

The Agreed Syllabus for Religious Education in Surrey Schools 2017-2022



EYFS to Post-16

It gives me great pleasure to recommend to schools this exciting revision of the RE syllabus for Surrey maintained schools, to be in place for the next 5 years from September 2017 – September 2022. Every five years, the RE curriculum is reviewed locally to take into account changes in the educational landscape, as well as acknowledging the ‘local flavour’ of the diverse communities that enrich the county of Surrey and are found represented in the classrooms of our schools. At this time, SACRE is also pleased to note the continued importance placed on Religious Education and pupils’ Spiritual, Moral, Social and Cultural development (including Fundamental British Values) in the current Ofsted framework, which also provides some additional context for this revision.

Religious Education gives children and young people in our schools a unique opportunity to reflect on and learn from the faiths and beliefs of those around them. World and local events reported through the media engage the curiosity of all students and cause them to question how such events can happen: in these days we are all too well aware of the migration of people who make our country their new home, and the many complex and varied reasons for this. Effective Religious Education has much to offer our children and young people as they prepare for life in this rapidly changing world, where critical thinking and discernment will be ever more important and valuable.

During the past year, Surrey SACRE members have consulted with schools for feedback about the 2012 syllabus, which has in turn helped to ensure that from Foundation Stage to Post-16, there is progression in the statutory material, so that students leave school with a sound knowledge of the faiths and beliefs of those around them, and the ability to engage in appropriate ways with others, whatever their faith or belief. In this revision, considerable thought has been given to the challenges facing schools in regard to Key Stage 3, recognising that more flexibility is required to help schools work with the increased demands of GCSE. Whilst each key stage has its own unique part to play in the education of our young people, each also builds on the learning of previous phases, and so the syllabus is now to be found as one continuous document, from EYFS to Post-16.

In writing the revised curriculum, sincere thanks are extended to the specialist teachers within the various key stages, who have worked diligently under the invaluable guidance of Rachel Boxer, the current RE adviser to Surrey SACRE. Our gratitude also goes to the members of SACRE, whose living faiths and beliefs – Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism, Bahá’í and Humanism – have enriched the knowledge and understanding dimensions of this syllabus.

Margaret Hicks
Chairman of Surrey SACRE



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THE PURPOSE OF RELIGIOUS EDUCATION

Religious education contributes dynamically to pupils' and students' education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE they learn about and from Christianity and other principal religions in local, national and global contexts, to discover, explore and consider different answers to these questions. They will also, at various points within this Agreed Syllabus, engage with and respond to non-religious worldviews such as Humanism.

They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils and students with systematic knowledge and understanding of a range of beliefs and practices, enabling them to develop their ideas, values and identities.

Religious education should also develop in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

This Agreed Syllabus takes into account:

- legal requirements
- local and national factors
- the age, aptitude, ability and experience of pupils, whether they come from religious or secular backgrounds
- the views of the local community, including parents
- educational rigour and challenge

NB The phrase 'religions and beliefs' is frequently used in this syllabus and the supporting materials to refer to Christianity, other principal religions represented in Britain, smaller religious communities and non-religious worldviews such as Humanism. The phrase is meant to be inclusive, and its precise meaning depends on the context in which it occurs, e.g. in terms of belief, practice or identity.

Therefore, in Surrey, our AIMS FOR RE are:

To enable pupils to:

- demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions
- develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development
- develop the ability to make reasoned, informed and creative responses to religious and moral issues
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

Within the introductory pages of the syllabus are sections outlining key skills and attitudes that are at the heart of good religious education, as well as how RE supports pupils' spiritual, moral, social and cultural (SMSC) development, including British values.

THE LEGAL FRAMEWORK

The national curriculum states the legal requirement that: 'Every state-funded school must offer a curriculum which is balanced and broadly based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.' In addition, it states that 'All state schools... must teach religious education... All schools must publish their curriculum by subject and academic year online.' (*The national curriculum in England: Framework document*, Sept. 2013, page 4)

The legal basis of RE in the curriculum of maintained schools

In accordance with the *Education Reform Act (1988)* every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including students in post-sixteen provision within schools), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with *Schedule 19 to the School Standards and Framework Act 1998*. ([Religious Education in English Schools: Non-statutory guidance 2010](#)) In this Agreed Syllabus, the term 'pupils' refers to children up to the end of KS4, and 'students' to those in sixth form. As in the *1944 Education Act (30 RE)*, teachers' rights are safeguarded, should they wish to withdraw from the teaching of RE.

Since 1944, all maintained schools (including Voluntary Controlled schools or their equivalent) must deliver their RE curriculum in line with their locally Agreed Syllabus. Voluntary Aided schools (or their equivalent) deliver RE in accordance with the school's designated religion or denomination, or in certain cases the trust deed relating to the school. Academies and Free Schools are required to teach RE through their funding agreement. For academies without a religious character this will be an Agreed Syllabus. A school in a Federation or a Multi-Academy Trust would normally continue to deliver RE based on their previous designation. It is only if, on application to the DfE, their status is changed, that the type of RE delivered may then alter.

The locally Agreed Syllabus must be consistent with [Section 375 \(3\) of the Education Act 1996](#), which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. The 2017 revision of the Surrey Agreed Syllabus also takes into account recommendations outlined in the non-statutory [National Curriculum Framework for RE \(REC, Oct 2013\)](#), and decisions made by Surrey SACRE about the inclusion of non-religious worldviews (such as Humanism) within Religious Education.

An Agreed Syllabus 'must not be designed to convert pupils or students, or to urge a particular religion or belief on them' (see *Education Act 1944, Section 26 (2)*).

The Education Act 1993 requires that an Agreed Syllabus conference must be convened every five years to review the existing agreed syllabus. This Agreed Syllabus was agreed by Surrey SACRE and adopted by the Local Authority for implementation from September 2017.

Where possible, useful documents for reference are hyperlinked within this syllabus.

TIME FOR RE

As with all curriculum subjects, there are no statutory requirements for time allocation. This Agreed Syllabus has been drawn up based on the expectation of the minimum time allocations outlined below. This means that, if significantly less time is allocated to RE, then the statutory requirements of the Agreed Syllabus cannot be met.

- **Key Stage 1:** 36 hours per year (72 hours over the Key Stage)
- **Key Stage 2:** 45 hours per year (180 hours over the Key Stage)
- **Key Stage 3:** 45 hours per year (135 hours over the Key Stage)
- **Key Stage 4:** 40 hours per year (80 hours over the Key Stage)

In addition, this syllabus recommends 18 hours per year for the teaching of Religious Education at 16+. This syllabus sets no time allocation for Early Years' pupils, but schools will need to ensure that the statutory units of work are given appropriate coverage.

Time recommendations linked to specific units and key stages are further explained within the relevant section of this syllabus, and in the supporting guidance.

Collective Worship is not part of the “taught day” and is not counted as part of the recommended allocation of curriculum time for teaching this Agreed Syllabus. However, there are some profitable links between RE and collective worship, which some schools may wish to explore.

WHAT HAS CHANGED SINCE THE LAST REVISION IN 2012?

In 2013, when the National Curriculum was overhauled, a parallel non-statutory document ([National Curriculum Framework for RE \(REC, Oct 2013\)](#)) was published for SACREs to use as part of any syllabus revisions they might make. Much of that document has shaped this revised syllabus for Surrey.

There have also been other significant reports published since the last review, and so recommendations made in these key documents have been considered by SACRE and relevant changes made to our Agreed Syllabus during the process of revision. Whilst space doesn't permit a summary of each, they are listed below:

- *'RE: The Truth Unmasked'*, APPG (All Party Parliamentary Group) on RE, March 2013
- *'RE: Realising the Potential'* OfSTED, October 2013
- DfE guidance *'Promoting Fundamental British Values as part of SMSC in Schools'*, November 2014
- *'A New Settlement: Religion & Belief in Schools'*: Charles Clarke & Linda Woodhead, published by Westminster Faith Debates, June 2015
- *'RE for Real'*: Adam Dinham and Martha Shaw, published by Goldsmiths, UOL & Culham St. Gabriel's, November 2015
- *'Living with Difference'*, Commission on Religion and Belief in Public Life, December 2015
- Revised Ofsted Framework, September 2016 (most recent)
- Revised GCSE content for Religious Studies

During the period of review, the Church of England Education Office published a new statement of entitlement (June 2016) in regard to religious education in all church schools, which outlined some recommendations for curriculum time in RE, and expectations in terms of percentages of curriculum focus on Christianity. The Diocese of Guildford has produced some guidance materials for VC church schools to help them fully implement the Agreed Syllabus, whilst also enhancing their provision, in order to take into account the recommendations in the statement of entitlement.

WHAT IS DIFFERENT?

Listed below are the headline changes that have been made to the Surrey Agreed Syllabus during the review process. Schools should also refer to the introductory pages for each key stage for more detailed information.

- **One syllabus document**, not separate Primary & Secondary versions.
- **Clear visibility** of the statutory content, ensuring that schools know what MUST be followed, and what they can adapt. This has resulted in 'stripped-down' versions of the units within the Agreed Syllabus document, removing much of what was non-statutory to support materials that will support the teaching of RE in each phase. The layout of each unit has also been amended, and it is recommended that teachers read the section '**How is a unit set out?**' to fully understand these changes.
- **Broad parity of content** with Guildford Diocesan Guidelines for RE to aid transition into year 7.
- **Removal of out-dated educational language** and, mirroring other subjects, a revised approach to assessment, including the removal of 'levels' (see separate section '**Expected progress**', pages 8&9).
- **Inclusion of non-religious worldviews (e.g. Humanism)** at specified places and in age-appropriate ways.
- **A more defined order to the curriculum** to build progression and help pupils to make deeper connections in their learning. At KS2, this means that many units are specified for either lower KS2 or upper KS2.
- **A clarity of purpose** for each unit, making it clear to schools why each unit is important.
- **Defined flexibility at KS3** to allow schools to choose units that prepare for GCSE and fit both a 2-year and 3-year KS3 model.
- **Rewritten KS4 expectations** to take into account changes to GCSE specifications.

STATUTORY ENTITLEMENT: BREADTH AND BALANCE

The following religions are to be studied at specific key stages. At each key stage, teachers may draw from other religions and viewpoints, as appropriate, to recognise and celebrate the diversity of the school community, especially those views represented in their own classes. Whilst RE encourages the understanding of difference and diversity within and across religions it is important that mainstream views and practices predominate through the units studied. An over-emphasis on extremes is unhelpful.

Foundation Stage (4-5 year olds)

Thematic – topics are based upon children’s own lives and experiences, and introduce pupils to Christianity, and other religions and beliefs represented within their own class and / or school.

Key Stage 1 (5-7 year olds)

Introducing the study of **Christianity** and aspects of **Judaism** and **Islam** and incorporating, where appropriate, consideration of non-religious worldviews.

Key Stage 2 (7-11 year olds)

Units of work in key stage 2 are specified for either lower KS2 or upper KS2 to ensure progression.

Developing the study of **Christianity** and aspects of **Judaism** and **Islam**, and introducing aspects of **Hinduism**, **Sikhism** and **Buddhism**. It also incorporates, in several units, elements reflecting non-religious worldviews.

The **Additional Study Units** at this Key Stage also begin to explore moral, ethical and philosophical issues.

Key Stage 3 (11-14 year olds)

Further developing the study of **Christianity**, **Judaism**, **Islam**, **Hinduism**, **Sikhism** and **Buddhism**.

Pupils are also explicitly introduced to philosophical modes of enquiry and non-religious belief systems such as **Humanism**.

Key Stage 4 (14-16 year olds)

Further developing the study of **Christianity** and one other religion. This will allow for maximum flexibility in order to pursue accredited courses.

Post-16

Schools with pupils aged 16+ are free to choose whichever religious tradition for study. Schools are encouraged to offer accredited courses at A Level, which may include options such as Biblical Studies, World Religions, Philosophy and Ethics.

AREAS OF LEARNING IN RE

The Surrey Agreed Syllabus for RE follows the structure of the DfE's *National Curriculum Review*, so that RE has documentation that parallels the subjects of the national curriculum. RE is described in terms of purpose, expectations and programmes of study for each age group. The different sections of the syllabus contain clear guidance on RE in all phases of education, including the early years and students aged 16-19. As RE is a core subject of the basic curriculum the Agreed Syllabus largely follows the ways in which English, Mathematics and Science are described in the national curriculum.

Within the Surrey Agreed Syllabus, learning in RE is divided into two distinct but complementary areas: **knowledge and understanding** and **expressing ideas, beliefs and insights**.

Pupils should **know about and understand religion (and, where appropriate, non-religious worldviews)**, so that they can:

- describe, explain and analyse beliefs, teachings and practices, recognising the diversity which exists within and between religious and non-religious communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews (including the key texts, the teachings of key leaders, and key thinkers from different traditions and communities)
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

This area of learning deals specifically with religious content and issues of belief, as outlined in the breadth of study on the previous page.

Pupils should **express ideas and insights about the nature, significance and impact of religion and beliefs**, so that they can:

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

These areas of learning are further expanded within the context of the statutory content of the Agreed Syllabus. In addition, through these two areas of learning, pupils should **develop and make progress in skills** that enable them to engage seriously with religions and beliefs. These skills are outlined on page 11, and are referenced within each unit of work within the support materials that accompany the Agreed Syllabus.

EXPECTED PROGRESS AT EACH KEY STAGE

In describing progress in RE, the Agreed Syllabus illustrates how pupils will develop increasing understanding in the two areas of learning using end of key stage expectations. More detail can be found within the introductory pages for each phase and in the relevant support materials. This mirrors current practice in other subjects. Schools are encouraged to adapt and expand these statements to help them to devise more school-based assessment descriptors, as they will already have done with other curriculum subjects. **There are some non-statutory examples of what this might look like within the Agreed Syllabus support materials, including a suggested model for Early Years Foundation Stage. A standardised version was used during the revision of the units, to ensure good progress for pupils within and across phases.** This is also available in the support materials, along with 'P-levels' for SEND pupils.

End of key stage expectations: showing knowledge & understanding

| by the end of Key Stage 1, pupils will be able to: | by the end of Key Stage 2, pupils will be able to: | by the end of Key Stage 3, pupils will be able to: |
|---|---|--|
| <ul style="list-style-type: none"> • identify similarities in features of religions and beliefs • retell religious, spiritual and moral stories • identify possible meanings for stories, symbols and other forms of religious expression • identify how religion and belief is expressed in different ways | <ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion and belief • investigate and describe similarities and differences within and between religions and beliefs • comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate • suggest meanings for a range of forms of expression, using appropriate vocabulary • describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally | <ul style="list-style-type: none"> • use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by religious and non-religious beliefs in the world today, including their place in public life • interpret religious beliefs and practice from different perspectives • explain the reasons for, and effects of diversity within and between religions, beliefs and cultures |

End of key stage expectations: expressing ideas, beliefs & insights

| by the end of Key Stage 1, pupils will be able to: | by the end of Key Stage 2, pupils will be able to: | by the end of Key Stage 3, pupils will be able to: |
|---|---|--|
| <ul style="list-style-type: none"> • respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings • ask questions about their own and others' ideas, feelings and experiences • give a reason why something may be valued by themselves and others • recognise that some questions about life are difficult to answer | <ul style="list-style-type: none"> • investigate and describe how sources of inspiration and influence make a difference to themselves and others • apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions • suggest answers to some questions raised by the study of religions and beliefs | <ul style="list-style-type: none"> • present clearly their own views on matters of religious and non-religious belief and practice whilst respectfully taking into account others' viewpoints • express their own insights into the challenges of committing to a religion or world view in the world today • explain the challenges posed to themselves and others by religious, spiritual and philosophical questions • present clearly their own views of matters to do with moral and ethical concern comparing and contrasting others' views and insights appropriately |

HOW IS A UNIT SET OUT?

As stated in the ‘**What is different?**’ section (page 5), the Agreed Syllabus now contains only the **statutory content (subject content)** within each unit, identified by grey shading. So that schools can plan appropriate learning, there is also guidance about expected attainment as a result of pupils’ learning in each unit: **these statements should be used in conjunction with the subject content.** The ‘non-statutory’ parts of the units as they appeared in the previous syllabus (e.g. possible learning experiences, skills and key vocabulary etc.) have been removed to guidance materials that will support the teaching of RE in each phase. These expanded units also contain an enquiry-based learning journey, set out key skills in RE that pupils will be developing, and also provide background information for teachers about the learning in each unit and how it relates to learning in other units.

A unit therefore looks like this:

| | | | | |
|--------------------------------|--------------------|--|----------------------|--|
| KEY STAGE or YEAR GROUP | UNIT TITLE: | The title of each unit is usually phrased as a question that the unit will explore. | Area of study | Recommended time for teaching the subject content |
|--------------------------------|--------------------|--|----------------------|--|

WHAT IS THE PURPOSE OF THIS UNIT?

This sets out the purpose and context for each unit – the unit ‘in a nutshell’. This is then expanded in the ‘subject content’ section, which is the statutory element of the Agreed Syllabus.

| | | |
|--|--|---|
| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
| <p>This section of the grid contains the statutory content of the Surrey Agreed Syllabus.</p> <p>Schools must convey this subject content through the learning that they plan.</p> <p><i>Other elements of the grid are non-statutory, and should be adapted by schools to match the needs of their pupils.</i></p> | <p>EXPECTED ATTAINMENT: The expected attainment in this section relates to the subject knowledge and understanding that pupils are developing through their learning. These statements are written using the ‘language’ of the unit to help teachers in planning appropriate learning.</p> | <p>EXPECTED ATTAINMENT: Expected attainment as outlined in this section relates to pupils’ abilities to express and communicate their ideas in RE and what they may have learnt from them. These may sometimes be personal opinions, but increasingly though KS2 and into KS3, pupils will be expected to use critical-thinking skills to share ideas from various viewpoints.</p> |
| | <p>The statements in both sections (above) identify expected attainment as a result of pupils’ learning in this unit. Statements for pupils who are emerging or exceeding are set out below this expected attainment. All statements are based on defined standards of progression that the syllabus working group has used extensively to ensure consistency and progression both within and between key stages. The attainment statements will need to be adjusted for pupils working outside of these expectations, or for units being used at the very start or end of a phase.</p> | |

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RE

Progress in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking and more sophisticated skills.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions and beliefs

Synthesis – this includes:

- Linking significant features of religion and belief together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion / belief and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing views, and responding to questions of religion and belief through a variety of media

BRITISH VALUES – QUALITIES FOR LIVING TOGETHER HARMONIOUSLY

In 2014, the coalition government set out plans giving all schools the responsibility to promote British values which they identified as being ‘democracy, the rule of law, individual liberty and mutual respect and tolerance’. These originated in its Prevent Strategy (2011) whilst intending to support and complement the Equality Act (2010). A renewed focus on these values came as a direct result of the so-called ‘Trojan horse’ affair in Birmingham which led to the DfE placing on schools a legal responsibility, monitored by OfSTED, to actively promote fundamental British values. Schools need to do this through the whole curriculum but especially as part of their spiritual, moral, social and cultural (SMSC) development provision. In November 2014 the DfE produced rudimentary guidance to support maintained schools in promoting these fundamental British values.

Spiritual, moral, social and cultural (SMSC) development opportunities in schools

A school, irrespective of type, is required to provide opportunities to promote the spiritual, moral, social and cultural (SMSC) development of its pupils/students. Opportunities exist for SMSC across the whole curriculum and through the whole of school life including, for example:

- within the curriculum – in terms of both the content taught and the activities selected to promote learning. RE plays a key role, alongside personal, social and health education (PSHE) and citizenship, in promoting SMSC but all areas of the curriculum have a part to play
- school organisation, policies and practices
- behaviour and the quality of relationships evident and encouraged across the school
- through collective worship and in extra-curricular activities

There is obvious overlap between the four areas of SMSC development. However, each dimension has a different emphasis.

Spiritual development

Spiritual development is broadly defined as the non-physical aspects of human life and existence. For some that is linked with belief in the soul and expressed in religious beliefs and practices for others, not so.

Spiritual development within the educational context is not the same as religious development within the faith context. OfSTED addresses how learners:

- demonstrate being reflective about their own beliefs (religious or otherwise) and how these inform their views on life and living
- show interest in and respect for different beliefs, faiths, feelings and values
- express a sense of enjoyment and fascination with learning about themselves, others and the world around them
- engage creatively in their learning

Specifically, RE provides opportunities to promote **spiritual development** through:

- discussing and reflecting on questions surrounding faith, belief, ethics and morality
- learning about and reflecting on important beliefs, practices and experiences which are axiomatic to religious and other traditions and practices
- considering how beliefs and concepts are expressed culturally and creatively through the arts and human and natural sciences
- considering how religions and other world views perceive the human value and relations which each other, the natural world and with God

- enabling students to develop their self-knowledge, self-esteem and self-confidence
- developing their own views and ideas on religious, philosophical and ethical issues

Moral development

Moral development is about knowing what is right and wrong and acting appropriately on this knowledge. Moral development includes:

- understanding the consequences of behaviours and actions
- having an interest in and offering views on moral and ethical issues
- showing respect for the United Kingdom's civil and criminal law (OfSTED)

Specifically, RE provides opportunities to promote **moral development** through:

- exploring how beliefs, teachings and sacred texts influence individuals and groups
- thinking about matters of ethical and moral concern
- studying issues that promote respect of race, religion and belief
- distinguishing between what is right and wrong and respecting the civil and criminal law of the UK
- considering the importance of rights and responsibilities and developing social awareness

Social development

Social development is to do with how the individual relates and responds to others. It is to do with:

- developing social skills in different contexts
- exploring how a sense of belonging is expressed in a variety of ways by different groups or communities e.g. volunteering
- developing skills of co-operation and conflict resolution

Specifically, RE provides opportunities to promote **social development** through:

- considering how religious and other beliefs lead to particular actions and concerns
- addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws
- investigating social issues from religious and non-religious perspectives
- recognising diversity and difference as well as the common ground between religions and beliefs
- expressing pupils'/students' personal views on a range of contemporary social issues whilst developing a capacity to consider respectfully the views of others
- acceptance of and engagement with British values (OfSTED)

Cultural development

Cultural development encourages appreciating, respecting and responding positively to one's own cultural identity as well as that of others.

Cultural development includes providing opportunities for learners to:

- explore and respond to a range of cultural influences on their own and others' lives
- have a willingness to engage with a range of artistic, sporting and aesthetic opportunities
- celebrate cultural heritage and diversity, recognising religious or non-religious influences
- knowledge of Britain's parliamentary system and its role in shaping British society (OfSTED)

Specifically, RE provides opportunities to promote cultural development through:

- encountering people of faith from different religions, beliefs and cultures
- considering cultural diversity within the same religious or non-religious tradition
- promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination
- contributing positively to community cohesion and interfaith cooperation

ATTITUDES IN RE

It is vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in RE:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder

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 beliefs, morals 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 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 questions relating to beliefs, (whether religious or non-religious), morals and spiritual ideas
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith

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

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In summary, religious education:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' and students' knowledge and understanding of Christianity, other principal religions, and belief traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils and students to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of faith and belief and how these impact on personal, institutional and social ethics; and to express their responses
- builds resilience to anti-democratic or extremist narratives and enables pupils and students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teaches pupils and students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils and students to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

RE can make a significant contribution to promoting equality and tackling discrimination, particularly in its focus on promoting respect for all. The non-statutory *National Curriculum Framework for Religious Education*, which has been referred to extensively in the preparation of this document, contains many references to the role of religious education in challenging stereotypical views and appreciating, positively, differences in others. RE should enable all pupils to consider the impact of people's beliefs on their own actions and lifestyle. It also highlights the importance of religion and belief and how RE as a subject can develop pupils' and students' self-esteem.

Effectively promoting equality involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils and students bring to religious education
- meets all pupils' and students' learning needs regardless of gender, including those with learning difficulties or who are gifted and talented, those for whom English is an additional language, pupils and students from all religious communities and those from a wide range of ethnic groups and diverse family backgrounds

To overcome any potential barriers to learning in religious education, some pupils or students may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed
- help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT
- a non-visual way of accessing sources of information when undertaking research in aspects of Religious Education, for example using audiomaterials

RE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The importance of RE to pupils and students with Special Educational Needs:

Religion is the experience and expression of faith. The two areas of learning in RE ('Knowledge and understanding', and 'Expressing ideas, beliefs and insights') are important for all pupils, as RE helps to develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities.

In particular, religious education offers pupils with special educational needs opportunities to:

- develop their self-confidence and awareness;
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour

In response to these opportunities, pupils can make progress in Religious Education:

- by moving from a personal to a wider perspective
- by increasing their knowledge of beliefs, practices and experiences
- through developing understanding of the meaning of stories, symbols, events and pictures
- through developing and communicating their individual responses to a range of views

GUIDANCE ON USING THE AGREED SYLLABUS FOR SEND PUPILS

The programmes of study are set out in key stages as appropriate for pupils and students performing at a standard expected for their age range. However, it is recognised that this may not be a realistic expectation for some pupils and students with special educational needs.

The RE curriculum should be appropriate for each pupil's level of understanding and experience. Curriculum planning should be based on the Surrey Agreed Syllabus but teachers should use their professional judgement to choose activities and approaches that are appropriate to the developmental level of the pupils or students they teach. This may mean referring to an earlier key stage programme of study regardless of chronological age. Nevertheless teachers should have regard to breadth of study outlined in the age-appropriate key stage. For example some secondary age pupils may be working on Buddhism and Sikhism as specified in Key Stage 3-4, but at a Key Stage 1 level of delivery. Teachers should also be free to draw from other religions or beliefs, as appropriate, to acknowledge the personal experiences of pupils within the class. In the same way, it may be appropriate to take account of the particular life experiences of individual pupils or refer to current topical issues. RE does not have to be taught on a weekly basis. It may be more appropriate to timetable more flexibly to allow for integrated or block teaching.

For some pupils, religious education teaching will involve a pre-Foundation Stage programme of study, focusing on a multi-sensory approach. Teaching will need to focus on communication, relationships and a sensory experience of the world. It should be noted that sensory activities are not an end in themselves,

but a means of providing access to early religious education teaching. The religious education experiences of pupils functioning at very early levels of development are likely to be emotional rather than intellectual. For some pupils it may be difficult to determine what is actually understood from the experiences offered. Nevertheless, it is important that pupils should have opportunities to explore these experiences and find meaning in their own way.

Many pupils with special educational needs find abstract concepts difficult. Therefore the starting point for RE should be based on personal, concrete and immediate experiences. These are more likely to be relevant and meaningful to the individual. Again, such experiences are not the end product but are intended as a way into teaching explicit religious education.

Although progress may be slower than for more able pupils, it should always be the aim to work towards a more demanding level. There is the danger that within RE, activities may become repetitive and undemanding, for pupils with SEN. Progression should be planned for by offering increasingly more sophisticated learning experiences and teaching approaches to reflect the age of the pupil.

This may be reflected in the following ways:

- an increasing emphasis on symbolism in religion and belief
- beginning to draw comparisons between religions / beliefs
- considering personal responses to religion and belief
- demonstrating the respect for the beliefs of others
- exploring the more negative aspects of life experiences

Learning experiences should allow for the development of the following skills:

| | |
|--------------------|---|
| Observation | Knowing what to look for and being able to describe what they see without supposition. |
| Enquiry | Being encouraged to find out more about relationships and the world around them. |
| Reflection | An opportunity to think about action or belief and consider meaning. |
| Evaluation | Beginning with own experience and using this knowledge in an attempt to make considered judgements, therefore working towards applying insights and learning new experiences. |

Teaching resources need to be carefully chosen to reflect the age of the pupil but also be accessible to him/her. Commercially available resources are not necessarily appropriate for pupils with special educational needs. Teachers may need to adapt or develop their own, and the use of ICT is particularly relevant here. Nevertheless, the things which have most personal meaning to some pupils with SEN may appear immature to others. It is important that teachers endeavour to handle such situations with sensitivity and respect.

Some pupils will be working below even the end of key stage one expectations. In such cases, teachers may find the QCA P-levels for RE helpful for summative assessment purposes. These can be found within the Surrey Agreed Syllabus support materials.



FOUNDATION STAGE

CURRICULUM OVERVIEW: Foundation Stage

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5. The statutory requirement for religious education does not extend to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the foundation stage. It may, however, form a valuable part of the educational experience of children throughout the key stage.

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

There is no specific requirement for the amount of time to be spent on RE in EYFS, as the nature of the child-led early years' curriculum makes the amount of time spent on anything very difficult to measure. Nevertheless, however they choose to deliver their RE in EYFS, **schools should ensure that enough 'time' is being spent on RE to adequately cover the subject content.** In order for pupils to make good progress in RE at KS1, the foundations of the core concepts need to be established in the early years.

The contribution of RE to the early learning goals:

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

Prime areas:

- **personal, social and emotional development**
- physical development
- **communication & language**

Specific areas:

- **Literacy**
- Mathematics
- **understanding of the world**
- **expressive arts and design**

RE can make an active contribution to all these areas but has a particularly important contribution to make to those highlighted in **bold text** above.

Characteristics of Effective Learning:

Through the CoEL we can identify the sort of learner a child is and provide developmentally appropriate activities accordingly: they underpin learning and development across all areas and establish the ways in which a child engages with other people and their environment. Within RE children can engage with stories, people and artefacts, and relate them to previous experiences; have opportunities to return to activities that interest them for sustained periods and to begin to think more deeply and make links in their learning.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

The recommendation in the Agreed Syllabus is that for pupils in the early years, learning in RE should start from the child's own experience & from within the EYFS curriculum, and lead children progressively to the subject content, which focuses more on religious ideas and concepts. Much of pupils' learning in RE in EYFS will be through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils, in line with the DfEs EYFS Profile (Development Matters):

Personal, social and emotional development:

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

Examples of religious education–related experiences and opportunities:

- children use some stories from different traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways
- using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important
- children think about issues of right and wrong and how humans help one another
- using photos of each other, children explore what makes each person unique and special – and of value

Communication and language:

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

Examples of religious education–related experiences and opportunities:

- children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences
- using a religious celebration as a stimulus, children talk about the special events associated with the celebration
- begin to listen to others' point of view
- through artefacts, stories and music, children learn about important religious celebrations

Understanding the world:

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

Examples of religious education–related experiences and opportunities:

- ask and answer questions about diversity, religion and culture, as they occur naturally within their everyday experiences
- visit places of worship, or listen and respond to visitors or members of the school community from a range of religious and ethnic groups
- handle artefacts with curiosity, scrutiny and respect
- use new words associated with their learning (e.g. while visiting a place of worship), showing respect

Literacy:

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

Examples of religious education–related experiences and opportunities:

- using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play

Expressive arts and design:

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

Examples of religious education–related experiences and opportunities:

- using religious artefacts as a stimulus, children think about and express meanings associated with the artefact
- children share their own experiences and feelings and those of others, and are supported in reflecting on them
- children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings
- respond in a variety of ways to what they see, hear, smell, touch and taste / experience

Building on these experiences, pupils in EYFS may begin to explore the world of religion and belief in terms of special people, books, times, places and objects and, where possible, by visiting places of worship. They listen to and talk about stories, and may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. Children may also discover, through talking about beliefs, that there are people who are not religious. They will reflect on their own feelings and experiences, using their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

It is important that pupils in EYFS gain an understanding of themselves, and others, but also that they gain some knowledge of Christianity, as the religion that has most influenced our culture, as recommended in both the *National Curriculum Framework for RE (2013)* and in guidance produced by the DfE (*Religious Education in English Schools*, 2010). It is expected that teachers will also want to consider including the experiences, festivals and stories of other faiths and beliefs as part of the wider curriculum for this age group, and reflecting the diversity present within the school context (e.g. if you have no Jewish children, but have several Hindu children, it would be far more meaningful to children to explore the festival of Divali to help them understand the concept of celebration than Hanukkah).

