

# REact!

A creative vision for  
Religious Education



The Kent Agreed Syllabus for  
Religious Education 2012

Kent Standing Advisory Council on Religious Education



## Foreword

### Foreword from the Corporate Director - Education Learning and Skills

Kent is committed to ensuring that all children and young people are able to learn and develop all aspects of their lives fully. One important aspect is their spiritual development. I am therefore delighted to recommend to you the newly revised Kent Agreed Syllabus for Religious Education (RE). Work has been undertaken through the Standing Advisory Council on Religious Education (SACRE) with an experienced Adviser and a number of Kent's RE teachers and is in line with the latest requirements.

With a number of national changes currently taking place, it has been decided that this revised syllabus builds on the previous syllabus (2006) without making too many changes. In the light of imminent changes to the National Curriculum, a further review may be necessary in the not too distant future.

I am sure you will find it informative and easy to use, and this syllabus will enable you to continue providing high quality Religious Education to children and young people in Kent schools. Supporting materials and non-statutory guidance are being made available on Kenttrustweb and the SACRE website.



Patrick Leeson  
Corporate Director  
Education Learning and Skills

## **Message from John Viner, Chair, Kent SACRE**

As the world continues to change, so does the young person's perception of his or her place in it. Our children and young people will grow up in a Kent which is changing into a complex, multi-faceted society. There is a primary need to understand and appreciate our diversity and form a cohesive society for the good of all. The revised Kent Agreed Syllabus for RE is one way of achieving this.

The revised syllabus has been produced by Kent SACRE, with help and support of a specialist RE Adviser. In adopting the latest version of the syllabus, Kent SACRE hopes teachers in Kent will be enabled to offer pupils the key values that have been treasured by all religious traditions. Regardless of religious belief or conviction, these values are shared by many and have shaped Kent's past, are contributing to its present and will continue to mould its future.

As there are a number of important developments underway, nationally, that are likely to have major influences on the teaching and learning of Religious Education in Kent schools in the coming years, this syllabus has been revised to reflect to take account of the present situation. The previous syllabus, REact: A creative vision for Religious Education" (2006) was well received and is well understood. Therefore it was decided not to make major changes, at this stage, as a further review may be necessary as the review of the National Curriculum takes place.

I am pleased to commend the revised syllabus and sincerely thank all who were involved in producing such a useful document.

**John Viner**  
**Chair, Kent SACRE**

## **Messages from the Diocese of Canterbury and Rochester**

The Canterbury Diocesan Board of Education (CDBE) welcomes the publication of the revised Kent Agreed Syllabus for Education and thanks all of those responsible for its completion.

The CDBE recognizes the precarious situation of Religious Education in the current educational climate and applauds and supports all work which strengthens its legitimate position in the curriculum. The National Society for the Promotion of Religious Education has published a Statement of Entitlement for all pupils in Church of England schools which reinforces its importance in the curriculum.

Colleagues from Kent SACRE have worked closely together on the revision of this syllabus and the CDBE recommends its use, in conjunction with Diocesan material, in all Church of England schools in the diocese.

**Revd Nigel Genders**  
**Director of Education**  
**Canterbury Diocese**

### **Rochester**

The Rochester Diocesan Board of Education is pleased to commend the publication of the revised Kent Agreed Syllabus for Education and would like to thank the many people who have contributed to this.

At a time of significant educational reform and change, at both a national level and within Local Authorities, the RDBE wholeheartedly supports the on-going work of the SACRE in promoting Religious Education and its place as a core entitlement for all pupils within the National Curriculum.

The Kent SACRE has worked hard to ensure that the revised syllabus remains relevant and appropriate to schools and to children, and the RDBE is pleased to support and endorse the syllabus which should be used alongside our Diocesan materials in all our Church of England schools across the Diocese of Rochester.

**Mr Alex Tear**  
**Director of Education**  
**Diocese of Rochester**

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# **REact**

## **An active and creative vision for Religious Education in Kent schools**

### **Vision**

This document sets out the vision for Religious Education in Kent schools.

The historical and cultural roots of the United Kingdom lie with Christianity. Since the arrival of St. Augustine to the present day, Kent remains central to the growth of Christianity. Today this continues to be reflected by Canterbury Cathedral being the centre of the worldwide Anglican Church.

Kent has always been an important geographical gateway for the United Kingdom. This has created a richness and diversity of faith that results in a vibrant and dynamic community. Kent's unique position also presents exciting opportunities for its citizens to explore faith and culture in the wider world community.

REact is an active and creative response to this tradition and diversity in Kent. It seeks to develop in our young people, the skills and processes which will enable them to engage with their own world views and those of others.

Our vision for high quality Religious Education in Kent is founded on:

- Exploring faith in action
- Reflecting upon ultimate questions
- Affirming and challenging one's own beliefs and values
- Investigating the beliefs and practices of others
- Developing the skills, attitudes and processes of learning in Religious Education

REact aims to provide a high quality experience of Religious Education for all pupils in Kent by:

- Promoting personal respect for pupils' own world views and those of others
- Deepening understanding of their own and other people's beliefs and opinions
- Fostering an enquiring and open mind
- Encouraging the confidence to ask ultimate questions
- Developing the skills of listening, communicating and empathising

In writing this Agreed Syllabus, Kent Standing Advisory Council for Religious Education (SACRE) fully supported the four purposes of the 'Non-Statutory National Framework for Religious Education' (the framework) which set out:

- **to establish an entitlement** – the framework endorses an entitlement to learning in Religious Education for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities. This entitlement contributes to their developing knowledge, skills and understanding and attitudes. These are necessary for pupils' self-fulfillment and development as active and responsible citizens

- **to establish standards** – the national framework sets out expectations for learning and attainment that are explicit to pupils, parents, teachers, governors, employers and the public. It establishes standards for the performance of all pupils in Religious Education. These standards may be used to support Assessment for Learning. They may also be used to help pupils and teachers set targets for improvement and evaluate progress towards them

- **to promote continuity and coherence** – the national framework for Religious Education seeks to contribute to a coherent curriculum that promotes continuity. It helps the transition of pupils between schools and phases of education and can provide a foundation for further study and lifelong learning

- **to promote public understanding** – the national framework for Religious Education aims to increase public understanding of, and confidence in, the work of schools in Religious Education. It recognises the large extent to which the public is already involved with Religious Education in the form of Agreed Syllabus Conferences, SACREs, LAs, governing bodies and the relevant religious and secular authorities and communities. It encourages those who are interested to participate in enriching the provision of Religious Education



## **Statutory Requirements for the Provision of Religious Education**

Primary legislation passed with regard to Religious Education (RE) between 1944 and 1993, including the 1988 Education Reform Act, was consolidated by the 1996 Education Act and the 1998 School Standards and Framework Act. Circular 1/94 and 'Religious Education in Schools: Non-statutory Guidance 2010' offered interpretations of this legislation.

