soul/atman</li> <li>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</li> </ul>		<ul> <li>can use different content as appropriate.</li> <li>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</li> <li>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</li> <li>some ways in which Hindus express their</li> </ul>	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 others' vie	-
Hir			beliefs through art, architecture, literature, dance, worship etc	challenges Pupils	Pupils
xi. ex bel in c pe inc rac an			some ways in which Muslims express their beliefs and understanding of God e.g. art, architecture, actions – ritual and activism	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	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
of the pupils in their classes. Devising specific "I can" statements is recommended, following the pla Level 7 and above can be found on page 92.			nents is recommended, following the planning process on p.88.	ethical issues. <b>interpret the significance</b> of different forms of religious spiritual and moral expression.	the contemporary world, expressing personal insights and responses to these challenges.

	KS3		ils in enquiring into key questions igion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
		personal and spiritual development		Level 4 Show understanding of religion, a	pply ideas to themselves and
Th	eme		stions and influences that inform	others Pupils	Pupils
			ding forgiveness and issues of good	use developing religious vocabulary to	raise and suggest answers
		and evil.		describe and show understanding of	to questions and issues
Fie	elds of Enquiry	a) beliefs, teachings and source	s f) questions of values and	sources, practices, beliefs, ideas, feelings	raised by religion and belief. apply their ideas relating to
<u></u>		commitments		and experiences. make links between them, and describe	their study of religion and
Q	lestion		and wrong – how do I decide?	some similarities and differences both	belief to their own and other
			rt 1 of 2) ristianity plus one other)	within and between religions.	people's lives. describe what inspires and
	Learr	ning Outcomes	Suggested Content	describe the impact of religion on people's lives.	influences themselves and
Se		Incing learning about and learning	Teachers can select content from	suggest meanings for a range of forms	others, in relation to religion
		. Teachers will set up learning	this column to help pupils achieve	of religious expression.	and belief
	periences that enable		some of the learning outcomes in the	Level 5 Explain impact of religion and exp Pupils	Pupils
			previous column. Teachers can use	use an increasingly wide religious	formulate and suggest
-			different content as appropriate.	vocabulary to explain the impact of	answers to questions raised
i.		bulary to explain the difference	<ul> <li>key terms: ethics, morality,</li> </ul>	beliefs upon individuals and communities.	by religion and belief,
		and relative morality	absolute morality, relative morality	<b>describe</b> why people belong to religions.	relating them to their own and others' lives.
ii.		between what people believe and	• how beliefs, values and principles	know that similarities and differences illustrate distinctive beliefs within and	explain what inspires and
	how they behave, <i>making a connection</i> with their own beliefs and behaviour		act as a guide for moral decision- making	between religions and suggest possible	influences them,
iii.		son"s religious beliefs affects	where people get their moral values	reasons for this.	expressing their own and
		and actions and identify the	from e.g. society, family, conscience,	explain how religious sources are used	others' views on the challenges of belonging to a
	challenges of follo		religion	to provide answers to ultimate questions and ethical issues, <b>recognising diversity</b>	religion.
iv.		es of moral authority for	how Christians and Buddhists or	in forms of religious, spiritual and moral	
	Christians, Sikhs a	and Buddhists, <i>analysing their</i>	Sikhs decide what is right and wrong:	expression. within and between religions.	<b></b>
		o their own sources of authority;	a. teachings of Jesus, Guru Nanak	Level 6 Accounts & beliefs, interpret, expr challenges	ess insights, consider
۷.		lemma faced by a Christian and	and Buddha	Pupils	Pupils
		s person might do if guided by the	b. teachings of the Church and	use religious and philosophical vocabulary	use reasoning and
<i></i> i	teaching of Jesus	and another religious response to	advice from adherents from Buddhism and Sikhism	to give informed accounts of Religions	examples to express
vi.		and another religious response to mporary moral issue, <i>expressing</i>	codes for living in Christianity and	and Beliefs, explaining the reasons for	insights into the relationship between beliefs, teachings
	their own reasone		at least one other religion and how	diversity within and between them	and world issues.
vii.		<b>/ocabulary</b> to outline the Sikh	these principles are applied to	explain why the impact of Religions and Beliefs upon individuals,	express insights into their
	principles for living and explain how these		everyday living and social and global	communities and societies varies.	own and others' views on
	originate in their b	· ·	issues.	interpret sources and arguments,	questions and issues raised by religion and belief
viii.		bulary to explain the difference		explaining the reasons that are used in	consider the challenges of
	between absolute	and relative morality	Continued	different ways by different traditions to provide answers to ultimate questions and	belonging to a religion in
				ethical issues.	the contemporary world,
			83	interpret the significance of different	expressing personal insights and responses to these
			05	forms of religious spiritual and moral	challenges

KS3	-	engage pupils in enquiring into key questions study of religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
NOU	<u> </u>	onal and spiritual development	Level 4 Show understanding of religion, a others	oply ideas to themselves and
Theme		ships: questions and influences that inform	Pupils	Pupils
	ethical and moral ch and evil.	oices, including forgiveness and issues of good	use developing religious vocabulary to describe and show understanding of	raise and suggest answers to questions and issues
Fields of Enquiry	a) beliefs, teachings commitments	and sources <b>f)</b> questions of values and	sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe</b>	raised by religion and belief. <b>apply their ideas</b> relating to their study of religion and
Question		bad; right and wrong – how do I decide? 2)Two religions (Christianity plus one other).	some similarities and differences both within and between religions.	belief to their own and other people's lives.
Learning	Outcomes	Suggested Content	describe the impact of religion on	describe what inspires and
Select from these, balan and learning from religio will set up learning expe	on and belief. Teachers	Teachers can select content from this column to help pupils achieve some of the learning outcomes in the previous column. Teachers can use different	people's lives. suggest meanings for a range of forms of religious expression. Level 5 Explain impact of religion and exp	influences themselves and others, in relation to religion and belief ress, own views
pupils to:		content as appropriate.	Pupils	Pupils
<ul> <li>believe and how t</li> <li>a connection wit</li> <li>and behaviour</li> <li>x. explain how a pe</li> <li>beliefs affects the</li> <li>actions and identi</li> <li>following a moral</li> <li>xi. identify the source</li> <li>for Christians, Sik</li> <li>analysing their w</li> <li>their own sources</li> </ul>	ir ethical views and fy the challenges of code ces of moral authority ths and Buddhists, value in relation to s of authority	<ul> <li>Christianity:</li> <li>Teachings of Jesus: Sermon on the Mount (Matthew 5-7)</li> <li>Two Great Commandments (Matthew 22:36-39)</li> <li>The Golden Rule (Matthew 7:12) Sheep and the Goats (Matthew 25:31-46).</li> <li>Sikhism:</li> <li>meditation on God"s name (Nam Japna); honest work (Kirat Karna); sharing (Vand Chhakna); service to others regardless of colour, caste, class or creed (Sewa);</li> </ul>	use an increasingly wide religious vocabulary to <b>explain the impact of</b> <b>beliefs</b> upon individuals and communities. <b>describe</b> why people belong to religions. <b>know that similarities and differences</b> illustrate distinctive beliefs within and between religions and <b>suggest possible</b> <b>reasons</b> for this. <b>explain how religious sources</b> are used to provide answers to ultimate questions and ethical issues, <b>recognising diversity</b> in forms of religious, spiritual and moral expression, within and between religions. <b>Level 6 Accounts &amp; beliefs, interpret, expr</b>	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.
<ul> <li>outline a moral dilemma faced by a Christian and suggest what this person might do if guided by the teaching of Jesus</li> </ul>		obeying God <sup>*</sup> s will <b>Buddhism:</b> • The Noble Eightfold Path and the Five Moral Precepts	challenges         Pupils         use religious and philosophical vocabulary         to give informed accounts of Religions	Pupils use reasoning and examples to express
<ul> <li>identify Christian and another religious response to at least one contemporary moral issue, <i>expressing their own</i> <i>reasoned views</i></li> <li>use appropriate vocabulary to outline the Sikh principles for living and <i>explain how</i> these originate in their beliefs about God</li> </ul>		<ul> <li>Islam:</li> <li>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)</li> </ul>	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	<ul> <li>insights into the relationship between beliefs, teachings and world issues.</li> <li>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</li> </ul>
Teachers need to relate the le of the pupils in their classes. Level 7 and above can be fou	Devising specific "I can" stat	e aspects of the levels to the right, according to the age and ability ements is recommended, following the planning process on p.92.	ethical issues. interpret the significance of different forms of religious spiritual and moral expression.	the contemporary world, expressing personal insights and responses to these challenges