Therefore, during their time in EYFS, pupils should be given learning experiences that encourage them to:

- explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship (including Christianity as the religion that has most influenced British culture)
- listen to and talk about Bible stories and stories from other traditions
- use religious words and use their senses in exploring religions and beliefs, practices and forms of expression
- reflect on their own feelings and experiences
- use their imagination and curiosity to develop their appreciation of and wonder about the world in which they live

**so that by the end of
EYFS, most pupils.**

- talk about their own times of celebration
- be aware that festivals are special times for different people and describe how people celebrate some religious festivals
- talk about their special places, books, objects and people, and be aware that other people have places, times, books, objects and people that are special to them
- describe some features of a special place or a book or stories
- talk about groups they belong to and be aware that other children belong to different groups
- talk about a place, a special story or person belonging to a faith community
- respond with increasing sensitivity and responsibility to the world around them
- show a range of feelings in response to their experiences e.g. awe, wonder, sadness, joy etc.

WHAT DO WE TEACH IN EYFS?

This overview has been re-structured from the previous Agreed Syllabus to ensure continuity and progression across the Primary phase, and to adequately prepare pupils for the Secondary phase, whilst giving schools some flexibility within the RE curriculum to choose from a menu of additional units, or develop units of their own. During the process of review, the decision was also made that there should be a degree of parity between the Surrey Agreed Syllabus and the recently-reviewed Guildford Diocesan Guidelines. Much of the subject content that they share has been updated as part of both reviews with this in mind, in order to adequately prepare pupils for their next school, and aid the process of transition.

Many national reports published since the last review have suggested that in order for schools to teach RE well, they need to develop a 'clarity of purpose' around what RE is for, and how to translate this into what pupils learn. Recognising that the early years' curriculum is structured differently from learning in other key stages, the statutory content of the syllabus for EYFS is also structured slightly differently, grouping it under three core concepts ('specialness', 'celebration' and 'belonging'). Within these are six key questions that might help schools to plan their learning experiences for pupils in the early years, using the religious education subject content, along with expected attainment in RE for each question. It's important that schools try to explore aspects of the key questions as they fit within their wider EYFS curriculum, and not to think of them so much as units of work that should be covered in a way that is disconnected from the wider curriculum. **Schools may choose how and when this subject content is covered, as best fits their curriculum, but all the subject content should be covered by most pupils by the end of their reception year, and in order to meet legal requirements, it should always be made clear within planning where pupils are 'studying' religious education, and which subject content is being explored.**

RE IN EYFS: THREE CORE CONCEPTS and SIX KEY QUESTIONS

The RE syllabus for EYFS is presented as six 'topics' each exploring one of the key questions and building understanding of core concepts (specialness, celebration and belonging) from both the child's and a religious point of view, broadly covering the following areas:

Specialness

- ourselves as special and unique **and** other people as also special and unique
- people who are special to us e.g. family, friends, teachers
- special 'religious' people e.g. Jesus as a special person for Christians
- special places, special times, special objects, special books / stories – specifically the Bible as the special book for Christians, containing stories about Jesus
- the natural world as a place of wonder & something that should be looked after; the world as something that religious people believe God created
- respecting things that are special

Celebration

- personal celebrations such as birthdays, weddings, baptisms
- 'welcoming' celebrations e.g. starting at school; new baby
- festivals celebrated at school: Harvest, Christmas & Easter
- festivals & celebrations that might be important for children in your class e.g. Eid-ul-Fitr, Divali, Sukkot, Hanukkah, Naw-Ruz, Guru Nanak's birthday etc. as appropriate)
- celebrating as a way of expressing 'belonging'

Belonging

- belonging in a class and home family
- belonging in a school community (and, if part of a church school, the wider church 'family')
- the Church as the place where the Christian 'family' meets and 'belongs' together
- other places of belonging such as mosque, synagogue etc. as appropriate
- ways of welcoming e.g. to a new school, a new baby etc.
- recognising where people belong e.g. by clothing, special objects etc.

Each unit in the revised syllabus has been written with a distinct purpose in mind: these are set out below to help schools to structure their planning more effectively. As has already been stated, in EYFS, schools may decide for themselves whether they keep the subject content within the ‘umbrella’ of the key question, or whether they explore the RE content as it naturally arises out of children’s prior learning e.g. in an EYFS topic about ‘Homes’, subject content from ‘What makes a place special’, ‘Who am I and where do I belong?’ and even ‘Why do we have celebrations?’ might feature as the identified RE within this topic. There are naturally many places where the concepts overlap. **In the support materials for the Agreed Syllabus, there are some examples of learning experiences for EYFS already planned, to help schools to interpret the subject content linked with each key question.**

Key questions:

There are 6 key questions that are compulsory for all Foundation Stage pupils. These are designed to connect RE with the rest of the EYFS curriculum, and build children’s understanding of the three core concepts of **specialness**, **celebration** and **belonging**. Key questions may feature more than one concept.

| Key question | What is the purpose of this learning? | Core Concept |
|---|--|--------------------------------------|
| Who am I, and where do I belong? | To explore questions of identity e.g. what makes them special and unique, valuing others etc. as well as thinking about the different places where they ‘belong’. Pupils should also consider how new babies are welcomed into the world as way of celebrating the uniqueness of a new life, and investigate different ways in which different people show they ‘belong’, including sharing stories about religious leaders. | Belonging |
| Why do we have celebrations? | To explore the idea of ‘celebration’ as an important religious concept, the starting point being the celebrations that are a part of the lives of the pupils in your class. This learning creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us to understand more about what different people believe. | Celebration |
| What makes a place special? | To know that places are special for different people and that some places hold special memories. They will begin to understand that some people go to special buildings to pray to or be close to God. | Specialness (Belonging) |
| What makes something special? | To think about the different ways in which an object might be considered ‘precious’ or ‘special’, including religious artefacts – and begin to articulate why this is. It is an important question to help children to realise that something that is precious to them might not be to someone else and vice versa. | Specialness (Celebration) |
| What can we learn from stories? | To explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to people because they are about God or religious leaders. They will also consider whether stories can teach people things. | Specialness |
| What makes our world wonderful? | To engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. Pupils will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore the Creation account from the Bible, whilst also thinking about their own and others’ ideas. | Specialness Belonging |

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| KEY STAGE | FS | KEY QUESTION: | WHO AM I, AND WHERE DO I BELONG? | CONCEPT: BELONGING |
|------------------|-----------|----------------------|---|---------------------------|

Through this key question, pupils in EYFS will explore questions of identity e.g. what makes them special and unique, valuing others etc. as well as thinking about the different places where they 'belong'. Pupils should also consider how new babies are welcomed into the world as way of celebrating the uniqueness of a new life. They will also investigate different ways in which religious people show they 'belong', including sharing stories about religious leaders.

| | |
|---|---|
| SUBJECT CONTENT Pupils should learn: | EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to: |
| <ul style="list-style-type: none"> • that every person is special and unique • that some people believe that God made them this way • how new babies are welcomed • that people belong together in different ways • that religious people have different ways of showing they 'belong' together • about special people in different religions (e.g. Jesus / Muhammad / Moses) | <ul style="list-style-type: none"> • recognise what makes them special and unique • suggest what makes other people special and unique • talk about the different places where they belong e.g. family, clubs etc. • recognise how they are part of their school community • talk about how a new baby is welcomed – and why it's important • talk about how different people 'belong' to other communities (e.g. a church, synagogue or mosque community) • respond to stories about important religious people and leaders |

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|------------------|-----------|----------------------|-------------------------------------|-----------------------------|
| KEY STAGE | FS | KEY QUESTION: | WHY DO WE HAVE CELEBRATIONS? | CONCEPT: CELEBRATION |
|------------------|-----------|----------------------|-------------------------------------|-----------------------------|

Through this key question, pupils in EYFS will explore the idea of 'celebration' as an important religious concept, the starting point being the celebrations that are a part of the lives of the pupils in your class. This unit creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us to understand more about what people believe.

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| SUBJECT CONTENT Pupils should learn: | EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to: |
| <ul style="list-style-type: none"> • each person has a "birth-day" and this is celebrated on the day s/he was born • celebrations are joyful times • a celebration is often a time to say "thank you" • that Christians celebrate special festivals e.g. Harvest, Christmas, Easter • that other religions have different festivals | <ul style="list-style-type: none"> • know that birthdays are important and that they celebrate their birth-day, the day they were born, once a year • begin to recognise how and why some festivals are celebrated • recognise that what they know about celebrations can help them to understand what's important to different people • identify a time that is special to them • recognise a time that is special to others • show they can be sensitive to the needs and feelings of others through their actions |

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|------------------|-----------|----------------------|------------------------------------|---|
| KEY STAGE | FS | KEY QUESTION: | WHAT MAKES A PLACE SPECIAL? | CONCEPT: SPECIALNESS / BELONGING |
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Through this key question, pupils in EYFS will know that places are special for different people and that some places hold special memories. They will begin to understand that some people go to special buildings to pray to or be close to God.

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| SUBJECT CONTENT Pupils should learn: | EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to: |
| <ul style="list-style-type: none"> • that some people have places that are special to them; • that there are special buildings where some people go to think and learn about God • that some people feel close to God anywhere or in their own special places | <ul style="list-style-type: none"> • talk about their homes and their belongings • say why a place is special for them • begin to develop an awareness that some people go to special buildings to think and learn about God • talk about other places where people can talk to God • say why another place may be special for someone else |

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|------------------|-----------|----------------------|--------------------------------------|---|
| KEY STAGE | FS | KEY QUESTION: | WHAT MAKES SOMETHING SPECIAL? | CONCEPT: SPECIALNESS / CELEBRATION |
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Through this key question, pupils in EYFS will think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts – and begin to articulate why this is. It is an important question to help children to realise that something that is precious to them might not be to someone else and vice versa.

| | |
|---|---|
| SUBJECT CONTENT Pupils should learn: | EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to: |
| <ul style="list-style-type: none"> • that different things are special to people for different reasons; • how to look after special things and respect things that are special to others; • people can use objects to help them remember special times and places; • that memories can be special • that some objects are 'religious' objects and help people to think about God | <ul style="list-style-type: none"> • identify something that is special to them • say how they would look after something special • identify a memory that is special to them • identify something that is special to others • say why something is special • suggest why a religious artefact might be special |

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|------------------|-----------|----------------------|--|-----------------------------|
| KEY STAGE | FS | KEY QUESTION: | WHAT CAN WE LEARN FROM STORIES? | CONCEPT: SPECIALNESS |
|------------------|-----------|----------------------|--|-----------------------------|

Through this key question, pupils in EYFS will explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to people because they are about God or religious leaders. They will also consider whether stories can teach people things.

| | |
|---|--|
| SUBJECT CONTENT Pupils should learn: | EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils will: |
| <ul style="list-style-type: none"> • that people can have favourite stories • that through stories people share ideas and values about how to live • that some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God • that some stories are about special people e.g. Jesus, Muhammad (pbuh*), Moses etc. | <ul style="list-style-type: none"> • talk about their own favourite stories and say why they are special • begin to be aware that stories teach us things • begin to relate ideas from stories to their own lives • recognise that some books are special to different faith groups e.g. the Bible, Torah and Qur'an • respond to stories from the Bible and from other beliefs and cultures • name the important people in some religious stories |

**pbuh (Peace and blessings be upon him) is spoken or written after the name of Muhammad (or any other prophets of Islam)*

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|------------------|-----------|----------------------|--|-----------------------------|
| KEY STAGE | FS | KEY QUESTION: | WHAT MAKES OUR WORLD WONDERFUL? | CONCEPT: SPECIALNESS |
|------------------|-----------|----------------------|--|-----------------------------|

Through this key question, pupils in EYFS will engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. Pupils will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore the Creation account from the Bible, whilst also thinking about their own and others' ideas.

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| SUBJECT CONTENT Pupils should learn: | EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to: |
| <ul style="list-style-type: none"> • that our world is a place of wonder • that people are naturally 'creative' • that some people believe our world was created by God and that this is an important story in their special books • that we should look after our world | <ul style="list-style-type: none"> • recognise and celebrate their own and others' creativity • identify things in the natural world that they think are 'wonder-ful' • be thankful for the world around us • say why they think some people say God made the world • say what they think about our world • show that they can care for the world around them e.g. watering plants |



KEY STAGE ONE

CURRICULUM OVERVIEW: KEY STAGE ONE

In the Foundation Stage and nursery classes, children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- learning about themselves within the context of their school
- learning about the beliefs and cultures of others, including Christianity
- encountering the celebration of different festivals
- hearing stories from the Bible, and other cultural and religious traditions, as well as non-religious stories with morals that help them to relate to the things that different people believe

Please refer to the 'Foundation Stage' section of this document for further information.

During Key Stage 1, pupils develop their knowledge and understanding of the Christian faith, Judaism and Islam (and where appropriate, non-religious beliefs, as part of the comparative units of study). Pupils will also develop important subject-specific and cross-curricular skills.

Through their learning in KS1, pupils should:

- learn what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Jews and Muslims believe
- encounter and respond to a range of stories, artefacts and other religious materials, such as art and music
- learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary
- begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to
- ask relevant questions and develop a sense of wonder about the world, using their imagination
- ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging

so that by the end of
KS1, most pupils will be
able to...

- identify similarities in features of religions and beliefs
- retell religious, spiritual and moral stories
- identify possible meanings for stories, symbols and other forms of religious expression
- identify how religion and belief is expressed in different ways
- respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings
- ask questions about their own and others' ideas, feelings and experiences
- give a reason why something may be valued by themselves and others
- recognise that some questions about life are difficult to answer

WHAT DO WE TEACH IN KEY STAGE ONE?

This overview has been re-structured from the previous Agreed Syllabus to ensure continuity and progression across the Primary phase, and to adequately prepare pupils for the Secondary phase, whilst giving schools some flexibility within the RE curriculum to choose from a menu of additional units, or develop units of their own. During the process of review, the decision was also made that there should be a degree of parity between the Surrey Agreed Syllabus and the recently reviewed Guildford Diocesan Guidelines. Many of the units that they share have been updated as part of both reviews with this in mind, in order to adequately prepare pupils for their next school, and aid the process of transition.

Every unit has been updated, and some units are completely new, so schools will need to take this into account when using the units to plan lessons. Pupils should study a **minimum of 72 hours** across the key stage (36 hours per year, or approximately $\frac{3}{4}$ hour per week, which is 5% of curriculum time). Recognising that terms vary in length, there is a degree of flexibility within the suggested time allocations for all units. The minimum recommended time for **Christianity** across KS1 is **36 hours**, so schools should bear this in mind when choosing additional study units, and use the flexibility within units' timings to ensure their hours add up. Some unit titles have changed, and where it's not obvious what the 'old' unit was, the old title is written in italics.

Many national reports published since the last review have suggested that in order for schools to teach RE well, they need to develop a 'clarity of purpose' around what RE is for, and how to translate this into what pupils learn. Each unit in the revised syllabus has been written with a distinct purpose in mind: these are set out within this section to help schools to structure their planning more effectively. **In the support materials for the Agreed Syllabus, there are units already planned, to help schools to interpret the subject content and structure a sequence of learning, appropriate to the age and ability of pupils. There is also a document 'The 2012 Agreed Syllabus – what have we done?' which further explains the changes made to the old curriculum.**

Compulsory Units: Christianity:

There are 10 compulsory Christianity units, including a Christmas and Easter unit for each year group.

| 'Theme' with 'big ideas' | Title | What is the purpose of this unit? | Phase / Yr | Suggested time allocation |
|--|--|---|------------|---------------------------|
| God <i>(Father and Creator)</i> | What do Christians believe God is like? | To help children to share their own thoughts and ideas about God, and begin to understand that words, pictures and images can convey deep meanings. During this unit they will investigate some images of God contained within the Bible and think about how these help to show Christians who God is. Many of these images are shared by Jews. | KS1 | 5-6 hours |
| Jesus Christ <i>(incarnation; salvation; the kingdom of God; gospel – 'good news')</i> | NEW TITLE! Who is Jesus?* <i>[formerly 'Who were Jesus' friends']</i> | To explore the key events in Jesus' life, so that pupils can appreciate the span of his life being 33 years (rather than a term between Christmas and Easter!), but also to appreciate that Christians believe that the events of his life (including his miracles) show he was both human, and divine (God). | KS1 | 5-6 hours |
| | Why did Jesus tell parables? | To explore a range of parables that Jesus told, in order for children to understand how he used simple stories to teach people deep truths about God and his kingdom. It is | KS1 | 4-5 hours |

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|--|---|---|-----|-----------|
| | | important that pupils are also given opportunities to explore the reasons why Jesus told them, to help them to make connections between the parables and what Christians believe. | | |
| | NEW UNIT! Why do Christians call Jesus 'Saviour'? | To explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless. During this unit, pupils should consider how meeting Jesus changed peoples' lives ('rescued' them), and reflect on how Jesus is still 'Saviour' for Christians today. | KS1 | 4-5 hours |
| The Bible <i>(story of the people of God; salvation – 'the rescue plan')</i> | Why is the Bible an important book for Christians? | To introduce the idea of the Bible as the 'big story' of God and his people, to familiarise the children with stories and people from the Bible and to learn that the Old Testament precedes the life of Jesus. Schools may wish to focus on stories from the Old Testament because many of the Christianity units at KS1 focus on accounts from the life of Jesus, but exploring a range will help children get an idea of the 'beginning, middle and end' of the 'big' Bible story. | KS1 | 5-6 hours |
| The Church <i>(the people & kingdom of God)</i> | NEW TITLE! Why is 'Church' important to Christians? | To learn that 'church' is not just a building, but a community of people, and consider why 'church' is a special place for Christians. Through this unit, pupils should explore the key features of your local church (exterior/interior/people) and investigate Christian symbols that are found there, making connections with what Christians believe, but also recognise that 'worship' is one of the most important things that happens in a church. | KS1 | 5-6 hours |
| Christmas <i>(incarnation; salvation; gospel – 'good news')</i> | Christmas Y1: Why is Christmas important to Christians? | To explore the key events in the Christmas narrative and consider why Christmas is such an important celebration for Christians. | Y1 | 2-3 hours |
| | NEW TITLE! Christmas Y2: What does the Christmas story tell Christians about Jesus? | To explore the Christmas nativity account for signs (e.g. angels, visit of the Magi, new star) that Christians believe show Christians who Jesus is and why he was born. | Y2 | 2-3 hours |
| Easter <i>(salvation; gospel – 'good news')</i> | Easter Y1: What do eggs have to do with Easter? | To consider why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story. This unit includes an opportunity for pupils to make an Easter garden. | Y1 | 2-3 hours |
| | Easter Y2: Why is Easter important to Christians? | To explore what the Easter narrative shows Christians about Jesus, and that at the heart of the story is the Christian belief that Jesus died to 'mend' people's friendship with God. | Y2 | 2-3 hours |

Other Compulsory Units: Islam, Judaism and Comparative

There are 4 units focussing on other faiths: 2 Judaism units, and 2 Islam units, and 2 units that take a more thematic approach, and which include non-religious worldviews.

| 'Theme' | Title | What is the purpose of this unit? | Phase / Yr | Suggested time allocation |
|--------------------|--|---|------------|---------------------------|
| Islam | <i>NEW TITLE!</i> Who is Allah, and how do Muslims worship him? | To explore how some of Allah's 99 names express who Allah is for Muslims, and how worship of Allah is central to Muslim families and how they live their lives. A visit to a mosque might help develop the learning in this unit. | KS1 | 5-6 hours |
| | <i>NEW TITLE!</i> What is important for Muslim families? | To explore key Muslim beliefs about Muhammad (pbuh), the last and greatest prophet of Islam, and the Qur'an in order to help pupils to understand what's important for Muslim families and how it shapes their lives. 'Respect' and 'peace' are important concepts within this unit. Pupils should also be given opportunities to explore stories about the life of the Prophet during this unit and think about why they might be important for Muslim families. | KS1 | 5-6 hours |
| Judaism | What is the Torah and why is it important to Jews? | To introduce pupils to the Torah as the special holy book for Jews, but also to encourage them to make connections between the Torah and the part of the Bible that Christians call the 'Old Testament'. | KS1 | 5-6 hours |
| | Why do Jewish families celebrate Shabbat? | To explore why rest might be important, and investigate the importance for Jewish families of Shabbat as a time set apart from the rest of the week. (It is also the 4 th of the Ten Commandments) | KS1 | 5-6 hours |
| Comparative | Why should we look after our world? <i>[formerly an ASU]</i> | To give pupils opportunities to reflect on the natural world, what makes it precious and why / how we should care for it. Whilst the creation account (found in the Bible, the Torah and the Qur'an) might help answer this question for religious people, pupils should also be given opportunities to learn that non-religious people also show wonder at the natural world and concern about environmental issues. | KS1 | 3-4 hours |
| | <i>NEW TITLE!</i> Is prayer important to everyone? | To explore and compare how different religious communities pray, and to consider why other people choose not to pray. | KS1 | 3-4 hours |

Additional Study Units (ASU):

(suggested time allocation: 8-12 hours)

It is recommended that schools spend a total of approx. 8-12 hours across the key stage, studying units chosen from this menu, **to complete the statutory minimum time of 72 hours**. Some of these are specific to one religion, others are more thematic / comparative in approach, and might include non-religious worldviews. Schools may also develop units of their own. **Voluntary Controlled Church schools should bear in mind the requirements of the Church of England statement of entitlement when choosing additional study units.**

| Title | What is the purpose of this unit? | Phase / Yr | Suggested time allocation |
|--|---|------------|---------------------------|
| Christianity: How do Christians follow Jesus? | To explain that a Christian is someone who follows Jesus, using examples of the people who followed Jesus during his lifetime, and others from the past. Pupils are also introduced to Jesus' two 'great' commandments: 'love God' and 'love others', and asked to think about the impact of Jesus' words for people who follow him. | KS1 | 4-6 hours |
| Judaism: <i>NEW TITLE!</i> How does a dreidel help Jewish families to remember? | To help children explore how the traditions within the celebration of Hanukkah help Jewish families to remember the story that's the focus for this 8-day festival. 'Remembering' is a significant concept in Judaism, as many times in their history, God commanded the Jewish nation to 'remember' events e.g. God's rest from Creation (Shabbat) / freedom from slavery (Passover) / provision in the desert (Sukkot) etc. | KS1 | 4-6 hours |
| Islam: In what ways is the mosque special to Muslims? | To give pupils the opportunity to visit a mosque and explore what makes it a special place for Muslim worship and learning. This unit could ideally follow the unit 'Who is Allah, and how do Muslims worship him?' | KS1 | 4-6 hours |
| What are <i>your</i> big questions? | To think about the value of curiosity in human beings and to give pupils space to think and reflect about 'big' questions – theirs, and others – and to consider where people search for the answers. | KS1 | 4-6 hours |
| Is the world a fair place? | To investigate what's fair and unfair about our world, and to consider what motivates people to challenge injustice, but also to think about ways in which we might make a difference to those for whom life is not fair. | KS1 | 4-6 hours |
| Why is Harvest a worldwide celebration? | To give pupils the opportunity to explore how different communities express thanks for the harvest, ideally connecting pupils' learning in RE with school harvest celebrations, but also exploring issues of global responsibility, and connecting with other areas of the curriculum such as geography and citizenship. | KS1 | 4-6 hours |
| What are symbols and why do people use them? | To investigate how different religions or beliefs use symbols to express the things that they believe. The idea that symbols convey meaning is a key concept within this unit, which would be best studied in Y2. | KS1 | 4-6 hours |

COMPULSORY UNITS OF WORK: CHRISTIANITY

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|------------------|----------|--------------------|--|---------------------|------------------|
| KEY STAGE | 1 | UNIT TITLE: | WHAT DO CHRISTIANS BELIEVE GOD IS LIKE? | CHRISTIANITY | 5-6 HOURS |
|------------------|----------|--------------------|--|---------------------|------------------|

WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to help children to share their own thoughts and ideas about God, and begin to understand that words, pictures & images can convey deep meanings. During this unit they will explore different images of God contained within the Bible and think about how these help to show what Christians believe God is like. Many of these images are shared by Jews

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|---|---|
| <ul style="list-style-type: none"> • that people sometimes use pictures to convey meaning • that there are many different images of God contained within the Bible • that these images help to answer the question ‘What is God like?’ • that Christian beliefs about God are connected with these images • that Christians believe that God loves them, and all people • to express their own thoughts and ideas about what God might be like | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • suggest meanings for some Biblical images of God • talk about some Christian beliefs about what God is like | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • sensitively articulate their own beliefs / ideas connected with images of God |
| | EMERGING: <ul style="list-style-type: none"> • recall images that illustrate what God is like | EMERGING: <ul style="list-style-type: none"> • share their ideas about God |
| | EXCEEDING: <ul style="list-style-type: none"> • describe and suggest meanings for the images used, connecting them with Christian beliefs • explain how the examples studied show Christians that God loves them | EXCEEDING: <ul style="list-style-type: none"> • suggest which of the images of God might be most important to Christians (and / or to themselves) and why |

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|------------------|----------|--------------------|----------------------|---------------------|------------------|
| KEY STAGE | 1 | UNIT TITLE: | WHO IS JESUS? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the key events in Jesus' life, so that pupils can appreciate the span of his life being 33 years (rather than a term between Christmas and Easter!), but also to appreciate that Christians believe that the events of his life show he was both human, and divine (God).

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|---|---|
| <ul style="list-style-type: none"> that Christians call Jesus the 'Son of God' that Christians believe that Jesus is both human and divine (God) about the main events in Jesus' life that Jesus performed miracles, including healings e.g. water into wine; feeding the 5000; calming the storm; Bartimaeus; the paralysed man; the sick girl; the ten lepers that many people followed Jesus, and still do now | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> retell events from Jesus' life identify which events show Jesus is like God recognise that Jesus' miracles raise puzzling questions | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> talk about experiences from Jesus' life that they can identify with e.g. choosing friends, being lost / losing someone ask questions about Jesus' life |
| | EMERGING: <ul style="list-style-type: none"> recall events from the life of Jesus realise that Jesus is a special person for Christians | EMERGING: <ul style="list-style-type: none"> talk about their choice of friends talk about ways of helping others |
| | EXCEEDING: <ul style="list-style-type: none"> make links between events in Jesus' life and what Christians believe about him being both human and 'divine' | EXCEEDING: <ul style="list-style-type: none"> compare their ideas or beliefs about Jesus e.g. miracles consider why people might 'follow' Jesus |

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| KEY STAGE | 1 | UNIT TITLE: | WHY DID JESUS TELL PARABLES? | CHRISTIANITY | 4-5 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore a range of parables that Jesus told, in order for children to understand how he used simple stories to teach people deep truths about God and his kingdom. It's important that pupils are also given opportunities to explore the reasons why Jesus told them, to help them to make connections between the parables and what Christians believe.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|---|--|
| <ul style="list-style-type: none"> • that stories can teach people things • the Bible contains <u>parables</u> that Jesus told • Jesus' parables are found in the New Testament • parables have a deep meaning • that Jesus told parables to explain important truths to people • that the truths in Jesus' parables have an impact on a Christian's life | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • retell a parable told by Jesus • suggest what they think the meaning of a parable is • understand that Jesus told parables to teach people important truths | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • sensitively express their own ideas about the themes of parables e.g. being lost or helping others • talk about what's important in the parable – for them and for others |
| | EMERGING: <ul style="list-style-type: none"> • recall that Jesus' stories are called parables • recall aspects of parables that Jesus told | EMERGING: <ul style="list-style-type: none"> • list the reasons why people like stories • recognise that some stories have special meanings and are important to people |
| | EXCEEDING: <ul style="list-style-type: none"> • describe what a Christian might learn from the parables | EXCEEDING: <ul style="list-style-type: none"> • compare how the ideas expressed in Jesus' parables might have an impact on themselves or others |

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|------------------|----------|--------------------|--|---------------------|------------------|
| KEY STAGE | 1 | UNIT TITLE: | WHY DO CHRISTIANS CALL JESUS 'SAVIOUR'? | CHRISTIANITY | 4-5 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless. During this unit, pupils should consider how meeting Jesus changed peoples' lives ('rescued' them), and reflect on how Jesus is still 'Saviour' for Christians today.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|--|--|
| <ul style="list-style-type: none"> • that friendship is an important value • the Bible contains stories about people Jesus met and 'rescued' • that many people's lives were changed by meeting Jesus • that Christians call Jesus 'Saviour' | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • retell stories about how people were changed by meeting Jesus • identify possible meanings for stories / religious words / art • suggest why Christians call might Jesus 'Saviour' | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • respond sensitively to the idea of 'rescue', making relevant comments in the context of stories and discussions • discuss how people who met Jesus might have felt before, during and after |
| | EMERGING: <ul style="list-style-type: none"> • recall elements of stories about Jesus and the people he met | EMERGING: <ul style="list-style-type: none"> • talk about their own understanding / experiences of being 'rescued' e.g. in role play |
| | EXCEEDING: <ul style="list-style-type: none"> • give specific examples of how Jesus 'rescued' people in order to explain why Christians call Jesus 'Saviour' | EXCEEDING: <ul style="list-style-type: none"> • express their own ideas about the way in which Jesus 'rescued' people |

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| KEY STAGE | 1 | UNIT TITLE: | WHY IS THE BIBLE AN IMPORTANT BOOK FOR CHRISTIANS? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to introduce the idea of the Bible as the 'big story' of God and his people, and to familiarise the children with stories and people from the Bible and to learn that the Old Testament precedes the life of Jesus. You may wish to focus on stories from the Old Testament because many of the Christianity units at KS1 focus on accounts from the life of Jesus, but exploring a range will help children get an idea of the 'beginning, middle and end' of the 'big' Bible story.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|--|
| <ul style="list-style-type: none"> that books can be special / important to people that the Bible contains 'stories'* about God and people about some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc. that the New Testament contains accounts from the life of Jesus & the early Church that Christians read the Bible to learn about God and that this affects how they live their lives | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> retell stories from the Bible to others and identify what 'part' God plays in the story suggest some things that Christians might learn from the Bible | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> sensitively connect their own emotions to the experiences of those in the accounts studied |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> recall the names of some people from the Bible or things that happened to them | <p>EMERGING:</p> <ul style="list-style-type: none"> explain how books can be special and talk about their own special books / what they have learnt from books |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> suggest why the Bible might be like a light for Christians and how it might help them, talking about the stories they know | <p>EXCEEDING:</p> <ul style="list-style-type: none"> compare their ideas with what a Christian might say about the 'story' |

* The word 'story' is to be used carefully within this context, because for many Christians, the Bible is **not** fiction. Many 'stories' could be called 'narratives, or 'accounts'; however, Jesus did tell parables, which **are** stories!