**In Kent, Religious Education meets legal requirements where it implements the Kent Agreed Syllabus 2012.**

**This becomes statutory for all Community, Foundation and Voluntary Controlled schools with effect from 1st September 2012.**

**These schools are not free to plan or teach Religious Education from any basis other than the Kent Agreed Syllabus.**

**The legal requirements are that:**

- 1. Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfEE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)**
  - The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.
  - By the same law, religious education must be provided for all students in school sixth forms (but not those in Sixth Form Colleges, which must provide Religious Education for all students wishing to receive it).

- Special Schools must comply with this requirement by ensuring that every pupil receives Religious Education **as far as is practicable**.

**2. Religious Education must be taught in accordance with an Agreed Syllabus in Community schools, Foundation schools and Voluntary Controlled schools. (1966 Act, Ch 56, S376 (1); 1998 Act, Ch 31 S351 (1))**

- In Foundation and Voluntary Controlled schools with a religious foundation, parents may request Religious Education in accordance with the school's trust deed, or in accordance with the beliefs or denomination specified in the designation of the school.
- In Voluntary Aided schools with a religious character, Religious Education is taught in accordance with the Trust Deed, or with the beliefs or denomination specified in the designation of the school, to reflect the religious character of the foundation. A governing body may accept a recommendation from their diocese to adopt the Agreed Syllabus.

**3. Academies**

**Academies are generally required, through their funding agreements, to teach RE.**

- For academies without a religious character, this will be the locally agreed syllabus
- For academies with a religious character, RE will be in line with the requirements of the founding body
- **For specific information, Academies should refer to their Funding Agreement.**

**4. An Agreed Syllabus must reflect the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. (Education Reform Act 1988, 8 (3))**

5. **In schools where an Agreed Syllabus applies, religious education must be non-denominational, but teaching about denominational differences is permitted. Syllabuses must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils. (Education Act 1944 - Section 26(2))**
6. **EQUALITIES STATEMENT: When using this syllabus, schools need to take into account the position that some faith groups take with regard to human sexuality, so that LGBT (Lesbian, Gay, Bi sexual, and Transgendered) young people are not made to feel vulnerable when these issues are being explored. If schools do not take this into account, they may find that they are in breach of Equality and Safeguarding legislation. (Equality Act 2010, Part 6, Chapter1)**

**See Non-Statutory Guidance Section 6: RE, Equalities and Inclusion**

For more information and DfE Guidance to schools on the Equality Act 2010, see link below:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

7. **The Headteacher, along with the governing body and the Local Authority, is responsible for the provision of religious education in Foundation and Community maintained schools and in Voluntary Controlled schools. (ERA 1988- 10 (1) (b))**
8. **Religious Education is statutorily required to be included alongside the National Curriculum as part of the 'basic curriculum'. RE has equal standing with other National Curriculum subjects (DfEE Circular 1/94 paragraph 20)**
- The Programmes of Study within the Kent Agreed Syllabus have been developed on the assumption that a reasonable time is provided for Religious Education. The Kent Agreed Syllabus requires a minimum of 5% curriculum time as recommended in the Dearing report (1993) \* i.e.

- 36 hours per year at key stage 1
- 45 hours per year at key stages 2 and 3
- 40 hours per year at key stage 4
- 15 hours across two years for sixth form students.

\* Dearing report 'The National Curriculum and its Assessment' 1993.

**The requirement to teach Religious Education does not apply to Nursery classes, but it does apply to children in Reception classes.**

**Collective Worship is not part of the taught day and therefore cannot be considered as part of the recommended time for teaching Religious Education.**

- 9. As part of the curriculum, Religious Education should promote the 'spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of adult life and society (ERA 1988 – 1 (2) (a & b); Circular 1/94 paragraph 16)**

## **Reporting on Pupils' Progress and Attainment**

Schools are required to provide an annual report for parents on the attainment and progress of each child in religious education, as for other subjects of the curriculum.

## **Withdrawal from Religious Education \***

### **Pupils**

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 those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 of the School Standards and Framework Act 1998.

The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. The school may also wish to review such a request each year, in discussion with the parents.

However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.

Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

If the school is a secondary school and parents have withdrawn a pupil from RE provided at the school and asked for alternative RE to be provided in accordance with the tenets of a particular religion or denomination, then the LA must either:

- provide facilities for the alternative RE to be given at the school unless there are special circumstances which would make it unreasonable to do so; or
- agree to outside arrangements being made as long as no financial burden falls on the LA or school as a result of these arrangements.

Schools must not, through their organisation and management of the subject either make it difficult for parents to exercise this right; seek to encourage pupils to withdraw or make it impossible for them to receive Religious Education as part of their basic curricular entitlement.

Information on the provision made for Religious Education and of parental right of withdrawal must be included in the school or college prospectus.

### **Teachers**

A teacher may not be required to teach Religious Education (although this may not be the case in a Voluntary Aided school)

### **Complaints**

Every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about school or other educational matters, including RE and Collective Worship. A copy of the complaints procedure should be available in each school and the school prospectus should make reference to it.

The Apprenticeships, Skills, Children and Learning Act 2009 includes provision to enable the Local Government Ombudsman to investigate where individual issues at school level cannot be resolved. However, this provision does not apply to academies.

Although the LA no longer has a statutory role in the complaints process, the LA and Kent SACRE may be able to assist in resolving issues informally and offering advice in addressing complaints about RE and Collective Worship . For details of Kent's advice to parents on complaints procedures see:

[http://www.kent.gov.uk/your\\_council/have\\_your\\_say/complaints\\_and\\_comments/schools\\_complaints.aspx](http://www.kent.gov.uk/your_council/have_your_say/complaints_and_comments/schools_complaints.aspx)

## **Aims of Religious Education**

This agreed syllabus for Religious Education has twin aims, which are focused on two Attainment Targets.

They are that pupils should:

- **Learn about religion (AT 1)**
- **Learn from religion (AT 2)**

These two aims are interdependent and reflect the statement about RE's contribution to the school curriculum in the **Non-Statutory Guidance 2010**:

**“Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society.”**

**“Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils’ knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.”**

“RE also contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.”