KS3		pal Aim: to engage pupils in enquiring into key ns arising from the study of religion and belief, to	AT1: learning about religion and belief	AT2: learning from religion and belief
N33	-	note their personal and spiritual development	Level 4 Show understanding of religion, a	
Theme	-	responsibilities: what Religions and Beliefs say about	others Pupils	Pupils
	human right	s and responsibilities, social justice and citizenship.	use developing religious vocabulary to	raise and suggest answers
Fields of Enquiry	b) practices	and ways of life <b>f)</b> questions of values and	describe and show understanding of	to questions and issues
	commitmen	ts	sources, practices, beliefs, ideas, feelings	raised by religion and belief.
Question	12. How do	beliefs about justice, love and equality motivate	and experiences.	apply their ideas relating to their study of religion and
		of religious and non-religious people today?	make links between them, and describe some similarities and differences both	belief to their own and other
	Recommen	d two religions from Christianity, Buddhism and Sikhism; non-	within and between religions.	people <sup>"</sup> s lives.
Learning Outco		religious worldview. (Part 1 of 2) Suggested Content	describe the impact of religion on	describe what inspires and influences themselves and
		Teachers can select content from this column to help	people's lives.	others, in relation to religion
Select from these,	•	pupils achieve some of the learning outcomes in the	suggest meanings for a range of forms of religious expression.	and belief
learning about and learning religion and belief. Tea	•	previous column. Teachers can use different content	Level 5 Explain impact of religion and exp	ress own views
set up learning experie		as appropriate.	Pupils	Pupils
enable pupils to:	nces inai	as appropriate.	use an increasingly wide religious	formulate and suggest
i. explain how individu	ale have	the meaning of "justice"	vocabulary to explain the impact of	answers to questions raised by religion and belief,
been motivated by th		• the teachings of Jesus on justice – e.g. the Sermon	<b>beliefs</b> upon individuals and communities. <b>describe</b> why people belong to religions.	relating them to their own
and non-religious be	•	on the Mount: Matthew 5:38-39; Matthew 5:44. The	know that similarities and differences	and others' lives.
values		adulterous woman (John 8:4-7)	illustrate distinctive beliefs within and	explain what inspires and
ii. <b>identify</b> the key belie	ofe/	• the injustices that Martin Luther King and/or Oscar	between religions and suggest possible	influences them,
teachings which have		Romero and/or Desmond Tutu and/or Camilo Torres	reasons for this.	expressing their own and others' views on the
iii. motivated these indiv		sought to address, how Christian teachings motivated	explain how religious sources are used to provide answers to ultimate questions	challenges of belonging to a
iv. evaluate the effective		their actions, both the non-violent responses and	and ethical issues, recognising diversity	religion.
actions of these indiv		Torres" argument for violent resistance	in forms of religious, spiritual and moral	
v. express insights, u		• evaluation of how successful they were and whether	expression, within and between religions. Level 6 Accounts & beliefs, interpret, expr	ess insights consider
reasoned argument	-	their methods would be effective in today's society	challenges	ess maignes, consider
link between rights a		• what human rights are - their use and abuse in the	Pupils	Pupils
responsibilities		world today, the link between rights and	use religious and philosophical vocabulary	use reasoning and
vi. evaluate the releval	nce of	responsibilities	to give informed accounts of Religions	examples to express insights into the relationship
Jesus" teaching on ju	istice/	• the impact Buddhist teachings, such as the Noble	and Beliefs, <b>explaining the reasons for</b> <b>diversity</b> within and between them	between beliefs, teachings
Buddhist teaching on right		Eightfold Path and the Five Moral precepts, have on		and world issues.
action/Sikh teaching on unselfish		the way Buddhists view human rights both individually	explain why the impact of Religions and Beliefs upon individuals,	express insights into their
service to their own lives and life		and corporately	communities and societies varies.	own and others' views on
today.			interpret sources and arguments,	questions and issues raised by religion and belief
			explaining the reasons that are used in	consider the challenges of
Italic text relates to Attainme			different ways by different traditions to	belonging to a religion in
learning from religion and be	elief		provide answers to ultimate questions and ethical issues.	the contemporary world,
			interpret the significance of different	expressing personal insights and responses to these
		85	forms of religious spiritual and moral	challenges

KS3		to engage pupils in enquiring into key questions	AT1: learning about religion and belief	AT2: learning from religion and belief
NJJ	_	the study of religion and belief, to promote their personal and spiritual development	Level 4 Show understanding of religion, a others	
Theme		oonsibilities: what Religions and Beliefs say about	Pupils	Pupils
	human rights and responsibilities, social justice and citizenship.		use developing religious vocabulary to	raise and suggest answer
Fields of Enquiry	b) practices and ways of life <b>f</b> ) questions of values and		describe and show understanding of	to questions and issues
······	<ul> <li>b) practices and ways of life f) questions of values and commitments</li> </ul>		sources, practices, beliefs, ideas, feelings	raised by religion and belie
Question		eliefs about justice, love and equality motivate the	and experiences.	apply their ideas relating t
		igious and non-religious people today? (Part 2 of 2)	make links between them, and describe	their study of religion and belief to their own and othe
		o religions from Christianity, Buddhism and Sikhism; non-	some similarities and differences both within and between religions.	people's lives.
		religious worldview.	describe the impact of religion on	describe what inspires ar
Learning O	utcomes	Suggested Content	people's lives.	influences themselves an
Select from these, b	alancing learning	Teachers can select content from this column to	suggest meanings for a range of forms	others, in relation to religion
about and learning f		help pupils achieve some of the learning outcomes	of reliaious expression.	and belief
pelief. Teachers will	5	in the previous column. Teachers can use different	Level 5 Explain impact of religion and exp	T Contraction of the second
experiences that ena		content as appropriate.	Pupils	Pupils
		the human rights abuses Aung San Suu Kyi or the	use an increasingly wide religious	formulate and suggest answers to questions raise
Continued from p	revious nade	Dalai Lama have fought against, how their Buddhist	vocabulary to explain the impact of beliefs upon individuals and communities.	by religion and belief,
Continued from p	nevious page	beliefs have influenced their non-violent protest	<b>describe</b> why people belong to religions.	relating them to their own
		<ul> <li>the teachings of the gurus and contemporary Sikhs</li> </ul>	know that similarities and differences	and others' lives.
		about equality, unselfish service (sewa) and human	illustrate distinctive beliefs within and	explain what inspires and
			between religions and suggest possible	influences them,
		rights	reasons for this.	expressing their own and others' views on the
		• how these teachings are put into practice by Sikhs	explain how religious sources are used	challenges of belonging to
		e.g.	to provide answers to ultimate questions and ethical issues, <b>recognising diversity</b>	religion.
		equality of women; the langar meal, Gurdwara open	in forms of religious, spiritual and moral	
		to all, the development of the town of Kartarpur	expression, within and between religions.	
		Humanist ethics, arising from use of reason and	Level 6 Accounts & beliefs, interpret, expr	ess insights, consider
		human codes of conduct, based on dignity and	challenges	Dupile
		equality of human life and the golden rule of treating	Pupils	Pupils use reasoning and
		others as you would want to be treated.	use religious and philosophical vocabulary to give informed accounts of Religions	examples to express
			and Beliefs, explaining the reasons for	insights into the relationsh
			diversity within and between them	between beliefs, teachings
			explain why the impact of Religions	and world issues.
			and Beliefs upon individuals,	express insights into thei
			communities and societies varies.	own and others' views on questions and issues raised
			interpret sources and arguments,	by religion and belief
			explaining the reasons that are used in	consider the challenges of
			different ways by different traditions to	belonging to a religion in
Teachers need to relate the		propriate aspects of the levels to the right, according to the age and ability	provide answers to ultimate questions and ethical issues.	the contemporary world,
	Devising energific "Leon	" statements is recommended, following the planning process on p.92.		expressing personal insight
		statements is recommended, following the planning process on p.52.	interpret the significance of different	and responses to these