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| KEY STAGE | 1 | UNIT TITLE: | WHY IS 'CHURCH' IMPORTANT TO CHRISTIANS? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to learn that 'church' is not just a building, but a community of people, and consider why church is a special place for Christians. Through this unit, pupils should investigate Christian symbols that are found there, making connections with what Christians believe, but also recognise that 'worship' is one of the most important things that happens in a church, because it's how Christians show that God is important to them.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|--|---|
| <ul style="list-style-type: none"> that Christians meet together in a church that the church is not just a building but also a family of Christian people that Christians show God is important to them through worship that there are special Christian symbols in a church building about the main features of a church (interior / exterior)* | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> recognise some symbols within a church and suggest what they mean identify how Christians show that God is important | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> suggest which aspect of 'church' might be most important to them, or to a Christian respond with sensitivity to the experience of being in a church |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> name the church as a special place for Christians recall something that Christians do in worship | <p>EMERGING:</p> <ul style="list-style-type: none"> talk about places which are special to them say what might make a church a special place |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> recognise and suggest meanings for some symbols / features of worship showing how they link with Christian beliefs | <p>EXCEEDING:</p> <ul style="list-style-type: none"> describe what might be most important about church for a Christian and explain why they think that |

Whilst the features (interior / exterior) of the church are important, as this may be the first time that children have learned the names for items used in worship e.g. altar, lectern, font etc., they should not be the focus of the unit. It's more important that children find out about the **worship that takes place – and how it shows that God is important to Christians.*

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|------------------|----------|--------------------|--|---------------------|------------------|
| KEY STAGE | 1 | UNIT TITLE: | CHRISTMAS Y1: WHY IS CHRISTMAS IMPORTANT TO CHRISTIANS? | CHRISTIANITY | 2-3 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
It is the intention of this unit to explore the key events in the Christmas narrative and consider why Christmas is such an important celebration for Christians.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|--|
| <ul style="list-style-type: none"> that Christmas is linked to the account of the birth of Jesus about the key people and events in the birth stories (Nativity) that this story is the focus of the celebration for Christians that Christians believe Jesus is the Son of God | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> retell the main events of the story using religious vocabulary identify something about Christmas that would be important to Christians | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> give a reason for what's important to them about Christmas talk about the different people in the story and how they might have felt at different times |
| | EMERGING: <ul style="list-style-type: none"> recall elements about the Nativity account e.g. an event, someone's name etc. | EMERGING: <ul style="list-style-type: none"> share experiences of celebrations reflect on the emotions associated with celebration |
| | EXCEEDING: <ul style="list-style-type: none"> suggest meanings for symbols within the story or art | EXCEEDING: <ul style="list-style-type: none"> recognise that Christmas is important for Christians because it tells of the birth of Jesus |

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| KEY STAGE | 1 | UNIT TITLE: | CHRISTMAS Y2: WHAT DOES THE CHRISTMAS STORY TELL CHRISTIANS ABOUT JESUS? | CHRISTIANITY | 2-3 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the Christmas nativity account for clues (e.g. angels, visit of the Magi, new star) that Christians believe show Christians who Jesus is and why he was born. You may wish to focus on one clue in more depth in order to deepen pupils' understanding.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|--|--|
| <ul style="list-style-type: none"> • that Christmas is the celebration of Jesus' birth • that Christians believe there are clues in the story that show who Jesus is • what these clues show e.g. <ul style="list-style-type: none"> ○ <u>star</u> – the birth of a <u>new King presents</u> – Jesus as <u>God's gift to the world</u> and the gifts of the Magi ○ <u>angels</u> – messengers from God who told people about Jesus being <u>God's Son</u> ○ <u>light</u> – Jesus as the <u>light of the world</u> | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • talk about what a clue means in relation to the story (and perhaps also Christmas traditions) | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • talk about the puzzling aspects of the clues in the Christmas story • identify how people in the Nativity accounts might be feeling / thinking about Jesus and why |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> • identify places in the Christmas story where clues appear | <p>EMERGING:</p> <ul style="list-style-type: none"> • share their thoughts / feelings about the clues in the story |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • identify what Christians believe about the clues associated with Christmas | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • explain how certain clues show Christians that Jesus was a special baby |

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|-------------|-------------|---|--------------|-----------|
| KEY STAGE 1 | UNIT TITLE: | EASTER Y1: WHAT DO EGGS HAVE TO DO WITH EASTER? | CHRISTIANITY | 2-3 HOURS |
|-------------|-------------|---|--------------|-----------|

WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to consider why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story. There is also opportunity for children to focus children on the contrasting emotions of Easter.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|---|
| <ul style="list-style-type: none"> • that new life is an important theme of Easter celebrations • on Good Friday Christians remember Jesus' death • on Easter Day Christians celebrate Jesus' resurrection • that symbols are used to represent key aspects of Easter: <ul style="list-style-type: none"> ○ hot cross buns – Good Friday / the crucifixion ○ Easter eggs – the Garden Tomb; new life; the resurrection | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • suggest meanings for the symbols connected with the story of Easter (e.g. eggs, hot cross buns) • suggest why an egg is a good symbol for new life or what Christians believe about new life | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • identify with different people within the Easter story and correctly talk about the range of emotions involved |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> • recognise and name Easter 'artefacts' e.g. a cross / hot cross bun / Easter egg • recall elements of the Easter story | <p>EMERGING:</p> <ul style="list-style-type: none"> • talk in simple terms (e.g. happy / sad) about their own emotions or the emotions connected with the Easter story |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • articulate what Christians believe about Easter, making reference to the story | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • articulate what Christians might feel about Easter, making reference to the story |

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| KEY STAGE 1 | UNIT TITLE: | EASTER Y2: WHY IS EASTER IMPORTANT TO CHRISTIANS? | CHRISTIANITY | 2-3 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
It is the intention of this unit to explore the Christian belief that Jesus died to ‘mend’ people’s friendship with God, and to very simply encapsulate Christian beliefs about Jesus’ death and resurrection in an Easter Garden.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that friendship is a precious thing and can get damaged <p>that Christians believe that:</p> <ul style="list-style-type: none"> God loves all people and wants to be their friend the things they do wrong damage their friendship with God Jesus’ death means they can put things right with God again (be forgiven) Jesus’ resurrection means that death is not the end | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> suggest what different symbols mean e.g. parts of an Easter Garden | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> demonstrate respect & sensitivity for the feelings / thoughts / beliefs of others in the way that they talk |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> recognise and name Easter ‘artefacts’ e.g. a cross / different parts of an Easter Garden | <p>EMERGING:</p> <ul style="list-style-type: none"> share experiences of friendship and talk about their feelings |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> explain Christian belief linked with the different symbols, referring to the Easter story | <p>EXCEEDING:</p> <ul style="list-style-type: none"> explain how ‘broken’ friendships might be restored compare what they think about Easter with what a Christian might say |

COMPULSORY UNITS OF WORK: ISLAM

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|-----------|---|-------------|---|-------|-----------|
| KEY STAGE | 1 | UNIT TITLE: | WHO IS ALLAH, AND HOW DO MUSLIMS WORSHIP HIM? | ISLAM | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore how some of Allah's 99 names express who Allah is for Muslims, and how worship of Allah is central to Muslim families and how they live their lives. A visit to a mosque might help develop the learning in this unit.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that Muslims believe in one God, Allah <p>that Allah:</p> <ul style="list-style-type: none"> is the Arabic name for God the Creator has ninety-nine beautiful names that reflect aspects of his character <p>that Muslims believe that:</p> <ul style="list-style-type: none"> any thought or action can be a prayer they should be ritually clean** before they pray and can pray anywhere as long as it is clean they should face Makkah when they pray different physical positions in prayer help them focus on Allah | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> suggest what some of Allah's names might mean and why they might be 'beautiful' to a Muslim explain how the different prayer positions might help a Muslim to pray describe why Muslims wash before praying | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> suggest what it means to treat someone or something with respect discuss how Muslims show respect for Allah in prayer |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> use some religious words (e.g. prayer, Muslim, Allah) when talking | <p>EMERGING:</p> <ul style="list-style-type: none"> talk about their own experiences e.g. different names they call special people / what or who they respect |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> link Allah's beautiful names with what Muslims believe about him describe similarities and differences in the way different faith communities pray | <p>EXCEEDING:</p> <ul style="list-style-type: none"> explain how reflecting on Allah's names or praying might help a Muslim |

**The process of being ritually clean is significant in Islam. Although wudu takes place at the mosque, it is the final part in the process of becoming ritually clean for prayer. Washing of the whole body must take place at home for wudu to be effective at the mosque.

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| KEY STAGE | 1 | UNIT TITLE: | WHAT IS IMPORTANT FOR MUSLIM FAMILIES? | ISLAM | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore key Muslim beliefs about Muhammad (pbuh), the last and greatest prophet of Islam, and the Qur'an in order to help pupils to understand what's important for Muslim families and what shapes their lives. 'Respect' and 'peace' are important concepts within this unit. Pupils should also be given opportunities to explore stories about the life of the Prophet during this unit and think about why they might be important for Muslim families.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that the word 'Islam' means 'peace' in Arabic that 'respect' is important to Muslims <p>that Muslims believe that Muhammad (pbuh*):</p> <ul style="list-style-type: none"> is a prophet and the last messenger of Allah in Islam is the best example of a Muslim, and that they should try to be like him <p>that the Qur'an:</p> <ul style="list-style-type: none"> is the special book for Muslims and is written in Arabic contains the holy words of Allah to Muhammad | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> demonstrate how the Qur'an should be treated and suggest why this might be retell stories about Muhammad (pbuh) and suggest what people might learn from them or what made Muhammad (pbuh) a good leader identify how peace and respect are important to Muslims | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> suggest why Muhammad (pbuh) is important to Muslims and how they show respect consider why Muslims might learn parts of the Quran by heart |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> recall facts about Muslims / Muhammad / the Qur'an | <p>EMERGING:</p> <ul style="list-style-type: none"> talk about their own experiences e.g. special people / what or who they respect |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> link the way that the Qur'an is treated with Muslim beliefs suggest how Muslims might try to be like Muhammad | <p>EXCEEDING:</p> <ul style="list-style-type: none"> explain how learning the Qur'an by heart might help a Muslim |

COMPULSORY UNITS OF WORK: JUDAISM

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| KEY STAGE | 1 | UNIT TITLE: | WHAT IS THE TORAH AND WHY IS IT IMPORTANT TO JEWS? | JUDAISM | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to introduce pupils to the Torah as the special holy book for Jews, but also to encourage them to make connections between the Torah and the part of the Bible that Christians call the 'Old Testament'

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|---|
| <ul style="list-style-type: none"> what it means to treat something with respect the Torah is the Jewish holy book and contains rules for Jews to live by the Torah is in the form of a scroll and is written in Hebrew the Torah can also be found in the Old Testament section of the Bible the synagogue is the place where Jews go to learn, worship God and be together as a community, and is where the Torah is kept light is a symbol for God's presence in the synagogue | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> identify some things that Jews learn from the Torah identify possible meanings for the commandments that God gave to Moses suggest why light is used to symbolise God's presence in the synagogue | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> explain what it means to treat something with respect and suggest why the Torah is valued by Jews |
| | EMERGING: <ul style="list-style-type: none"> recall facts about the Torah or synagogue | EMERGING: <ul style="list-style-type: none"> identify books that are of value to them and why talk about different places where they go to learn and what they learn there |
| | EXCEEDING: <ul style="list-style-type: none"> make the link that the way that the Torah is treated with the Jewish belief that it contains the holy words of God make the link between the Torah and the part of the Bible that Christians call the 'Old Testament' | EXCEEDING: <ul style="list-style-type: none"> compare the rules they have for living with the Ten Commandments compare the importance of the Torah to Jews and how important the Ten Commandments are for them |

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| KEY STAGE | 1 | UNIT TITLE: | WHY DO JEWISH FAMILIES CELEBRATE SHABBAT? | JUDAISM | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
It is the intention of this unit to explore why rest might be important, and investigate the importance for Jewish families of Shabbat as a time set apart from the rest of the week. (It is also the 4th of the Ten Commandments)

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that families celebrate special times in many different ways that Shabbat and the Friday night meal are an important part of Jewish family life and help Jewish families to feel closer to God Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end Shabbat is a time of rest and recalls how God rested on the seventh day after creation | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> identify key symbols of the Shabbat meal and suggest what they mean suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> identify why rest is important talk about what's important in their family at weekends suggest what makes Shabbat a special family time |
| | EMERGING: <ul style="list-style-type: none"> recall facts about Shabbat | EMERGING: <ul style="list-style-type: none"> talk about what they do at different points in the week or times when they rest |
| | EXCEEDING: <ul style="list-style-type: none"> make links between Shabbat, the creation story and the importance of rest for Jews compare Shabbat with special days celebrated by people from other faiths | EXCEEDING: <ul style="list-style-type: none"> consider what might be important to Jewish families, and why |

COMPULSORY UNITS OF WORK: COMPARATIVE

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| KEY STAGE | 1 | UNIT TITLE: | WHY SHOULD WE LOOK AFTER OUR WORLD? | COMPARATIVE | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to give pupils opportunities to reflect on the natural world, what makes it precious and why / how we should care for it. Whilst the creation account (found in the Bible, the Torah and the Qur'an) might help answer this question for religious people, pupils should also be given opportunities to learn that non-religious people also show wonder at the natural world and concern about environmental issues.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> to consider why the world is a place of wonder Christians, Jews and Muslims all believe that there is one God who created the world and cares for all people the Bible, the Torah and the Qur'an all contain stories about creation to evaluate how people have spoiled the natural world that non-religious people believe different things about how the world came to be that many religious and non-religious people show concern about waste, greed and environmental issues | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> retell the creation story suggest why they think Christians, Jews and Muslims and people of no religious view believe they should care for the world we live in | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> respond to the world with a sense of wonder and appreciation realise that some questions about creation are difficult to answer suggest why and how they should demonstrate care for their environment |
| | EMERGING: <ul style="list-style-type: none"> recall elements of the creation story | EMERGING: <ul style="list-style-type: none"> talk about ways in which they can care for their local environment |
| | EXCEEDING: <ul style="list-style-type: none"> make links between creation stories and religious beliefs | EXCEEDING: <ul style="list-style-type: none"> make simple comparisons between the different ways in which people care for the world, suggesting reasons why they act as they do |

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| KEY STAGE | 1 | UNIT TITLE: | IS PRAYER IMPORTANT TO EVERYONE? | COMPARATIVE | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore and compare how different religious communities pray, and to consider why other people choose not to pray. You might find it useful to use this unit to help pupils understand prayer in the context of your school collective worship / assembly.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • that prayer is a way of connecting with God • that people pray for different reasons, and that some people don't pray • that people from different religions pray in different ways • that non-religious people such as humanists do not believe in a god and so don't pray • that non-religious people might reflect quietly rather than pray | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • begin to show awareness of similarities and differences in the way people pray • suggest why some people might pray and others might not • suggest meanings for religious language and expression | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • respond sensitively to the views of others and give reasons why prayer might be important to someone and not to others • recognise that some questions about prayer are puzzling |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> • use some religious words (e.g. prayer, God) when talking • recognise that not everyone prays | <p>EMERGING:</p> <ul style="list-style-type: none"> • express their own thoughts and ideas about prayer |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • talk about why prayer might make a difference to someone's life | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • make comparisons between their ideas about prayer and the ideas of others |

ADDITIONAL STUDY UNITS

Schools should choose units with an equivalent total time allocation of 8-12 hours across the key stage (approx. 2-3 units).

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| KEY STAGE | 1 | ASU TITLE: | HOW DO CHRISTIANS FOLLOW JESUS? | CHRISTIANITY | 4-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explain that a Christian is someone who follows Jesus, using examples of the people who followed Jesus during his lifetime, and others from the past. Pupils are also introduced to Jesus' two 'great' commandments: 'love God' and 'love others', and asked to think about the impact of Jesus' words for people who follow him.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that Christians are people who love Jesus and try to follow his example that Jesus taught his disciples two great commandments, "love God" and "love others" that anyone can be a follower of Jesus and try to show God's love to other people that Christians read the Bible to learn how to follow Jesus, and to 'love God' and 'love others' | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> suggest reasons why people followed Jesus identify how Christians 'follow' Jesus as they 'love God' and 'love others' | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> identify ways of being a good example to others respect the fact that the beliefs of Christians influence their decisions |
| | EMERGING: <ul style="list-style-type: none"> recall the two great commandments talk about how Jesus showed care for others | EMERGING: <ul style="list-style-type: none"> share experiences of being a leader or being led |
| | EXCEEDING: <ul style="list-style-type: none"> identify specific links between what Jesus taught and Christian behaviour | EXCEEDING: <ul style="list-style-type: none"> make links between what they and other people think is important, giving reasons for beliefs, attitudes and actions |
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| KEY STAGE | 1 | ASU TITLE: | HOW DOES A DREIDEL HELP JEWISH FAMILIES TO REMEMBER? | JUDAISM | 4-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to help children explore how the traditions within the celebration of Hanukkah help Jewish families to remember the story that's the focus for this 8-day festival. 'Remembering' is a significant concept in Judaism, as many times in their history, God commanded the Jewish nation to 'remember' events e.g. God's rest from Creation (Shabbat) / freedom from slavery (Passover) / provision in the desert (Sukkot) etc.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that there are traditions associated with the celebration of Hanukkah that the story behind Hanukkah is central to the festival the symbol of the hanukiah is related to the story that light is seen as representing the presence of God that remembering how God has helped them in the past is important to Jewish families | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> retell the story of the miracle of the oil and suggest what it might mean describe some of the traditions linked to the celebration of Hanukkah and suggest meanings for their symbolism recognise that questions about the miracle of the oil are difficult to answer | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> suggest how a Jewish child might feel when celebrating Hanukkah / what they most look forward to, and why |
| | EMERGING: <ul style="list-style-type: none"> recall events from the Hanukkah story recall names / uses of Hanukkah artefacts | EMERGING: <ul style="list-style-type: none"> talk about things that are important to them e.g. how they feel when they celebrate, school or family 'traditions' |
| | EXCEEDING: <ul style="list-style-type: none"> make links between elements of the story / Hanukkah traditions and the things that are important to Jewish families | EXCEEDING: <ul style="list-style-type: none"> identify the most important aspects of the celebration of Hanukkah, and suggest how they help Jewish children to remember |

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| KEY STAGE | 1 | ASU TITLE: | IN WHAT WAYS IS THE MOSQUE SPECIAL TO MUSLIMS? | ISLAM | 4-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
It is the intention of this unit to give pupils the opportunity to visit a mosque and explore what makes it a special place for Muslim worship and learning. This unit could ideally follow the unit 'Who is Allah, and how do Muslims worship him?'

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> the mosque is the special place of worship for Muslims that the different parts of a mosque have different names and different purposes that Muslims go to a mosque to worship Allah and learn from the Qur'an why mosques are decorated with patterns and Arabic writing that people demonstrate respect by removing their shoes and wearing modest clothing | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> name some key interior features of a mosque and talk about what they are used for suggest possible reasons why Muslims face towards Makkah when they pray | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> demonstrate respect in a place of worship explain why a mosque is only decorated with patterns and words identify how the classroom would need to change for it to become a mosque |
| | EMERGING: <ul style="list-style-type: none"> use religious vocabulary when talking e.g. Muslim, mosque, prayer room etc. | EMERGING: <ul style="list-style-type: none"> express how being in a mosque makes them feel |
| | EXCEEDING: <ul style="list-style-type: none"> link the physical features of a mosque with Muslim beliefs (e.g. explain why the mosque is not decorated with images) | EXCEEDING: <ul style="list-style-type: none"> give religious reasons why Muslims demonstrate respect for the mosque |

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| KEY STAGE | 1 | ASU TITLE: | WHAT ARE YOUR BIG QUESTIONS? | COMPARATIVE | 4-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to think about the value of curiosity in human beings and to give pupils space to think and reflect about ‘big’ questions – theirs, and others – and to consider where people search for the answers. As an area of focus, this unit considers the natural world as a starting point for some big questions, so would be ideal for the summer term when you can spend some time outside.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that the ability to ask questions is part of what makes us human that there are questions that cause people to wonder & that these questions are often difficult to answer that the beauty of the natural world often makes people ask big questions that many people find answers to their big questions in sacred texts (e.g. the Bible / Torah / Qur’an) that non-religious people find that science helps to answer their big questions | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> identify what different people believe about the world or what answers they might give to big questions begin to show an awareness of similarities between religions | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> identify questions that cause them to wonder respond to the world with a sense of wonder and appreciation realise that some questions that cause people to wonder are difficult to answer |
| | EMERGING: <ul style="list-style-type: none"> recall events from stories make observations about different questions | EMERGING: <ul style="list-style-type: none"> talk about their ideas in response to a story / question talk about things that they find puzzling or interesting |
| | EXCEEDING: <ul style="list-style-type: none"> make links between what they find out and what different people believe about God | EXCEEDING: <ul style="list-style-type: none"> compare their own and other people’s ideas about big questions, and possible answers |

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| KEY STAGE | 1 | ASU TITLE: | IS THE WORLD A FAIR PLACE? | COMPARATIVE | 4-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
It is the intention of this unit to investigate what's fair and unfair about our world, and to consider what motivates people to challenge injustice, but also to think about ways in which we might make a difference to those for whom life is not fair.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that that all human life is valuable / precious that every child has a right to have their basic needs met (e.g. shelter, care, water, food, education) to appreciate that with rights comes responsibility that we can all make a difference in our world, whatever we believe <p>that Christians, Jews and Muslims believe:</p> <ul style="list-style-type: none"> every child matters to God 'fairness' (justice) is important to God | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> understand that not everyone has their basic needs met suggest why someone might want to make the world a fairer place suggest how buying fair trade products might make a difference to the lives of people across the world understand that people with no religion believe that we must make the world a better place ourselves | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> appreciate that what they think is unfair might not be to another person express their own views about injustice identify how the way in which we live might have an impact on someone else |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> identify the basic needs of all human beings | <p>EMERGING:</p> <ul style="list-style-type: none"> identify something they think is unfair |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> make links between what someone believes about fairness and what they might do in response | <p>EXCEEDING:</p> <ul style="list-style-type: none"> compare their lives with the lives of children around the world |

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| KEY STAGE | 1 | UNIT TITLE: | WHY IS HARVEST A WORLDWIDE CELEBRATION? | COMPARATIVE | 4-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to give pupils the opportunity to explore how different communities express thanks for the harvest, ideally connecting pupils' learning in RE with school harvest celebrations, but also exploring issues of global responsibility, and connecting with other areas of the curriculum such as geography and citizenship.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • that Harvest is a time for celebration • that some people like to say thank you to God for the harvest • that others would want to thank the people who've worked hard to provide food • that the food we eat comes from many different places around the world • how people with different beliefs and cultures give thanks for the Harvest and share what they have with others • that we are part of a wider global community and have a responsibility to care for our world | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • talk about how (and why) some people like to say thank you to God for the harvest by holding a harvest festival • recognise the similarities and differences between ideas and practices relating to the celebration of harvest • recognise that important elements of Harvest are gratitude and sharing | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • discuss and suggest reasons why some people want to help others • suggest reasons why Harvest is a time to be thankful and share |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> • describe how Harvest is celebrated in school | <p>EMERGING:</p> <ul style="list-style-type: none"> • identify occasions when they want to say thank you for something and talk about the reasons why • identify that foods come from different countries |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • begin to make comparisons between different Harvest celebrations, identifying some things that people believe | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • identify ways in which what we do (e.g. being wasteful) has an effect on others |

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| KEY STAGE | 1 | ASU TITLE: | WHAT ARE SYMBOLS AND WHY DO PEOPLE USE THEM? | COMPARATIVE | 4-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to investigate how different religions or beliefs use symbols to express the things that they believe. The idea that symbols convey meaning is a key concept within this unit, which would be best studied in year 2.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|--|---|
| <ul style="list-style-type: none"> that a symbol can convey meaning without words that different religions and beliefs use different symbols to convey meaning that some symbols have 'sacred' meanings e.g. <i>the special symbolism of bread & wine for Christians during communion</i> | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> explain what some symbols means and which religion or belief they belong to identify similarities and differences in symbols from different religions and beliefs | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> consider why symbols might have value for another person |
| | EMERGING: <ul style="list-style-type: none"> recognise and name religious and other symbols | EMERGING: <ul style="list-style-type: none"> think about what different symbols mean to them |
| | EXCEEDING: <ul style="list-style-type: none"> connect symbols with elements of the beliefs that they convey understand the idea of 'sacred' | EXCEEDING: <ul style="list-style-type: none"> based on their understanding in RE, suggest reasons why a particular symbol has importance for people |

KEY STAGE TWO



CURRICULUM OVERVIEW: KEY STAGE TWO

In KS1, pupils will have explored aspects of Christianity and been introduced to Judaism and Islam, through encountering and responding to a range of stories, artefacts and other religious materials, such as art & music, and through meeting people from different faith communities through carefully planned visits, or by having visitors in to school. The KS2 units of work build on these experiences. Please refer to the KS1 section of the syllabus for further information.

RE in Year 3: Feedback from teachers has shown that the move into year 3 can create some issues in terms of progression in RE. In Junior schools, pupils join from a variety of Infant schools, some of which may have been VA Church schools which use the Diocesan Guidelines. This means that pupils may come into year 3 with discrepancies in their RE knowledge and understanding. In Primary schools, year 3 can also be a time when new pupils join the school. For this reason, during the process of review, the decision was made that there should be a degree of parity between the Surrey Agreed Syllabus and the recently-reviewed Guildford Diocesan Guidelines. Many of the units that they share have been updated as part of both reviews with this in mind, in order to adequately prepare pupils for their next school, and aid the process of transition.

During key stage 2, pupils should extend their knowledge of Christianity, Judaism and Islam, and be introduced to aspects of Hinduism, Sikhism and Buddhism, recognising the impact of religion and belief locally (including within their own school), nationally and globally. Through the Additional Study Units for KS2, pupils will also begin to consider moral, ethical and philosophical issues, and in certain units, also encounter non-religious belief systems such as Humanism. During KS2, pupils will further develop important subject-specific and cross-curricular skills (page 9), which are further expanded within the support materials for each unit of study. Where possible, pupils should be encouraged to make links between different aspects of their learning in RE, utilising higher level thinking skills and creating opportunities for greater progress and challenge in RE.

Through their learning in KS2, pupils should:

- express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views
- make connections between differing aspects of religion and belief and consider the different forms of expression
- consider the beliefs, teachings, practices and ways of life central to religion, and belief (where appropriate)
- be introduced to an extended range of sacred texts and other sources and consider their meanings
- recognise diversity, learning about similarities & differences both within and between religions & beliefs, and the importance of dialogue between them
- extend the range and use of subject specific vocabulary
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true
- communicate their ideas, recognising other people's viewpoints
- consider their own beliefs and values and those of others in the light of their learning in religious education

...by the end of lower KS2 (year 4), most pupils will be able to:

- investigate and connect features of religions and beliefs
- make links between beliefs, stories and practices
- identify similarities and differences between religions and beliefs
- describe and suggest meanings for symbols and other forms of expression
- identify the impact of beliefs and practices on people's lives
- identify what influences and inspires them, and why
- compare their own ideas and feelings about what pupils think is important
- make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions
- ask significant questions about religions and beliefs, comparing ideas as appropriate

...by the end of upper KS2 (year 6), most pupils will be able to:

- explore, gather, select, and organise ideas about religion and belief
- investigate and describe similarities and differences within and between religions and beliefs
- comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate
- suggest meanings for a range of forms of expression, using appropriate vocabulary
- describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally
- investigate and describe how sources of inspiration and influence make a difference to themselves and others
- apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives
- suggest what might happen as a result of their own and others' attitudes and actions
- suggest answers to some questions raised by the study of religions and beliefs

WHAT DO WE TEACH IN KEY STAGE TWO?

This overview has been re-structured from the previous Agreed Syllabus to ensure continuity and progression across the Primary phase, and to adequately prepare pupils for the Secondary phase, whilst giving schools some flexibility within the RE curriculum to choose from a menu of additional units, or develop units of their own.

Every unit has been updated, and some units are completely new, so schools will need to take this into account when using the units to plan lessons. Pupils should study a **minimum of 180 hours** across the key stage (45 hours per year, 15 per term, or approximately 1-1¼ hours per week, which is 5% of curriculum time). Recognising that terms vary in length, there is a degree of flexibility within the suggested time allocations for all units: schools should use this flexibility to help make the hours add up. Some unit titles have changed, and where it's not obvious what the 'old' unit was, the old title is written in italics.

- **Christianity:** the recommended time allocation for the study of Christianity is approx. **90 hours**. As well as the Christmas and Easter units specified for each year group, the Christianity units have now been identified as either Lower KS2 or Upper KS2, in order for units to deepen pupils' knowledge of key concepts in Christianity, and to ensure that children have the required skills and knowledge for the study of Christianity at Key Stage 3.
- **Other compulsory units:** in order to create an appropriate balance of faiths studied there are 2 compulsory Judaism units and 1 Sikhism unit specified for LOWER KS2 and for UPPER KS2, 2 compulsory Islam units, 1 Hinduism and 1 Buddhism unit, ensuring pupils are adequately prepared for Key Stage 3. There is also a compulsory unit that reflects non-religious worldviews. The suggested time allocation for these units is **approx. 48 hours**. If schools decide to study a unit outside of its recommended phase, the suggested attainment will need to be changed in order to reflect its new position. It is recommended that schools use the non-statutory progression grids for this purpose, found in the support materials for the Agreed Syllabus.
- **Additional Study Units (ASU): at least 1 ASU during KS2 must be a comparative unit.** Schools should choose from the bank of additional study units up to an approximate time allocation of **42 hours** across the key stage. Within this menu, there are several comparative units (many of which include aspects of non-religious worldviews), as well as units deepening pupils' understanding of Christianity, Judaism, Islam or Hinduism. Some ASUs are specified broadly for 'KS2', giving schools greater flexibility to place these where they make greater links with the wider curriculum. Again, suggested attainment may need to be altered to reflect where in the key stage the unit is being taught. **Voluntary Controlled Church schools should bear in mind the requirements of the Church of England statement of entitlement when choosing additional study units.**

Many national reports published since the last review have suggested that in order for schools to teach RE well, they need to develop a 'clarity of purpose' around what RE is for, and how to translate this into what pupils learn. Each unit in the revised syllabus has been written with a distinct purpose in mind: these are set out within this section of the syllabus to help schools to structure their planning more effectively. **In the support materials for the Agreed Syllabus, there are units already planned, to help schools to interpret the subject content and structure a sequence of learning, appropriate to the age and ability of pupils. There are also suggestions as to which units could be taught in which year groups. There is also a document 'The 2012 Agreed Syllabus – what have we done?' which further explains the changes made to the old curriculum.**

Compulsory Units: Christianity

(suggested time allocation: 90 hours)

There are 20 Christianity units, including a Christmas and Easter unit for each year group.

| 'Theme' | Title | What is the purpose of this unit? | Phase / Yr | Suggested time allocation |
|--|--|---|------------|---------------------------|
| God as Trinity – Father, Son and Holy Spirit | NEW TITLE! Why do Christians call God 'Father'? | To help pupils to understand some things that Christians believe about God and his nature, using images from the Old Testament & the person of Jesus. It should include a specific study about God as Jesus portrays him in the parable of the Prodigal Son / Loving Father. | Lower | 5-6 hours |
| | NEW TITLE! How is God Three – and yet One? | To explore the Christian concept of the Trinity and to give pupils opportunity to investigate the different symbolism and characteristics associated with each Person of the Trinity, especially through the account of Jesus' baptism. More able pupils should be able to make connections / comparisons between the concept of the Trinity and other religions' views of God. | Upper | 5-6 hours |
| Jesus Christ as Son of God & Saviour | How did Jesus change lives? | To explore some of the most important miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son – and is still changing lives today. | Lower | 5-6 hours |
| | NEW UNIT! How did Jesus' teaching challenge people? | To investigate some of Jesus' teachings from major texts such as the Sermon on the Mount/Plain and Jesus' 'new commandment' in John 13:34 and what impact these had at the time, and have on the lives of Christians now. The most able pupils could be given opportunities to compare Jesus' teachings with what they know of major Jewish laws. | Upper | 5-6 hours |
| | NEW UNIT! Who did Jesus say 'I AM'? | To focus on the Christian belief that Jesus is the Son of God and investigate the statements Jesus used about himself. There are also opportunities within this unit to investigate why Jesus used these ideas to express who he was, and to reflect on what they mean for Christians. | Upper | 5-6 hours |
| The Bible (story of the people of God; salvation – 'the rescue plan') | NEW TITLE! How does the Bible reveal God's rescue plan? <i>[formerly 'The Bible: what's it all about?']</i> | To help pupils to understand how, for Christians, the Bible tells the 'big story' of God and his people – and that it spans all time, from Creation to the Second Coming. During this unit, pupils will explore narratives connected with the key events in God's 'big story', his rescue plan for mankind. Pupils will be given opportunities to develop their understanding of the different types of writings in the Bible & how they link together in this 'big story', but also to reflect on how this way of viewing the Bible might affect a Christian's life. | Lower | 5-6 hours |
| | NEW UNIT! Adam, Eve, Christmas, Easter: what are the connections? | To explore the connections, as Christians see them, between the accounts in Genesis of creation & the Fall and the events of Christmas and Easter. Pupils will develop their research skills, & also the skills of synthesis and expression, but also be given opportunities to reflect on what they find might help to explain, for Christians, why God sent Jesus. This unit ideally links with the Y6 Easter unit. | Upper | 5-6 hours |