## **Religions and Beliefs to be studied**

The national framework and the Non-statutory Guidance 2010 affirm the legal basis of Religious Education and gives guidance for Agreed Syllabus Conferences (ASCs) and faith communities to consider in determining which religions are to be studied. It is important to make sure that the legal requirements for Religious Education are met and that the Religious Education is broad and balanced.

To ensure the requirements are met and the curriculum is broad and balanced:

- **Christianity should be studied throughout each key stage**
- **the other principal religions represented in Great Britain (in this agreed syllabus regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism) should be studied across the key stages**

The religions recommended for each key stage are to ensure that pupils study all the principal religions by the end of key stage 3 and that they study at least one principal religion of eastern origin by the end of the primary phase.

Schools must, of course, take account of the faith profile of their pupils when planning their Religious Education programme. However, it is important that schools teach the religion(s) recommended at each key stage to maintain the balance, continuity and progression of provision and promote respect and understanding among pupils of all faiths and none.

The recommendations secure within them the necessary flexibility and choice for schools to take account of all the various factors and provide a relevant Religious Education programme customised to their particular context.

It is essential that Religious Education enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds but others have no attachment to religious beliefs and practices. To ensure that all pupils' voices are heard and the



Religious Education curriculum is broad and balanced, it is recommended that there are enrichment opportunities for all pupils to explore:

- other religious traditions such as the Baha'i faith, Jainism, Zoroastrianism
- secular world views

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

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

**Key Stage 1:** Christianity and **at least one other** principal religion:  
Hinduism as the principal religion, Judaism as a subsidiary  
A religious community with a significant presence locally, where appropriate

**NB. More time should be spent on Christianity than on any other religion with a minimum equivalent of six terms on Christianity; up to three terms on Hinduism, and two terms on Judaism. Christianity should be included in each year and more time spent on it than on any other individual religion. (This would allow up to 1 term to enable opportunities for study of a religious community with significant local presence.)**

**Key Stage 2:** Christianity and **at least two other** principal religions:  
Judaism and Islam. Sikhism is introduced at a subsidiary level in Year 6 to provide a 'bridging unit' for transition to year 7.  
A religious community with a significant presence locally, where appropriate  
A secular world view, where appropriate

**NB. A minimum equivalent to 12 terms should be spent on Christianity, up to 5 terms each on Judaism and Islam and 1 term on Sikhism in year 6, as a transition unit. Christianity should be included in each year and more time spent on it than on any other individual religion. (This would allow up to 1 term to enable opportunities for study of a religious community with significant local presence.)**

**See Non-statutory Guidance Section 1 for further advice**

**Key Stage 3:** Christianity and **at least two other** principal religions:  
Sikhism and Buddhism  
In addition **at least one other** principal religion studied in key stages 1 and 2 should be revisited: Islam, Hinduism or Judaism  
A religious community with a significant presence locally, where appropriate  
A secular world view, where appropriate

**NB. Christianity should be included in each year and more time spent on it than on any other individual religion studied in key stage 3. The equivalent of approximately 2 terms should be spent on Sikhism (including the first term of year 7 to complete the 'bridging unit') and 3 terms to develop a study of Buddhism. The equivalent of up to 2 terms should be available to further develop the study of Islam, Hinduism OR Judaism. It is recommended that the final two terms of key stage 3 could be used to provide an "Inter-faith" focus as a transition across key stage 3 and key stage 4. In their planning, teachers should also provide opportunities for consideration of secular world views, as appropriate.**

**See Non-statutory Guidance Section 1 for further advice**

**Key Stages 4: Religious Education must be taught to all students in this key stage. This syllabus requires that it should be taught through a course leading to an accredited qualification.\***

\* Qualifications as approved by Section 96, Learning and Skills Act 2000

**Key Stage 5 : Religious Education must be taught to all students in this key stage.\*\***

\*\* see note on pages 13-14 regarding student withdrawal from RE

The above are minimum requirements for each key stage. Schools may teach aspects of additional principal religions or world views should they so wish, for example for enrichment or comparative purposes.

## **Programmes of Study for Religious Education**

### **Foundation Stage Entitlement**

#### **Introduction**

The Foundation Stage describes the phase of a child's education from the age of three to the end of the Reception Year at five. It is statutory for all registered pupils on the school roll to receive Religious Education in accordance with the Locally Agreed Syllabus, including those pupils in Reception classes.

The statutory requirement does not extend to nursery classes in maintained schools. However, the *Programme of Study* includes much to commend it in terms of preparing younger children to meet the Early Learning Goals employed in 'Curriculum Guidance for the Foundation Stage' (QCA, 2000). It would thus form a valuable part of the educational experience of children throughout the Foundation Stage.

#### **The contribution of Religious Education to the Early Learning Goals**

The Early Learning Goals set out what most children should achieve by the end of the Foundation Stage. The six Areas of Learning identified in these are :

1. Personal, social and emotional development
2. Communication, language and literacy
3. Mathematical development
4. Knowledge and understanding of the world
5. Physical development
6. Creative development

Religious Education can enrich children's experience and understanding by making an active contribution to planning and teaching all these areas\*.

Indeed, knowledge of religions, beliefs and cultures is vital to achieve some of the Early Learning Goals.

## **Religious Education for children in Reception classes**

The Programme of Study for Reception class children is in line with Early Learning Goals and consistent with the key stage 1 Religious Education curriculum. It is based on religious material and experiences which most children in Kent encounter as they begin school. Its inclusion in the curriculum helps them make sense of their environment.

Schools need to devise ways to incorporate the Religious Education entitlement for Reception children into their curriculum and establish the best model for delivery. **They should be able to identify, quantify and evaluate the Religious Education provided during this time\*\*.**

**The Kent Agreed Syllabus recommends the equivalent of 30 minutes per week of Religious Education for Reception children**

**During the Foundation Stage children begin to explore the world of religion in terms of**

- **special people,**
- **special books,**
- **special times,**
- **special places**
- **special objects,**
- **and by visiting places of worship.**

Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

\*Non-statutory Curriculum Guidance for Religious Education in Kent Schools 2006 shows how Religious Education can contribute to the Areas of Learning.

\*\* Evaluation will also provide evidence for Early Learning Goals to do with beliefs and cultures.

## Key Stages 4 and 5 Entitlement

Religious Education is a statutory entitlement for all registered students up to the age of 18, including students in school sixth forms, except when withdrawn by their parents (or themselves if aged 18 or over).