KS3		age pupils in enquiring into key questions dy of religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
person		al and spiritual development	Level 4 Show understanding of religion, ap others	oply ideas to themselves and
Theme	Global issues: what religions say about health, wealth, war.		Pupils	Pupils
Fields of Enquiry	<ul> <li>b) practices and ways o belonging</li> </ul>	f life <b>d)</b> questions of identity, diversity and	use developing religious vocabulary to describe and show understanding of	raise and suggest answers to questions and issues
Question	-	s believers be greener than non-religious people? At least one religion.	sources, practices, beliefs, ideas, feelings and experiences. make links between them, and describe some similarities and differences both	raised by religion and belief. <b>apply their ideas</b> relating to their study of religion and belief to their own and other
Learning	g Outcomes	Suggested Content	within and between religions.	people's lives.
and learning from re	learning experiences	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.	describe the impact of religion on people's lives. suggest meanings for a range of forms of religious expression.	describe what inspires and influences themselves and others, in relation to religion and belief
		•religious teachings about humanity"s	Level 5 Explain impact of religion and exp Pupils	
<ul> <li>i. explain some key religious concepts such as creation, stewardship, ahimsa, to do with humanity's relationship with the natural world</li> <li>ii. make links between religious teachings and environmental awareness</li> <li>iii. account for the gap between religious teachings about creation and human treatment of the environment</li> <li>iv. express their own responses to issues of environmental activism, treatment of animals etc.</li> </ul>		<ul> <li>msa, 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></li> <li>•non-religious attitudes to the environment</li> <li>•the impact of beliefs on ways of living – what difference do they make?</li> </ul>	<ul> <li>Pupils</li> <li>use an increasingly wide religious</li> <li>vocabulary to explain the impact of</li> <li>beliefs upon individuals and communities.</li> <li>describe why people belong to religions.</li> <li>know that similarities and differences</li> <li>illustrate distinctive beliefs within and</li> <li>between religions and suggest possible</li> <li>reasons for this.</li> <li>explain how religious sources are used</li> <li>to provide answers to ultimate questions</li> <li>and ethical issues, recognising diversity</li> <li>in forms of religious, spiritual and moral</li> <li>expression, within and between religions.</li> <li>Level 6 Accounts &amp; beliefs, interpret, expr</li> </ul>	Pupils 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.
religion and belief	nment Target 2, learning from	e aspects of the levels to the right, according to the age and	Pupils 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	Pupils 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
ability of the pupils in their		" statements is recommended, following the planning process	different ways by different traditions to provide answers to ultimate questions and ethical issues.	consider the challenges of belonging to a religion in the contemporary world, expressing personal insights
		87	interpret the significance of different forms of religious spiritual and moral expression.	expressing personal insights and responses to these challenges

KS3	-	n: to engage pupils in enquiring into key questions n the study of religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
	_	personal and spiritual development	Level 4 Show understanding of religion, a	pply ideas to themselves and
Theme	Global issues	: what religions say about health, wealth, war.	others Pupils	Pupils
Fields of Enquiry	<ul> <li>b) practices an belonging</li> </ul>	nd ways of life <b>d)</b> questions of identity, diversity and	use developing religious vocabulary to describe and show understanding of	raise and suggest answers to questions and issues
Question		an religious faith make a difference to a specified global issue? ple here applies this question to poverty and wealth]	sources, practices, beliefs, ideas, feelings and experiences. <b>make links between</b> them, and <b>describe</b>	raised by religion and belief. <b>apply their ideas</b> relating to their study of religion and halist to their sum and other
	[	Christianity plus one religion.	some similarities and differences both within and between religions.	belief to their own and other people's lives.
Learning Out	comes	Suggested Content	describe the impact of religion on	describe what inspires and
Select from these, bala learning about and lea religion and belief. Tea	Irning from	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	people's lives. suggest meanings for a range of forms of religious expression.	<b>influences</b> themselves and others, in relation to religion and belief.
up learning experience		as appropriate.	Level 5 Explain impact of religion and exp Pupils	Pupils
i. <b>interpret</b> religious wealth and povert		<ul> <li>religious teaching about possessions and the uses and dangers of wealth: e.g.</li> </ul>	use an increasingly wide religious vocabulary to <b>explain the impact of</b> <b>beliefs</b> upon individuals and communities.	formulate and suggest answers to questions raised by religion and belief,
own reasoned evaluation of their relevance for today ii. <b>express creatively ideas about</b> <i>what constitutes a rich life</i> <b>analyse</b> how this may be different from a wealthy life <b>making links</b> with religious teaching		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 2 Corinthians 8:1-15 Christian giving 1 Timothy 6:10 Love of money Sikhism: Story of Duni Chand (Guru Granth Sahib page 790)	<ul> <li>describe why people belong to religions.</li> <li>know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.</li> <li>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.</li> </ul>	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.
iii. give thoughtful an reasons as to why believers help the	/ religious	Islam: Zakat: Qur"an 2:277 regular giving; Qur"an 9:60 almsgiving; Qur"an 104:1-3 dangers of riches.	Level 6 Accounts & beliefs, interpret, expr challenges Pupils	
		<ul> <li>why Christians and followers of at least one other religion try to help the poor</li> <li>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.</li> </ul>	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	Pupils 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
		88	<ul> <li>different ways by different traditions to provide answers to ultimate questions and ethical issues.</li> <li>interpret the significance of different forms of religious spiritual and moral expression.</li> </ul>	belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges.