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| The Church <i>(the people & kingdom of God, expressing their beliefs through service and action)</i> | <i>The content of many of the revised 'Church' units is based on the content of the previous syllabus, but learning across these units has been restructured to aid progression between lower and upper KS2 and create greater depth of understanding.</i> | | | |
| | NEW UNIT! How did the Church begin? | To make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. There are also opportunities to investigate symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit. | Lower | 5-6 hours |
| | NEW UNIT! Is Christian worship the same all around the world? | To show pupils a variety of current Christian worship styles and formats drawn from differing cultural contexts and enable them to find the common beliefs and stories expressed in such rituals, music, and images/artefacts. | Lower | 6-8 hours |
| | NEW UNIT! Why do Christians share communion? | To help children understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief they share that Jesus died so that there could be a new relationship between God and people. | Lower | 3-4 hours |
| | Why is praying important for Christians? | To help pupils to understand the importance of prayer for Christians as a way of understanding God better. During this unit, pupils should investigate the words of the 'Lord's Prayer' as the model Jesus taught for praying generally, as it contains information about the things that Christians believe they should pray about. | Lower | 5-6 hours |
| NEW UNIT! How can churches help us to understand Christian belief? | To explore aspects of the sacraments of communion and baptism in two different Christian denominations, and to think about what the similarities and differences show about Christian beliefs. Pupils will need a basic understanding of both communion and baptism in order to access the learning in this unit. | Upper | 6-8 hours | |
| Christmas <i>(incarnation; salvation; gospel – 'good news')</i> | Please note that all Christmas and Easter units now have recommended time allocations of 3-4 hours to meet statutory requirements | | | |
| | Christmas Y3: Why are presents given at Christmas – and what might Jesus think about it all? | To explore the tradition of present-giving at Christmas, through the account of the birth of Jesus. Through this unit, pupils will consider the symbolism of the gifts brought by the Magi, and their meaning for Christians, and evaluate whether different ways of giving at Christmas now might better express the 'spirit' of Christmas. | Y3 | 3-4 hours |
| | Christmas Y4: How can artists help us to understand Christmas? | To emphasise the importance of Jesus within the Christian faith through reflecting on and comparing different cultural expressions of Christian beliefs about his birth. At Christmas time, Christians celebrate the concept of 'incarnation' – God born as a human being in the person of Jesus. | Y4 | 3-4 hours |
| | Christmas Y5: Why is light an important sign at Christmas? | To explore the concept of light as a theme during Christmas but also beyond that, into the lives of Christians, and the belief in Jesus as the 'light of the world'. For some pupils, there will be opportunity to reflect on light as a theme across different religions. | Y5 | 3-4 hours |

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| | Christmas Y6: What do the Gospels say about the birth of Jesus – and why is it ‘good news’? | To give pupils opportunities to, as independently as possible, research the differences in the Gospel accounts of Matthew and Luke, and analyse what this might reveal about who Christians believe Jesus is. They will also think about the intended audience of each account, and why the birth of Jesus might be ‘good news’, drawing on their learning from across KS2. (NB The Y5 Easter unit focuses on the similarities between the Gospel accounts – this unit is designed to build on pupils’ skills, and explore the <u>differences</u> between Matthew’s and Luke’s accounts, highlighting the intended recipients) | Y6 | 3-4 hours |
| Easter (<i>salvation; gospel – ‘good news’</i>) | Easter Y3: Easter: what happened – and what matters most to Christians? | To give pupils opportunities to set out the sequence of events from Palm Sunday to Easter Day and the symbols associated with them, and to reflect on what each of these events might mean for Christians. There is also opportunity within this unit to help pupils understand the links Christians make between the Jewish festival of Passover and the Last Supper. | Y3 | 3-4 hours |
| | Easter Y4: How does Lent help Christians prepare for Easter? | To consider Christian practices during Lent across the world, giving pupils opportunities to explore the common themes within Lent and to reflect on why a period of preparation for Easter might be important for Christians. | Y4 | 3-4 hours |
| | Easter Y5: How do Christians know what happened at Easter? | To especially develop pupils’ skills of investigation and evaluation, as they look at the four Gospel accounts of the Easter narrative. It might be better to focus initially on the similarities. It is intended that the skills developed in this unit will help to prepare pupils for an independent comparison of texts in the year 6 Christmas unit. | Y5 | 3-4 hours |
| | Easter Y6: Did Jesus have to die? | To investigate the reasons why Christians believe Jesus died – and what Jesus himself said about it. This unit ideally follows the unit ‘Adam, Eve, Christmas, Easter: what are the connections?’, as during it, pupils will have studied some key texts that help answer the question in this unit. It will also draw on learning across the key stage and explore key concepts of ‘sacrifice’ and ‘atonement for Christians. | Y6 | 3-4 hours |

Compulsory Units: Other faiths and beliefs

(*suggested time allocation: 48 hours*)

Islam: 2 units; **Judaism:** 2 units; **Hinduism:** 1 unit; **Sikhism:** 1 unit; **Buddhism:** 1 unit, to be studied in Year 6; **Comparative:** 1 unit, which takes into account non-religious worldviews (such as Humanism)

| ‘Theme’ | Title | What is the purpose of this unit? | Phase / Yr | Suggested time allocation |
|----------------|---|--|------------|---------------------------|
| Judaism | NEW UNIT! How can a synagogue help us to understand the Jewish faith? | To explore the key features of a synagogue and investigate what they reveal about Jewish beliefs. A visit to a synagogue is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a ‘virtual’ visit or by looking at photos. | Lower | 6-8 hours |

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| | NEW TITLE! What are important times for Jews? <i>[formerly 'What does it mean to be a Jew?']</i> | To investigate some of the major Jewish festivals, to explore their links with Jewish history and commandment, and reflect on how celebrating these events helps Jews to 'remember' and binds the Jewish community together. Through festivals, Jews are reminded of God's faithfulness to his people. There is also opportunity within this unit to reflect on the significance of Bar/Bat Mitzvah and the symbolism of Jewish marriage as rites of passage in Jewish community life, and consider how they express Jewish beliefs. | Lower | 6-8 hours |
| Islam | NEW UNIT! How can a mosque help us to understand the Muslim faith? | To explore the key features of a mosque and investigate what they reveal about Muslim beliefs. A visit to a mosque is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a 'virtual' visit or by looking at photos. Muslim beliefs about and practices associated with prayer (salah) should be a focus within this unit. | Upper | 6-8 hours |
| | How do the pillars of Islam help Muslims live a good life? | To explore the key beliefs and practices of Islam through investigating the five 'pillars'. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that Muslims live their lives, and also to make connections between Islam and the other religions they have studied. Whilst prayer (salah) is one of the pillars, there is opportunity to study it in more depth within Islam in the other compulsory unit 'How can a mosque help us to understand the Muslim faith?' | Upper | 6-8 hours |
| Sikhism | NEW TITLE! What do Sikhs value? | To explore the key beliefs of Sikhism, in particular introducing the importance of equality. Pupils should gain a general insight into what Sikhs value, and how they express this through their community life and the wearing of the Five Ks, as this learning will be further extended in KS3. | Lower | 6-8 hours |
| Hinduism | NEW TITLE! What helps Hindus to worship? <i>[formerly 'What can we learn from Hindu images?']</i> | To provide a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Pupils will use images and stories to draw meaning to support this understanding. More Able pupils could also be given opportunities to consider similarities & differences between Hindu and Christian understandings of God. This unit could be linked with the ASU: 'What does it mean to be a Hindu?' | Upper | 6-8 hours |
| Buddhism | What is the 'Buddhist way of life'? | To introduce pupils to the principal beliefs and practices of Buddhism. This is a key unit to prepare pupils for KS3, where they will further develop their understanding of Buddhism as a non-theistic religion (with no god). For this reason, it is strongly recommended that this unit is taught in Year 6, by which time pupils will have gained more of an overview of the nature of 'religion' through their study in the primary phase. | Y6 | 6-8 hours |
| Comparative | NEW UNIT! What is the 'golden rule'? – and are they all the same? | To help pupils to consider why the teaching known as the 'golden rule' might be common to so many religions, and important to non-religious people as well. | KS2 | 6-8 hours |

Additional Study Units (ASU): at least one of the units chosen for KS2 must be a Comparative unit

It is recommended that schools spend a total of **approx. 42 hours** across the key stage, studying units chosen from this menu, **to complete the statutory minimum time of 180 hours**. Some of these are specific to one religion, others are more thematic / comparative in approach: many include aspects of non-religious worldviews. Schools may also develop units of their own.

| 'Theme' | Title | What is the purpose of this unit? | Phase / Yr | Suggested time allocation |
|--------------|--|---|------------|---------------------------|
| Christianity | NEW UNIT! Why do Christians worship Jesus Christ? | To develop children's understanding of the evidence for Christians' belief that Jesus is the Son of God, as well as being a historical figure. During this unit, pupils will also investigate the key events in Jesus' life & link these with what Christians believe about Jesus. They should also consider what difference these beliefs make to a Christian's life, including how they are celebrated in the church year. | Lower | 6-8 hours |
| | Why do Christians make promises in marriage? | To sensitively investigate the symbolism and practices within a Christian marriage service, focussing on the promises that are made. The unit begins by exploring children's understanding of promises, and the ingredients for a good friendship. There is also opportunity for pupils to make comparisons between different marriage ceremonies (religious or non-religious), but this should not be the focus of the unit. | Upper | 6-8 hours |
| | NEW UNIT! What can we learn about the Christian faith from the Chronicles of Narnia? | To be challenging and to deepen children's understanding of the Christian faith using the Chronicles of Narnia. The Narnia stories are often referred to as 'allegories' – although there are certainly allegorical elements, CS Lewis did not write them specifically as allegories (and was quite definite about this!) | Upper | 6-8 hours |
| | NEW TITLE! What would Jesus do? (How do the beliefs of Christians influence their actions?) <i>[formerly 'What is 'Church'?']</i> | To investigate how Christians follow the example and teachings of Jesus to show compassion and care towards others and their world. There are a variety of contexts that pupils could explore e.g. your local church, Christian charities working in different parts of the world, or Christians from the past, linking RE with other curriculum areas such as Citizenship & History. | Upper | 6-8 hours |
| Judaism | What does it mean to be a Jew? | To build on the aspects of Judaism previously covered by looking at the idea of being a people, chosen to show what God is like, with their identity centred on the Shema. Pupils will develop a deeper understanding of religious writings, and reflect on what it might mean to be a Jew. It is recommended that this unit is used only <u>after</u> the compulsory unit "How | KS2 | 6-8 hours |

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| | | can a synagogue help us to understand the Jewish faith?" has been studied. | | |
| Islam | NEW TITLE! What does it mean to be a Muslim? <i>[formerly 'What do Muslims believe?']</i> | To explore the key beliefs of the Muslim faith, and the importance for Muslims of studying the Qur'an and following the example of Muhammad (pbuh). It is especially important that pupils spend some time studying stories about Muhammad, as a way of helping them to understand the teachings of the Qur'an. | KS2 | 6-8 hours |
| Hinduism | What does it mean to be a Hindu? | To investigate the religious practices of Hindus and how these influence home and family life, linking them with important Hindu beliefs. This optional study unit would link well with the unit 'What helps Hindus to worship?' | KS2 | 6-8 hours |
| Comparative | NEW UNIT! What is 'wisdom'? | To help children understand that wisdom is important in many different cultures and to many religious and non-religious people. Whilst many religions teach that wisdom comes from God through different channels (including sacred texts), this unit also explores other sources of wisdom. It's also important that pupils understand the difference between knowledge and wisdom – and recognise that wisdom is not dependant on academic success. | KS2 | 6-8 hours |
| | How did it all begin? | To begin to investigate the ways in which people from religious and non-religious perspectives try to answer the question of how the world began – and evaluate whether pupils think it's possible to know for sure. | KS2 | 6-8 hours |
| | NEW TITLE! How can we live together in one world? | To consider how understanding the things that different people believe might help us to live together more harmoniously. During this unit, pupils should develop their concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other. | KS2 | 6-8 hours |
| | How do people express their beliefs through the Arts? | To explore the many different ways in which people use their creativity to express the things that they believe. Throughout this unit children could focus on one or more of the Arts: Art (including sculpture), Music or Dance. | KS2 | 6-8 hours |
| | NEW UNIT! How do people celebrate new life? | To investigate why welcoming a new life might be so important for people, religious or non-religious. During this unit, pupils should also be given opportunities to evaluate the differences between different practices and what motivates people to make the choices they do. | KS2 | 6-8 hours |

COMPULSORY UNITS OF WORK: CHRISTIANITY

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|------------------------|----------|--------------------|---|---------------------|------------------|
| LOWER KEY STAGE | 2 | UNIT TITLE: | WHY DO CHRISTIANS CALL GOD 'FATHER'? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to help pupils to understand some things that Christians believe about God and his nature, using images from the Old Testament & the person of Jesus. It should include a specific study about God as Jesus portrays him in the parable of the Prodigal Son / Loving Father.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|---|---|
| Christians believe: <ul style="list-style-type: none"> • that God is a Trinity – Father, Son and Holy Spirit • that God has many titles and that these reflect aspects of his character • that God's nature is Holy, loving, just / fair & forgiving • that the person of Jesus reveals what God is like – for example through parables • that one of the titles for God is Father • Christians can experience God in a number of ways e.g. through the Bible / personal experience / natural world / other people / silence | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • investigate sources (e.g. artefacts / art / stories / text) and link what they find with Christian beliefs about God | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • compare their own ideas about the character of God with those of others • create an image / playlist / poem that represents aspect(s) of God's character and explain the symbols / imagery that they have used |
| | EMERGING: <ul style="list-style-type: none"> • use and suggest meanings for some of the key words Christians use to describe God including father | EMERGING: <ul style="list-style-type: none"> • respond sensitively to people's ideas about the characteristics of God |
| | EXCEEDING: <ul style="list-style-type: none"> • explain connections between several texts from the Bible or Christian art and different aspects of God's nature • describe the impact of a Christian's beliefs about God on their life | EXCEEDING: <ul style="list-style-type: none"> • create a thoughtful creative response that applies and develops an idea about God that they have studied |

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| UPPER KEY STAGE | 2 | UNIT TITLE: | HOW IS GOD THREE – AND YET ONE? | CHRISTIANITY | 5-6 HOURS |
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AT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the Christian concept of the Trinity and to give pupils opportunity to investigate the different symbolism and characteristics associated with each Person of the Trinity. More able pupils should be able to make connections / comparisons between the concept of the Trinity and other religions' views of God.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|--|
| <p>that Christians believe:</p> <ul style="list-style-type: none"> • God is a Trinity – Father, Son and Holy Spirit • God is Three – and yet One – and equal • that each Person of the Trinity has a distinct character and purpose, but is still part of the other two • that this understanding of God is unique to Christianity • that symbols are sometimes used to express deep Christian beliefs about the Trinity • that Jesus and God the Father are with Christians in the Person of the Holy Spirit | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • offer suggestions as to how belief in God as Father, Son and Spirit might help Christians in different situations |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> • make links between Trinity symbolism and Bible texts and / or the Christian beliefs they represent | <p>EMERGING:</p> <ul style="list-style-type: none"> • share their own ideas about 'three in one' and compare with others' ideas |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • explain, with reasons, why the Trinity is an important symbol for Christians • make connections / comparisons between the Christian concept of Trinity and other religions' views of God | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • express their own views about belief in God as Three and One, using relevant sources to explain their thinking |

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| LOWER KEY STAGE | 2 | UNIT TITLE: | HOW DID JESUS CHANGE LIVES? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore some of the most important miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son – and, as 'Saviour', is still changing lives today.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|---|---|
| <ul style="list-style-type: none"> that Jesus befriended ordinary people e.g. fishermen, and the 'outcasts' of society e.g. tax collectors, lepers, women <p>Christians believe that:</p> <ul style="list-style-type: none"> encountering Jesus changed the lives of people who met him Jesus showed he was God's Son by performing miracles each miracle reveals something different about who Jesus is what impact these events might have on Christians today | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> investigate how peoples' lives were changed after meeting Jesus make links between what Jesus did and what Christians believe about him being 'Saviour' and God's Son | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> compare their ideas with others' raise questions about encounters / aspects of Jesus' miracles, giving their own considered response |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> retell a story about Jesus and suggest why it might be important recognise that questions about miracles are hard to answer | <p>EMERGING:</p> <ul style="list-style-type: none"> share their own ideas about miracles or peoples' encounters with Jesus |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> explain the sacrifices people made when they followed Jesus describe how Jesus' miracles might have an impact on Christians today | <p>EXCEEDING:</p> <ul style="list-style-type: none"> raise questions about miracles / encounters and suggest possible explanations describe how a miracle / an encounter made a difference to people |

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| UPPER KEY STAGE | 2 | UNIT TITLE: | HOW DID JESUS' TEACHING CHALLENGE PEOPLE? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to investigate some of Jesus' teachings from major texts such as the Sermon on the Mount/Plain and Jesus' 'new commandment' in John 13:34 and what impact these had at the time, and have on the lives of Christians now. The most able pupils could be given opportunities to compare Jesus' teachings with what they know of major Jewish laws.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|---|--|
| <ul style="list-style-type: none"> that Jesus sometimes used parables to teach people deep truths about God and his kingdom what Jesus taught about money, happiness and how to live that Jesus' teaching challenged the people he met, and is still challenging people today that Jesus' teaching has an impact on the lives of Christians today | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> describe meanings for a range of Jesus' parables and teachings and describe the impact of them on how Christians live | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> apply ideas and reflections about Jesus' teaching to their own or others' lives e.g. which of Jesus' teachings might be the most important |
| | EMERGING: <ul style="list-style-type: none"> suggest meanings of different parables or teachings make links between Jesus' teaching and what Christians believe | EMERGING: <ul style="list-style-type: none"> give reasons why specific teachings might be important to Christians |
| | EXCEEDING: <ul style="list-style-type: none"> explain connections between Jesus' teaching and Jewish commandments | EXCEEDING: <ul style="list-style-type: none"> explain how Jesus' teachings might be challenging for those who hear(d) them and why |

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| UPPER KEY STAGE | 2 | UNIT TITLE: | WHO DID JESUS SAY 'I AM'? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to focus on the Christian belief that Jesus is the Son of God and investigate the statements Jesus used about himself. There are also opportunities within this unit to investigate why Jesus used these ideas to express who he was, and to reflect on what they mean for Christians.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|---|---|
| <ul style="list-style-type: none"> • why Christians believe that Jesus is the Son of God • what Jesus said about himself and his relationship with God • the significance of the names of Jesus, e.g. Christ, Emmanuel, Lord, Saviour, Redeemer, Messiah, King • about the 'I AM' statements • how, for Christians, these statements express different beliefs about Jesus • that through his life, Jesus showed people what God is like | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • identify and explain the meanings of the statements Jesus used about himself • suggest meanings for each 'I am' statement and describe why each is important for Christians • suggest what Christians might learn about God through the person of Jesus | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • question what Christians believe about Jesus and begin to form their own opinions in the light of their learning • ask questions and suggest answers about the significance of Jesus' names for themselves or for Christians |
| | EMERGING: <ul style="list-style-type: none"> • make links between Christians' belief that Jesus is the Son of God and events or statements from his life • give a simple meaning for the names: Christ, Emmanuel, Lord, Saviour, Redeemer, Messiah | EMERGING: <ul style="list-style-type: none"> • make links between values and commitments in their own lives and those shown by Jesus – then and now • express how Jesus might describe himself if he were on earth today |
| | EXCEEDING: <ul style="list-style-type: none"> • explain the impact of the belief that Jesus is the Son of God on the practices of individual Christians and the wider church • explain how Jesus' life shows Christians what God is like | EXCEEDING: <ul style="list-style-type: none"> • make informed responses to questions about Jesus in the light of learning, giving reasoned explanations |

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| LOWER KEY STAGE | 2 | UNIT TITLE: | HOW DOES THE BIBLE REVEAL GOD'S RESCUE PLAN? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to help pupils to understand how, for Christians, the Bible tells the 'big story' of God and his people – and that it spans all time, from Creation to the Second Coming. During this unit, pupils will explore narratives connected with the key events in God's 'big story', his rescue plan for mankind. Pupils will be given the opportunity to develop their understanding of the different types of writings in the Bible and how they link together in this 'big story', but also to reflect on how this way of viewing the Bible might affect a Christian's life.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|---|---|
| <ul style="list-style-type: none"> the Bible contains events for which there is historical evidence the Bible can be read in many different formats and languages that the books in the Bible were written at different times and by different people <p>that Christians believe that:</p> <ul style="list-style-type: none"> the Bible reveals the character and purposes of God the Bible is the living word of God and tells his story that this story of salvation has an impact on Christians' lives | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> suggest what Christians might learn about God from stories in the Bible describe how a story from the Bible illustrates God rescuing people identify historical facts within the Bible | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> compare their own ideas and feelings about stories with other peoples' reflect on and creatively respond to a Bible account, explaining their thinking |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> retell a Bible story identify possible meanings for some of those stories, including elements of 'rescue' | <p>EMERGING:</p> <ul style="list-style-type: none"> respond to the idea of rescue, showing sensitivity to the feelings of others recognise the value of stories for themselves and others |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> comment on connections between different stories, drawing on evidence from the Bible suggest how a belief in 'rescue' (salvation) might change a Christian's life | <p>EXCEEDING:</p> <ul style="list-style-type: none"> suggest which of the stories they think is the most important (for them / others) and why carefully select 'evidence' of God's plan from the stories and use it to inspire art / poetry / drama |

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| UPPER KEY STAGE | 2 | UNIT TITLE: | ADAM, EVE, CHRISTMAS, EASTER: WHAT ARE THE CONNECTIONS? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the connections, as Christians see them, between the accounts in Genesis of creation & the Fall and the events of Christmas and Easter. Pupils will develop their research skills, and also the skills of synthesis and expression, but also be given opportunities to reflect on what they find might help to explain, for Christians, why God sent Jesus. This unit ideally links with the Y6 Easter unit.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <p>that Christians believe that:</p> <ul style="list-style-type: none"> • there are links between events in Genesis and the events of Easter and Christmas • ancient prophecies in the Old Testament foretell the birth and death of Jesus • ancient prophecies in the Old Testament show that God still loved His people even when they disobeyed Him • Jesus did the job that it was prophesied He would do | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • explain the connections between Adam, Eve, Christmas and Easter, using evidence from the Bible / their research | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • suggest answers to the questions about sin, the person of Jesus and what Christians believe about the purpose of his coming |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> • make links between prophecies in the Old Testament and Christian beliefs about Jesus | <p>EMERGING:</p> <ul style="list-style-type: none"> • describe how people make choices about doing something that is right and doing something that is wrong |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • express and compare their own and others' views on the challenge of belief in Jesus and the purpose of his coming | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • explain their own views about the links between Adam and Eve, Christmas and Easter and how it might affect their or others' lives |

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| LOWER KEY STAGE | 2 | UNIT TITLE: | HOW DID THE CHURCH BEGIN? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. There are also opportunities to investigate symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|--|
| <ul style="list-style-type: none"> the significance of the events of Pentecost the key features of the life of the Church at its beginning how the Church began to spread about Peter and Paul’s work to establish the Church that Christian symbols for the Holy Spirit include the flame and the dove, and have their origins in the events of Pentecost what most Christians believe about the Holy Spirit | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> retell the story of Pentecost and describe its importance for Christians make links between the apostles’ experience of receiving the Holy Spirit and the spread of the Church describe and suggest meanings for the symbols of Pentecost, making links with the Biblical account | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> give reasons for why the apostles acted as they did identify what influences them, and why ask, and give thoughtful responses to, questions about Pentecost |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> retell stories of the life of the Church at its beginning | <p>EMERGING:</p> <ul style="list-style-type: none"> respond sensitively to people’s experiences of commitment, or fear, or courage |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> describe how and why the faith of Peter or Paul grew because of the experiences in their lives describe the impact of the early church on their society | <p>EXCEEDING:</p> <ul style="list-style-type: none"> suggest answers to questions about challenge and commitment in their own and others’ lives (including the early Church) describe how the Holy Spirit made a difference to the early Church |

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| LOWER KEY STAGE | 2 | UNIT TITLE: | IS CHRISTIAN WORSHIP THE SAME ALL AROUND THE WORLD? | CHRISTIANITY | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to show pupils a variety of current Christian worship styles and formats drawn from differing cultural contexts and enable them to find the common beliefs and stories expressed in such rituals, music, and images / artefacts.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|---|---|
| <ul style="list-style-type: none"> • that Christianity is a worldwide religion • festivals are celebrated across the world, but may have different cultural traditions • that Christian worship, through art, music ritual and festival, varies throughout the world • that all Christians have a set of core beliefs that are expressed within a cultural context • that the cross is an important symbol for all Christians • that in some countries, Christians are forbidden to gather for public worship | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • find links between a familiar form of worship and one from another cultural context • suggest meanings for a religious symbol or image from an unfamiliar cultural context | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • compare their own experience or understanding of worship with others • ask questions about worship in different cultural contexts |
| | EMERGING: <ul style="list-style-type: none"> • identify similarities and differences between different styles of worship • describe how a Christian festival is celebrated in another country | EMERGING: <ul style="list-style-type: none"> • talk sensitively about / respond to different forms of worship around the world • give reasons why something might be of value to themselves / others |
| | EXCEEDING: <ul style="list-style-type: none"> • comment on connections between aspects of Christian worship, beliefs and practices in a worldwide context | EXCEEDING: <ul style="list-style-type: none"> • describe how Christian music / art might help them / Christians in worship • suggest reasons why Christian worship varies around the world |

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| LOWER KEY STAGE | 2 | UNIT TITLE: | WHY DO CHRISTIANS SHARE COMMUNION? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
 It is the intention of this unit to help children understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief they share that Jesus died so that there could be a new relationship between God and people.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|---|
| <ul style="list-style-type: none"> that communion is linked to the Passover meal about the story of the Last Supper and what Jesus said to the disciples that the symbols of communion are a way of remembering Jesus and his sacrifice that by sharing communion as a group Christians are showing unity to reflect on the meaning of some actions and words involved | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> explain how communion helps Christians to remember and express unity | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> understand that actions can be symbolic |
| | EMERGING: <ul style="list-style-type: none"> explain simply how what happens at a communion service relate actions to the story of the last supper | EMERGING: <ul style="list-style-type: none"> show understanding of the importance in remembering someone who is important to an individual or group |
| | EXCEEDING: <ul style="list-style-type: none"> describe how taking communion is an act of remembrance discuss the symbolism of communion as it relates to Jesus' sacrifice | EXCEEDING: <ul style="list-style-type: none"> suggest how actions and words can make a difference to the person who carries them out pose questions to a Christian about the importance of communion |

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| LOWER KEY STAGE | 2 | UNIT TITLE: | WHY IS PRAYING IMPORTANT FOR CHRISTIANS? | CHRISTIANITY | 5-6 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to help pupils to understand the importance of prayer for Christians as a way of understanding God better. During this unit, pupils should investigate the words of the 'Lord's Prayer' as the model Jesus taught for praying generally, as it contains information about the things that Christians believe they should pray about.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • that Jesus taught people how to pray using the model of the Lord's Prayer • that there are important Christian beliefs contained within the Lord's Prayer • that this prayer is prayed in Christian communities all over the world • that there are different versions of the Lord's Prayer to help people to understand it better • that the Lord's Prayer helps many Christians to live their everyday lives | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe and suggest meanings for the language used in the Lord's Prayer • make links between the words of the prayer and what Christians believe | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • identify ideas that others have expressed and compare them with their own • give thoughtful responses to the themes expressed in the Lord's Prayer |
| | EMERGING: <ul style="list-style-type: none"> • be able to identify what the Lord's Prayer is about and why it might be important to Christians | EMERGING: <ul style="list-style-type: none"> • communicate their ideas sensitively when talking about prayer |
| | EXCEEDING: <ul style="list-style-type: none"> • describe the impact of praying on a Christian's life or in a church community | EXCEEDING: <ul style="list-style-type: none"> • consider the themes contained in this prayer for themselves, explaining their thinking |

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| UPPER KEY STAGE | 2 | UNIT TITLE: | HOW CAN CHURCHES HELP US TO UNDERSTAND CHRISTIAN BELIEF? | CHRISTIANITY | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore aspects of the sacraments of communion and baptism in two different Christian denominations, and to think about what the similarities and differences show about Christian beliefs. Pupils will need a basic understanding of both communion and baptism in order to access the learning in this unit. It is recommended that church visits are a part of this unit*.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> about the significant features found in churches of two Christian denominations the meaning of Christian symbols found in churches and the different beliefs these express that communion and baptism are practices for all Christians because Jesus told them to do these things that there are similarities and differences between Christian denominations different denominations have features and practices unique to them | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> gather, select and organise ideas about communion or baptism across two denominations comment on the connections between beliefs and practices for different denominations | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> describe why people choose to express their beliefs in different ways giving examples |
| | EMERGING: <ul style="list-style-type: none"> investigate and connect similar features or symbols in different denominations | EMERGING: <ul style="list-style-type: none"> compare aspects of their own and others' experiences |
| | EXCEEDING: <ul style="list-style-type: none"> explain how different interpretations of belief give rise to different denominations | EXCEEDING: <ul style="list-style-type: none"> express clear and reasoned views about differences in belief |
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*The unit works best if the pupils visit at least a church of a different denomination than the one that is local and that they have visited before – and could maybe even include a brief visit to the more familiar church as well for comparison. Virtual visits or pictures are less satisfactory, but may be an alternative if a real-life visit is out of the question. Learning may not be as deep as a result. The focus of the visit should be baptism **and** communion. The decision about which you do in more depth may be dependent on the denomination of the church you can visit e.g. if Roman Catholic, communion may be more appropriate; if Baptist, then baptism. You may even find that your school is used as a 'church' on a Sunday, so if this is the case, it should be relatively easy to find out what their baptismal practices are.