**The Kent Agreed Syllabus requires a minimum of 40 hours a year for key stage 4 Religious Education and a minimum of 15 hours across two years for sixth form students.**

Students may have very different experiences of Religious Education during key stage 4 and 5, according to the courses their schools choose to provide. However, schools must provide a continuity of provision from key stage 3 for all students in key stages 4 & 5 that is progressive and rigorous and meets legal requirements.

The Kent Agreed Syllabus gives an overview of the nature of the Religious Education required in the Programme of Study for key stages 4 & 5. It details various ways in which schools may provide the subject. It also describes experiences and opportunities which should be made available to all students whatever course they follow.

**In key stage 4**, a core course must be provided for all students to meet their entitlement to Religious Education. The course provided must meet the requirements of the Programme of Study for key stages 4 & 5. While there is no legal requirement to sit public examinations, students deserve the opportunity, as far as possible, to have their learning in Religious Education accredited. External accreditation of the subject in this key stage improves student achievement and enhances the status of the subject.

**In the key stage 5**, the Religious Education provided should enhance and broaden educational opportunities for all students. It should meet the needs of both year 12 and 13 students. The nature and organisation of the sixth form curriculum is such that great flexibility should be possible in how Religious Education is delivered. It is important that students take increasing

responsibility for their own learning. They might be encouraged to participate in planning courses and, where a variety of options is offered, could negotiate their entitlement.

Schools catering for the 14–19 age range **should be able to identify, quantify and evaluate their Religious Education provision for key stages 4 & 5 and demonstrate that the students' entitlement is met.** They are, however, urged to look wider than statutory requirements for Religious Education to identify the real benefits of engaging students with this area of learning. Religious Education is a major contributor to the spiritual, moral, social and cultural development of students, which continues to be one of the aims of the school curriculum. It is a useful vehicle for the development of key skills. It offers powerful possibilities for engagement with local, national and global issues and a real, but to some, surprising relevance to the world of work.

### **Programme of Study for Key Stages 4 & 5**

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

## **Knowledge, skills and understanding**

### **Learning about religion**

1. Students should be taught to :
  - a) investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in the light of their own sense of identity, experience and commitments
  - b) think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions
  - c) develop their understanding of the principal methods by which religions and spirituality are studied
  - d) draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
  - e) use specialist vocabulary to evaluate critically both the power and limitations of religious language

### **Learning from religion**

2. Students should be taught to :
  - a) reflect on, express and justify their own opinions in the light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
  - b) develop their own values and attitudes in order to recognise their rights and responsibilities in the light of their learning about religion
  - c) relate their learning in Religious Education to the wider world, gaining a sense of personal autonomy in preparation for adult life
  - d) develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.



## **Breadth of Study**

Key stage 4 & 5 students should be taught the **knowledge, skills and understanding** through the following :

### **(i) Religions**

Schools must continue to offer opportunities to study Christianity and other principal religions, and also other beliefs, secular world views and philosophies, in the context of a pluralistic society

### **(ii) Areas of Study**

**At key stage 4**, i.e. for all students aged 14-16, schools should provide access to:

**a course provided by a recognised examination board which leads to a qualification approved under Section 96\***. The course provided should require a significant study of the beliefs and values of Christianity and at least one other religion.

\*Section 96 of the Learning and Skills Act 2000. This requires maintained schools to provide only qualifications approved by the Secretary of State.

**At key stage 5**, i.e. for all students aged 16–19, schools should provide access to:

a) a course that represents a progression in Religious Education from key stage 4, such as A/S or A level Religious Studies or Religious Education. Students will be deemed to be receiving their Religious Education entitlement where the course requires some significant study of a world religion or engagement with religious ideas.

**or**

b) a minimum of 15 hours study of religious, ethical and philosophical topics through a choice of: regular timetabled courses, modules in an enrichment course, group projects for presentation, a complementary studies approach, self-directed study, day conferences, field trips.

### **(iii) Experiences and Opportunities**

All courses should provide experiences and opportunities within and beyond school, for learning that involves first hand engagement with people of strong commitment to a religious faith or secular belief system. This may involve visits, for example, to places of worship or community activities, public meetings or places of employment, education, training or recreation in the

local area, but should also offer a chance to engage with such experiences on a national or international level where possible, for example, using Internet links, travelling to suitable conferences, study trips to places of national or international religious significance.

## Teaching Requirements for Key Stages 1-3

This section shows an overview for each religion, as appropriate to each Key Stage. The tables outline the

Skills,  
Concepts  
Key words  
Themes  
Content  
Attainment expectations

**Teachers should choose appropriate materials to illustrate the themes and concepts. Quality of learning should always prevail above quantity of knowledge.**

Further details and exemplar Schemes of Work and Units of Study are shown in the Non-Statutory Guidance for Religious Education in Kent Schools 2012.

**CHRISTIANITY KS1** (school yrs 1-2)

Time allocation – 6 terms minimum across the key stage – **N.B. More time should be spent on Christianity than on any other religion.**

Skills	Key Words /Concepts	Themes	Content could include	AT1 – AT2	
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views  Refer to guidance for detailed description of skills	God creator parent /father	<b>BELIEVING</b>	God as creator, loving parent/father	The average 5 year old should achieve L1	
	Jesus Bible Christian miracle Gospel disciple New Testament	<b>STORY</b>	Specialness of the Bible Stories about Jesus, especially his childhood Stories Jesus told		
	Christmas Bible Easter Good Friday Holy Week Last Supper worship	resurrection cross crucifixion saint holy church prayer	<b>CELEBRATIONS</b>	Christmas Easter Saints' Days Sunday	The average 6 year old should achieve L2
	church baptism symbol water candle cross worship		<b>SYMBOLS</b>	Special buildings, eg church Symbols met in other parts of the Key Stage, eg baptism (water, candle)	The average 7 year old should achieve L3
	Jesus Christ Lord teacher God	disciple Bible New Testament Gospel	<b>LEADERS AND TEACHERS</b>	Specialness of Jesus	
	baptism wedding community clergy	christening marriage worship	<b>BELONGING MYSELF</b>	Jesus' family & Jewish upbringing Baptism, marriage Caring for others & the world around us Love and forgiveness Church as one family/community	Refer to attainment level grid for details of each level