Cost         The method in the standy information and spiritual development.           Theme         Global issues: what religions say about health, wealth, war.           Fields of Enquiry         Diprove the standy information and spiritual development.           Question         15. Living together: are religions a source of peace or a cause of form the standy information and builds.         Pupils           Cuestion         15. Living together: are religions a source of peace or a cause of form the standy information and build in a dependences.         Pupils           Select from these, balancing learning or menting outcomes in sport information and other previous column. Teachers can use different content previous sources on peace or personal peace/global peace in religion a different people's understanding of interprevious column. Teachers, bellow in the impact of beifs upon individuals and communities, describe why people being to religious appropriate.         Pupils           ii.         interpret religious sources for peace or the cases of neaceptance and from non-attochment bislam; in the impact of the cases of end acceptance and from non-attochment beaceptance and from non-attochment bislam; in the impact of the cases of the cases of end acceptance and free cons peace or the cases of a same of teachery beacon the case of the cases of t	K60		to engage pupils in enquiring into key questions	AT1: learning about religion and belief	AT2: learning from religion and belief
Theme         Global issues: what religions say about health, wealth, war.         Pupils         Fraides of functions         Pupils           Cluestion         15. Living together: are religions a source of peace or a cause of orficit?         Issues and commitments of conflict?         Issues and commitments on descriptions workbulary to describe and show understanding of sources and suggest answers to religion and belief.         Issues the religion and belief.         Issues the religion and belief.         Issues the religion and belief.           Select from these, balancing learning commenting from religion and belief.         Teachers can select content from this column to help belis achieve some of the learning outcomes in the previous column. Teachers can use different content from this column to help beace is understanding of interpret religious sources on the religion and belief.         Teachers will see to mand communities and offere one of the sources of the mannel of the religion and belief.         Item content from this column to help beace is appropriate.         Item content from the content from this column to help beace is understanding of interpret religious sources and and other, in religion and belief.         Item content from the religion and belief.         Item content from content from the content from and content from the content f	per		• •	Level 4 Show understanding of religion, ap	
Fields of Enquiry Question       b) practices and ways of life f) questions of values and commitments of conflict?       use developing religious vocabulary to option and build and expression.       reise and suggest answers to question and bisus sources, practices, beliefs, ideas, feeling and expression.       reise and suggest answers to question and bisus and suggest answers to question and belief.         Learning Outcomes       Suggested Content       Suggested Content       sources, practices, beliefs, ideas, feeling and expression.       reise and suggest answers to question and belief.         Select from these, balancing learning Select from these, balancing learning outcomes will sup learning experiences. that enable pupils achieves some of the learning outcomes to mean distruct supprised.       Teachers can select content from this column to help previous column. Teachers can use different content previous column. Teachers can use different content peace       Teachers can select content from this column to help peace       supprise and express creatively their own and other peace       the meaning of peace – personal peace/global peace         i.i. interpret religious sources on peace and harmonicus living, offering their own reasoned insights into some causes of ord and violance in the world oconflict       the asset of the source and simulation of their relevance for boday       the asset of the source and simulation source of peace or a cause of ordinate insights into some causes of war and violance in the world oconflict       the asset of the source and attemotion is diging an source of peace or a cause of ordinate is diging and offer own reasoned insights into the relevance for peacemaking (personal/national) - non-violen and belief       Pupoli	Theme	Global issues: w	what religions say about health, wealth, war.		Pupils
Question         15. Living together: are religions a source of peace or a cause of conflict? A least two religions, from Christianity, Islam and Buddhism. A least two religions, from Christianity, Islam and Buddhism.         describe and show understanding of some similarities and differences both some similarities and differences both geace         Full some similarities and differences both and others, in relation to escular to explain maps of religion and everifiences to creatively their own and other peace         Full some similarities and differences both and others, in relation to explain and offer own reasoned insights into some causes of very and violence in the world         Full some similarities and augest to provide narwers to ulimate questions and sources of peace or the cause of conflict         Full some similarities and augest to provide narwers to ulimate questions and belief.         Full some similarities and augest to provide narwers to ulimate questions and belief.         Full some similarities and augest to provide narwers to ulimate questions and belief.         Full some similarities and augest to provide narwers to ulimate questions and belief.         Full some similarities and augest to provide narwers to ulimate questions and belief.         Full some similaritis and souresin the constrainties.	Fields of Enquiry	b) practices and	ways of life <b>f)</b> questions of values and commitments		•
At least two religions, from Christianity, Islam and Buddhism.         and experiences.         and e	Question	15. Living toge	ther: are religions a source of peace or a cause	describe and show understanding of	
Learning Outcomes         Suggested Content         make links between telligons.         their study of religion and other people's lows.           Select from these, balancing learning tom religion and belief         Teachers can select content from this column to hele learning outcomes in the pupils active some of the learning outcomes in the previous column. Teachers can use different content as appropriate.         Teachers can select content from this column to hele learning outcomes in the previous column. Teachers can use different content as appropriate.         The meaning for religions.         the meaning for religions.           i.         reflect on and express creatively their own and other people's understanding of inner peace         the meaning of peace – personal peace/global peace.         the meaning for religious sources on the religion and suggest meaning tor religious and their formulate and suggest meaning for religious sources on the religion for own reasoned insights into some causes of war and violence in the world         the meaning of key religious leaders on individuals and committee souther religions.         Pupils           ii.         explain and offer own reasoned insights into some causes of war and violence in the world         the axing learsonal/national)         peace from acceptance and from non-tials as sources of peace or the cause of conflict         the axing learsonal/national)         Pupils           v.         identify principles and clons towards peace in the world with the idams.         the axing learsonal/national)         peace         pacifism.           v.         identify their own responsibilities and differ			of conflict?		
Learning Outcomes         Suggested Content           Select from these, balancing learning about and learning from religion and experiences that enable pupils to:         Teachers can select content from this column to help previous column. Teachers can use differences in the previous column. Teachers can use differences in the meaning of peace – personal peace/global peace         Some similarities and differences both within and between religions and express on treasons of the relations. Suggest meanings for a range of forms of suggest meanings for a range of forms of tealing us avers to utimate and express on views         Dealest tealing us avers to utimate and express on views           iii. Interpret religious sources on peace in insights into some causes of war and violence in the world in give reasoned responses to the conflict         The example and teaching of key religious leaders on peace of peace or the cause peacersking reasons for wards peacersking         Pupils         Pupils           ii. Identify their own reasoned insights into some causes of war and definent the visit and between religions and suggest possible conflict         Pupils         Pupils           vi. Identify their own reasons insights into there enabling the reasons in the religion as toweresit to utimate dealing source of peace or the caused peacersking		At least two	o religions, from Christianity, Islam and Buddhism.		
Select from these, balancing learning from religion and beiler, feachers will set up learning from religion and beiler pupils achieves ome of the learning outcomes in the previous column. Teachers can use different content from this column to the learning to religions and others, in relation to religion and belief relations to wars.     meaning for religion and belief relations on people silves.     people silves.     people silves.     meaning for religion sources to measures on neurons in the people silves.     people silves.     people silves.     meaning for religion and belief     people silves.     meaning for religion sources to measures on neurons on the learning to religions.     meaning for religion sources to measures on neurons of the learning to religions.     meaning for religions and other is relation to religion and others' ives.     people silves.     meaning for religions and other is relation to religion and other is relation to religion and other' ives.     people silves.     mod other' ives.     people silves.     mod other' ives.     people silves.     people silv	Learning O	utcomes	Suggested Content		
about and learning from religion and belief. Teachers will set up learning up learning outcomes to appropriate. <i>i. reflect on and express</i> <i>creatively their own and other</i> <i>people's understanding of inner</i> <i>people's understanding of the religion</i> e.g.: <i>ii. interpret religions sources on</i> <i>peace and harmonisus living</i> . <i>Romans</i> 12:17-21 (Living at peace): <i>Matthew</i> 5:9 (Peacemakers). Buddhism: <i>peace from acceptance and from non</i> - <i>attachment</i> . <i>Islam:</i> <i>Jihad as</i> , struggle'. <i>Jihad as</i> , struggle'. <i>Jihad as</i> , struggle'. <i>Jihad as</i> , struggle'. <i>Jihad as</i> , struggle'. <i>I. eligious sources of peace or the cause of</i> <i>conflict</i> <i>v. lidentify principles and actions towards</i> <i>peacemaking from religion</i> and belief, relation to <i>religion</i> . <i>I. eligion</i> as source of peace or the cause of <i>conflict</i> <i>v. lidentify their own responses to ter- <i>is religion</i> as source of peace or the cause of <i>conflict</i> <i>v. lidentify their own responses to conflict</i> <i>v. lidentify their own responses to tender heir their own and beliefs, explaining the reasons for <i>diversity whin and between them</i> <i>peaclism.</i> <i>Techen med to religion and belief</i> <i>religion and be</i></i></i>	Select from these, bal	ancing learning	Teachers can select content from this column to help		people's lives.
bestperiences that enable pupils to:       as appropriate.       as appropriate.       and others, in relation to explain the indicate accuration to explain the indicate accuration.       and others, in relation to explain indicate accuration.         i.       reflect on and express creatively their own and other people's understanding of inner peace       • the meaning of peace – personal peace/global peace       • the meaning of peace – personal peace/global peace       • the meaning of peace – personal peace/global peace         ii.       interpret religious sources on peace and harmonious living, offering their own reasoned evaluation of their relevance for today       • the example and teaching about pace and living at peace); Mathew 5:9 (Peacemakers).       Mathew 5:9 (Peacemakers).       Pupils         iii.       explain and offer own reasoned insights into some causes of volonce in the world       • the example and teaching of key religious leaders on peace or the cause of indicut examples and actions; meace from acceptance and from non- attachment.       • the example and teaching of key religious leaders on peace or the cause of on peace or the cause of infigious responses to conflict: - peace-making (personal/national) - no-violence - peace-making (personal/national) - no-violence - peacemaking (personal/national) - non-violence - peacem					
experiences that enable pupils to:       is appropriate:       religion and belief         i. reflect on and express creatively their own and other people's understanding of inner peace       the meaning of peace – personal peace/global peace       religion and belief         iii. interpret religious sources on peace and harmonious living, offering their own reasoned evaluation of their relevance for today       religious acceptance and form non- attachment.       religious sources are used to provide answers to ultimate questions       Pupils         iii. explain and offer own reasoned evaluation of their relevance insights into some causes of war and violence in the world       bit example and teaching of key religious leaders on peace-cult living (e.g. Jesus, the Gurus, Buddha, source of peace or the cause oconflict       the example and teaching of key religious leaders on peace-cult living (e.g. Jesus, the Gurus, Buddha, "is religion a source of peace or a cause of conflict       religions and suggest possibile religions.       Pupils         v. identify principles and actions which could create peace in the world       religious responses to conflict: - peace-making (personal/national) - non-violence - pacifism.       religious and philosophical vocabulary to give informed accounts & beliefs, interpret, express insights, into the relationship between beliefs, explaining the reasons for are used in diversity within and between religions and deliefs, explaining the reasons are are sources on stowards peace-making       Pupils         v.       identify their own responsibilities peace-making       religious and responses to the fight, into the relationship between beliefs, explaining the reasons that are used			previous column. Teachers can use different content		
<ul> <li>i. reflect on and express creatively their own and other people's understanding of inner peace</li> <li>ii. interpret religious sources on peace and harmonious living, offering their own reasoned evaluation of their relevance for loday</li> <li>iii. explain and offer own reasoned insights into some causes of war and violence in the world</li> <li>iii. explain and offer own reasoned insights into some causes of war and violence in the world</li> <li>iii. explain and offer own reasoned insights into some causes of the source of peace or the cause of conflict</li> <li>iii. explain and offer own reasoned insights into some causes of the source of peace or the cause of conflict</li> <li>iii. explain and offer own reasoned insights into some causes of the source of peace or the cause of conflict</li> <li>iii. explain methal peace (e.g., Jesus, the Gurus, Buddha, source of peace or the cause of conflict</li> <li>iii. explain methal peace (e.g., Jesus, the Gurus, Buddha, non-violence - peace-making (personal/national) - non-violence</li> <li>iii. explain mang their own and other's views on questions stow wards peace-making Tore takes to thainment Target 2, learning from religion and belief.</li> <li>iii. explain methal peace in the world</li> <li>iii. etter reliates to Attainment Target 2, learning from religion and belief.</li> <li>iiii. etter religion and belief.</li> <li>iiiii. etter religion and belief.</li> <li>iiii. etter religion and belief.</li> <li>iiiii. etter religion and belief.</li> <li>iiiiii. etter religion and belief.</li> <li>iiiii. etter reliates to Attainment Target 2.</li> <li>iiiiiiiii: iiiiii: i</li></ul>	experiences that enab	le pupils to:			
<ul> <li>beace</li> <li>peace</li> <li>interpret religious sources on peace and harmonious living, offering their own reasoned evaluation of their relevance for loday</li> <li>explain and offer own reasoned insights into some causes of war and violence in the world</li> <li>give reasoned responses to the guestion as to whether religion is source of peace or the cause of conflict</li> <li>identify principles and actions which could create peace in the world</li> <li>identify principles and actions which could create peace in the world</li> <li>identify principles and actions which could create peace in the world</li> <li>identify principles and actions which could create peace in the world</li> <li>identify principles and actions which could create peace in the world</li> <li>identify their own responsibilities and actions to wards peacemaking</li> <li>identify their own responsibilities and actions to wards and their transmis is recommended, following the pleaning process on p.92.</li> <li>ident</li></ul>			<ul> <li>the meaning of peace – personal peace/global</li> </ul>	l evel 5 Explain impact of religion and expr	<u> </u>