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| KEY STAGE 2 | UNIT TITLE: | CHRISTMAS Y3: WHY ARE PRESENTS GIVEN AT CHRISTMAS – AND WHAT MIGHT JESUS THINK ABOUT IT ALL? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the tradition of present-giving at Christmas, through the account of the birth of Jesus. Through this unit, pupils will consider the symbolism of the gifts brought by the Magi, and their meaning for Christians, and evaluate whether different ways of giving at Christmas now might better express the ‘spirit’ of Christmas.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> about the significance of the gifts and what they say about Christian belief about Jesus <ul style="list-style-type: none"> Gold – a gift for a king Frankincense – for a priest Myrrh – for burial <p>Christians believe:</p> <ul style="list-style-type: none"> that God values human beings above anything else, which is why Jesus came, as a gift, to earth that Christmas has become over-commercialised, which detracts from its true meaning | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> make links between clues within the story and what Christians believe about Jesus decide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and why | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> make links between what they suggest Jesus might think about Christmas and over-commercialisation say what made them choose their gift, linking it with the learning in this unit |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> talk about the features / symbolism of the gifts and what they might mean | <p>EMERGING:</p> <ul style="list-style-type: none"> be able to comment on what’s important to people at Christmas time and why identify the difference that their gift might make for the person receiving it |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> refer to other aspects of Jesus’ life that show what Christians believe about him identify the impact that Christmas might have for a Christian | <p>EXCEEDING:</p> <ul style="list-style-type: none"> consider how their ideas about Christmas might have been challenged by this unit |

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| KEY STAGE | 2 | UNIT TITLE: | CHRISTMAS Y4: HOW CAN ARTISTS HELP US TO UNDERSTAND CHRISTMAS? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to emphasise the importance of Jesus within the Christian faith through reflecting on and comparing different cultural expressions of Christian beliefs about his birth. At Christmas time, Christians celebrate the concept of ‘incarnation’ – God born as a human being in the person of Jesus. Different cultural perspectives on this should help pupils to deepen their understanding of Jesus being ‘incarnate’, made flesh, like us.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|---|--|
| <ul style="list-style-type: none"> • why artists, throughout history and around the world, have attempted to depict events surrounding the birth of Jesus • that artists use symbolism to express the mysterious events of the nativity and to express deep Christian beliefs about the person of Jesus • that the way in which Christmas is represented by artists around the world tells us about the importance of Jesus to Christians as God ‘incarnate’ | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe and suggest meanings for the symbolism used, investigating and connecting them with Christian belief about Jesus being God ‘incarnate’ | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • use symbolism to express things which are difficult to convey in words • compare their ideas / symbolism with the ideas / symbolism of others, giving reasons |
| | EMERGING: <ul style="list-style-type: none"> • suggest meanings for the symbolism within the pictures studied | EMERGING: <ul style="list-style-type: none"> • give a reason why something within the artwork is important to them and to others |
| | EXCEEDING: <ul style="list-style-type: none"> • describe similarities and differences in the way Christian belief is conveyed through symbolism in the art studied | EXCEEDING: <ul style="list-style-type: none"> • describe how their & others’ beliefs are conveyed through art, using appropriate vocabulary |

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| KEY STAGE | 2 | UNIT TITLE: | CHRISTMAS Y5: WHY IS LIGHT AN IMPORTANT SIGN AT CHRISTMAS? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the concept of light as a theme during Christmas (such as candles; Candlemas; halo; angels; the guiding star; tree lights; Christingles) but also beyond that, into the lives of Christians – and for some pupils, an opportunity to reflect on light as a theme across different religions.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • about the different ways in which light is used as a sign at Christmas • that Christians believe that the birth of Jesus was a fulfilment of the Old Testament prophecy 'A light for all people of the world' (Isaiah 42 v5-6) • about the significance of Jesus as the 'Light of the World' (John 8 v 12) • that light is also used in other religions but in specific ways to convey diverse meanings | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe what Christians mean when they say that Jesus is the 'Light of the World' • describe how light is used (e.g. in a Christingle) and what it represents, linking it with Christian beliefs about the person of Jesus Christ | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • ask questions about the meaning of light and darkness in the context of the Christmas narrative and compare their ideas with the ideas of others |
| | EMERGING: <ul style="list-style-type: none"> • talk about the themes of light in relation to the story and Christmas celebrations | EMERGING: <ul style="list-style-type: none"> • talk about their own feelings in respect of experiences of light and darkness and recognise that others have different views |
| | EXCEEDING: <ul style="list-style-type: none"> • evaluate the different ways in which light is used within and across religions | EXCEEDING: <ul style="list-style-type: none"> • suggest answers to questions about the hidden meanings behind imagery used in connection with light and darkness |

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| KEY STAGE | 2 | UNIT TITLE: | CHRISTMAS Y6: WHAT DO THE GOSPELS SAY ABOUT THE BIRTH OF JESUS – AND WHY IS IT ‘GOOD NEWS’? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to give pupils opportunities to, as independently as possible, research the differences in the Gospel accounts of Matthew and Luke, and analyse what this might reveal about who Christians believe Jesus is. They will also think about the intended audience of each account, and why the birth of Jesus might be ‘good news’. The Y5 Easter unit focuses on the similarities between the Gospel accounts – this unit is designed to build on pupils’ skills, and explore the differences between Matthew’s and Luke’s accounts, highlighting the different audiences for whom they were written.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|---|--|
| <p>There are four Gospels: Matthew, Mark, Luke and John</p> <ul style="list-style-type: none"> that people experience and recall the same events in different ways that the events of the nativity are recorded as historical by the writers that the Gospel accounts reveal ‘good news’ that there are similarities and differences between the two birth accounts in Matthew and Luke to evaluate reasons why this might be | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> compare the events in the two Gospel accounts, suggesting reasons for the differences explain what the ‘good news’ in each Gospel is using evidence from the text | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> suggest answers to questions about aspects of the birth of Jesus, making reference to both accounts |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> identify similarities and differences between Matthew and Luke’s account of the birth of Jesus suggest why Jesus’ birth is ‘good news’ | <p>EMERGING:</p> <ul style="list-style-type: none"> suggest which they think are the important events in the accounts and why |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> explain differences in the Gospel accounts, referring to the intended audience, relevant sources and other evidence | <p>EXCEEDING:</p> <ul style="list-style-type: none"> evaluate whether the differences in the accounts are important – for themselves or for Christians |

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| KEY STAGE | 2 | UNIT TITLE: | EASTER Y3: WHAT HAPPENED – AND WHAT MATTERS MOST TO CHRISTIANS? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to give pupils opportunities to set out the sequence of events from Palm Sunday to Easter Day and the symbols associated with them, and to reflect on what each of these events might mean for Christians. There is also space within the unit to help children understand the links Christians make between the Jewish festival of Passover and the Last Supper.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|---|--|
| <ul style="list-style-type: none"> • about the events of Holy Week and Easter Sunday and their significance for Christians: <ul style="list-style-type: none"> ○ Palm Sunday (e.g. triumphal entry, money changers) ○ Maundy Thursday (e.g. foot washing, Passover meal) ○ Good Friday (e.g. trial and crucifixion) ○ Easter Sunday (e.g. resurrection) • about the symbols associated with Easter and their links with what Christians believe about Jesus as King and Saviour (e.g. palm crosses; cross / crucifix; purple robes; bread and wine) • about the links between Passover and Easter | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • describe the symbols connected with the Easter story and link them to Christian beliefs about Jesus / Easter • make links between Jewish Passover and the Lord’s Supper / communion | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • respond in their own way to some of the events or puzzling questions raised (e.g. about sacrifice) and compare their ideas with the ideas of others |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> • order the key events and talk about their importance for Christians • identify the key symbols used by Christians at Easter and their meaning | <p>EMERGING:</p> <ul style="list-style-type: none"> • discuss their own response to the Easter story |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • consider what impact the key events might have on the life of a Christian | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • describe what matters most at Easter, making reference to answers that a Christian might give, and their own thinking |

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| KEY STAGE | 2 | UNIT TITLE: | EASTER Y4: HOW DOES LENT HELP CHRISTIANS PREPARE FOR EASTER? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
It is the intention of this unit to consider Christian practices during Lent across the world, giving pupils opportunities to explore the common themes within Lent and to reflect on why a period of preparation might be important for Christians.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • about the story of Jesus in the desert and its significance at Lent for Christians • that Lent is a time of preparation for Christians • that Christians mark Lent in different ways • that Ash Wednesday is a time for Christians to seek God's forgiveness • about the significance of the symbols and rituals used during Lent | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • make links between the story of Jesus in the desert and Lent • identify some things that might most impact a Christian's life during Lent | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • create ideas that are connected with the concepts of preparation / confession / reflection • sensitively compare their own thoughts about Lent with others' |
| | EMERGING: <ul style="list-style-type: none"> • retell the story of Jesus in the desert • identify how Christians mark the period of Lent | EMERGING: <ul style="list-style-type: none"> • identify how they 'prepare' for special events and suggest why Lent might be an important time for Christians |
| | EXCEEDING: <ul style="list-style-type: none"> • describe the impact that Lent has on Christians and how it helps them prepare for Easter | EXCEEDING: <ul style="list-style-type: none"> • create ideas that capture the essence of Lent as an important time of preparation / confession / reflection for Christians |

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| KEY STAGE | 2 | UNIT TITLE: | EASTER Y5: HOW DO CHRISTIANS KNOW WHAT HAPPENED AT EASTER? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to especially develop pupils' skills of investigation and evaluation, as they look at the four Gospel accounts of the Easter narrative. It might be better to focus initially on the similarities. It is intended that the skills developed in this unit will help to prepare pupils for an independent comparison of texts in the year 6 Christmas unit.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|--|
| <p>There are four Gospels: Matthew, Mark, Luke and John</p> <ul style="list-style-type: none"> • that people experience and recall the same events in different ways • that the life of Jesus is documented in records other than the Bible • that there are similarities (and differences) between the accounts of Holy Week in the Gospels • to evaluate reasons why this might be | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • compare the similarities within the Gospel accounts of Easter, suggesting reasons for this • relate the key events within the Easter narrative to Christian belief about Jesus | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> • suggest answers to questions about puzzling aspects of the death and resurrection of Jesus, making reference to the Gospel accounts |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> • identify some similarities between the Gospel accounts of Easter | <p>EMERGING:</p> <ul style="list-style-type: none"> • compare their own ideas and feelings about the Easter events with the ideas and feelings of others |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • evaluate whether the differences in the accounts are important | <p>EXCEEDING:</p> <ul style="list-style-type: none"> • consider whether the differences or the accounts themselves might present challenges to belief – for themselves or for others |

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| KEY STAGE | 2 | UNIT TITLE: | EASTER Y6: DID JESUS HAVE TO DIE? | CHRISTIANITY | 3-4 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to investigate the reasons why Christians believe Jesus died – and what Jesus himself said about it. This unit ideally follows the unit ‘Adam, Eve, Christmas, Easter: what are the connections?’, as during it, pupils will have studied some key texts that help answer the question in this unit. It will also draw on learning across the key stage and explore key concepts of ‘sacrifice’ and ‘atonement for Christians.’

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|--|--|
| that Christians believe: <ul style="list-style-type: none"> • Jesus died as a <i>atonement</i> for sin • Jesus chose to die • Jesus died to show how much God loves people and wants to be reconciled to them | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • select information from their learning / the Bible that helps to answer the question ‘Did Jesus have to die?’ | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • apply their ideas and reflections on the concept of sacrifice, atonement or reconciliation to their own and others’ lives • suggest what might happen as a result of their own or others’ actions |
| | EMERGING: <ul style="list-style-type: none"> • make links between Jesus’ death and the things that he taught or what Christians believe | EMERGING: <ul style="list-style-type: none"> • compare their own ideas (e.g. about Jesus’ death / sacrifice / reconciliation) with those of others |
| | EXCEEDING: <ul style="list-style-type: none"> • suggest answers to questions raised by the death of Jesus (<i>e.g. what would be the consequences of Jesus’ choice?</i>) using relevant sources and evidence | EXCEEDING: <ul style="list-style-type: none"> • contribute to discussions and develop arguments about the concepts explored |

COMPULSORY UNITS OF WORK: JUDAISM

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|-----------------|---|-------------|---|---------|-----------|
| LOWER KEY STAGE | 2 | UNIT TITLE: | HOW CAN A SYNAGOGUE HELP US TO UNDERSTAND THE JEWISH FAITH? | JUDAISM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the key features of a synagogue and investigate what they reveal about Jewish beliefs. A visit to a synagogue is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a 'virtual' visit or by looking at photos.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|--|--|
| <ul style="list-style-type: none"> the meaning behind the key features, artefacts and symbols found in a synagogue about the significance of the synagogue for Jews in terms of being a place for worship, learning and community that Jews believe the Torah is law, teaching and guidance how its significance is reflected in the location and treatment of the scrolls that the teachings contained within the Torah include the <i>shema</i>, and form the core beliefs of Judaism that the <i>shema</i> is both a prayer and a statement of belief | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> describe the impact for Jews of the synagogue as a place of study, prayer and gathering comment on any connections between a synagogue and a church or between Jewish and Christian beliefs | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> describe how attending synagogue makes a difference to Jews, relating this to their own experiences |
| | EMERGING: <ul style="list-style-type: none"> make links between Jewish beliefs and parts of the synagogue / Jewish artefacts identify the impact of words from the <i>shema</i> or Torah on Jewish peoples' lives | EMERGING: <ul style="list-style-type: none"> suggest what's 'most important' in the synagogue for Jews and compare with their own ideas |
| | EXCEEDING: <ul style="list-style-type: none"> explain what a synagogue can tell us about the Jewish faith, using relevant sources/evidence | EXCEEDING: <ul style="list-style-type: none"> explain the challenges of commitment to worship, learning and community for a Jew, relating it to what they find challenging in life |

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| LOWER KEY STAGE | 2 | UNIT TITLE: | WHAT ARE IMPORTANT TIMES FOR JEWS? | JUDAISM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to investigate some of the major Jewish festivals, to explore their links with Jewish history and commandment, and reflect on how celebrating these events helps Jews to 'remember' and binds the Jewish community together. Through festivals, Jews are reminded of God's faithfulness to his people. There is also opportunity within this unit to reflect on the significance of Bar / Bat Mitzvah and the symbolism of Jewish marriage as rites of passage in Jewish community life, and consider how they express Jewish beliefs.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|--|--|
| <ul style="list-style-type: none"> that Jews mark stages in life through special ceremonies such as Bar / Bat Mitzvah and weddings that <u>Pesach</u> (Passover) recalls the events of the Exodus and is celebrated each year with the Seder meal that <u>Sukkot</u> is a Jewish harvest festival and recalls God's provision in the desert that <u>Rosh Hashanah</u> celebrates Jewish New Year that <u>Yom Kippur</u> (Day of Atonement) is a time for repentance and forgiveness | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> link features of Jewish celebrations with stories or Jewish beliefs describe some of the practices associated with the 'milestones' of a Jew's life | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> compare their own lives with those of Jewish families evaluate the importance of the special times for Jews and for themselves |
| | EMERGING: <ul style="list-style-type: none"> identify how Jews celebrate special days identify possible meanings for symbols or religious expression | EMERGING: <ul style="list-style-type: none"> respond sensitively to the fact that people have different beliefs give reasons why features of different festivals might be important to Jews |
| | EXCEEDING: <ul style="list-style-type: none"> make connections between artefacts, symbolism, beliefs and ways of life in Judaism describe how being Jewish has an impact on everyday life | EXCEEDING: <ul style="list-style-type: none"> describe how celebrating festivals helps Jews to 'remember' and strengthens their community |

Groups might focus on different events and report their findings, or you may choose to focus as a class across a series of lessons.

COMPULSORY UNITS OF WORK: ISLAM

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| UPPER KEY STAGE | 2 | UNIT TITLE: | HOW CAN A MOSQUE HELP US TO UNDERSTAND THE MUSLIM FAITH? | ISLAM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the key features of a mosque and investigate what they reveal about Muslim beliefs. A visit to a mosque is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a 'virtual' visit or by looking at photos. Muslim beliefs about and practices associated with prayer (salah) should be a focus within this unit.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|---|--|
| <ul style="list-style-type: none"> the meaning behind the key features, artefacts & symbols found in a mosque that the mosque is a place of worship and learning and is led by an Imam that in prayer, Muslims submit to the will of Allah <p>that Muslims believe:</p> <ul style="list-style-type: none"> there is no God but God (Allah) and that he is without equal that God is One (Tawhid) the Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic the Qur'an should be read in the original Arabic that reading the Qur'an in Arabic is an act of worship as well as a source of guidance | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> gather, select and organise ideas about Islam describe how features of a mosque / Muslim prayer reveal Muslim beliefs, using appropriate vocabulary | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> suggest how praying or worshipping as a community might benefit Muslims / themselves suggest what would have to change in their classroom if it were to become a mosque |
| | EMERGING: <ul style="list-style-type: none"> make links between features of a mosque / prayer and Muslim beliefs investigate and connect features of Islam through their study of a mosque | EMERGING: <ul style="list-style-type: none"> compare their own ideas (e.g. about prayer) with those of others, including Muslims |
| | EXCEEDING: <ul style="list-style-type: none"> explain how prayer helps Muslims to submit to Allah / how a mosque aids worship for a Muslim recognise and explain diversity in how prayer is practised in different religions | EXCEEDING: <ul style="list-style-type: none"> express clear views on the concept of 'submission' in their own, and others' lives, and reflect on the challenges of living this way |

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| UPPER KEY STAGE | 2 | UNIT TITLE: | HOW DO THE PILLARS OF ISLAM HELP MUSLIMS LIVE A GOOD LIFE? | ISLAM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the key beliefs and practices of Islam through investigating the five ‘pillars’. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that Muslims live their lives, and also to make connections between Islam and the other religions they have studied. Whilst prayer (salah) is one of the pillars, there is opportunity to study it in more depth within Islam in the other compulsory unit ‘How can a mosque help us to understand the Muslim faith?’

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <p>about the pillars (or duties) of Islam</p> <ul style="list-style-type: none"> Shahadah ‘There is no God but Allah and Muhammad is his messenger’ Prayer (salah and ritual cleanliness**) Fasting (Sawm) – Ramadan Almsgiving (Zakah) Pilgrimage (Hajj) <p>about celebrations</p> <ul style="list-style-type: none"> Id-ul-Fitr – this marks the end of Ramadan Id-ul-Adha – celebrates the end of Hajj how the pillars of Islam affect the way Muslims live their lives | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> describe and connect some key Muslim beliefs about Allah, worship practices and the pillars describe the impact of celebrating and fasting in the life of Muslims explain how pilgrimage differs from other journeys | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> suggest what might happen as a result of zakah (or other pillar) and consider what might motivate Muslims to give (fast, pray etc.) |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> make and explain links between Ramadan / Hajj and the celebration of Id-ul-Fitr / Id-ul-Adha use appropriate terms to describe the pillars of Islam | <p>EMERGING:</p> <ul style="list-style-type: none"> discuss the importance of rules from their own and a Muslim point of view compare their thoughts and ideas about fasting and celebrating with Muslim ideas |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> explain, using relevant sources, why the pillars are so important to individual Muslims and the Muslim community explain and make connections between Islam and other religions they have studied | <p>EXCEEDING:</p> <ul style="list-style-type: none"> suggest ways in which a belief in Allah might affect the decisions of Muslims and the challenges this might present |

***The process of being ritually clean is significant in Islam. Although wudu takes place at the mosque, it is the final part in the process of becoming ritually clean for prayer. Washing of the whole body must take place at home for wudu to be effective at the mosque.*

COMPULSORY UNITS OF WORK: SIKHISM, HINDUISM & BUDDHISM

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| LOWER KEY STAGE | 2 | UNIT TITLE: | WHAT DO SIKHS VALUE? | SIKHISM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the key beliefs of Sikhism, in particular introducing the importance of equality. Pupils should gain a general insight into what Sikhs value, and how they express this through their community life and the wearing of the Five Ks, as this learning will be further extended in KS3.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|--|
| <ul style="list-style-type: none"> • that Guru Nanak Ji* was the founder of Sikhism & that he is not worshipped as a god • that ‘guru’ means ‘teacher’ and that there are ten gurus of Sikhism • Sikhs believe that God is one (il Onkar) and present in all living things (Naam) • that equality is very important in Sikh society • that Sikhs have special symbols which reflect Sikh identity, including the Five Ks • that the Sikh holy book is called ‘Guru Granth Sahib Ji’* and that Sikhs consider the content to be holy, not just the book • that Sikhs worship at home and at the Gurdwara • that the three main duties of a Sikh are to ‘Pray, Work and Give’ | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • identify the impact of key teachings of Guru Nanak Ji or the Guru Granth Sahib on Sikh life • make links between Sikh symbols / artefacts / practices and Sikh beliefs or ways of life • describe how Sikhs demonstrate that the Guru Granth Sahib Ji is important | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • comment on Sikh beliefs e.g. about equality, and make links with their own ideas |
| | EMERGING: <ul style="list-style-type: none"> • describe the importance of Guru Nanak or the Guru Granth Sahib to Sikhs • identify the special symbols for Sikhs and explain their meaning | EMERGING: <ul style="list-style-type: none"> • consider how a Sikh’s beliefs might impact their lives |
| | EXCEEDING: <ul style="list-style-type: none"> • gather, select and organise ideas about Sikh belief and suggest answers to questions they might have about what's most important to Sikhs | EXCEEDING: <ul style="list-style-type: none"> • apply ideas about ‘duties’ or ‘equality’ to their own and others’ lives |

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| UPPER KEY STAGE | 2 | UNIT TITLE: | WHAT HELPS HINDUS TO WORSHIP? | HINDUISM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to provide a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Pupils will use images and stories to draw meaning to support this understanding. The most able pupils could also be given opportunities to consider similarities and differences between Hindu and Christian understandings of God. This unit could be linked with the ASU: 'What does it mean to be a Hindu?'

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|--|--|---|
| <ul style="list-style-type: none"> • Hinduism (Sanatan dharma) is a religious tradition that has many cultural expressions and is a way of life • that Hindus believe in a supreme reality (Brahman) who is present in all things and represented in many forms • the names / roles of some of the key deities and avatars of Hinduism and their place in Hindu worship • to draw meaning from Hindu images to develop understanding of the Hindu concept of the supreme reality • the key rituals of Hindu worship in the home and at the mandir • that Hindus have their own sacred writings which are made up of stories with morals and meanings | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • make links between objects, symbols and practices in Hindu worship and the beliefs that underlie them • draw meanings about good and evil from a Hindu story | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • make comparisons between their own experiences of places of worship with the Hindu mandir • reflect on good and evil as illustrated in Hindu stories and make links with stories they know |
| | EMERGING: <ul style="list-style-type: none"> • suggest meaning for the various Hindu deities as symbolic representations of Brahman • describe, using religious vocabulary, how religious beliefs are expressed through features and practices of Hindu worship • interpret a story from the Hindu scriptures drawing out and explaining key beliefs | EMERGING: <ul style="list-style-type: none"> • ask questions and suggest answers about aspects of Hindu worship in the mandir or associated with a Hindu home shrine • identify the qualities needed for heroes and leaders in both Hindu stories and their own lives |
| | EXCEEDING: <ul style="list-style-type: none"> • evaluate the relative benefits of worship in the home or at the mandir for a Hindu, explaining their reasons • explain similarities and differences between Hindu and Christian understandings of God | EXCEEDING: <ul style="list-style-type: none"> • express clear views about how Hindu belief in Brahman, who is present in all things, makes a difference to Hindus' lives – and express their own thoughts or beliefs • express a reasoned view about the value of using stories to communicate religious ideas |

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| UPPER KEY STAGE | 2 | UNIT TITLE: | WHAT IS THE 'BUDDHIST WAY OF LIFE?' | BUDDHISM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to introduce pupils to the principal beliefs and practices of Buddhism. This is a key unit to prepare pupils for KS3, where they will further develop their understanding of Buddhism as a non-theistic religion (with no god). For this reason, it is strongly recommended that this unit is taught in year 6, by which time pupils will have gained more of an overview of the nature of 'religion' through their study in the primary phase.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
|---|--|--|
| <ul style="list-style-type: none"> • about the story of how Prince Siddattha became Buddha • that 'Buddha' means 'awakened' or 'enlightened one' • that there is no supreme deity in Buddhism • that Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating • that there are Four Noble Truths in Buddhism • that Buddhists follow the teachings of the Eightfold Path • that there are artefacts that help Buddhists to meditate • that worship and meditation are different | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • gather, select & organise ideas about Buddhism • consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life • connect the key beliefs and teachings of Buddhism with features of the religion e.g. artefacts, symbols, rituals | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, and Buddhists' • consider whether worship and meditation are different things and why this might be |
| | EMERGING: <ul style="list-style-type: none"> • make links between Buddhist stories / artefacts / religious symbols and the beliefs that underlie them | EMERGING: <ul style="list-style-type: none"> • compare aspects of their own experiences and those of others, identifying what influences and inspires them |
| | EXCEEDING: <ul style="list-style-type: none"> • explain how and why Buddhism compares with other religions that they have studied using relevant sources and evidence | EXCEEDING: <ul style="list-style-type: none"> • express clear views about how following the Eightfold Path might create challenges for a Buddhist |

COMPULSORY UNITS OF WORK: COMPARATIVE

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|-----------------|---|-------------|--|-------------|-----------|
| UPPER KEY STAGE | 2 | UNIT TITLE: | WHAT IS THE 'GOLDEN RULE' – AND ARE THEY ALL THE SAME? | COMPARATIVE | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to help pupils to consider why the teaching known as the 'golden rule' might be common to so many religions, and important to non-religious people as well. It is important that pupils see the connections between the different 'versions' of the Golden Rule, but also acknowledge that for non-religious people, the Golden Rule came not from God, but from our common need to be treated well in order to live together peacefully.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that there are accepted statements of wisdom in all cultures that many people, religious and non-religious, live by a 'golden rule' to treat others as you would like to be treated yourself that these words have an impact on people's everyday lives and how this is demonstrated that non-religious people believe the Golden Rule does not have a divine source | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> explain why the 'golden rule' is used by many religious and non-religious people worldwide suggest meanings for different statements of wisdom describe similarities and differences between the beliefs of religious and non-religious people | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> decide on their own personal 'golden rule' and give a justification for it make links between words of wisdom and their own behaviour apply their ideas to everyday situations |
| | EMERGING: <ul style="list-style-type: none"> identify similarities and differences in versions of the Golden Rule identify the impact of the Golden Rule on someone's behaviour | EMERGING: <ul style="list-style-type: none"> identify which rules are the most important and why explain why certain words or books are important to them |
| | EXCEEDING: <ul style="list-style-type: none"> evaluate whether the different 'versions' of the Golden Rule are actually the same | EXCEEDING: <ul style="list-style-type: none"> apply the beliefs of other religions and non-religious people to everyday situations |

NB Pupils will need to have some familiarity with several different religions in order for some to exceed expectations

ADDITIONAL STUDY UNITS

Schools should choose units with an equivalent total time allocation of **42 hours across the key stage** (approx. 6-7 units). **At least 2 of these must be comparative units.** Some ASUs are specified broadly for 'KS2', giving schools greater flexibility to place these where they make greater links with the wider curriculum. Suggested attainment may need to be altered to reflect where in the key stage the unit is being taught.

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| LOWER KEY STAGE | 2 | ASU TITLE: | WHY DO CHRISTIANS WORSHIP JESUS CHRIST? | CHRISTIANITY | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to develop children's understanding of the evidence for Christians' belief that Jesus is the Son of God, as well as being a historical figure. During this unit, pupils will also investigate the key events in Jesus' life and link these with what Christians believe about Jesus. They should also consider what difference these beliefs make to a Christian's life, including how they are celebrated in the church year.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • that Jesus Christ was a historical figure, bought up in the Jewish tradition, who did and said things that Christians believe show he was the Son of God • that the record of these events in the Bible still serves as evidence for Christians today • to identify the evidence that Jesus was the Son of God as presented in Biblical records of his life e.g. <ul style="list-style-type: none"> ○ visiting the temple as a boy ○ baptism ○ the temptations ○ the entry into Jerusalem and crucifixion ○ the resurrection and appearances ○ ascension and Pentecost • that some of these events are reflected in the Christian year | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • retell the stories of the events studied and identify some occasions when these events are celebrated in the Christian church • know that Jesus was a real person who Christians believe did amazing things | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • realise that there are aspects of Jesus' life that Christians find difficult to understand • respond sensitively to other people's ideas and opinions |
| | EMERGING: <ul style="list-style-type: none"> • make links between the specific evidence from the Biblical recording of the events and the belief that Jesus is the Son of God • make connections between the beliefs associated with the events and Christian practices | EMERGING: <ul style="list-style-type: none"> • compare their own and other people's ideas about the events and the evidence presented • suggest why people think different things about the 'evidence' |
| | EXCEEDING: <ul style="list-style-type: none"> • describe and understand the different viewpoints that arise from the Biblical evidence, and from them, identify beliefs that can be held • suggest reasons for marking these events in a Christian community | EXCEEDING: <ul style="list-style-type: none"> • describe how believing that Jesus is the Son of God might make a difference to the lives of Christian believers • reflect thoughtfully on the issues raised by the Biblical evidence |

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| UPPER KEY STAGE | 2 | ASU TITLE: | WHY DO CHRISTIANS MAKE PROMISES IN MARRIAGE? | CHRISTIANITY | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to sensitively investigate the symbolism and practices within a Christian marriage service, focussing on the promises that are made. The unit begins by exploring children's understanding of promises, and the ingredients for a good friendship. There is also opportunity for pupils to make comparisons between different marriage ceremonies (religious or non-religious), but this should not be the focus of the unit.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • what a promise or vow is • that marriage plays an important role within most religions and societies • marriage rites contain vows and symbols • that Christian marriage takes place 'before God' • that God is part of a Christian marriage, and helps them to love and forgive each other • that some people choose not to be married in a place of worship, and why this might be | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • comment on connections between different elements of a marriage ceremony and the beliefs that underlie them • compare the Christian marriage ceremony with that of another religious or non-religious tradition | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • thoughtfully and creatively express their own ideas about love / marriage in light of their learning about Christian ideas |
| | EMERGING: <ul style="list-style-type: none"> • identify why the different parts of a marriage service are important and connect them with Christian beliefs • investigate some Christian stories and connect them to teaching about love, forgiveness and reconciliation | EMERGING: <ul style="list-style-type: none"> • explore feelings about forming and sustaining relationships, and keeping promises • make links between Christian ideas about marriage / love / commitment, and their own ideas |
| | EXCEEDING: <ul style="list-style-type: none"> • express clear views about why marrying in a church might make a difference to a Christian, giving examples • explain how Jesus' teachings about love and forgiveness might have an impact on a Christian marriage | EXCEEDING: <ul style="list-style-type: none"> • recognise and explain how issues relating to marriage are relevant (or not) to them • suggest ways in which a belief in God might affect the decisions of Christians and the challenges this might present |

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| UPPER KEY STAGE | 2 | ASU TITLE: | WHAT CAN WE LEARN ABOUT THE CHRISTIAN FAITH FROM THE CHRONICLES OF NARNIA? | CHRISTIANITY | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to be challenging and to use the Chronicles of Narnia as a way to deepen children's understanding of the Christian faith. The Narnia stories are often referred to as 'allegories' – although there are certainly allegorical elements, CS Lewis did not write them specifically as allegories (and was quite definite about this!)

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that the death and resurrection of Jesus is central to Christian faith that allegory* and story can help people to understand difficult ideas about God that Christians believe that everyone is tempted to do wrong things, and everyone does wrong at times that the change that Aslan brought to Narnia is an image of the change that Christians believe Jesus brings to Christians' lives that Christians believe Jesus forgives sin that there is a parallel between the White Witch and the serpent in the creation story that Aslan died in Edmund's place and Christians believe that Jesus died in the place of individual people | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> recognise that Christians believe that everyone is tempted to do wrong things identify how the story of Aslan can be seen as a parallel of the story of the death and resurrection of Jesus know that CS Lewis used Narnia to explain difficult ideas about the Christian faith | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> make links between what they and other people do and give reasons for their actions |
| | EMERGING: <ul style="list-style-type: none"> evaluate the impact of the changes that Jesus brought into people's lives understand that Christians believe that everyone is the same in that no one is perfect and describe the impact of this belief | EMERGING: <ul style="list-style-type: none"> recognise that Christians believe wrong behaviour can result when people put themselves first before other people ask questions about the purpose of the death of Aslan and the death of Jesus |
| | EXCEEDING: <ul style="list-style-type: none"> distinguish between the Christian belief that everyone is tempted and giving in to temptation explain that Christians believe that Jesus still changes people's lives | EXCEEDING: <ul style="list-style-type: none"> suggest answers to the difference it would make for Christian belief today if Jesus had stayed dead express their own view on the challenges that these beliefs have for themselves and others |

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| UPPER KEY STAGE | 2 | ASU TITLE: | WHAT WOULD JESUS DO? (HOW DO THE BELIEFS OF CHRISTIANS INFLUENCE THEIR ACTIONS?) | CHRISTIANITY | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to investigate how Christians follow the example and teachings of Jesus to show compassion and care towards others and their world. There are a variety of contexts that pupils could explore e.g. your local church, Christian charities working in different parts of the world, or Christians from the past, linking RE with other curriculum areas such as Citizenship and History.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • that Christians in the early church act as a role model for Christians today • how Christian belief is founded on the teaching and example of Jesus • how Christians demonstrate their belief in forgiveness, justice and love • how Christians try to live out their faith through practical action • to evaluate ways in which Christian action has an impact | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe how beliefs held by Christians influence their behaviour and attitudes towards others and are linked to Biblical teaching • compare the work of Christian philanthropists or charities and suggest how they reflect Christian beliefs | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • ask questions about right and wrong and suggest answers that show understanding of what Christians believe • investigate a range of Christian action initiatives and identify their impact |
| | EMERGING: <ul style="list-style-type: none"> • identify the key beliefs of Christians that influence their behaviour towards others • identify how Christian charities have an impact on the lives of people today | EMERGING: <ul style="list-style-type: none"> • choose between right / wrong courses of action for themselves or others, giving reasons • suggest ways in which Christian belief leads to practical action to help others |
| | EXCEEDING: <ul style="list-style-type: none"> • evaluate how Christian belief and action has influenced the lives of people throughout the world and make judgements about this | EXCEEDING: <ul style="list-style-type: none"> • make informed responses to the values expressed by Christians • explain how issues related to belief in action are relevant in their own, and others', lives |

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| KEY STAGE | 2 | ASU TITLE: | WHAT DOES IT MEAN TO BE A JEW? | JUDAISM | 6-8 HOURS |
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WHAT IS THE 'PURPOSE OF THIS UNIT?'