## HINDUISM KS1 (school yrs 1-2)

Time allocation – 3 terms minimum across the key stage

Skills	Key Words /Concepts	Themes	Content could include	AT1 – AT2	
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Refer to guidance for detailed description of skills	Brahman Brahma Vishnu Shiva murtis	<b>BELIEVING</b>	One God, different names and images	The average 5 year old should achieve L1	
	Ganesh Krishna Rama Sita Hanuman Ravana Lakshman	Lakshmi Saraswati	<b>STORY</b>	Stories from scriptures, eg How Ganesh got his elephant head and broken tusk; how Krishna was saved at birth, other stories from his childhood; the story of Rama and Sita (Ramayana)	The average 6 year old should achieve L2
	festival celebration Divali Holi Raksha Bandhan rakhi	diva rangoli good evil	<b>CELEBRATIONS</b>	Divali Raksha Bandhan Holi	
	Om fire darkness	murtis light	<b>SYMBOLS</b>	Om Murtis	The average 7 year old should achieve L3
	puja arti lamp bell joss sticks kum kum murtis samskar (namkara)	ceremony prashad honey aum/om naming	<b>BELONGING/MYSELF</b>	Birth ceremonies A Hindu home and extended family, including worship (puja) at home shrine	Refer to attainment level grid for details of each level

**JUDAISM KS1** (school yrs 1-2)

Time allocation – 2 terms minimum across the key stage

Skills	Key Words /Concepts	Themes	Content could include	AT1 – AT2
Recall Share Relate Respond sensitively	covenant promise land belief obey day of rest	<b>BELIEVING</b>	One God; God's Promise to Abraham (God's People/Promised Land) Creator God (Shabbat)	The average 5 year old should achieve L1
Describe Connect Show understanding Apply	authority inspiration belonging goodness	<b>STORY</b>	Abraham journeyed to the Promised Land; Moses in the Bulrushes; David and Goliath	The average 6 year old should achieve L2
Explain Express views	beliefs values rules symbolism	belonging Sabbath history remembering	<b>CELEBRATIONS</b> Shabbat; Sukkot; Hanukkah	
Refer to guidance for detailed description of skills	lifestyle command prayer beliefs values	<b>SYMBOLS</b>	Mezuzah (Jewish home) Candles, hands on children's head in blessing, bread and wine, Havdalah symbols (Shabbat)	
	belonging authority inspiration values	slavery freedom beliefs	<b>LEADERS AND TEACHERS</b> Abraham, Moses and David	Refer to attainment level grid for details of each level
	belonging holy days celebration participation lifestyle	<b>BELONGING/MYSELF</b>	Jewish home, Kashrut, Shabbat, involvement of children in religious ceremonies	

**CHRISTIANITY KS2** (school yrs 3-6)

Time allocation – 12 terms minimum across the key stage

Skills	Key Words /Concepts	Themes	Content could include	AT1 – AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views	trinity            creed father son holy spirit incarnation	<b>BELIEFS &amp; QUESTIONS</b>	God as Trinity God as Creator, loving, just	The average 7 year old should achieve L2
	Old Testament New Testament Gospels            synoptic epistle            scripture psalm            forgiveness	<b>TEACHINGS &amp; AUTHORITY</b>	Bible – Old and New Testaments, different books & genres Source of beliefs & teachings for Christians Teachings – 10 Commandments, Sermon on the Mount, Jesus Two Great Commandments, forgiveness and how to relate to other people	The average 9 year old should achieve L3
Refer to guidance for detailed description of skills	church            cathedral abbey            anglican Roman Catholic Baptist            methodist non-conformist hymn            prayer psalm            mass	<b>WORSHIP, SACRED PLACES &amp; PILGRIMAGE</b>	Worship –        a) at home b) at church  Pilgrimage	The average 11 year old should achieve L4
	holy communion eucharist            sacrament lectern            pulpit sermon            priest vicar            rector minister            baptism funeral            pilgrim	<b>JOURNEY OF LIFE AND DEATH</b>	Why we mark special moments in life Handling loss/change/grief Funerals What people think about life after death	
	Eucharist            chalice Last Supper            paten Holy Communion Advent            Christmas Lent            Easter Ascension            Pentecost	<b>SYMBOLS &amp; RELIGIOUS EXPRESSION</b>	Eucharist Festivals – Advent, Christmas, Lent, Easter, Ascension, Pentecost	Refer to attainment level grid for details of each level

**CHRISTIANITY KS2 (Continued)**

Skills	Key Words /Concepts	Themes	Content could include	AT1 – AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views  Refer to guidance for detailed description of skills	commitment      faith miracle            mission parable             disciple	<b>INSPIRATIONAL PEOPLE</b>	Jesus' life – baptism, temptations, healer (miracles), teacher (parables) Jesus' friends/disciples Famous Christians Local Christians, eg someone who works for local charities, Christian Aid, the local Hospice	The average 7 year old should achieve L2
	confirmation      baptism faith                belief sacrament	<b>RELIGION &amp; THE INDIVIDUAL</b>	Commitment – confirmation Faith in action	The average 9 year old should achieve L3
	marriage            wedding denominations    protestant roman catholic    anglican methodist          baptist evangelical        pentecostal	<b>RELIGION, FAMILY &amp; COMMUNITY</b>	Marriage (emphasis on promises) Local churches and the work they do in the local community	
	faith                belief commitment      catholic	<b>BELIEFS IN ACTION IN THE WORLD</b>	Famous Christians who have made a difference in the world Local Christians who make a difference in their communities Church as worldwide community Work of Christian charities, eg Tear Fund, CAFOD, Christian Aid, The Shoebox Appeal Improving our local environment	The average 11 year old should achieve L4  Refer to attainment level grid for details of each level



**ISLAM KS2** (school yrs 3-6)

Time allocation – 5 terms minimum across the key stage

Skills	Key Words /Concepts	Themes	Content could include	AT1 – AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views  Refer to guidance for detailed description of skills	Belief Allah Creator Provider  Faith Angels Guide	<b>BELIEFS AND QUESTIONS</b>	Belief in One God (Allah) as Creator, Guide & Provider Belief in human nature & angels	The average 7 year old should achieve L2
	Revelation Jibril Qur'an Respect Beliefs  Muhammad Role model Word of God Responsibility Action	<b>TEACHINGS &amp; AUTHORITY</b>	Life of Muhammad – revelation (Jibril) Traditions about Muhammad Guidance from the Qur'an Qur'an as the word of God, its study and treatment Links with Torah & Bible	
	Pilgrimage Festival Mosque Id-ul-Adha Ka'bah Shahadah statement of faith Salah Sawm Ramadan  Sacred Hajj 5 Pillars Id-ul-Fitr Wudu Zakah Hajj Makkah	<b>WORSHIP, SACRED PLACES &amp; PILGRIMAGE</b>	Hajj (links with Abraham) Worship in the mosque (importance of Friday) 5 Pillars of Islam Festivals, eg Id-ul-Fitr & Id-ul- Adha Status of Ka'bah	The average 9 year old should achieve L3
	Aqiqah ceremony A stage in life Rites of passage Death Shahadah Adhan	<b>JOURNEY OF LIFE AND DEATH</b>	Ceremonies to mark stages in a person's life Birth and death ceremonies	The average 11 year old should achieve L4
	Star crescent Symbol	<b>SYMBOLS &amp; RELIGIOUS EXPRESSION</b>	Symbols – star & crescent	Refer to attainment level grid for details of each level