<ul> <li>People's understanding of inner peace</li> <li>interpret religious sources on peace and harmonious living, offering their own reasoned insights into some causes of war and violence in the world</li> <li>give reasoned responses to the acuses of peace or the cause of opeace or the cause of actions world the could create peace in the world</li> <li>identify principles and actions world trait responsibilities and actions towards peacemaking</li> <li>taek tar heads to head the form on religion and belief</li> <li>religious responses to conflict:         <ul> <li>religious responses to conflict:</li> <li>religious responses to conflict:</li> <li>religious responses to conflict:                 <ul> <li>religious responses to conflict:</li> <li>religious responses to conflict:</li> <li>religious responses to conflict:                 <ul> <li>religious responses to the levels to the right, according to the age and ability of the relationship between religions.</li> <li>religious responses to the levels to the levels to the levels to the right, according to the age and ability of the cause of others' views on questions and sociales varies.</li> <li>religious in their classes. Devising specific 1 can* statements is recommended, following</li></ul></li></ul></li></ul></li></ul>					
peace ii.interpret religious sources on peace and harmonious living, offering their own reasoned evaluation of their relevance for todayfrom Christianity and at least one other religion e.g.: Christianity: Romans 12:17-21 (Living at peace); Matthew 5:9 (Peacemakers).or construction of their meach of beliefs upon individuals and communities. know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.answers to questions raised beliefs, interpret, explain and others' lives.iv.give reasoned responses to the or peace or the cause of conflict. the example and teaching of key religious leaders on peaced living (e.g. Jesus, the Gurus, Buddha, or peace-making (bpuh). the example and teaching of key religious leaders on peace for access or opeace or a cause of conflict the example and teaching of key religious leaders on peace for access of peace or a cause of conflict the example and teaching of peace or a cause of conflict the example and teaching of peace or a cause of conflict the easons for this the easons for this.v.identify principles and actions and actions towards peacemaking trakit ext relates to Attainment Target 2, learning from religion and belief. non-violence - pacifism pacifism the relationship explaining the reasons for dividuals. communities and societies varies pupils use relationship and other' views on different ways by different ways by dif	people"s unde	rstanding of inner			•
ii.       interpret religious sources on peace and harmonious living, offering their own reasoned evaluation of their relevance for today       Christianty:       Romans 12:17-21 (Living at peace); Matthew 5:9 (Peacemakers).       beliefs upon individuals and communities.       by religion and belief, teating them to their own and other? lives.         iii.       explain and offer own reasoned insights into some causes of war and violence in the world       Buddhism:       peace from acceptance and from non-attachment.       between religions and suggest possible reasons for this.       between religions and suggest possible reasons for this.       between religions and between teligions.       explain what inspires and influences them, expressing their own and others' lives.         iv.       give reasoned responses to the question as to whether religions as to whether religions as to whether religions and actions which could create peace in the world       • the example and teaching of key religious leaders on peace-making (personal/national)       • teligious responses to conflict:       • teligious responses to conflict:       • teligious and philosophical vocabulary to give informed accounts of Religions and Beliefs. wpalaining the reasons for diversity within and between them explain math inspires and actions towards peacemaking       Pupils         vi.       identify their own responsibilities and actions towards peace in the world of the relations the relationship between beliefs. schalling the reasons for diversity within and between them explain math inspires and ebliefs. wpalaining the reasons for diversity within and between them explain math inspires and ebliefs. schalaning there reasons for diversity within and between the	1				
offering their own reasoned evaluation of their relevance for todayMatthew 5:9 (Peacemakers). Buddhism: peace from acceptance and from non- attachment. Islam: Jihad as, struggle".wow that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.and others' lives. explain what inspires and influences them, expressing their own and others' views on the conflictand others' lives. explain bow religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expressing their own and others' views on the challengesand others' lives. explain what inspires and influences them, expressing their own and others' views on the challengesv.identify principles and actions world					
<ul> <li>With the second of their relevance for today</li> <li>iii. explain and offer own reasoned insights into some causes of war and violence in the world</li> <li>iii. explain and offer own reasoned insights into some causes of war and violence in the world</li> <li>iii. gights into some causes of the cause of peace or the world</li> <li>v. identify principles and actions which could create peace in the world</li> <li>vi. identify their own responsibilities and actions towards peacemaking (personal/national)</li> <li>peace-making (p</li></ul>			<b>3</b>		
todayinfluences them,iii.explain and offer own reasoned insights into some causes of war and violence in the worldislam: Jihad as ,struggle'.between religions and suggest possible reasons for this.influences them, expressing their own and others' views on the challenges of belonging to a religion.iv.give reasoned responses to the question as to whether religion is a source of peace or the cause of conflict• the example and teaching of key religious leaders on peaceful living (e.g. Jesus, the Gurus, Buddha, source of peace or the cause of conflict• the example and teaching of key religious leaders on peaceful living (e.g. Jesus, the Gurus, Buddha, source of peace or the cause of conflict• the example and teaching of key religious leaders on peaceful living (e.g. Jesus, the Gurus, Buddha, source of peace or a cause of conflict:influences them, expressing their own and other religions.v.identify principles and actions which could create peace in the world• is religion a source of peace or a cause of conflict: • peace-making (personal/national) – peacifism.• peace-making (personal/national) – peace-making (personal/national) – peacifism.Pupilsuse religions and suggest possible tevel 6 Accounts & beliefs, explaining the reasons for and actions towards peacemaking Italic text relates to Attainment Target 2, learning from religion and beliefPupils use religion and beliefuse religion and expression duviduals, communities and societes varies.use religion and expressing the reasons that are used in different ways by different traditions to provide answers to ultimate questions and expressing the reasons and policies.use religion on					
<ul> <li>today</li> <li>beace from acceptance and from non-attachment.</li> <li>isights into some causes of war and violence in the world</li> <li>isights into some causes of war and violence in the world</li> <li>isights into some causes of war and violence in the world</li> <li>isights into some causes of war and violence in the world</li> <li>is explain and offer own reasonset to the example and teaching of key religious leaders as source of peace or the cause of on peace of peace or the cause of conflict</li> <li>v. identify principles and actions world</li> <li>vi. identify their own responsibilities and actions towards peacemaking</li> <li>that acts text relates to Attainment Target 2, learning from religion and belief</li> <li>Teachers need to relate the learning outcomes to appropriate aspects of the levels to the levels t</li></ul>		their relevance for			
III.       explain and offer own reasoned insights into some causes of war and violence in the world       attachment.       Islam:       islam:       islam:       islam:       islam:       islam:       islam:       islam:       insights into some causes of war and violence in the world       islam:       islam:       islam:       insights into some causes of and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.       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.       others' views on the challenges of belonging to a religion.         v.       identify principles and actions which could create peace in the world       is religion a source of peace or a cause of conflict: - peace-making (personal/national) - non-violence       - pacifism.       Pupils       Pupils       use 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.       Pupils       use reasoning and examples to express insights into the relationship between beliefs, teachings and others' views on questions and issues.       explain may the impact of Religions and Beliefs upon individuals, communities and societies varies.       explain may the impact of Religions and belief       explain may the impact of Religions and others' views on questions and issues.       express insights into their own and others' views on questions and ifferent ways by different traditions to provide a	5				
<ul> <li>Insignts into solute causes of ward and violence in the world and violence in the world is yet reasoned responses to the question as to whether religion is a source of peace or the cause of conflict</li> <li>identify principles and actions which could create peace in the world is religion.</li> <li>identify their own responsibilities and actions towards peacemaking itatic text relates to Attainment Target 2, learning from religion and belief</li> <li>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 "1 can" statements is recommended, following the planning process on p.92.</li> </ul>					
and violence in the worldJhad as ,struggle'.and ethical issues, recognising diversityreligion.iv.give reasoned responses to the question as to whether religion is a source of peace or the cause of conflict• the example and teaching of key religious leaders on peaceful living (e.g. Jesus, the Gurus, Buddha, Muhammad (pbuh)and ethical issues, recognising diversity in forms of religious, spiritual and moral expression. within and between religionsreligion.v.identify principles and actions which could create peace in the world• is religion a source of peace or a cause of conflict: • religious responses to conflict: • peace-making (personal/national) • pacifism.• peace-making (personal/national) • pacifism.Pupils use religious and philosophical vocabulary to give informed accounts of Religions and actions towards peacemakingPupils use religious and philosophical vocabulary to give informed accounts 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 belonging to a religion in the constaint the contemporary world, expressing personal insightsPupils use religious and bility out world issues. explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and sugers personal insights and above can be found on page 19.Pupils use religion in the contemporary world, expressing personal insights and responses to these					
question as to whether religion is a source of peace or the cause of peace or a cause of conflict       expression. within and between religions.         v.       identify principles and actions which could create peace in the world       • is religious responses to conflict:       • peace-making (personal/national)       • peace-making (personal/nationa				and ethical issues, recognising diversity	religion.
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 ltalic text relates to Attainment Target 2, learning from religion and belief 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 " can" statements is recommended, following the planning process on p.92. Bag	-	-			
conflict       v.       identify principles and actions which could create peace in the world       vis religion a source of peace or a cause of conflict: - peace-making (personal/national) - non-violence       challenges       Pupils       Pupils         vi.       identify their own responsibilities and actions towards peacemaking       - non-violence       - pacifism.       - pacifism.       - pacifism.       Pupils       use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them       Pupils       use reasoning and examples to express insights into the relationship between beliefs, teachings and Beliefs upon individuals, communities and societies varies.       Pupils       use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs upon individuals, communities and societies varies.       Pupils       use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues.       explaining the reasons for diversity within and between them       explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.       explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.         teve 17 and above can be found on page 19.       89       interpret the significance of different       expressing personal insights and responses to these				expression, within and between reliaions.	ano incideto, concider
v.       identify principles and actions which could create peace in the world       • religious responses to conflict: • peace-making (personal/national) • non-violence       • pupils • peace-making (personal/national) • non-violence       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. learning from religion and belief       Pupils use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs upon individuals, communities and societies varies. learning from religion and belief       Pupils use religious and philosophical vocabulary to give informed accounts 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.       Pupils use religious and belief consider the challenges of belonging to a religion in the contemporary world, expressing personal insights		ace or the cause of		challenges	ess insights, consider
V.       Identify principles and actions which could create peace in the world       • Feligious responses to conflict: - peace-making (personal/national)       use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them       use reasoning and examples to express and Beliefs, explaining the reasons for diversity within and between them         vi.       identify their own responsibilities and actions towards peacemaking       - non-violence       - pacifism.         rearing from religion and belief       - pacters to Attainment Target 2, learning from religion and belief       - pacters to 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.       interpret the significance of different explain the reasons and societies varies.       use relagious and philosophical vocabulary to give informed accounts of Religions and Beliefs upon individuals, communities and societies varies.       explain why the impact of Religions and Beliefs upon individuals, communities and societies varies.       explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.       expressing personal insights and responses to these					Pupils
which could create peace in the world- peace-making (personal/national) - non-violence- beace-making (personal/national) - non-violence		•			•
world- non-violenceand Beliefs, explaining the reasons for diversity within and between them explain why the impact of Religions and actions towards peacemaking- nacifism.insights into the relationship between beliefs, teachings and world issues.Italic text relates to Attainment Target 2, learning from religion and belief- pacifism pacifism.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.insights into the relationship between beliefs, teachings and world issues.8989		eate peace in the		to <b>give informed accounts</b> of Religions	
and actions towards peacemakingexplain 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 traditions to provide answers to ultimate questions and ethical issues.and world issues.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.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 traditions to provide answers to ultimate questions and ethical issues. interpret the significance of differentand world issues.89					
Called devices towardsPeacemakingExplain 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 traditions to provide answers to ultimate questions and ethical issues.express insights into their own and others' views on questions and issues raised by religion and beliefTeachers 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.interpret the significance of different interpret the significance of different interpret the significance of differentexpress insights into their own and others' views on questions and belonging to a religion in the contemporary world, expressing personal insights and responses to these			– pacifism.	diversity within and between them	
Italic text relates to Attainment Target 2, learning from religion and beliefown and others' views on questions and issues raised by religion and beliefTeachers 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.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.own and others' views on questions and issues raised by religion and belief89and beliefexpressing personal insights and responses to these					
Traile text relates to Attainment Target 2, learning from religion and beliefcommunities and societies varies.questions and issues raised by religion and beliefTeachers 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.interpret sources and arguments, explaining the reasons that are used in different traditions to provide answers to ultimate questions and ethical issues.output89and responses to these					
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.by religion and belief consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these				communities and societies varies.	
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.explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these	iearriing irom religion and	Dellel			
of the pupils in their classes. Devising specific "I can" statements is recommended, following the planning process on p.92.of the pupils in their classes. Devising specific "I can" statements is recommended, following the planning process on p.92.of the planning process on p.92.belonging to a religion in the contemporary world, expressing personal insights and responses to theseLevel 7 and above can be found on page 19.89interpret the significance of differentbelonging to a religion in the contemporary world, expressing personal insights and responses to these	Teachers need to relate the l	earning outcomes to approv	priate aspects of the levels to the right according to the age and ability		consider the challenges of
Level 7 and above can be found on page 19.provide answers to diamate questions and ethical issues.the contemporary world, expressing personal insights and responses to these8989					
89 <b>interpret the significance</b> of different and responses to these					
			80		
			65		challenges