It is the intention of this unit to build on the aspects of Judaism previously covered by looking at the idea of being a people, chosen to show what God is like, with their identity centred on the Shema. Pupils will develop a deeper understanding of religious writings, and reflect on what it might mean to be a Jew. It is recommended that this unit is used only after the compulsory unit "How can a synagogue help us to understand the Jewish faith?" has been studied.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that Judaism has its origins in and around the land of Israel that Jews believe in one God who is creator and carer that Jews believe they are descendants of Abraham, chosen by God to show what he is like that Abraham, Moses & David are important figures in the Jewish faith the significance of the Shema as a core statement of belief that Jews believe the Torah (which is part of the Tenakh**) is law, teaching and guidance the importance of action in the keeping of the commandments | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> suggest what impact the shema or a part of the Torah / Tenakh might have on a Jew's life make links between Jewish stories / texts and Jewish beliefs | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> compare their ideas with those of others ask questions about how Jewish beliefs make a difference to how they live their lives |
| | EMERGING: <ul style="list-style-type: none"> retell a story from the Torah / Tenakh suggest meanings for Jewish stories or objects | EMERGING: <ul style="list-style-type: none"> talk about what they value, and give a reason why Jews may value the words of the Torah / Tenakh |
| | EXCEEDING: <ul style="list-style-type: none"> explain why the shema is so important to Jews describe the key beliefs and teachings of Judaism, and the impact they have on the lives of Jews | EXCEEDING: <ul style="list-style-type: none"> describe what difference being 'chosen' might make – for themselves and for Jews describe what influences their decisions / actions and compare with what influences Jews |

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| KEY STAGE | 2 | ASU TITLE: | WHAT DOES IT MEAN TO BE A MUSLIM? | ISLAM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the key beliefs of the Muslim faith, and the importance for Muslims of studying the Qur'an and following the example of Muhammad (pbuh). It is especially important that pupils spend some time studying stories about Muhammad, as a way of helping them to understand the teachings of the Qur'an.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| that Muslims believe: <ul style="list-style-type: none"> • Muhammad (pbuh) is the last of the prophets of Islam • the prophets who came before Muhammad (pbuh) include Adam, Ibrahim, Musa and Isa • the Qur'an is Allah's final revelation to humanity and was revealed to the Prophet by the Angel Jibril (Gabriel) in Arabic • that reading the Qur'an in Arabic is an act of worship as well as a source of guidance • there is no God but God (Allah); he is One and without equal • Allah is the Creator, Provider and Sustainer; he cannot be compared and is everywhere • images of Allah, angels, prophets or any living creatures are not permitted in Islam | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe key moments from the life of the prophet Muhammad and explain their significance in Muslim belief • describe how following the teaching of the Qur'an affects daily life for Muslims | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe how teachings / words from the Qur'an or stories from the life of Muhammad might inspire Muslims and make connections with what inspires them |
| | EMERGING: <ul style="list-style-type: none"> • identify why Muslims forbid images • describe some key Muslim beliefs e.g. about Allah, the prophets, Muhammad (pbuh) and the Qur'an | EMERGING: <ul style="list-style-type: none"> • identify people in their own lives whose example they try to follow and compare with why Muslims follow Muhammad (pbuh) • discuss the importance of respect for others or special words from their own and a Muslim point of view |
| | EXCEEDING: <ul style="list-style-type: none"> • explain how and why differences in religious belief about God / Allah are expressed (e.g. not translating the Qur'an / many Bible translations) | EXCEEDING: <ul style="list-style-type: none"> • suggest ways in which a belief in Allah might affect the decisions of Muslims and the challenges this might present |

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| KEY STAGE | 2 | ASU TITLE: | WHAT DOES IT MEAN TO BE A HINDU? | HINDUISM | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to investigate the religious practices of Hindus and how these influence home and family life, linking them with important Hindu beliefs. This optional study unit would link well with the unit 'What helps Hindus to worship?'

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • Hinduism (Sanatan dharma) is a religious tradition that has many cultural expressions and is a way of life • about the festivals that punctuate the year and the meanings behind them • about the events that mark important times in the life of a Hindu e.g. sacred thread ceremony, marriage and death • about the main features of family and home life e.g. diet, worship at home, music and dance • Hindus believe that there are spiritual consequences for their actions (karma) | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe some key Hindu beliefs and compare with other religions • explain, using religious vocabulary, the practices and rituals of Hindu family life and how these express religious beliefs • suggest meaning for a Hindu festival, using the appropriate vocabulary to describe its practices | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • ask questions about the puzzling aspects of Hinduism and suggest answers • respond thoughtfully to an aspect of Hindu home life or belief in the context of their own life |
| | EMERGING: <ul style="list-style-type: none"> • describe some Hindu beliefs and explain these in simple terms • investigate aspects of Hindu family life and connect these to Hindu beliefs | EMERGING: <ul style="list-style-type: none"> • identify traditions or occasions that are significant in their own lives and explain why • compare the experiences of Hindu families with their own |
| | EXCEEDING: <ul style="list-style-type: none"> • explain how Hindu beliefs influence the lives of individuals and communities • recognise the diversity expressed through religious festivals by comparing a Hindu festival with one from another religion | EXCEEDING: <ul style="list-style-type: none"> • express clear views about what motivates people to follow a particular way of life and the implications of not doing so • justify whether something is 'religious' or 'cultural' |

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| KEY STAGE | 2 | ASU TITLE: | WHAT IS 'WISDOM'? | COMPARATIVE | 6-8 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | |
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| <p>It is the intention of this unit to help children understand that wisdom is important in many different cultures and to many religious and non-religious people. Whilst many religions teach that wisdom comes from God through different channels (including sacred texts), this unit also explores other sources of wisdom. It's also important that pupils understand the difference between knowledge and wisdom – and recognise that wisdom is not dependant on academic success.</p> | | |
| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
| <ul style="list-style-type: none"> that 'knowledge' and 'wisdom' are not the same thing that wisdom is a set of values and experiences which guide people in their lives how wise sayings from important books and leaders can help people live their lives <i>e.g. in Buddhism, Islam, Humanism</i> that the book of Proverbs contains some of the wisdom of King Solomon and is significant for both Jews and Christians that for Christians, Jesus is God's wisdom in a person, teaching and showing people how to live wisely that for some people, wisdom is found apart from God* (<i>see below</i>) | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> give some examples of wisdom , connecting them with their source suggest meanings and implications for different words of wisdom identify similarities and differences between words of wisdom suggest why some people consider wisdom to be found apart from God | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> identify some wisdom that has meaning for them and express why it has made an impact explain how asking questions can help increase wisdom describe how wisdom can help both religious and non-religious people live their lives consider how people decide what is wise |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> retell a story about wisdom & suggest what people might learn from it recall some of the wise things Jesus said identify where different people might find wisdom | <p>EMERGING:</p> <ul style="list-style-type: none"> respond to words of wisdom from their own point of view give a reason why a piece of wisdom might have value for someone else |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> give specific examples of wisdom and explain how someone might put this into practice suggest what wisdom is from a religious and a non-religious viewpoint e.g. how are they the same and how are they different? | <p>EXCEEDING:</p> <ul style="list-style-type: none"> suggest how communities might be different if a specific piece of wisdom was applied identify some wisdom that has meaning for them and evaluate the consequences of acting on it. explain what a person could do to gain wisdom |

*Non-religious people see wisdom as being apart from God and will use evidence, experience and reason to gain wisdom. For religious people, God (and/or wise leaders) is the source of their wisdom, but it would be wrong to suggest that they don't also use evidence, experience and reason as a way of testing/ supporting that wisdom.

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| KEY STAGE | 2 | ASU TITLE: | HOW DID IT ALL BEGIN? | COMPARATIVE | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to begin to investigate the ways in which people from religious and non-religious perspectives try to answer the question of how the world began – and evaluate whether pupils think it's possible to know for sure.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> that many people believe God can be discovered through the awe and beauty of nature some religions teach that the world was created by God Christians believe that humanity is created by God to look after the world that Christians, Jews and Muslims have similar beliefs about creation that other religions and cultures also have stories about creation which teach stewardship of the natural world that people who are not religious believe the world came into existence through natural processes and science offers the best way to understand these | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> describe similarities and differences in beliefs about creation describe the impact of beliefs about creation on people's lives | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> evaluate a range of sources and discuss whether or not we can be sure of how the world began, showing sensitivity for the views of others |
| | EMERGING: <ul style="list-style-type: none"> describe similarities and differences between different creation stories express their own views about creation and how these views might impact on their life | EMERGING: <ul style="list-style-type: none"> compare their own ideas about the creation of the world with those of others, showing sensitivity for the views of others evaluate whether they are looking after the local environment |
| | EXCEEDING: <ul style="list-style-type: none"> suggest answers to questions about creation, using relevant sources & evidence | EXCEEDING: <ul style="list-style-type: none"> explain possible reasons why some people choose to believe in a God who created the world and others do not |

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| KEY STAGE | 2 | ASU TITLE: | HOW CAN WE LIVE TOGETHER IN ONE WORLD? | COMPARATIVE | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to consider how understanding the things that different people believe might help us to live together more harmoniously. During this unit, pupils should develop their concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> • that we are all members of different communities and that our actions affect others • that belonging to a faith community or having a non-religious world view has a global dimension • to appreciate that there are situations of social and economic unfairness in the world • that many religions and belief systems teach it is important to share and give to those who are in need • that seeing the world from another person's point of view can help make us better global citizens | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe key beliefs that encourage people to spread resources more fairly • suggest how belonging to a faith community has a global dimension, and why this is | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • describe how seeing the world through another person's eyes could help make us better global citizens • ask and suggest answers to questions about their responsibility as part of a local, national and global community |
| | EMERGING: <ul style="list-style-type: none"> • identify what religions teach about sharing and giving • identify how they are part of a local, national and global community | EMERGING: <ul style="list-style-type: none"> • identify their own concerns for the world in which they live e.g. their response to the values of sharing and giving • comparing their ideas about the world with the ideas of others |
| | EXCEEDING: <ul style="list-style-type: none"> • compare and contrast teaching on sharing and giving within different belief systems • describe the impact of beliefs and practices on how communities share resources • suggest answers to questions about our global responsibilities, using relevant sources and evidence | EXCEEDING: <ul style="list-style-type: none"> • express clear views about the things that inspire and influence them and how they could use that inspiration and influence to encourage change to help others |

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| KEY STAGE | 2 | ASU TITLE: | HOW DO PEOPLE EXPRESS THEIR BELIEFS THROUGH THE ARTS? | COMPARATIVE | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to explore the many different ways in which people use their creativity to express the things that they believe. Throughout this unit children could focus on one or more of the Arts: Art (including sculpture), Music or Dance.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> the 'Arts' can be used to express beliefs, deep feelings and emotions different religions and people with non-religious beliefs express themselves through the arts in different ways some ideas and beliefs are easier to express through the arts art forms used by people to express ideas and beliefs include music, art, poetry, dance and drama symbols are used to convey deep meanings without words | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> describe similarities and differences in the way people express beliefs through the arts | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> create their own piece of work that conveys inner feelings or beliefs appreciate that the expressive arts can be a useful vehicle for conveying deeply-held beliefs and values |
| | EMERGING: <ul style="list-style-type: none"> identify possible meanings for symbols and religious expression identify similarities and differences in the way that religions use the arts to express beliefs | EMERGING: <ul style="list-style-type: none"> appreciate that mysteries in life can be difficult to explain in words |
| | EXCEEDING: <ul style="list-style-type: none"> suggest meanings for a range of contrasting symbols and language, using appropriate vocabulary | EXCEEDING: <ul style="list-style-type: none"> create their own piece of art that conveys their beliefs or inner feelings with justifications. suggest how art, as a source of inspiration, can make a difference to themselves and others |

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| KEY STAGE | 2 | ASU TITLE: | HOW DO PEOPLE CELEBRATE NEW LIFE? | COMPARATIVE | 6-8 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to investigate why welcoming a new life might be so important for people, religious or non-religious. During this unit, pupils should also be given opportunities to evaluate the differences between different practices and what motivates people to make the choices they do.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <ul style="list-style-type: none"> what is a milestone and that the birth of a baby is one of the milestones in life there are similarities and differences in the ways in which religious and non-religious people celebrate the birth of babies that many religious and non religious people have initiation ceremonies for babies (<i>*see below</i>) why people choose to celebrate the birth of a baby that 'new life' is not just celebrating the birth of a child | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> identify similarities and differences in the ways people welcome babies give meanings for some symbols and language used in these ceremonies, using technical vocabulary describe why it is important for many people to celebrate the birth of a baby | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> ask and respond to questions about belonging consider what they would promise or say to a new baby what do they do to show they are committed to something |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> explain what is meant by a milestone and give examples of milestones in life explain what many religious and non-religious people do to celebrate the arrival of new life | <p>EMERGING:</p> <ul style="list-style-type: none"> find out how they were welcomed into their family as a baby (<i>***see point to note</i>) reflect on the importance and the meaning of their name and why it was chosen for them |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> describe what Christians believe about a new life in Christ describe the impact that the different ceremonies might have on individuals, groups and communities | <p>EXCEEDING:</p> <ul style="list-style-type: none"> ask questions about why Christians are described as having a 'new life in Christ' or ways in which other faiths might interpret 'new life' |

***Sensitivity is needed when asking children to find out how they were welcomed into their family. e.g. foster and adopted children.*

KEY STAGE THREE



CURRICULUM OVERVIEW: KEY STAGE THREE

In KS2 pupils have extended their knowledge and understanding of Christianity, Judaism and Islam and been introduced to Hinduism, Sikhism and Buddhism, beginning to recognise the impact of religion and belief locally (including within their own school), nationally and globally. They have also had opportunity to begin to consider moral, ethical and philosophical issues as well as encountering some non-religious belief systems such as Humanism. Across the key stage they have developed imported subject-specific skills. How these relate specifically to each of the units can be found in the non-statutory support materials for KS2.

In KS3 pupils should further develop the study of Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism as well as be explicitly introduced to philosophical modes of enquiry and non-religious belief systems such as Humanism. They should be given opportunity to further develop subject specific skills. Although KS3 legally ends at the end of year 9, this syllabus review has recognised that schools might now have different models for KS3, especially in terms of the curriculum for Y9. **Whichever curriculum model they choose, schools MUST ensure that the Compulsory units are taught in KS3.** Examples of what this might look like with different models can be found within the non-statutory support materials for KS3.

Through their learning in KS3, pupils should:

- express personal viewpoints and beliefs clearly whilst listening to and respecting those of others in response to the materials studied
- identify and use relevant information in order to make links between different religions and beliefs exploring similarities and differences and backing up information and ideas with clear reasons
- consider how beliefs, teachings and practices affect the life of adherents
- use information from sacred texts and other sources to exemplify belief and practice
- consider the importance of inter-faith dialogue in today's world
- assess the role of religion and belief systems locally, nationally and internationally
- extend the use of subject specific vocabulary using it correctly to express understanding
- recognise the challenges of belonging to a religious tradition in today's world
- make judgements about what is right and wrong relating to moral and ethical teaching and drawing on religious and non-religious belief systems appropriately, recognising other people's viewpoints
- consider their own beliefs and values and those of others in the light of their learning in religious education

so that....

By the end of KS3 most pupils will be able to:

- use religious and philosophical terminology and concepts to explain religions, beliefs and value systems
- explain some of the challenges offered by religious and non-religious beliefs in the world today, including their place in public life
- interpret religious beliefs and practice from different perspectives
- explain the reasons for, and effects of diversity within and between religions, beliefs and cultures
- present clearly their own views on matters of religious and non-religious belief and practice whilst respectfully taking into account others' viewpoints
- express their own insights into the challenges of committing to a religion or world view in the world today
- explain the challenges posed to themselves and others by religious, spiritual and philosophical questions
- present clearly their own views of matters to do with moral and ethical concern comparing and contrasting others' views and insights appropriately

WHAT DO WE TEACH IN KEY STAGE THREE?

This overview has been re-structured from the previous agreed syllabus to ensure continuity and progression across the Primary phase, and to adequately prepare pupils for GCSE in Key Stage 4, whilst still providing some flexibility.

Each unit has been updated, especially recognising that some schools begin the study of GCSE at some point during year 9 even though legally Key Stage 3 continues until the end of year 9. The syllabus has taken this into account with different models given as examples of planning, depending on when the GCSE Religious Studies course is started. All these documents can be found within the non-statutory support materials for KS3. **Where a school chooses to begin GCSE at the beginning of year 9, in order to cover the compulsory units, some Christianity units may need to be moved into year 9 and linked to the GCSE criteria. Should this be the case, schools will inevitably have to adapt the expected attainment accordingly.**

Pupils should study a **minimum of 5% of curriculum time across years 7, 8 and 9**. There is a degree of flexibility within the suggested time allocations for units, so schools should use this to adapt their teaching as best suits the needs of their pupils. The breadth and balance of religions and beliefs specified within the compulsory units ensures that the statutory requirement for the RE curriculum is met, and should be complemented by schools' choices of Additional Study units. Schools may choose to study religions and beliefs discretely or in a comparative way providing the statutory material from the study units is covered. Whilst RE encourages the understanding of difference and diversity within and across religions it is important that mainstream views and practices predominate through the units studied. An over-emphasis on extremes is unhelpful.

There are 12 compulsory units, 6 of which focus on Christianity. There are 11 Additional Study Units from which the school should select 6, one of which should have a Muslim focus and one a Jewish focus. When selecting ASUs, and the areas of focus within them, schools should remember that the requirement for a predominance of Christianity across the key stage remains, regardless of which model of KS3 is adopted. Where a school begins GCSE at some point during year 9, units selected from this syllabus should be chosen to complement the GCSE criteria: the variety presented within the menu should allow for this. In the non-statutory guidance available to support this syllabus there are some examples of how planning may vary depending on when the GCSE course begins. Whilst the unit subject content is compulsory, teachers should carefully select elements of focus from the suggested list in order to ensure that pupils make good progress during the unit. The expected attainment identified in each unit exemplifies attainment across a particular year

group. If a school decides to address a unit in a different year group than the one exemplified here that is acceptable. However, the emerging, expected and excelling criteria will need to be suitably adjusted. Schools may also develop units of their own to replace an Additional Study unit.

Many national reports published since the last review have suggested that in order for schools to teach RE well, they need to develop a ‘clarity of purpose’ around what RE is for, and how to translate this into what pupils learn. Each unit in the revised syllabus has been written with a distinct purpose in mind: these are set out within this section of the syllabus to help schools to structure their planning more effectively. **In the support materials for the Agreed Syllabus, there are units already planned, to help schools to interpret the subject content and structure a sequence of learning, appropriate to the age and ability of pupils.**

| Compulsory Units: Christianity. There are 6 compulsory units in this section. | | | | |
|--|---|---|-----------------------------|----------------------------------|
| Religion / belief / focus | Title | What is the purpose of this unit? | Suggested year group | Suggested time allocation |
| Christianity | What does it mean to be a Christian? | This unit provides opportunities to explore key similarities and differences within Christian beliefs and practices, to examine different sources of authority and the denominational interpretations of the Eucharist. Pupils should also understand that Christians express their faith in a variety of forms and actions. | Y7 | 7-9 hours |
| Christianity | Is Jesus who he said he was? | This unit provides opportunities for pupils to explore the significance of Jesus for Christians within biblical, historical and contemporary contexts. It builds on pupils’ knowledge and understanding of Jesus’ life and teaching and how this expresses Christian belief in both his humanity and divinity. It links with Christian belief in the Trinity. | Y7 | 7-9 hours |
| Christianity | How is the Bible relevant for Christians today? | It is the intention of this unit to provide opportunities for pupils to explore the significance of the Bible for the Christian community and its wider impact on western culture. It builds on pupils’ knowledge and understanding of the Bible and enables them to examine how the Bible can be used and interpreted in different ways within historical, cultural and contemporary contexts. | Y8 | 7-9 hours |
| Christianity | NEW TITLE! Why are martyrs examples for Christians to follow? | This unit provides opportunities for pupils to consider how and why Christians have been and are prepared to die for their faith. It assesses the global impact of persecution and martyrdom within Christianity in particular but also more generally in the development of religion. | Y8 | 7-9 hours |

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| Christianity | NEW UNIT! Is humankind fallen? | This unit provides pupils with opportunities to consider Christian belief about sin using a focus on ‘the Fall’ (Genesis chapter 3) as a starting point. It addresses the concept of a loving and just God and summarises the salvation story from a Christian perspective. Opportunity should be created within this unit to consider different interpretations within Christianity of passages from the Bible (e.g. beliefs about Adam and Eve). | Y9 | 7-9 hours |
| Christianity | Christian ethics: Is there a right way to live? | It is the intention of this unit to provide students with the opportunity to explore Christian and other belief systems’ approaches, including non-religious beliefs, to morality and how these concepts and teachings can be applied to a range of ethical issues in the contemporary world. | Y9 | 7-9 hours |

Compulsory Units: Religious, Comparative or Philosophical units. There are 6 compulsory units in this section.

| Religion / belief / focus | Title | What is the purpose of this unit? | Suggested year group | Suggested time allocation |
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| Buddhism | NEW TITLE! How do Buddhists apply the Buddha’s teaching about suffering? | This unit examines Buddhist teaching about suffering through the Four Sights and how it is still relevant today. | Y7 | 7-9 hours |
| Sikhism | NEW TITLE! How is equality expressed within the Sikh Dharam? | This unit provides pupils with knowledge and understanding of the importance of equality within the Sikh community and how that is expressed through service, sharing and honest work in daily life. It relates these values to Sikh teaching and practice linking them with the Guru’s teaching, the langar and with being part of the Khalsa. | Y8 | 7-9 hours |
| Humanism | How do Humanists answer the ‘big questions’? <i>[formerly optional, now compulsory]</i> | This unit provides opportunities for pupils to consider how humanists come to decisions about moral and ethical issues. This unit is provided as an example of a non-religious approach to life and living. It extends pupils understanding of non-religious worldviews. | Y8 | 7-9 hours |

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| Hinduism | Do our actions influence our future? | This unit provides pupils with knowledge and understanding of the importance of Hindu belief in the idea of dharma, karma the atman and reincarnation. | Y9 | 7-9 hours |
| Comparative / Social ethics | Is religion a good thing? | To consider whether the positive impact of religion on society exceeds the positive impact of non-religious groups. | Y8 | 7-9 hours |
| Philosophy | How can we know anything? | It is the intention of this unit to enable pupils to explore a range of philosophical and religious concepts about the nature of reality; to study empirical and rational arguments about the theory of knowledge and to examine a range of religious and non-religious responses to ultimate questions. | Y8 | 7-9 hours |

Additional Study Units (ASUs): There are 11 additional units in this section. Based on a full KS3 model, and to meet minimum time requirements, schools must select 6 of these units, at least one of which should be focused on Islam and one on Judaism. When selecting ASUs, and the areas of focus within them, schools should remember that the requirement for a predominance of Christianity across the key stage remains. Schools operating different models of KS3 should consult the non-statutory support materials, remembering that the requirement for one Islam and one Judaism unit remains compulsory whichever model is used.

| <i>Religion / belief / focus</i> | Title | What is the purpose of this unit? | <i>Suggested year group</i> | <i>Suggested time allocation</i> |
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| Judaism | How important are the home and tradition for Jews? | This unit provides pupils with knowledge and understanding of the importance of tradition within Judaism, especially as it is reflected through the home. It relates this to the importance of mizvot for Jews as well as the importance to the Torah. | Y7 | 7-9 hours |
| Judaism | <i>NEW TITLE!</i> Who is a Jew? - expressions of difference and diversity within the Jewish community in the UK today | This unit provides pupils with insights into different groups within Judaism, the variety of practice and the importance of the synagogue as a focal point for Jewish religious and social life in the UK today. | Y8 | 7-9 hours |
| Islam | How does the Qur'an reveal the will of Allah? | It is the intention of this unit to enable pupils to examine key Muslim beliefs about Allah, the Prophet Muhammad (pbuh) and the Qur'an and | Y8 | 7-9 hours |

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| | | the significance and impact of these on Muslim daily lives and practices. | | |
| Islam | <i>NEW TITLE!</i> How does Ramadan & the Hajj help Muslims to develop self-discipline in their everyday life? | This unit examines what it means to be a Muslim in today's society including how Ramadan and the Hajj provide opportunities to express self-discipline and help Muslims live out their faith in daily life. | Y8 | 7-9 hours |
| Baha'i | What is distinctive about the Bahá'í faith? | This unit helps pupils to understand some of the key principles of the Bahá'í way of life through exploring some of its key figures and practices. | Y8 | 7-9 hours |
| Comparative | What does it mean to be a hero? | It is the intention of this unit to enable pupils to examine the connections between the beliefs and values and the actions of heroic individuals, and to understand how these individuals can influence communities and act as sources of inspiration for others. | Y7 | 7-9 hours |
| Comparative/ Philosophy | What is religion? | It is the intention of this unit to attempt to define religion through examining it historically and phenomenologically. | Y8 | 7-9 hours |
| Comparative | Is death the end? | This unit provides opportunities for pupils to consider this key religious and philosophical questions relating to life after death. It provides opportunity to compare and contrast different views and encourages pupils to consider their own thoughts, ideas and beliefs about this. | Y9 | 7-9 hours |
| Philosophy | Is faith compatible with science? | It is the intention of this unit to consider whether, if and how faith is compatible with science. It explores different approaches to religious and scientific thinking exploring some of the challenges faith brings to science and science brings to faith. | Y9 | 7-9 hours |
| Moral Ethics | Does religion really promote equality? | It is the intention of this unit to consider whether religion prevents or is responsible for prejudice and discrimination. | Y8 | 7-9 hours |
| Social Ethics | What is the relationship between religion and the media? | It is the intention of this unit to enable pupils to explore a range of philosophical and religious concepts about the nature of reality; to study empirical and rational arguments about the theory of knowledge and to examine a range of religious and non-religious responses to ultimate questions. | Y9 | 7-9 hours |

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| KEY STAGE or YEAR GROUP | Y7 | UNIT TITLE: | WHAT DOES IT MEAN TO BE A CHRISTIAN? | CHRISTIANITY | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

This unit provides opportunities to explore key similarities and differences within Christian beliefs and practices, to examine different sources of authority and the denominational interpretations of the Eucharist. Pupils should also understand that Christians express their faith in a variety of forms and actions.

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| SUBJECT CONTENT Pupils should learn that Christianity is a worldwide community of different denominations who express their beliefs and practices in a variety of forms. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
| Teachers should select aspects of the areas outlined below in order to achieve this: <ul style="list-style-type: none"> consider the Christian belief that human beings are made in God's image understand that a Christian's relationship with God is based on the need for redemption from the Fall in Genesis (1-3) understand that the Church is a worldwide community of believers made of different denominations consider how belonging to a community of believers affects a Christian's personal relationship with God consider the different sources of authority for Christians e.g. Apostles' and Nicene Creeds, church leaders, the Bible know that the Eucharist has different meanings to different Christians and different denominations know that Christians put their faith into action in a variety of ways e.g. charity work understand that there is wide diversity in Christian belief and there are some who do not conform to mainstream Christian teachings e.g. Jehovah's Witnesses, Mormons, Christian Scientists, Plymouth Brethren | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> recognise and explain how the Church is a worldwide community with different denominations and practices explain the links between beliefs, values and practices within a variety of Christian denominations explain diversity within Christian forms of expression and worship | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> express clear views about how sources of inspiration and historical and cultural influences can make a difference to their own and others' beliefs develop arguments about religious viewpoints and the challenges of being a Christian today recognise and explain how issues relating to different beliefs are relevant to themselves and others. |
| | EMERGING: <ul style="list-style-type: none"> describe similarities and differences within some Christian denominational beliefs and practices suggest meanings for some different forms of religious expression including the service of the Eucharist | EMERGING: <ul style="list-style-type: none"> describe how sources of inspiration and influence can make a difference to themselves and others reflect on the issues raised by different beliefs and apply these to their own and others' lives |
| | EXCEEDING: <ul style="list-style-type: none"> use correct terminology and evidence to explain the differences in Christian understandings of the Eucharist explain the reasons for and effects of diversity within Christian beliefs and practices | EXCEEDING: <ul style="list-style-type: none"> compare the value of individual and communal worship, using reasons and informed judgements present clearly their own views on matters of diverse Christian beliefs and practices, taking other points of view into account |

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| KEY STAGE or YEAR GROUP | Y7 | UNIT TITLE: | IS JESUS WHO HE SAID HE WAS? | CHRISTIANITY | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

This unit provides opportunities for pupils to explore the significance of Jesus for Christians within biblical, historical and contemporary contexts. It builds on pupils' knowledge and understanding of Jesus' life and teaching and how this expresses Christian belief in both his humanity and divinity. It links with Christian belief in the Trinity.

| SUBJECT CONTENT Pupils should learn that Christians believe Jesus is both human and divine as revealed in different aspects of his life and teaching. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <p>Teachers should select aspects of the areas outlined below in order to achieve this:</p> <p>Jesus as a historical figure:</p> <ul style="list-style-type: none"> contemporary and later evidence Jesus and his first disciples were Jewish <p>Key events in the life of Jesus as presented in the Gospels:</p> <ul style="list-style-type: none"> the varied ways in which each writer portray Jesus his humanity and divinity as seen through his: <ul style="list-style-type: none"> birth baptism teaching (including parables and the Beatitudes from the Sermon on the Mount) miracles transfiguration relationships with others suffering and death resurrection and ascension <p>Titles given to Jesus</p> <ul style="list-style-type: none"> such as Son of God, Son of Man, Christ, Saviour, Lord, Messiah, Bread of Life, Good Shepherd | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> gather, select and organise information about Jesus from the Gospels and elsewhere in order to express his significance for Christians describe why Jesus is important to Christians describe how Jesus is believed to be both human and divine by Christians explaining Jesus' significance for Christians | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> describe how the four Gospels provide inspiration for Christians and help them understand the significance of Jesus as 'the Son of God' and their 'Saviour' present their own ideas about Jesus giving reasons and drawing appropriately on and considering evidence from the life of Jesus (as recorded in the Gospels) |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> present events from the life of Jesus discussing their importance for Christians identify key aspects of Jesus' teaching from at least two of the parables he told | <p>EMERGING:</p> <ul style="list-style-type: none"> discuss their own response to who Jesus is based on at least two events from his life as recorded in the Gospels |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> suggest how a Christian believing that Jesus is both human and divine might impact on how a Christian lives | <p>EXCEEDING:</p> <ul style="list-style-type: none"> provide a personal judgement about Jesus being both human and divine drawing on and interpreting a wide range of Biblical evidence |