**ISLAM – KS2 (Continued)**

Skills	Key Words /Concepts	Themes	Content could include	AT1 – AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views  Refer to guidance for detailed description of skills	Star crescent Symbol	<b>SYMBOLS &amp; RELIGIOUS EXPRESSION</b>	Symbols – star & crescent	The average 7 year old should achieve L2
	Arabia                  Muhammad PbuH = peace be upon him The Night of Power Messenger                  Revelation Reflection                  Role model Life-changing experience	<b>INSPIRATIONAL PEOPLE</b>	Muhammad	
	Islam                  Muslim Submission                  Prayer Mosque                  Imam Worship                  Respect Qiblah                  Community Wudu	<b>RELIGION &amp; THE INDIVIDUAL</b>	Terms: Islam & Muslim Role & function of mosque Role of imam	The average 9 year old should achieve L3
	marriage                  authority wedding                  belonging imam                  family responsibility	<b>RELIGION, FAMILY &amp; COMMUNITY</b>	Home, family & extended family life, eg. responsibilities & duties of parent & child eg. respect for elders, teachers & the wise Local mosques as centres for worship and teaching Marriage Importance of honesty, greeting, visiting, respect to guests, hospitality, code of hygiene.	The average 11 year old should achieve L4
	faith commitment action authority obedience belief	<b>BELIEFS IN ACTION IN THE WORLD</b>	Importance of community to a Muslim Local Muslims who make a difference in their communities.	Refer to attainment level grid for details of each level

**JUDAISM KS2** (school yrs 3-6)

Time allocation – 5 terms minimum across the key stage

Skills	Key Words /Concepts	Themes	Content could include	AT1 – AT2	
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views  Refer to guidance for detailed description of skills	ultimate questions beliefs values God as king/creator/ruler	<b>BELIEFS &amp; QUESTIONS</b>	One God (monotheism)	The average 7 year old should achieve L2	
	inspiration faith authority command belonging community	<b>TEACHINGS &amp; AUTHORITY</b>	Torah, especially Shema and Ten Sayings (Commandments); Tenach (Jewish Bible)		The average 9 year old should achieve L3
	responsibility year faith holy day community repentance	<b>WORSHIP, PILGRIMAGE &amp; SACRED PLACES</b>	Synagogue worship, including role of rabbi; Rosh Hashanah & Yom Kippur Jerusalem and remains of Temple	The average 11 year old should achieve L4	
	covenant commitment responsibility symbolism faith family	<b>JOURNEY OF LIFE, AND DEATH</b>	Brit Milah (circumcision); Bar/Bat Mitzvah Marriage Death		
	history authority one people	<b>SYMBOLS &amp; RELIGIOUS EXPRESSION</b>	Pesach & Seder Plate Star of David		
	inspiration history authority commandment	law belonging rules	<b>INSPIRATIONAL PEOPLE</b>	Moses and Law Giver	Refer to attainment level grid for details of each level

**JUDAISM KS2 (Continued)**

<b>Skills</b>	<b>Key Words /Concepts</b>	<b>Themes</b>	<b>Content could include</b>	<b>AT1 – AT2</b>
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views  Refer to guidance for detailed description of skills	commitment prayer lifestyle <span style="margin-left: 40px;">values faith</span>	<b>RELIGION &amp; THE INDIVIDUAL</b>	Bar/Bat Mitzvah; aids to prayer – tefillin, tallith, prayer-book	The average 7 year old should achieve L2
	authority belonging community Torah <span style="margin-left: 40px;">rabbi Ark scroll yad</span>	<b>RELIGION, FAMILY &amp; COMMUNITY</b>	Synagogue	The average 9 year old should achieve L3
	authority obedience inspiration commitment commandments rules	<b>BELIEFS IN ACTION IN THE WORLD</b>	The Ten Sayings	The average 11 year old should achieve L4  Refer to attainment level grid for details of each level

## **Sikhism Transition Unit**

The Sikhism Transition Unit must be delivered at the end of Key Stage two and the beginning of Key Stage three. The rationale behind this, is to ensure progression, not only of content, but also skills and processes which are key to students' development.

### Aims

- For students to experience a smooth transition from Key Stage two to Key Stage three.
- To enhance progression in Year 7 by providing improved communication of students' prior attainment.
- To ensure a common approach to teaching and learning at Key Stage two and three.
- To provide consistency to Key Stage three.

### Implementation

It is important to consider;

- A wide range of activities to suit all learning styles;
- Strategies to develop key skills and processes;
- Assessment as an integral part of the learning process;
- Opportunities for cross-curricular links;
- Enrichment activities to engage pupils and to make learning in RE fun.

**SIKHISM KS2** (Year 6)

Time allocation- 1 term (Subsidiary, Transition Unit)

Skills	Key Words / Concepts	Themes	Content could include	AT1 – AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views	Belief / faith All Pervading Spirit Satnam Waheguru	<b>BELIEFS &amp; QUESTIONS</b>	<ul style="list-style-type: none"> <li>God – As one, Creator, Sustainer,</li> <li>Nature of God – Mool Mantar. Pupils to explore Sikh beliefs about the nature of God through analysis of the Mool Mantar.</li> </ul>	The average 7 year old should achieve L2
	Guru Religious Experience. Reveal Khalsa Amrit	<b>TEACHINGS &amp; AUTHORITY</b>	<ul style="list-style-type: none"> <li>Guru Nanak- Brief look at Guru Nanak’s life and how his Religious Experience helped to begin the Sikh Religion.</li> <li>Guru Gobind Singh- The forming of the Khalsa.</li> <li>Guru Granth Sahib is the holy book for Sikhs.</li> </ul>	The average 9 year old should achieve L3
	Gurdwara Nishan Sahib Takht Langar Granthi	<b>WORSHIP, SACRED PLACES &amp; PILGRIMAGE</b>	<ul style="list-style-type: none"> <li>Gurdwara – Exploration of what a Gurdwara is and what its importance is to Sikhs. Investigating codes of behaviour in a place of worship.</li> <li>Guru Granth Sahib- This links into teachings and authority and should focus on how and why Sikhs use it.</li> <li>Granthi – To be mentioned when linking the Guru Granth Sahib to the Gurdwara.</li> <li>Golden Temple of Amritsar as a place of pilgrimage allowing pupils to research, investigate, reflect and respond to ‘special places’.</li> </ul>	The average 11 year old should achieve L4  Refer to attainment level grid for details of each level