K63	-	gage pupils in enquiring into key questions udy of religion and belief, to promote their	AT1: learning about religion and belief	AT2: learning from religion and belief
		nal and spiritual development	Level 4 Show understanding of religion, a	
Theme		study of relationships, conflicts and	others Pupils	Pupils
		between Religions and Beliefs.	use developing religious vocabulary to	raise and suggest answers
Fields of Enquiry		of life <b>d)</b> questions of identity, diversity and	describe and show understanding of	to questions and issues
	belonging	······································	sources, practices, beliefs, ideas, feelings	raised by religion and belief.
Question	<u> </u>	our society more tolerant and respectful?	and experiences.	apply their ideas relating to
		o religions represented locally.	make links between them, and describe	their study of religion and belief to their own and other
Learning	g Outcomes	Suggested Content	some similarities and differences both within and between religions.	people's lives.
Select from these, ba	lancing learning about	Teachers can select content from this column to	describe the impact of religion on	describe what inspires and
and learning from reli	gion and belief.	help pupils achieve some of the learning	people's lives.	influences themselves and
Teachers will set up I	earning experiences that	outcomes in the previous column. Teachers can	suggest meanings for a range of forms	others, in relation to religion
enable pupils to:		use different content as appropriate.	of religious expression.	and belief.
i. reflect upon and	lexpress, using a variety	<ul> <li>pupils<sup>®</sup> own visions of a better society, identifying</li> </ul>	Level 5 Explain impact of religion and exp Pupils	Pupils
	vn vision for the future of	the changes needed to bring this about	-	formulate and suggest
their town / Wiltsl		<ul> <li>the role religious belief can play in changing</li> </ul>	use an increasingly wide religious vocabulary to <b>explain the impact of</b>	answers to questions raised
	s needed now for it to	society for better (and worse)	beliefs upon individuals and communities.	by religion and belief,
become a reality		Religions and Beliefs found in our area, our	describe why people belong to religions.	relating them to their own
-	the good things and some	county, our country and the role/impact of religion	know that similarities and differences	and others' lives.
for individuals loc	of belonging to a religion	<ul><li>locally, being aware of diversity within religions</li><li>meeting individuals who belong to a religion in</li></ul>	illustrate distinctive beliefs within and	explain what inspires and
iii. evaluate the imp		Wiltshire today and find out what belonging	between religions and <b>suggest possible</b> <b>reasons</b> for this.	influences them, expressing their own and
-	religious teachings on	means to that person (with a focus on at least two	explain how religious sources are used	others' views on the
social and politica		different religions or beliefs)	to provide answers to ultimate questions	challenges of belonging to a
	tionship between religion	differences of interpretation of the teachings	and ethical issues, recognising diversity	religion.
	g at least two examples	within a religion and their social and political	in forms of religious, spiritual and moral	
	uses and outcomes of	implications	expression, within and between religions. Level 6 Accounts & beliefs, interpret, expr	ass insights, consider
religious intolerar	nce and prejudice,	<ul> <li>understanding the difference between</li> </ul>	challenges	ess maignes, consider
demonstrating se	ensitivity in handling a	race/ethnicity, religion and culture	Pupils	Pupils
controversial issu	-	exploring some causes and outcomes of	use religious and philosophical vocabulary	use reasoning and
	n ideas about the	intolerance and prejudice concerning religion;	to give informed accounts of Religions	examples to express
	in a society which values a	exploring the contribution of religion to a	and Beliefs, explaining the reasons for	insights into the relationship
-	igious belief and practice	cohesive society	diversity within and between them.	between beliefs, teachings and world issues.
and <b>evaluate</b> the extent to which this is a true description of our society today.		<ul> <li>reflecting on ways in which people can learn to develop positive and respectful attitudes to others</li> </ul>	explain why the impact of Religions and Beliefs upon individuals,	express insights into their
Italic text relates to Attainment Target 2, learning from		and live positively with religious diversity.	communities and societies varies.	own and others' views on
religion and belief		and into positively with religious diversity.	interpret sources and arguments,	questions and issues raised
		aspects of the levels to the right, according to the age and ability	explaining the reasons that are used in	by religion and belief.
of the pupils in their classes Level 7 and above can be for		nents is recommended, following the planning process on p.92.	different ways by different traditions to	consider the challenges of belonging to a religion in
			provide answers to ultimate questions and ethical issues.	the contemporary world,
			interpret the significance of different	expressing personal insights
		90	forms of religious spiritual and moral	and responses to these
			expression.	challenges.