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| KEY STAGE or YEAR GROUP | Y8 | UNIT TITLE: | HOW IS THE BIBLE RELEVANT FOR CHRISTIANS TODAY? | CHRISTIANITY | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| It is the intention of this unit to provide opportunities for pupils to explore the significance of the Bible for the Christian community and its wider impact on western culture. It builds on pupils' knowledge and understanding of the Bible and enables them to examine how the Bible can be used and interpreted in different ways within historical, cultural and contemporary contexts. | | | | | |
| SUBJECT CONTENT | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Pupils should learn that the Bible is a collection of different genres and that Christians interpret the Bible in different ways. They should also learn that the Bible has a wider impact on western culture: | | | | | |
| Teachers should select aspects of the areas outlined below in order to achieve this: | | EXPECTED ATTAINMENT: | | EXPECTED ATTAINMENT: | |
| Know that Christians interpret the Bible in a variety of ways such as: | | <ul style="list-style-type: none"> explain some of the reasons for the diversity of interpretations of the Bible within Christianity explain how different interpretations can lead to diversity within Christian beliefs and practices explain the effects of the Bible's impact on Western culture | | <ul style="list-style-type: none"> present clearly their own views about the Bible while respectfully taking into account others' views express their own insights into the challenges of committing to Christianity today | |
| <ul style="list-style-type: none"> fundamentalist/liberal infallible/symbolic literal/allegorical revealed truth/inspired by the Holy Spirit | | | | | |
| Recognise that the Bible contains different forms of literature: | | EMERGING: | | EMERGING: | |
| <ul style="list-style-type: none"> History Poetry Prophecy Law | | <ul style="list-style-type: none"> recognise and explain why Christians can interpret the Bible as a fundamentalist or a liberal explain why the Bible contains different forms of literature recognise and explain the impact of the Bible on Christians and the wider community | | <ul style="list-style-type: none"> express clear views about how the Bible and its influence can affect their own and others' beliefs contribute to discussions about how the Bible is relevant to Christians and the wider community | |
| Consider how the Bible is used: | | | | | |
| <ul style="list-style-type: none"> for private study and meditation; for guidance in decision-making; understanding the relationship with God; loving their neighbour | | | | | |
| Evaluate the impact on western culture on areas such as: | | EXCEEDING: | | EXCEEDING: | |
| <ul style="list-style-type: none"> Law Art Music Literature – to include an appreciation of the impact of the Kings James Bible | | <ul style="list-style-type: none"> provide a coherent explanation of how beliefs about the Bible influence Christians and the wider community use a range of evidence and enquiry skills to explain interpretations of the Bible and its influence in the world today | | <ul style="list-style-type: none"> evaluate their personal response to a range of Biblical teachings offer interpretations of the Bible as revealed truth and its significance for themselves and others. | |

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| KEY STAGE or YEAR GROUP | Y8 | UNIT TITLE: | WHY ARE MARTYRS EXAMPLES FOR CHRISTIANS TO FOLLOW? | CHRISTIANITY | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | |
| This unit provides opportunities for pupils to consider how and why Christians have been and are prepared to die for their faith. It assesses the global impact of persecution and martyrdom within Christianity in particular but also more generally in the development of religion. | | |
| SUBJECT CONTENT Pupils should learn that martyrs are respected for their determination to 'keep the faith'. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
| Teachers should select aspects of the areas outlined below in order to achieve this: What is a martyr and why are they important examples for Christians? Examples may include: Stephen, Peter, William Tyndale, Martin Luther, Thomas Becket, Margaret Clithero, Maria Gomez, Esther John, Manche Masemola, Wang Zhiming, Janani Luwum | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> explain the beliefs that has led Christian martyrs to be prepared to die for their faith give at least two viewpoints on the statement, 'Christian martyrs have wasted their life' explain how religious prejudice is a challenge in the world today | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> present their own views clearly about whether, if life is sacred, Christians have the right to 'give up' their life for God express insights into how and why faith is important for Christian today explain the challenge of martyrdom for the Christian faith today |
| Is faith worth dying for? Explore key questions such as: <ul style="list-style-type: none"> How does 'the blood of the martyrs' act as an example for Christians today? Why do some people persecute those with a Christian faith? Why would a loving God expect someone to die because of their faith? What is so important about faith that makes someone prepared to give up their life for it? Does persecution strengthen or weaken religion? Wider links? <ul style="list-style-type: none"> evaluate the impact of martyrdom on the Christian faith explore examples of persecution and martyrdom of Christians today consider examples of the persecution and martyrdom which happens towards other faiths and beliefs | EMERGING: <ul style="list-style-type: none"> recognise and explain how martyrs act as examples of faith for Christians today taking examples of Christian martyrs explain why their faith was so important to them explain the connection between religious persecution and martyrdom and some contemporary news events | EMERGING: <ul style="list-style-type: none"> express clear views about how Christian martyrs act as an inspiration for Christians today express their own view about what is so important that you could be prepared to die for it |
| | EXCEEDING: <ul style="list-style-type: none"> analyse how religious prejudice and martyrdom provides a challenge for how Christians (and others') live their lives today give clear examples of how Christian martyrs have expressed their faith through their actions consider the impact of the example of martyrs on Christians today | EXCEEDING: <ul style="list-style-type: none"> evaluate personal views on what is so important it's worth dying for evaluate the significance of faith on actions drawing on the example of at least three Christian martyrs studied |

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| KEY STAGE or YEAR GROUP | Y9 | UNIT TITLE: | IS HUMANKIND FALLEN? | CHRISTIANITY | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| This unit provides pupils with opportunities to consider Christian belief about sin using a focus on ‘the Fall’ (Genesis chapter 3) as a starting point. It addresses the concept of a loving and just God and summarises the salvation story from a Christian perspective. Opportunity should be created within this unit to consider different interpretations within Christianity of passages from the Bible (e.g. beliefs about Adam & Eve). | | | | | |
| SUBJECT CONTENT Pupils should learn that Christians believe that sin separates humanity from God and that God sent Jesus to bring about reconciliation. | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Teachers should select aspects of the areas outlined below in order to achieve this: The importance of biblical teaching for Christians: | | EXPECTED ATTAINMENT: | | EXPECTED ATTAINMENT: | |
| <ul style="list-style-type: none"> the Bible as the ‘word of God’ different interpretations of the meaning of passages from the Bible – fundamentalist, liberal myth – is true, is false – contains the truth? the story of the Fall in Genesis 3 (linked to the creation stories of Genesis 1 and 2) | | <ul style="list-style-type: none"> show how the Christian story of Creation (perfection) is linked with the Fall (disobedience) and the significance of this for Christians today demonstrate an understanding of what Christians believe about sin and redemption describe how Christians seek to overcome sin in their own lives and in the world today | | <ul style="list-style-type: none"> express clear views about the importance of the concept of sin, suffering, forgiveness and redemption relating it accurately to Christian belief and practice contribute effectively to discussions about sin and redemption from a Christian perspective | |
| Beliefs and Teachings: | | EMERGING: | | EMERGING: | |
| <ul style="list-style-type: none"> sin – rebellion, disobedience against God original sin (e.g. Romans 3:23) free will (e.g. Romans 6: 14-20) God – loving and just – sent Jesus to bring about redemption, forgiveness and restore the broken relationship between God and humanity (John 3.16) – salvation history person of Jesus as incarnate Son of God – death and resurrection provides sacrifice for sin and brings about salvation. Jesus will come again as judge (link with Advent) | | <ul style="list-style-type: none"> know the story of the Fall and talk about how different Christians interpret its meaning demonstrate a basic understanding of Christian beliefs about sin, original sin, justice and redemption make simple links between the story of the Fall and the idea of suffering and corruption in the world | | <ul style="list-style-type: none"> discuss their own response to their personal beliefs about original sin linking this to Christian teaching appropriately | |
| | | EXCEEDING: | | EXCEEDING: | |
| | | <ul style="list-style-type: none"> evaluate the Christian concept of original sin apply Christian teaching to contemporary social and moral issues relating how sin, salvation and redemption relate to these issues | | <ul style="list-style-type: none"> express personal insights, with explanation, into the challenges of believing in sin and redemption in the world today | |

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| KEY STAGE or YEAR GROUP | Y9 | UNIT TITLE: | IS THERE A RIGHT WAY TO LIVE? | CHRISTIAN ETHICS | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| It is the intention of this unit to provide students with the opportunity to explore Christian and other belief systems' approaches, including non-religious beliefs, to morality and how these concepts and teachings can be applied to a range of ethical issues in the contemporary world. | | | | | |
| SUBJECT CONTENT Pupils should learn that there are different religious and non-religious perspectives on morality, with a focus on key Christian teachings and principles. They should also learn how these can affect ethical decision making in the world today: | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Teachers should select aspects of the areas outlined below in order to achieve this: | | EXPECTED ATTAINMENT: | | EXPECTED ATTAINMENT: | |
| <ul style="list-style-type: none"> • examine and define the concepts of 'right' and 'wrong' • consider different perspectives on deciding what is 'right' and 'wrong', e.g. <ul style="list-style-type: none"> ○ Natural law ○ Situation ethics (relativism) ○ Utilitarianism ○ Hedonism ○ Non-religious beliefs – examples of ethical guidance which could include Humanism ○ Religious beliefs – examples of ethical guidance e.g. 10 Commandments, Buddhist 5 precepts • consider the Golden Rule as a universal concept that is common to religious and non-religious beliefs • consider how key Christian teachings and principles guide ethical decisions: <ul style="list-style-type: none"> ○ Matthew 5-7 ○ Christian concept of agape • consider Christian responses to personal and social issues in the contemporary world such as, vivisection, relationships, conflict and poverty | | <ul style="list-style-type: none"> • extend their understanding of ethical theories to distinguish between systems based on rules and those based upon guidelines using a variety of sources and evidence • compare and contrast Christian and other religious teachings and principles with non-religious and secular views | | <ul style="list-style-type: none"> • articulate personal opinions on the relevance and value of religious teachings within a discussion of global ethical issues • critically evaluate their personal response to matters of religious belief and practice as well as on moral and ethical issues in the world today | |
| | | EMERGING: | | EMERGING: | |
| | | <ul style="list-style-type: none"> • explain a variety of ethical theories and religious guidelines that people use to solve ethical issues • to calculate the varied ways in which these theories impact upon society | | <ul style="list-style-type: none"> • present clearly their own views on moral and ethical issues • compare and contrast others' views, including religious and secular, on matters of moral and ethical concern in the world today | |
| | | EXCEEDING: | | EXCEEDING: | |
| | | <ul style="list-style-type: none"> • use a wide range of terms to analyse and synthesise a broad understanding of religion and belief and the impact of these on ethical issues in the world today • use a range of evidence and independent research to analyse the inter-relationships between religious and non-religious worldviews on matters of moral and ethical concern in the world today | | <ul style="list-style-type: none"> • synthesise a range of arguments and viewpoints to justify their own ideas and challenge those of others. • draw balanced conclusions between aspects of religious, spiritual and moral insights and present them persuasively to others | |

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| KEY STAGE or YEAR GROUP | Y7 | UNIT TITLE: | HOW DO BUDDHISTS APPLY THE BUDDHA'S TEACHING ABOUT SUFFERING? | BUDDHISM | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
This unit examines Buddhist teaching about suffering through the Four Noble Truths and how it is still relevant today.

| SUBJECT CONTENT Pupils should learn that Buddhists respond to the understanding of suffering with ideas of impermanence and letting go. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| Teachers should select aspects of the areas outlined below in order to achieve this: <ul style="list-style-type: none"> • appreciate the principles of the Four Noble Truths and the Law of Karma as discovered through the Enlightenment of the Buddha • know and understand the Buddhist concepts of suffering (Dukkha) and impermanence (Anicca) through a study of the stories of the Mustard Seed and the Four Sights • consider how the Buddhist community applies the teachings of the Buddha, such as Generosity, Precepts and Meditation, in the world today through: <ul style="list-style-type: none"> ○ practising and teaching the Dhamma by word and example, including being sympathetic and kind to others, including animals; giving generously of time, food, abilities and hospitality; regular meditation practice • know that there are two main Buddhist schools of thought (Theravada and Mahayana) • appreciate the role of the bodhisattva in both traditions in guiding all beings to Nirvana | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • recognise and explain how the teachings of dukkha and anicca from the key events in the Buddha's life impact on the beliefs of the Buddhist community • explain how and why differences in belief between the Theravada and Mahayana traditions are expressed • recognise and explain diversity between the Theravada and Mahayana traditions, using appropriate concepts | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> ☐ express clear views about how the Buddhist story of Siddattha's four journeys make a difference to their own and others' thoughts and beliefs ☐ recognise and explain how issues related to Buddhist explanation of suffering are relevant in their own lives ☐ contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment to Buddhism in today's society |
| | EMERGING: <ul style="list-style-type: none"> • gather, select, and organise ideas about Buddhist religion and belief • describe similarities and differences within and between religions and beliefs that do and do not believe in god • describe the impact of beliefs and practices on individuals, groups and modern Buddhist communities | EMERGING: <ul style="list-style-type: none"> • describe how stories about the buddha make a difference to themselves and others • apply Buddhist ideas about suffering to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions |
| | EXCEEDING: <ul style="list-style-type: none"> • use religious and philosophical terminology to provide an informed account of Buddhist teaching on suffering and an explanation of how Buddhist teaching is reflected through the lives and practices of Buddhist communities • explain the reasons for, and effects of diversity within the Theravada and Mahayana Buddhist traditions • interpret Buddhist teaching from the perspectives of the two main Buddhist schools | EXCEEDING: <ul style="list-style-type: none"> • explain the challenges posed by religious, spiritual and philosophical questions, e.g. why do we suffer? • express insights of their own into the challenges of committing to a Buddhist community in the contemporary world • explain the challenges posed by religious, spiritual and philosophical questions of suffering |

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| KEY STAGE or YEAR GROUP | Y8 | UNIT TITLE: | HOW IS EQUALITY EXPRESSED WITHIN THE SIKH DHARAM? | SIKHISM | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| This unit provides pupils with knowledge and understanding of the importance of equality within the Sikh community and how that is expressed through service, sharing and honest work in daily life. It relates these values to Sikh teaching and practice today linking them with the Guru's teaching, the langar and with being part of the Khalsa. | | | | | |
| SUBJECT CONTENT Pupils should learn that Sikhs believe in living out the Guru's teaching in daily life. | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Teachers should select aspects of the areas outlined below in order to achieve this: The importance of equality (barabi) within Sikhism: <ul style="list-style-type: none"> ○ 5Ks – Singh and Kaur ○ Langar – service to all human beings (sewa) ○ Khalsa The importance for Sikhs of: <ul style="list-style-type: none"> ○ reciting the name of God – worship and meditation (naam japna) ○ sharing with others (vand chhakna) ○ earning a living by honest means (kirat karna) Beliefs and Teachings: <ul style="list-style-type: none"> ○ the Mool Mantar – Sikh beliefs about God ○ Guru Nanak – how his life and teaching relates to the concept of equality – for example – the foundation of the langar and the story of Guru Nanak, Bhai Lallo and Malak Bhago ○ Guru Gobind Singh – founding of the Khalsa through the amrit ceremony – Sikh identity ○ relevant quotations from the Guru Granth Sahib and its importance in Sikh life and worship today | | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> ● explain why equality is fundamental to Sikh belief and teaching ● demonstrate how equality is shown through the langar and the Khalsa ● show how service, meditation, sharing and honest work link to Sikh beliefs about God, the Guru's teaching and how Sikhs should treat others in today's world | | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> ● express clear views about the importance of the concept of equality in the world today relating it accurately to Sikh belief and practice ● contribute effectively to discussions about the importance of service, worship, serving and honest work with the Sikh Dharam | |
| | | EMERGING: <ul style="list-style-type: none"> ● present events from the life of Guru Nanak and Guru Gobind Singh which show their teaching about equality ● talk about how a Sikh might show they are serving others because of what they believe about God and about equality | | EMERGING: <ul style="list-style-type: none"> ● discuss their own response to their own beliefs about how to treat others well linking this to Sikh teaching appropriately | |
| | | EXCEEDING: <ul style="list-style-type: none"> ● evaluate how equality is expressed through Sikh belief and practice ● apply Sikh teaching to contemporary social and moral issues | | EXCEEDING: <ul style="list-style-type: none"> ● express insights of their own, giving reasons, into the challenges of living by the Guru's teaching on equality in the world today | |

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| KEY STAGE or YEAR GROUP | Y8 | UNIT TITLE: | HOW DO HUMANISTS ANSWER THE 'BIG QUESTIONS'? | HUMANISM | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| This unit provides opportunities for pupils to consider how humanists come to decisions about moral and ethical issues. This unit is provided as an example of a non-religious approach to life and living. It extends pupils understanding of non-religious worldviews. | | | | | |
| SUBJECT CONTENT Pupils should learn that Humanism is one form of non-religious belief and practice and that it provides a framework for life and living from a non-religious viewpoint. | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Teachers should select aspects of the areas outlined below in order to achieve this: A non-religious approach to life and living: <ul style="list-style-type: none"> the origins of Humanism as a life-style choice rejection of religious belief and practice relationship with atheism and agnosticism Big questions: <ul style="list-style-type: none"> Humanists find answers to 'big questions' without reference to any religion's beliefs and practices big questions such as: <ul style="list-style-type: none"> Why are we here? What is life about?; Why do people suffer?; What happens when we die?; How did the world come about? consider the methods Humanists use to develop their beliefs e.g. empathy, reason, evidence, scientific methods of enquiry, questioning Moral guidance: <ul style="list-style-type: none"> explore how Humanists develop their moral guidance from: <ul style="list-style-type: none"> values such as empathy, compassion and respect linked to the importance of human life the use of reason and evidence and based on human experience importance of 'the Golden Rule' as expressed in a range of religious teachings but for Humanists based solely on the importance of humanity and without reference to God | | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> gather, select and interpret information about how the Humanist belief that this life is all there is affects Humanist attitudes to life and living relate Humanist responses to 'big questions' such as 'Why do people suffer' and / or a range of social / moral issues - explaining how they might be similar to and different from a religious response to such a question explain some of the challenges being a Humanist in today's world might bring | | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> present their own views clearly about the similarity and differences between a Humanist response to 'big questions' when compared to those of a Christian (or Muslim, or Hindu) present their own views clearly about whether or not they believe in God and why? | |
| | | EMERGING: <ul style="list-style-type: none"> give a Humanist response to a 'big question' consider a range of moral issues and talk about how a Humanist might decide what is right and wrong in each of them | | EMERGING: <ul style="list-style-type: none"> discuss their own response to whether or not they believe in God comparing their response to that a Humanist might give | |
| | | EXCEEDING: <ul style="list-style-type: none"> give a coherent explanation about why not all atheists and agnostics are Humanists but all Humanists are either atheist or agnostic | | EXCEEDING: <ul style="list-style-type: none"> critically evaluate their personal response to moral and social issues drawing on a Humanist perspective as well as that of a religious world view | |

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| KEY STAGE or YEAR GROUP | Y9 | UNIT TITLE: | DO OUR ACTIONS INFLUENCE OUR FUTURE? | HINDUISM | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| This unit provides pupils with knowledge and understanding of the importance of Hindu belief in the idea of dharma, karma the atman and reincarnation. | | | | | |
| SUBJECT CONTENT Pupils should learn that there is a variety of belief practice and interpretation within Hinduism. | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Teachers should select aspects of the areas outlined below in order to achieve this: | | EXPECTED ATTAINMENT: | | EXPECTED ATTAINMENT: | |
| Hindu Beliefs: | | <ul style="list-style-type: none"> compare and contrast a variety of ways in which Hindus understand and depict God through avatars, images and ritual provide a coherent explanation of how belief in ahimsa influenced Gandhi analyse Gandhi's teaching about equality and the challenge it presents to different interpretations of the varna | | <ul style="list-style-type: none"> analyse Hindu beliefs and teachings and own viewpoints to consider the relationship between the body and the soul critically evaluate their personal response to following the belief in ahimsa and the challenge it presents in the world today linked to the Hindu concept of Ashramas, analyse Hindu and secular viewpoints about how to treat the elderly in society | |
| <ul style="list-style-type: none"> God is worshipped in diverse forms and also believed to be formless – Brahman beliefs about the universe – Trimurti (Brahma, Vishnu, Shiva) the concept of avatars, i.e. incarnations of God, e.g. Krishna and Rama are avatars of Vishnu Shakti – Durga, Lakshmi, Saraswathi reincarnation–samsara and moksha | | EMERGING: | | EMERGING: | |
| The Hindu sanatan dharma (way of life): | | <ul style="list-style-type: none"> demonstrate knowledge and understanding of Hindu beliefs in the soul and reincarnation explain the challenges of ahimsa to Hindu life today explain some reasons for religious diversity within society in India | | <ul style="list-style-type: none"> explain their own personal opinions and beliefs relating to the concept of reincarnation present their own views on prejudice and discrimination with reference to Hindu teachings about equality | |
| <ul style="list-style-type: none"> four different stages in life and associated duties – dharma, khama, artha and moksha Varna: the traditional fourfold classification of society Hindu teachings about equality and acceptance of all members of society – changing views of the caste system in India today the life of Mahatma Gandhi and his impact on society – including the concept of ahimsa and its application to daily life | | EXCEEDING: | | EXCEEDING: | |
| | | <ul style="list-style-type: none"> analyse and explain, using a wide range of examples, the ways in which Hindu beliefs about reincarnation are evident through daily ritual, worship and practice interpret beliefs about the Trimurti and the universe in today's scientific world | | <ul style="list-style-type: none"> evaluate the effectiveness of ahimsa and non-violent strategies as a means of effecting change express creative interpretations of symbolism within murtis | |

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| KEY STAGE or YEAR GROUP | Y8 | UNIT TITLE: | IS RELIGION A GOOD THING? | COMPARATIVE | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
To consider whether the positive impact of religion on society exceeds the positive impact of non-religious groups.

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| SUBJECT CONTENT Pupils should learn about the contemporary and historical impact of religious leaders and believers towards social justice. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
| Teachers should select aspects of the areas outlined below in order to achieve this: <ul style="list-style-type: none"> explore examples of how religion has come into conflict with society and the government consider whether religious groups should be able to run or influence schools in contemporary British society consider whether human rights and religious freedoms are compatible e.g. the role and place of women in society and LGBTQ rights compare and contrast religious and non-religious teachings that may lead to intolerance consider the concept of tolerance and whether or not there are some things that should not be tolerated – how would you know? analyse the positive contribution that religious groups make to the local and global community appreciate the positive contribution of groups or individuals with non-religious beliefs to society e.g. Richard Dawkins, Charles Darwin, Albert Einstein, Sir Terry Pratchett, Sir Julian Huxley, Medicin Sans Frontier, Amnesty International | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> explain connections between faith groups and provision of social justice explain how and why differences in response to religious groups are expressed explain how and why many people with no religious beliefs work for social justice recognise and explain the impact of religious and non-religious examples of intolerance and prejudice on individuals and communities | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> express clear views about how faith schools and non-faith schools are sources of inspiration and influence making a difference to their own and others' beliefs recognise and explain how issues related to religion and belief and choice of clothing are relevant in their own lives contribute to discussions and develop arguments about viewpoints and beliefs (religious and non-religious), and the history of human rights and religious freedoms |
| | EMERGING: <ul style="list-style-type: none"> gather, select, and organise ideas about the impact of religion on society describe similarities and differences within and between religions based on the Golden Rule describe the impact of religious groups seeking social justice on individuals, groups and communities describe how members of a non-religious group such as Humanism contribute to social justice | EMERGING: <ul style="list-style-type: none"> describe how sources of inspiration and influence such as 'the Golden Rule' make a difference to themselves and others suggest what might happen as a result of their own and others' attitudes and actions when religions run government funded state schools suggest answers to some questions raised by the study of religions and where it challenges society |
| | EXCEEDING: <ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain ideas about the impact of religion and belief on society explain some of the challenges in choice of clothing offered by religious and non-religious beliefs in the world today interpret religious beliefs about social justice from different perspectives, including a non-religious life-stance | EXCEEDING: <ul style="list-style-type: none"> present clearly their own views on matters of religious practice and belief, where religion conflicts with government, whilst respectfully taking into account others' viewpoints express their own insights into the challenges of religions running government funded state schools present clearly their own views of matters to do with moral and ethical concern, such as women's rights, comparing and contrasting others' views and insights appropriately |

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| KEY STAGE or YEAR GROUP | Y8 | UNIT TITLE: | HOW CAN WE KNOW ANYTHING? | PHILOSOPHY | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| It is the intention of this unit to enable pupils to explore a range of philosophical and religious concepts about the nature of reality; to study empirical and rational arguments about the theory of knowledge and to examine a range of religious and non-religious responses to ultimate questions. | | | | | |
| SUBJECT CONTENT | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Pupils should learn about different philosophical and religious views about the nature of reality. They should also learn that these different perspectives can influence the way that people respond to ultimate questions: | | | | | |
| Teachers should select aspects of the areas outlined below in order to achieve this: | | EXPECTED ATTAINMENT: | | EXPECTED ATTAINMENT: | |
| <ul style="list-style-type: none"> • that there are different ways of ‘knowing’ things • how the senses are used and how the senses can be doubted • Plato’s Allegory of the Cave (What is real about the world?) • different responses to Ultimate Questions such as: <ul style="list-style-type: none"> ○ Why do people suffer? ○ Is there such a thing as fate? ○ Does life have any meaning? • the ways in which religions respond to Ultimate Questions • key philosophers and their theories, e.g. <ul style="list-style-type: none"> ○ Plato ○ Aristotle ○ Kant ○ Descartes (Cartesian Doubt) ○ Aquinas • two theories about the existence of God | | <ul style="list-style-type: none"> • interpret a range of arguments and evidence provided in support of the existence of God • compare the various responses studied and provide explanations for their diversity using religious and philosophical sources | | <ul style="list-style-type: none"> • evaluate the arguments and evidence in support of the existence of God, using reasons and examples • explain the challenges presented by religious, philosophical and spiritual questions | |
| | | EMERGING: | | EMERGING: | |
| | | <ul style="list-style-type: none"> • examine the nature of reality and the existence of God as examples of ultimate questions • recognise and explain religious and philosophical responses to questions about the nature of reality and the existence of God | | <ul style="list-style-type: none"> • contribute to discussions and develop arguments about personal, religious and philosophical viewpoints upon the nature of reality • suggest answers to questions raised by the study of ultimate questions, using relevant sources and evidence | |
| | | EXCEEDING: | | EXCEEDING: | |
| | | <ul style="list-style-type: none"> • use abstract concepts to analyse religious and philosophical responses to ultimate questions, including the existence of God • provide a coherent explanation of how different perceptions of what is meant by ‘truth’ and the nature of reality shape beliefs and values amongst individuals and communities | | <ul style="list-style-type: none"> • critically evaluate the concept that reality is an illusion, drawing upon a wide range of sources and evidence • analyse contrasting viewpoints on the nature of reality and the existence of God, including their own, through critical argument and the use of evidence and experience | |

ADDITIONAL STUDY UNITS Schools should choose 7 units, one of which **MUST** focus on Judaism and one on Islam

| KEY STAGE or YEAR GROUP | Y7 | ASU TITLE: | HOW IMPORTANT ARE THE HOME AND TRADITION FOR JEWS? | JUDAISM | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
 This unit provides pupils with knowledge and understanding of the importance of tradition within Judaism, especially as it is reflected through the home. It relates this to the importance of mizvot for Jews as well as the importance to the Torah.

| SUBJECT CONTENT Pupils should learn that Jews believe in living out their faith within their home based on tradition. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <p>Teachers should select aspects of the areas outlined below in order to achieve this:</p> <p>The importance for Jews of:</p> <ul style="list-style-type: none"> living out their faith within their home and family the importance of Torah and mizvot for Jewish daily life the impact of the Shoah (Holocaust) on Jewish families and life today the significance of the land of Israel (State of Israel) for Jews today <p>Jewish practices:</p> <ul style="list-style-type: none"> how and why Shabbat is celebrated in the home the importance of Kashrut and the kosher kitchen <p>Jewish scripture:</p> <ul style="list-style-type: none"> quotations and laws associated with family life | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> explain the importance of the home for Jewish families explain connections between keeping a kosher kitchen and the laws in the Torah talk about how participating in Shabbat reinforces belonging to the Jewish family and community use the words mizvot, Torah, kosher, Shabbat, kashrut correctly and with explanation of their meaning for Jewish people | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> express clear views about the importance of living out the Jewish faith in and around the home discuss why keeping a kosher kitchen expresses Jewish identify giving reasons ask questions about and suggest possible answer to why the Torah lists rules by which Jews are expected to live give their own views with explanation about how religious rules might/should effect family life |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> use the words mizvot, Torah, kosher, Shabbat, kashrut correctly describe the elements of keeping a kosher kitchen and its link to Torah teaching | <p>EMERGING:</p> <ul style="list-style-type: none"> talk about their own views about how religious rules might/should effect family life suggest the changes that might be necessary to their kitchen at home in order to make it kosher reflecting on the difference that may make |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> use the words mizvot, Torah, kosher, Shabbat, kashrut correctly and with a detailed explanation of their relevance for Jewish people show understanding of how Progressive and Orthodox Jewish practice within the home may vary | <p>EXCEEDING:</p> <ul style="list-style-type: none"> clearly present their own views about how religious rules might/should effect family life drawing on Jewish and at least one other perspective reflect on the importance of Shabbat explaining some of the challenges offered by keeping Shabbat in the UK today |

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| KEY STAGE or YEAR GROUP | Y8 | ASU TITLE: | WHO IS A JEW? – EXPRESSIONS OF DIFFERENCE AND DIVERSITY WITHIN THE JEWISH COMMUNITY IN THE UK TODAY | JUDAISM | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | |
| This unit provides pupils with insights into different groups within Judaism, the variety of practice and the importance of the synagogue as a focal point for Jewish religious and social life in the UK today. | | |
| SUBJECT CONTENT Pupils should learn that there is diversity within Jewish belief and practice and that the synagogue is a focal point for religious and social life. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
| Teachers should select aspects of the areas outlined below in order to achieve this: Diversity within Judaism: <ul style="list-style-type: none"> the different branches of Judaism – Orthodox, Liberal, Reform – similarities and differences that there are religious and non-religious or secular Jews – relationship between background, culture and religion the role of the Rabbi within each tradition as a teacher and community leader The synagogue: <ul style="list-style-type: none"> the main features of and symbolism within the synagogue and how this differs in different branches of Judaism practices which take place within the synagogue e.g. whether men and women sit together, whether women are able to be Rabbis etc. the function of the synagogue as a place of learning, prayer and communal gathering Festivals celebrated within the synagogue <ul style="list-style-type: none"> how Rosh Hashanah and Yom Kippur are celebrated within the synagogue | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> explain the differences and similarities between the synagogue as a building and key practices which take place within it drawing on at least two traditions within Judaism identify and interpret different beliefs about who can be a Rabbi and their respective roles within at least two traditions within Judaism show detailed knowledge of how Rosh Hashanah and Yom Kippur are celebrated within the synagogue and interpret their significance for Jewish people today | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> argue persuasively their view about whether or not a person can be a secular Jew express insights into why some Jews have women Rabbis and others do not express insights into the significance of the synagogue as a religious and social centre for Jewish people in the UK today explain personal views about whether or not celebrating a festival with fellow believers within a place of worship helps deepen someone's faith |
| | EMERGING: <ul style="list-style-type: none"> explain connections between worship practices within the synagogue and the group it represents talk about how participating in festivals in the synagogue reinforces Jewish identity | EMERGING: <ul style="list-style-type: none"> express clear views about the importance of the synagogue as a religious and community centre for the Jewish community today discuss why keeping festivals is an important expression of Jewish identity |
| | EXCEEDING: <ul style="list-style-type: none"> give a coherent explanation of at least two groups within Judaism show understanding of how Progressive and Orthodox Jewish practice within the synagogue varies including in the role of the Rabbi | EXCEEDING: <ul style="list-style-type: none"> clearly show personal views about the role of women and men as religious leaders in religions today – drawing of Jewish understanding and comparing and contrasting these with at least one other religion |

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| KEY STAGE or YEAR GROUP | Y8 | ASU TITLE: | HOW DOES THE QUR'AN REVEAL THE WILL OF ALLAH? | ISLAM | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to enable pupils to examine key Muslim beliefs about Allah, the Prophet Muhammad (pbuh) and the Qur'an and the significance and impact of these on Muslim daily lives and practices.