**SIKHISM KS2 (Continued)**

Skills	Key Words / Concepts	Themes	Content could include	AT1 / AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views	Reincarnation Funeral Pyre Cremation Amrit Gurburb	<b>JOURNEY OF LIFE &amp; DEATH</b>	<ul style="list-style-type: none"> <li>Reincarnation – Cycle of Life</li> <li>Funerals-</li> <li>Ceremonies to mark stages in a persons life e.g Birth, Amrit, Death, Gurburbs</li> </ul>	The average 7 year old should achieve L2  The average 9 year old should achieve L3
	Khanda Kesh Kirpan Kara Kangha Kachera	<b>SYMBOLS &amp; RELIGIOUS EXPRESSION</b>	<ul style="list-style-type: none"> <li>Khanda- What does it represent?</li> <li>The five Ks - What are they and Why are they important?</li> <li>The turban</li> <li>Nishan Sahib- Look at this in connection with the Gurdwara.</li> </ul>	The average 11 year old should achieve L4  Refer to attainment level grid for details of each level
	Khalsa Sewa	<b>RELIGION &amp; THE INDIVIDUAL</b>	<ul style="list-style-type: none"> <li>Commitment – Khalsa. Look at this in connection with worship and the 5ks.</li> <li>Lifestyle – apply Religious teachings to life situations eg wearing the 5ks, visiting the Gurdwara.</li> </ul>	

**SIKHISM KS2 (Continued)**

<b>Skills</b>	<b>Key Words / Concepts</b>	<b>Themes</b>	<b>Content could include</b>	<b>AT1 / AT2</b>
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views	Anand Karaj Lavan Equality	<b>RELIGION FAMILY &amp; COMMUNITY</b>	<ul style="list-style-type: none"> <li>• Marriage- Look at general elements of the purpose of marriage and the marriage ceremony.</li> <li>• Gurdwara as a centre of community</li> </ul>	The average 7 year old should achieve L2
	Mool Mantar	<b>BELIEFS IN ACTION THE WORLD</b>	<ul style="list-style-type: none"> <li>• Respect for all creation- Connected to Sikh beliefs about the nature of God</li> </ul>	The average 9 year old should achieve L3
		<b>INSPIRATIONAL PEOPLE</b>	<ul style="list-style-type: none"> <li>• Guru Nanak- Explore why Guru Nanak is important. Look at connection to 'Authority'</li> <li>• Guru Gobind Singh</li> </ul>	The average 11 year old should achieve L4  Refer to attainment level grid for details of each level

SACRE recommends that this Subsidiary religion is the transition unit between Key Stage 2 and 3. Much of the content spans two themes but only needs to be taught once.



**SIKHISM – KS3** (School yrs 7-9)

Time Allocation 2 terms minimum across the key stage

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Belief / faith All Pervading Spirit Satnam Waheguru Ik Onkar	<b>BELIEFS &amp; QUESTIONS</b>	<ul style="list-style-type: none"> <li>God – As one, Creator, Sustainer,</li> <li>Nature of God – Mool Mantar.</li> <li>Pupils to explore Sikh beliefs about the nature of God through analysis of the Mool Mantar.</li> <li>How do Sikh beliefs about God effect their Daily lives.</li> </ul>	The average 11 year old should achieve L4
	Authority Guru Religious Experience. Reveal Khalsa Amrit	<b>AUTHORITY</b>	<ul style="list-style-type: none"> <li>Guru Nanak- Brief look at Guru Nanak’s life and what was its significance to people at the time and today. (Possible consideration of typology of religious experiences, Indian Culture and ideas about equality).</li> <li>Guru Granth Sahib as a living Guru how it is used and why it has authority.</li> </ul>	
	Gurdwara Nishan Sahib Takht Langar Granthi Ragi Kirtan	<b>EXPRESSIONS OF SPIRITUALITY</b>	<ul style="list-style-type: none"> <li>The role of the Gurdwara, design, decorations and features.</li> <li>Festivals e.g. Baisakhi, Divali, Holi Mohalla.</li> <li>Worship – Gurdwara and its function in the community.                      Worship in the Home                      Centred on the Guru Granth Sahib                      Meditation</li> </ul>	Refer to attainment target grid for details of each level

**SIKHISM – KS3 (Continued)**

Skills	Key Words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Kurahit Sewa Langar Equality	<b>ETHICS and RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• Kurahit – The Prohibitions which Sikhs must follow.</li> <li>• Service: Sewa. Sikh ideas about helping others- preparing the langar, cleaning the Gurdwara or helping ill people</li> <li>• Equality- The place of women, respect for your mother.</li> <li>• Moral choices e.g. Abortion, Euthanasia.</li> </ul>	The average 11 year old should achieve L4  The average 14 year old should achieve L6
	Panth Rahit Maryada Vand Chakna	<b>RIGHTS and RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>• Kirit Karna – Principles of honest work.</li> <li>• Vand Chakraa – Generosity</li> <li>• Rahit Maryada- Sikh code of discipline e.g family life.</li> <li>• Obligation to others.</li> </ul>	
	Service Justice/injustice Responsibility	<b>GLOBAL ISSUES</b>	Respect for all creation. <ul style="list-style-type: none"> <li>• War and Peace</li> <li>• The Environment</li> <li>• Poverty</li> <li>• Suffering</li> </ul>	Refer to attainment target grid for details of each level

**SIKHISM – KS3 (Continued)**

Skills	Key Words / Concepts	Themes	Content could include	AT1 - AT2
Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Tolerance	<b>INTERFAITH DIALOGUE</b>	The Sikh attitude of tolerance and response to other world faiths. <ul style="list-style-type: none"> <li>• Respect and tolerance for all religions and the belief that all religions contain truth.</li> <li>• Sikh heritage from Hinduism and Islam e.g. Muslim and Hindu writings in the Guru Granth Sahib. Beliefs shared with Hinduism i.e. reincarnation. Beliefs shared with Islam i.e. The Oneness of God.</li> </ul> Compare attitudes towards moral issues e.g. Women, War and Violence, Animals and the Environment.	The average 11 year old should achieve L4  The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

SACRE recommends that study of this religion is used as the transition unit between Key Stage 2 and 3. Much of the content spans two themes but only needs to be taught once.