KCO		e pupils in enquiring into key questions	AT1: learning about	AT2: learning from
KS3		of religion and belief, to promote their	religion and belief Level 4 Show understanding of religion, a	religion and belief
Theme	personal and spiritual development           Interfaith dialogue: a study of relationships, conflicts and		others	
meme	collaboration within and bet		Pupils	Pupils
Fields of Enquiry		ning <b>f)</b> questions of values and	use developing religious vocabulary to	raise and suggest answers to questions and issues
	commitments		describe and show understanding of sources, practices, beliefs, ideas, feelings	raised by religion and belief.
Question		nat does it mean to follow a Buddhist /	and experiences.	apply their ideas relating to
		vish / Hindu / Sikh way of life in Britain	make links between them, and describe	their study of religion and
		day? (Choose two)	some similarities and differences both within and between religions.	belief to their own and other people's lives.
Learni	ing Outcomes	Suggested Content	describe the impact of religion on	describe what inspires and
	lancing learning about and	Teachers can select content from this	people's lives.	influences themselves and
	and belief. Teachers will set	column to help pupils achieve some of the	suggest meanings for a range of forms	others, in relation to religion and belief
up learning experience	ces that enable pupils to:	learning outcomes in the previous column.	of religious expression. Level 5 Explain impact of religion and expl	
		Teachers can use different content as	Pupils	Pupils
	hich following a religious way	appropriate.	use an increasingly wide religious	formulate and suggest
	lives of believers	•a variety of accounts from contemporary religious believers from a range of faith	vocabulary to explain the impact of	answers to questions raised
	unt for similarities and	communities within Britain	<b>beliefs</b> upon individuals and communities. <b>describe</b> why people belong to religions.	by religion and belief, relating them to their own
	een different ways of life within	<ul> <li>key religious beliefs and ways of living as</li> </ul>	know that similarities and differences	and others' lives.
and between reli		expressed by members of different faiths,	illustrate distinctive beliefs within and	explain what inspires and
	ry into the impact of faith on	recognising the diversity within and between	between religions and suggest possible	influences them,
ways of living	impact of faith varian for	faiths	reasons for this. explain how religious sources are used	expressing their own and others' views on the
	e impact of faith varies for communities, and the impact on	<ul> <li>religious teachings and sources that are most influential in the lives of believers, e.g.</li> </ul>	to provide answers to ultimate questions	challenges of belonging to a
interfaith relation		Jewish people use the <i>Tenakh</i> but also the	and ethical issues, recognising diversity	religion.
	own reasoned views about the	commentaries by The Rambam and Rashi	in forms of religious, spiritual and moral	
	ligious or non-religious) to	•the aims, intentions and activities of interfaith	expression, within and between religions. Level 6 Accounts & beliefs, interpret, expr	ess insights, consider
-	munities and societies	agencies, national and local e.g. Inter Faith	challenges	
	i ideas about ways in which	Network, West Wiltshire Interfaith Group	Pupils	Pupils
people should ha	andle diversity and difference.		use religious and philosophical vocabulary	use reasoning and
Italic text relates to Attain	nment Target 2, learning from		to give informed accounts of Religions and Beliefs, explaining the reasons for	examples to express insights into the relationship
religion and belief			diversity within and between them	between beliefs, teachings
Teachers need to relate the	learning outcomes to appropriate conce	ts of the levels to the right, according to the age and ability	explain why the impact of Religions	and world issues.
of the pupils in their classes	. Devising specific "I can" statements	is recommended, following the planning process on p.92	and Beliefs upon individuals,	express insights into their own and others' views on
Level 7 and above can be for			communities and societies varies.	questions and issues raised
			interpret sources and arguments, explaining the reasons that are used in	by religion and belief
			different ways by different traditions to	consider the challenges of belonging to a religion in
			provide answers to ultimate questions and	the contemporary world,
			ethical issues.	expressing personal insights
		01	interpret the significance of different forms of religious spiritual and moral	and responses to these
		91		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	This theme	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	Raises this important question	Choose a key question related to that theme (see pages 13 and 24)
Step 3: Learning outcomes and assessment	Specifically we want pupils to be able to	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	So we <sup>w</sup> ve selected this content in order to address the question	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	And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes.	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".