| SUBJECT CONTENT Pupils should learn about key Muslim beliefs and their influence on Muslim practices | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <p>Teachers should select aspects of the areas outlined below in order to achieve this:</p> <ul style="list-style-type: none"> Basic beliefs of Islam – there are six parts of Iman (faith). The Shahadah contains the central belief of Islam Belief in Allah as the One True God who has no partners, and nothing is comparable to Him (concept of Shirk) and is the Creator and Provider of all things Angels as intelligent beings who have specific duties to perform, e.g. Jibrail (Gabriel) The Books of Allah, including The Gospels of Jesus; Scrolls of Ibrahim (Abraham); Taurah (Torah) and other books within the Jewish Bible Messengers of Allah <ul style="list-style-type: none"> Muhammad (pbuh) is Allah's Last Prophet stories from his life including childhood; the Revelation of Qur'an; Hijrah, the Hadith the Qur'an contains surahs on other prophets from Adam to Isa (Jesus) Day of Judgement and life after death Destiny – (Al Qadr), pre-destination; the supremacy of the divine will of Allah The Qur'an – its purpose, use and treatment <ul style="list-style-type: none"> Al-Fatihah (opening surah of the Qur'an) Qur'an is the direct word of Allah Shariah law is a faith-based legal system based on the Qur'an and other teachings and that there is diversity in its application | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> use religious terminology and concepts to explain key Muslim beliefs including the importance of submission to Allah explain the importance of the Prophet Muhammad (pbuh) within Muslim history and culture using a range of evidence and examples demonstrate an informed level of understanding of how following Islam impacts upon all aspects of daily life for Muslims | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> present clearly their own views on Muslim beliefs and practices whilst respectfully taking into account others' viewpoints express their own insights into the challenges of committing to Islam and following Muslim practices in the world today |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> recognise and explain some key Muslim beliefs about Allah, the Prophet Muhammad (pbuh) and the Qur'an give reasons to demonstrate understanding of the importance of the Prophet Muhammad (pbuh) within Muslim history explain connections between key Muslim beliefs and their impact on values and practices | <p>EMERGING:</p> <ul style="list-style-type: none"> express clear views about the connections between Muslim beliefs and practices contribute to discussions and develop arguments about the challenges of committing to Islam in the world today |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> use different sources and methods of enquiry to accurately express key Muslim beliefs and practices analyse the significance of the Prophet Muhammad (pbuh) within Muslim history and culture provide a coherent explanation of how Muslim beliefs influence the values and practices of individuals and communities | <p>EXCEEDING:</p> <ul style="list-style-type: none"> analyse contrasting viewpoints, including their own, to Muslim beliefs and practices critically evaluate their personal response to key questions of meaning, identity and commitment raised by the study of Islam |

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| KEY STAGE or YEAR GROUP | Y8 | ASU TITLE: | HOW DOES RAMADAN AND THE HAJJ HELP MUSLIMS TO DEVELOP SELF-DISCIPLINE IN THEIR EVERYDAY LIFE? | ISLAM | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| This unit examines what it means to be a Muslim in today's society including how Ramadan and the Hajj provide opportunities to express self-discipline and help Muslim's life out their faith in daily life. | | | | | |
| SUBJECT CONTENT Pupils should learn that Islam means 'peace through submission to the will of Allah' and that Muslims have clear guidelines to help them to achieve this in their daily life. | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Teachers should select aspects of the areas outlined below in order to achieve this: Beliefs: 5 pillars of Islam - Shahadah (confession of faith), Salat (prayer 5 times a day), Zakat (charitable giving), Sawm (fasting), Hajj (pilgrimage) Practices Fasting and Celebration <ul style="list-style-type: none"> Sawm and Id-ul-Fitr Ramadan Zakah and Khums Sadaquah (voluntary act of kindness) Hajj <ul style="list-style-type: none"> Hajj and Id-ul-Adha Umrah (lesser pilgrimage) The role of the mosque – communal prayer, teaching, community and cultural Diversity <ul style="list-style-type: none"> there is diversity in the Islamic faith including different schools of thought and practice e.g. Sunni, Shia | | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> provide an informed account of the Hajj and its importance within Islamic life and culture interpret Muslim beliefs and practice about pilgrimage, fasting and prayer explain the reasons for, and effects of diversity within and between Sunni and Shi'a | | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> use reasoning and examples to show understanding of Muslim views on purpose, identity and belonging as expressed by behaviour on the Hajj present clearly their own views on how keeping Ramadan expresses self-discipline and helps Muslims submit to the will of Allah whilst respectfully taking into account others' viewpoints express their own insights into the challenges of keeping Ramadan or going on Hajj or the greater Jihad, shows commitment to Islam in the world today | |
| | | EMERGING: <ul style="list-style-type: none"> illustrate using appropriate vocabulary the significance of Ramadan & Hajj and their role within the daily lives of Muslims explain connections between questions, beliefs, values and practices in different belief systems ways of pilgrimage and prayer explain how and why differences in belief are expressed between Sunni and Shi'a Muslims | | EMERGING: <ul style="list-style-type: none"> question the concepts of peace and submission within their own lives and explain what influences and inspires them express clear views about how teaching as a source of inspiration and influence make a difference to their own and others' beliefs recognise and explain how issues of food (both feasting and fasting) related to religion and belief are relevant in their own lives | |
| | | EXCEEDING: <ul style="list-style-type: none"> show an increasing knowledge of key Islamic terms and beliefs to show a coherent understanding of the religion use abstract concepts such as Jihad to analyse issues of religious belief and practice in today's world compare and contrast religious prayer with secular meditation | | EXCEEDING: <ul style="list-style-type: none"> articulate a critical response to the question of whether belief in God provides greater focus and meaning for individuals compared to secular lifestyles critically evaluate their personal response to Sadaqah as a matter of religious belief and practice as well as on moral and ethical issues in the world today critically evaluate the significance of religious and non-religious viewpoints about financial giving in society today | |

NB – teachers need to be aware that pupils following this syllabus in primary school will have covered a unit focusing principally on the 5 pillars in Key Stage 2. The emphasis in this unit needs to be linked with self-discipline and daily life.

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| KEY STAGE or YEAR GROUP | Y8 | ASU TITLE: | WHAT IS DISTINCTIVE ABOUT THE BAHÁ'Í FAITH? | BAHA'I | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

This unit helps pupils to understand some of the key principles of the Bahá'í way of life through exploring some of its key figures and practices.

| SUBJECT CONTENT Pupils should learn about key beliefs linked to the Bahá'í way of life, addressing some of its key underlying principles. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <p>Teachers should select aspects of the areas outlined below in order to achieve this:</p> <p>Founders:</p> <ul style="list-style-type: none"> know about significance of some of the main events in the lives of the founder of the Bahá'í way of life, Baha'ullah and his son Abdu'l-Baha <p>Key principles:</p> <ul style="list-style-type: none"> the oneness of God, and thus the unity of all religions the belief in the one world, and therefore one human race elimination of all forms of prejudice and the duty of every individual to search after truth equal status between man and woman and equal weight given to science and religion the Bahá'í religion has no clergy. Prayer is individual and private. Community meetings include readings from Bahá'í and other Religious Scriptures, as well as a period of consultation on administrative affairs. administration is by elected bodies of 9 members each, locally, nationally and internationally. All by secret ballot, with no candidacy or electioneering, and every adult Bahá'í, male or female is eligible for election and for voting. Members are elected on known wisdom, knowledge and ability to serve. | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> explain key events from the life of Baha'ullah and his son Abdu'l-Baha know that Abdu'l-Baha is considered the perfect exemplar of the Bahá'í teachings and show how events from his life give examples of this identify how and why equality is an important teaching within the Bahá'í way of life and how this is shown in action today explain some of the challenges of the practice of consultation which is so important within Baha'i practice | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> present their own view about 'equality' as a principle for living drawing appropriately on Bahá'í teaching express insights into the significance of the lives of Baha'ullah and Abdu'l-Baha as examples to look to explain personal views about who or what acts as an example for them to follow |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> explain connections between equality and events in the life of Abdul-Baha talk about how participating in set readings and obligatory prayer is both a duty and a joy within the Bahá'í way of life | <p>EMERGING:</p> <ul style="list-style-type: none"> express clear views about the importance of the spiritual reflection (and silence) in Bahá'í worship discuss what equality is and how it might be reflected (or not) in society today |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> give a coherent explanation of the importance of Baha'ullah and Abdu'l-Baha within the Baha'i way of life show understanding of how consultation across the Bahá'í community links with its underlying principle of equality | <p>EXCEEDING:</p> <ul style="list-style-type: none"> clearly show personal views about whether or not equality is an important principle to live by present other principles that they personally think are important for living a 'good life' in society today |

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| KEY STAGE or YEAR GROUP | Y7 | ASU TITLE: | WHAT DOES IT MEAN TO BE A HERO? | COMPARATIVE | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | |
| It is the intention of this unit to enable pupils to examine the connections between the beliefs and values and the actions of heroic individuals, and to understand how these individuals can influence communities and act as sources of inspiration for others. | | |
| SUBJECT CONTENT Pupils should learn that there is a link between the actions of heroes and the beliefs and values that motivate them. They should also learn that heroic individuals can have an impact on others and on communities. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
| Teachers should select aspects of the areas outlined below in order to achieve this: <ul style="list-style-type: none"> understand that heroes are people noted for their courage or nobility of purpose make links between the actions of heroes and the beliefs and values that motivate them consider the idea that one person's hero may be another person's terrorist assess the impact that individual heroes may have had on society justify why a person merits the title of being a hero | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> recognise and explain the impact of heroic individuals upon religious beliefs and communities recognise links between individuals from different religious traditions and explain their common qualities and characteristics | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment express clear views about how sources of inspiration and influence make a difference to their own and others' beliefs and values |
| | EMERGING: <ul style="list-style-type: none"> describe the impact of heroic individuals upon religious beliefs and communities gather, select, and organise ideas about the common qualities and links between individuals from different religious traditions | EMERGING: <ul style="list-style-type: none"> suggest what might happen as a result of their own and others' values, beliefs and actions describe how sources of inspiration and influence make a difference to themselves and others |
| | EXCEEDING: <ul style="list-style-type: none"> compare and contrast the different ways in which heroic individuals inspire and affect belief within religious traditions use religious terms to explain both the links between individuals from different religious traditions and their common qualities and characteristics | EXCEEDING: <ul style="list-style-type: none"> present clearly their own insights into the challenges of committing to a religion or world view in the world today compare and contrast a range of views about how sources of inspiration and influence make a difference to themselves and others |

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| KEY STAGE or YEAR GROUP | Y8 | ASU TITLE: | WHAT IS RELIGION? | COMPARATIVE | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
To attempt to define religion through examining it historically and phenomenologically.

| SUBJECT CONTENT Pupils should learn: that religion is widely varied both through history and in contemporary society. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| Teachers should select aspects of the areas outlined below in order to achieve this: <ul style="list-style-type: none"> • understand the different characteristics of the term 'religion' for example: <ul style="list-style-type: none"> ○ ritual ○ Narrative / mythical ○ experiential/emotional ○ social/institutional ○ ethical / legal ○ doctrinal / philosophical ○ material • understand that religion is the result of humanity's search for an answer to ultimate questions • understand some of the principles and practices of early religions, for example: druid/pagan traditions of Britain, indigenous religious of Africa or Australasia etc. • consider the nature of the Abrahamic faiths compared to Eastern religious beliefs and non-religious beliefs e.g. personal versus impersonal nature of the divine • evaluate the impact non-religious ideas may have on society and what this may mean for the role of religion in society e.g. scientific/medical advancements etc. • consider the impact religion can have on individuals, for example through: <ul style="list-style-type: none"> ○ prayer ○ Rites of passage ○ Religious experiences | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • use religious and philosophical terminology and concepts to explain experiential and emotional phenomena of religions, beliefs and value systems • interpret religious beliefs and practice from different perspectives, Eastern belief in reincarnation and Abrahamic belief in an afterlife • explain the reasons for, and effects of diversity within and between early religions and later traditions, beliefs and cultures | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> • present clearly their own views on matters of religious belief and practice such as rites of passage whilst respectfully taking into account others' viewpoints • explain ethical and legal challenges posed by religious, spiritual and philosophical questions • present clearly their own views of matters to do with moral and ethical concern for the environment comparing and contrasting others' views and insights appropriately |
| | EMERGING: <ul style="list-style-type: none"> • explain connections between principles and practices of early religions • explain how and why differences in belief are expressed in the early religions • recognise and explain diversity within religious expression for example in rites of passage | EMERGING: <ul style="list-style-type: none"> • suggest lines of enquiry to address questions such as "Why is there something rather than nothing?" raised by the study of religions and beliefs • recognise and explain how issues related to religion and belief, such as ritual, are relevant in their own lives • express clear views about how sources of inspiration and influence, such as myth, make a difference to their own and others' beliefs |
| | EXCEEDING: <ul style="list-style-type: none"> • use abstract concepts such as good and evil to analyse issues of religious belief and practice in today's world • compare and contrast how religious belief systems response to ultimate questions with secular and other world views • use different sources of myth to accurately express aspects of religious beliefs and practices linking them to non-religious world views where applicable | EXCEEDING: <ul style="list-style-type: none"> • critically evaluate their personal response to matters of religious belief and practice as well as on moral and ethical issues in the world today such as in medical ethics • critically evaluate the significance of religious and non-religious viewpoints in society today when asking "Why is there something rather than nothing?" • analyse contrasting views of the divine, the Eastern impersonal and Abrahamic personal |

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| KEY STAGE or YEAR GROUP | Y9 | ASU TITLE: | IS DEATH THE END? | COMPARATIVE | 7-9 HOURS |
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| WHAT IS THE PURPOSE OF THIS UNIT? | | | | | |
| This unit provides opportunities for pupils to consider this key religious and philosophical questions relating to life after death. It provides opportunity to compare and contrast different views and encourages pupils to consider their own thoughts, ideas and beliefs about this. | | | | | |
| SUBJECT CONTENT Pupils should learn that different religions have different views about life after death. They may relate religious viewpoints to non-religious viewpoints. | | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: | |
| Teachers should select aspects of the areas outlined below in order to achieve this: Christian teaching: <ul style="list-style-type: none"> Christian beliefs about death, the soul, heaven, hell, judgement, justice, forgiveness and resurrection Muslim, Hindu or Buddhist teaching: <ul style="list-style-type: none"> Christian beliefs about death, the soul, heaven, hell, judgement, justice, forgiveness and resurrection Hindu or Buddhist concepts about reincarnation, transmigration, moksha and nirvana Humanist perspective: <ul style="list-style-type: none"> the Humanist view is that there is a lack of evidence to justify belief in a God, a soul or life after death and therefore there can be no divine judgement Funeral practices: <ul style="list-style-type: none"> exploration of funeral practices from two religions plus a Humanist view as appropriate - how they reflect respective beliefs consider how beliefs about life after death might affect how an individual lives their life | | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> gather, select and interpret information demonstrating knowledge and understanding of Christian and another religion's teaching about life after death relate Christian and another religion's teaching to the 'big question' – Is death the end comparing and contrasting it with a Humanist world view explain how belief about life after death might affect decision someone might make during their lifetime show knowledge and understanding of how funeral practices from Christianity, another world faith and a Humanist view reflect beliefs about life after death | | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> present their own views clearly about the similarity and differences between a Christian view of life after death and that of another religious tradition present their own views clearly about the similarity and differences between a religious viewpoint about life after death and a Humanist viewpoint present their own views clearly about whether or not death is the end | |
| | | EMERGING: <ul style="list-style-type: none"> explain what Christians and another world faith believe about life after death consider how someone's beliefs about life after death might affect how they live their life | | EMERGING: <ul style="list-style-type: none"> discuss their own response to whether or not they believe in life after death comparing it with religious and Humanist views | |
| | | EXCEEDING: <ul style="list-style-type: none"> give a coherent explanation about what Christians (and Muslims or Hindus or Buddhists or Humanists) believe about life after death use a wide range of evidence (including from Scripture) to support religious and Humanist views about life after death | | EXCEEDING: <ul style="list-style-type: none"> critically evaluate their personal response to ideas of the soul and life after death drawing on religious and Humanist views | |

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| KEY STAGE or YEAR GROUP | Y9 | ASU TITLE: | IS FAITH COMPATIBLE WITH SCIENCE? | PHILOSOPHY | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?

It is the intention of this unit to consider whether, if and how faith is compatible with science. It explores different approaches to religious and scientific thinking exploring some of the challenges faith brings to science and science brings to faith.

| SUBJECT CONTENT Pupils should learn: | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <p>Teachers should select aspects of the areas outlined below in order to achieve this:</p> <ul style="list-style-type: none"> explore and define the terms: <ul style="list-style-type: none"> belief truth knowledge myth scientific method consider different approaches to the Genesis 1-3 account of Creation reflect on the scientific account of the beginning of the universe compare Paley's argument for design with Darwin's theory of natural selection and evolution develop an appreciation of a variety of ways in which the Bible is interpreted by Christians <ul style="list-style-type: none"> explore the significance of genre on interpretation reflect on how language is used in science and religion to talk about things that are: <ul style="list-style-type: none"> invisible new conceptually difficult reflect on questions surrounding whether or not God exists and whether science has proved religion wrong appreciate the strengths and limitations of the scientific method and understand that scientific theories change over time | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> use abstract concepts such as truth to analyse issues of religious belief and practice evident in the world today compare and contrast religious belief systems such as the Design (Teleological) Argument with secular and other world views provide a coherent explanation of how beliefs (religious and scientific) influence individuals and communities | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> critically evaluate the significance of religious and non-religious viewpoints about creation or design in society today analyse contrasting viewpoints, including their own, through critical argument and the use of evidence and experience offer interpretations of religious, spiritual and moral insights and their significance for themselves and others |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain the Design argument use the Design argument to explain some of the challenges offered by religious and non-religious beliefs in the world today interpret religious beliefs and practice from different perspectives of fundamentalist and liberal Christians | <p>EMERGING:</p> <ul style="list-style-type: none"> use the Design Argument to present clearly their own views on matters of religious belief and practice whilst respectfully taking into account others' viewpoints express their own insights into the challenges of committing to a religion or world view in the world today based on the Design argument explain the challenges to fundamentalist and liberal Christians posed by religious, spiritual and philosophical questions |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> explore the Design argument and use a wide range of terminology, concepts and methods to analyse and synthesise a broad understanding of religious belief and practices evident in the world today use the First Cause (Cosmological Argument) to interpret religious and non-religious beliefs and practices in their historical social and cultural contexts use different arguments for the existence of God to analyse different interpretations of religious, spiritual and moral sources | <p>EXCEEDING:</p> <ul style="list-style-type: none"> use different arguments for the existence of God to synthesise a range of evidence, arguments and reflections to justify their own ideas and challenge those of others use one of the arguments for the existence of God to express creative interpretations and evaluations of different forms of religious, spiritual and moral expression use the example of fundamentalist and liberal Christians to draw balanced conclusions about aspects of religious belief and practice and present them persuasively to others |

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| KEY STAGE or YEAR GROUP | Y8 | ASU TITLE: | DOES RELIGION REALLY PROMOTE EQUALITY? | MORAL ETHICS | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
 To consider whether religion prevents or is responsible for prejudice and discrimination.

| SUBJECT CONTENT Pupils should learn: that religions teach ‘the Golden Rule’ and promote ideas of justice and fairness while also being discriminatory at times. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
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| <p>Teachers should select aspects of the areas outlined below in order to achieve this:</p> <ul style="list-style-type: none"> understand how Christianity and other faiths have responded to and confronted racism consider how religion has influenced the role and standing of women in society and faith communities e.g. the veil in Islam (Turkish practice compared to Arabic); priesthood and ministry in Christianity; consultative nature of dialogue in the Baha’i faith examine contemporary cases of religious discrimination in British society (or elsewhere) e.g. wearing of religious symbols in the workplace; wearing of religious clothing in France; caste system in India consider the issues raised for an individual who experiences conflict between their faith and sexuality (this objective is not intended to be a re-statement of Christian teaching but an exploration of human experience in light of Christian teaching) examine the idea that disability and sickness are symptoms of bad Karma or punishment for sin (NB sensitivity to the needs of pupils and others is needed when addressing this objective) | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religious teachings about prejudice and discrimination explain some of the challenges offered by religious teachings in the world today explain the reasons for, and effects of diversity within and between religions, beliefs and cultures | <p>EXPECTED ATTAINMENT:</p> <ul style="list-style-type: none"> present clearly their own views on matters of religious belief and practice about prejudice and discrimination whilst respectfully taking into account others’ viewpoints express their own insights into the challenges of committing to a religion or world view today e.g. for women, LGBTQ people etc. explain the challenges to diversity posed by religious, spiritual and philosophical questions |
| | <p>EMERGING:</p> <ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in choice of clothing in different belief systems explain how and why differences in belief about gender roles are expressed recognise and explain the impact of beliefs about racism on individuals and communities | <p>EMERGING:</p> <ul style="list-style-type: none"> express clear views about how religious teachings about discrimination make a difference to their own and others’ beliefs recognise and explain how issues related to religion and belief such as tolerance and respect are relevant in their own lives contribute to discussions and develop arguments about religious viewpoints and beliefs about difference and the challenges of commitment |
| | <p>EXCEEDING:</p> <ul style="list-style-type: none"> use abstract concepts of justice and tolerance to analyse issues of religious belief and practice in today’s world compare and contrast religious beliefs about fairness with secular and other world views provide a coherent explanation of how religious beliefs about discrimination influence individuals and communities | <p>EXCEEDING:</p> <ul style="list-style-type: none"> critically evaluate their personal response to matters of religious belief and practice on issues of sexuality in the world today critically evaluate the significance of religious and non-religious viewpoints about class prejudice in society today analyse contrasting viewpoints about discrimination, including their own, through critical argument and the use of evidence and experience |

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| KEY STAGE or YEAR GROUP | Y9 | ASU TITLE: | WHAT IS THE RELATIONSHIP BETWEEN RELIGION AND THE MEDIA? | SOCIAL ETHICS | 7-9 HOURS |
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WHAT IS THE PURPOSE OF THIS UNIT?
It is the intention of this unit to provide pupils with the opportunities to examine the relationships between religion and the media, to consider the impact of the media on society's perception of religion and to explore a variety of ways in which religions may use the media to reach a wider audience.

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| SUBJECT CONTENT Pupils should learn about a variety of methods used by the media to portray religions and that these can have negative and positive impacts on society's perception of religion. They should also learn that religions use the media as a way of reaching a wider audience. | Pupils should KNOW ABOUT AND UNDERSTAND so that they can: | Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can: |
| Teachers should select aspects of the areas outlined below in order to achieve this: <ul style="list-style-type: none"> investigate the relationship between religion and the media through: <ul style="list-style-type: none"> TV / Film / Newspaper articles internet / computer games e.g. Call of Duty consider the extent to which the media should be able to criticise / ridicule religion and religious beliefs e.g. drawing of the Prophet, Muhammad (pbuh) consider how the media has represented religion and the impact it may have had on different issues or groups e.g. views on same sex marriages evaluate the media's portrayal of a significant world event, for example, 9/11, conflict in Afghanistan / Iraq / Syria, the rise of ISIS evaluate the impact the internet has had on society's perception of different religious beliefs e.g. Wikipedia, social networking, conspiracy theories consider the different ways religions use the media to reach a wider audience and the impact this may have on society's perception of religion, e.g. TV or internet evangelism, the religious press, websites | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> compare and contrast the diverse relationships between religions and different forms of media analyse the impact of the media on public perceptions of religion explain coherently a variety of ways that religions use the media to reach a wider audience | EXPECTED ATTAINMENT: <ul style="list-style-type: none"> analyse contrasting viewpoints, including their own, on the relationship between religions and the media, using evidence and experience critically evaluate the significance of different religious and non-religious viewpoints in the world today |
| | EMERGING: <ul style="list-style-type: none"> explain some of the links between religion and the media explain some of the different impacts of the media on society's perception of religion interpret a range of ways that religions use the media to reach a wider audience | EMERGING: <ul style="list-style-type: none"> express their own views about the relationship between religion and the media, taking into account the views of others present clearly the significance of religious and non-religious viewpoints in the world today |
| | EXCEEDING: <ul style="list-style-type: none"> analyse the relationships between religions and the media, using a range of evidence and independent research synthesise a broad understanding of the ways in which religion is portrayed in the media and the impact on society's perceptions interpret a variety of ways that religions portray themselves through the media | EXCEEDING: <ul style="list-style-type: none"> synthesise a range of evidence, arguments and reflections to justify their own ideas about religion and the media and to challenge the ideas of others draw a balanced conclusion about the significance of diverse religious and non-religious viewpoints in the world today |



KEY STAGE FOUR

CURRICULUM OVERVIEW: KEY STAGE FOUR

Across Key Stage 4 all students should follow a GCSE full course in Religious Studies from an approved examination board. Specifications for the full course are available from the examination boards. Teachers should select which board to follow in line with their school's examination policy. The options chosen are at the school's discretion but it should have an appropriate focus on Christianity and at least one other world faith. A thematic study of religious and non-religious world views is possible within the constraints of a GCSE specification. It is expected that the majority of students will be entered for the externally verified examination towards the end of their time in year 11.

Aims:

This syllabus gives students opportunities to:

- acquire knowledge and develop understanding of the beliefs, values and traditions of Christianity and at least one other principal religious tradition represented in Great Britain
- consider the influence of the beliefs, values and traditions associated with the religions studied alongside non-religious responses as appropriate
- develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other text and scriptures of the religions studied
- address non-religious perspectives and responses to matters of religious belief and practice
- consider religious and other responses to philosophical and moral issues
- develop their ability to construct well-argued, well-informed, balanced and structured written and oral arguments which demonstrate the depth and breadth of their understanding of the subject
- identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life
- reflect on their own values and beliefs
- address issues of similarity and difference within and across the religions and beliefs studied
- use skills relevant to the study of religion such as:
 - recalling, selecting and organising knowledge and understanding of the religions and as applicable non-religious life stances studied
 - describing, analysing and explaining the relevance of the religions studied for believers and others
 - using relevant knowledge, evidence and argument to outline personal and others' responses to the religions studied

N.B. Any changes made by the Department for Education and Ofqual to GCSE criteria will automatically be incorporated into this Agreed Syllabus.



POST-16

Introduction

These guidelines outline the legal requirement for Religious Education (RE) at 16+ and provides some broad guidelines of how RE can support both the academic attainment and personal development beyond Key Stage 4. Further examples can be found within the non-statutory support materials.

The Legal Requirement

Schools:

- All registered pupils, including those in the sixth form, in LA maintained and Voluntary Controlled schools (or their equivalents) shall receive RE in accordance with a locally Agreed Syllabus.
- All registered pupils, including those in the sixth form, in Voluntary Aided schools (or their equivalents) shall receive RE in accordance with the institutions' trust deeds/articles of memorandum or similar.
- Parents have the right to withdraw their children from the whole or part of the RE curriculum, 'on grounds of conscience'. A student, once they have reached the age of 18 may withdraw themselves 'on grounds of conscience'.

Sixth Form Colleges:

- Sixth form colleges that were under school regulations until 30th September 1992 are required to provide RE for all students. A college governing body will be deemed to be performing this duty if RE is provided when it is convenient for the majority of full-time students to attend.
- It is for the governing body of a sixth form college to determine the content of the RE provided. This means that a sixth form college does not have to follow a locally Agreed Syllabus.
- The RE provided must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain' (*Education Act 1996, section 375 (3)*).
- In the case of a sixth form college, or its equivalent, that previously had voluntary aided status, the RE must be taught in accordance with the trust deeds of that institution.

THE CONTRIBUTION OF RE TO THE POST-16 CURRICULUM

It is recommended that students have a minimum of 18 hours of non-examined RE in year 12 and 12 hours of non-examined RE in year 13. This is the equivalent of 3 challenge / enrichment days each term across year 12 and 2 challenge / enrichment days across year 13. RE could also be organised in weekly units within a broader personal, health, social education (PHSE) and citizenship programme.

RE has much to offer students of this age, both intellectually and personally. RE broadens and enhances the curriculum by giving students opportunity to consider a wide range of religious, philosophical and ethical issues and to develop their own codes of belief and behaviour.

RE at Post 16 should be planned carefully with due consideration given to:

- breadth and balance of knowledge, understanding and skills – further developing and building on the skills and aptitudes acquired during Key Stages 1 to 4 in order to enhance their critical thinking skills
- progression and continuity especially from Key Stage 4 and through the sixth form
- differentiation to meet the needs and abilities of the full range of students
- the spiritual, moral, social and cultural development of students
- preparation for work and adult life
- assessment and accreditation as applicable

POST-16 EDUCATION – GENERAL CONSIDERATIONS:

Students:

Young people at this stage represent a wide range of ability, interests, experience and background. For many, later adolescence brings encounters with increasingly complex situations that raise questions relating to religious, ethical and spiritual values and personal responsibility. It is a time of idealism, of searching for meaning, evaluating diverse experiences so that, whether consciously recognised or not, a philosophy of life is emerging. It can be a time of stress as examinations approach.

Curriculum:

There are a wide range of academic and vocational pathways of study available to sixth formers. The academic study of RE, through externally assessed courses in Religious Studies (RS), is a choice many make. Whether this choice is made by the individual or not, opportunities to broaden and deepen their knowledge and understanding of religious and non-religious world views as applied to spiritual, moral, social and cultural questions contributes to enhancing both their academic and personal development.

Complementary studies at 16+

For the purpose of this syllabus 'complementary studies' refers to non-examined RE courses, however the school or sixth form college wishes to organise them. Different settings may have different titles for the part of the curriculum that includes RE, but all sixth forms should make this clear in their prospectus in order to meet legal requirements, and allow for parental or student withdrawal. These complementary studies could be organised as for example as:

- weekly sessions
- modules that are part of a general PSHE, General Studies, Ethics or Citizenship programme
- modules as part of a cycle of complementary studies units or enrichment courses e.g. understanding the Christian doctrine of the Fall in relation to 'Paradise Lost' or investigating key issues and questions arising in relation to the whole subject e.g. ethical issues relating to modern applications of technology.
- day conferences / challenge / enrichment days

However RE is organised across the sixth form it is important to build on previous knowledge and understanding as well as deepening skills and approaches to study. **Some suggestions are included with the support materials for this Agreed Syllabus.**

EXAMINATION COURSES AT 16+

GCE A level

GCE A level courses in Religious Studies offer a wide variety of options including Biblical Studies, World religions and Philosophy and Ethics. It is recognised as an academic qualification by employers and for university entrance. It complements other areas studied such as English literature, history, geography, media studies and science. Many who opt for this course find it both stimulating and challenging. It successfully supports those wanting to go into a range of professions including for example, teaching, the police, law, health care, media and tourism.

GCSE: Some students may wish to re-take or enhance the full-course GCSE offered in Key Stage 4.

General Studies A level: A range of GCE A level General Studies courses are available many of which require some work on religious and moral issues.

THROUGHOUT THE SIXTH FORM, STUDENTS SHOULD HAVE OPPORTUNITIES TO:

| Area of learning – knowledge and understanding | Area of learning – ideas, beliefs and insights |
|---|---|
| <p>Deepen knowledge and understanding of Christianity, other principal religions, philosophies and other world-views by:</p> <ul style="list-style-type: none"> ○ exploring the nature of religion and religious belief ○ analysing a variety of views on spiritual, moral and ethical issues ○ encountering representations of religions in the world today including through media and the arts and analysing how these effect people’s views | <p>Enhance their own spiritual development by:</p> <ul style="list-style-type: none"> ○ reflecting on beliefs and their impact of individual and group behaviour ○ developing confidence in considering religious, ethical and philosophical questions ○ evaluating and developing their own responses to life’s issues ○ analysing a range of views about life’s issues, realising that questions raised are not easily answered |
| <p>Further their understanding of the influence of religion through:</p> <ul style="list-style-type: none"> ○ investigating and assessing the implications of belonging to a faith ○ making distinctions between secular and religious interpretations of life in modern society ○ considering the relationship between religious belief and cultural identity | <p>Advance reasoned attitudes towards other people and their right to hold different beliefs by:</p> <ul style="list-style-type: none"> ○ developing the ability to articulate their own beliefs and engage in respectful dialogue with others ○ considering minority viewpoints ○ recognising diversity and difference in religious belief and practice ○ considering relationships between religious belief and cultural practices |

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