#### RE at 14-19

#### 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.

Programme o	f study: 14-19
-------------	----------------

Principal Aim	<b>Principal Aim of RE</b> 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					
	<ul> <li>analyse and interpret a wide range of relig</li> </ul>	gious, philosophical and ethical concepts				
	in increasing depth;					
	• investigate issues of diversity within and between religions and the ways in which					
	religion and spirituality are	ad the arts.				
	<ul> <li>expressed in philosophy, ethics, science at</li> <li>expand and balance their evaluations of t</li> </ul>					
	communities and societies, locally, nationa					
	<ul> <li>understand the importance of dialogue be</li> </ul>					
	Beliefs;					
	<ul> <li>gain a greater understanding of how relig</li> </ul>	ion and belief contribute to community				
	cohesion, recognising the various perception					
	religion in the world.					
	At 14-19, students should have the oppo	ortunity to:				
Attainment Targets	learn about religion and belief	learn from religion and belief				
	<ul> <li>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</li> <li>b) think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions</li> <li>c) draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life</li> <li>d) use specialist vocabulary to evaluate critically both the power and limitations of religious language.</li> </ul>	<ul> <li>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</li> <li>b) develop their own values and attitudes in order to recognise their rights and responsibilities in the light of their learning about religion</li> <li>c) relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life</li> <li>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.</li> </ul>				

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	<b>Fields of Enquiry</b> Through the key stage, pupils should have an opportunity to begin to explore each of the following RE Fields of Enquiry:			
	<ul> <li>a) Beliefs, teachings and sources</li> <li>Analysing teachings, sources, authorities and ways of life in order to understand Religions and Beliefs in historical and cultural context.</li> <li>Understanding and analysing beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values.</li> <li>b) Practices and ways of life</li> <li>Explaining and evaluating the varied impacts of Religions and Beliefs on how people live their lives.</li> <li>Analysing the ways in which the impact of Religions and Beliefs can vary according to context.</li> <li>c) Ways of expressing meaning</li> <li>Interpreting and evaluating the meanings of different forms of religious, spiritual, moral and cultural expression.</li> <li>Interpreting and synthesising many different sources and forms of religious, spiritual, moral and cultural expression.</li> </ul>	<ul> <li>d) Questions of identity, diversity and belonging</li> <li>Interpreting and analysing diverse perspectives on issues connecting personal and communal identity.</li> <li>Evaluating and analysing questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.</li> <li>e) Questions of meaning, purpose and truth</li> <li>Analysing and synthesising insights on ultimate questions that confront humanity</li> <li>Expressing personal and critical evaluations of questions of meaning, purpose and truth in relation to religion and beliefs</li> <li>f) Questions of values and commitments</li> <li>Synthesising evidence and arguments about ethics and morality in relation to beliefs, spirituality and experience.</li> <li>Evaluating personally and critically their own and others" values and commitments in order to make coherent and rational choices.</li> </ul>		
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 <b>about</b> and learn <b>from</b> 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

**Experiences** &

**Opportunities** 

### 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 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:

tential 16-19 RE units, and sample questions this provision ght address	Potential connections to courses studied 16-19:	
<b>Religion in film and media</b> : 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?	Media Studies Language and literature General Studies Psychology Arts	
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?	Sciences Philosophy Politics Health and social care	
<b>Good and evil:</b> 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?	Religious Studies Psychology Theatre studies Arts	
<b>Science and faith: complimentary or contradictory?</b> 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?	Biology Physics Theory of knowledge Health and social care Psychology	
<b>God, ethics and sexuality:</b> 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?	Health and social care Psychology PSHE Biology Sociology	
<b>Inter faith issues:</b> 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?	Sociology Politics Citizenship	
<b>Adult spirituality:</b> 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?	Religious Studies Literature Media Studies	
Who needs God in the 21 <sup>st</sup> 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?	Philosophy Religious Studies	
<b>Global conflict: does religion make peace or make war?</b> Examining and analysing the ways in which different religions seek to make peace, and are also involved in conflict.	Sociology Politics Citizenship History	
<b>Rage or despair?</b> 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.	Psychology Literature Media and arts	

#### 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 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 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:	This theme	Take syllabus theme (see p14, 24, 44 or 66), or explore
Theme		school theme and see what genuine links there are with
		RE themes.
Step 2:	Raises this	Devise a key question related to the theme. Use the
Key question	important question	"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:	Specifically we want	Look at the learning outcomes for other key questions in
Learning	pupils to be able to	your key stage on the programme of study pages. Select
outcomes and		some relevant outcomes, or use these as models for your
assessment		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)
		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:	So we"ve selected	Look at the content for relevant Key Stage questions
Content	this content in order	("Suggested content" on the programmes of study).
	to address the	Where there are significant links, select relevant RE
	question	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:	And we have	Develop active learning opportunities and investigations,
Teaching and	devised these	using some engaging stimuli, to enable pupils to achieve the levelled outcomes.
learning activities	engaging teaching and learning	
	activities to enable	Do not forget the skills you want pupils to develop,
	pupils to explore the	ensuring all appropriate skills are developed across the
	question and	key stage. Make sure that the activities allow pupils to
	achieve the	practise these skills.
	outcomes.	
L	1	

#### 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	d) questions of identity, diversity and belonging	e) questions of meaning, purpose and truth	f) questions of values and commitment
a) beliefs, teachings and sources			
<ul> <li>b) practices and ways of life</li> </ul>			
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<sup>®</sup>'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.



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**.

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.

**Apply** findings to myself and others, including the impact of findings on how I make sense of the world and how I live Both elements are part of attainment target 2, learning from religion and belief. Both elements are essential for good learning in RE.

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

## Acknowledgements:

Thank you to the SACRE representatives who have contributed to this Agreed Syllabus and to the many Wiltshire primary and secondary teachers who took part in the consultation and tria/ling process, and those who gave freely of their time and expertise.