**CHRISTIANITY KS3** (school yrs 7 – 9) **Christianity should be included in each year and more time spent on it than on any other individual religion studied in key stage 3.**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	belief / faith, reason resurrection, sin redemption, Saviour repentance, Trinity Holy Spirit salvation atonement, death reconciliation	<b>BELIEFS &amp; CONCEPTS</b>	Exploring <ul style="list-style-type: none"> <li>• What's the difference between 'to know' &amp; 'to believe'?</li> <li>• God – Trinity, reasons for believing / not believing in God. How do we know what is true? Different types of truth, proof &amp; probability</li> <li>• Jesus – events of the Last Week, historical figure, Jesus' divinity, God Incarnate &amp; Saviour</li> <li>• Life after death – heaven &amp; hell</li> <li>• Who am I? Meaning / purpose of life?</li> <li>• Use of creeds</li> </ul>	The average 11 year old should achieve L4
	authority church conscience synoptic denomination	<b>AUTHORITY</b>	<ul style="list-style-type: none"> <li>• Bible – use &amp; influence of Bible today, different interpretations e.g. Genesis chs 1 – 3, &amp; the synoptic problem (similarities &amp; differences between Matthew, Mark, Luke)</li> <li>• Different denominations – similarities &amp; differences e.g. Roman Catholic, Anglican, Orthodox, non-conformist tradition (Baptist, Methodist or Quaker) NB consider local representation when making choice of denominations</li> <li>• Conscience &amp; reason</li> </ul> <p>The effects of these different sources of authority &amp; denominational differences need to be shown through how Christians live their lives e.g. global issues</p>	The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

**CHRISTIANITY KS3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret	spirituality sacred holy presence  community monasticism worship sacrament ritual symbol rite of passage pilgrimage	<b>EXPRESSIONS OF SPIRITUALITY</b>	Examples include – <ul style="list-style-type: none"> <li>• Church architecture, design &amp; decoration</li> <li>• Art, icons, photos, film</li> <li>• Prayer, retreats, communities e.g. Iona, Taize, monastic</li> <li>• Fasting / self-discipline</li> <li>• Music</li> <li>• Different styles of church worship e.g. Liturgical, non-liturgical</li> <li>• Dance &amp; drama</li> <li>• Pilgrimage</li> <li>• Denominational differences celebrating festivals e.g. Easter, rites of passage</li> </ul>	The average 11 year old should achieve L4  The average 14 year old should achieve L6
Express insight Account for Evaluate Analyse Justify views Synthesise	ethics love (agape) free will, suffering good & evil authority forgiveness, repentance obedience, myth judgement	<b>ETHICS &amp; RELATIONSHIPS</b>	Examples include – <ul style="list-style-type: none"> <li>• How we make ethical decisions &amp; what influences us?</li> <li>• Good &amp; evil – origins, free will, suffering</li> <li>• Teachings of Jesus</li> <li>• Love (agape), forgiveness</li> <li>• Moral choices * e.g. contraception, euthanasia</li> </ul>	Refer to attainment target grid for details of each level

**CHRISTIANITY KS3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain	service, sacrifice discipleship, conviction martyrdom, faith commitment equality prejudice, justice / injustice obedience Kingdom of God love (agape) stewardship, judgement	<b>RIGHTS &amp; RESPONSIBILITIES</b>	Christian idea of service & self-sacrifice  Examples include – <ul style="list-style-type: none"> <li>Inspirational Christians e.g. Mother Teresa, Martin Luther King, Oscar Romero, Desmond Tutu</li> <li>Moral choices* - crime, social injustice e.g. inequality, racism, sexism,</li> <li>Protesting &amp; speaking out v. injustice in society*</li> </ul>	The average 11 year old should achieve L4  The average 14 year old should achieve L6  Refer to attainment target grid for details of each level
Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	service, sacrifice conviction commitment justice / injustice stewardship environment conflict, violence peace, forgiveness death reconciliation equality, human rights creation obedience stewardship, judgement	<b>GLOBAL ISSUES</b>	Christian responses* to global issues Examples include - <ul style="list-style-type: none"> <li>Wealth &amp; poverty</li> <li>War</li> </ul> Animal rights & the environment	

**CHRISTIANITY KS3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
		<b>INTERFAITH DIALOGUE</b>	Comparing – <ul style="list-style-type: none"> <li>• beliefs about suffering with Buddhism</li> <li>• beliefs about life after death with Hinduism</li> <li>• beliefs about God with Hinduism &amp; Islam</li> <li>• Attitudes towards moral issues e.g. women’s rights, war, animal rights &amp; the environment. Compare to at least 1 other religion studied (Buddhism, Hinduism, Sikhism, Islam)</li> </ul> See also the scheme of work on interfaith dialogue for more information	The average 11 year old should achieve L4  The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

**BUDDHISM KS 3 (Years 7 – 9)**

Time allocation – 3 terms across the key stage

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Anatta Dukkha Anicca Tanha Dhamma/Dharma Buddha Nirvana/Nibbana Sangha Reincarnation	<b>BELIEFS&amp; CONCEPTS</b>	<u>The Dharma</u> How do we know what is true? <ul style="list-style-type: none"> <li>• Belief in no God</li> </ul> Exploring <ul style="list-style-type: none"> <li>• The 3 marks of existence</li> <li>• The 4 Noble Truths</li> <li>• The 8 fold Path</li> <li>• The wheel of Life</li> </ul>	The average 11 Year old should achieve L4.  The average 14 Year old should achieve L6.
	Authority Buddha Dhamma/Dharma Sangha	<b>AUTHORITY</b>	<u>The Buddha</u> <ul style="list-style-type: none"> <li>• The life of Siddhartha Guatama</li> <li>• Siddhartha’s enlightenment</li> <li>• The importance of the 3 refuges/jewels (underlined in the content boxes.)</li> <li>• Scripture e.g. Tripitaka/Dhammapada</li> </ul>	Refer to Attainment Targets Grid for details of each level.
	Worship Ceremony Symbol Bhavana Prajna	<b>EXPRESSIONS OF SPIRITUALITY</b>	<ul style="list-style-type: none"> <li>• Worship &amp; Ceremony e.g. the puja</li> <li>• Meditation, stillness and reflection</li> <li>• Symbolism e.g. Lotus, decoration and design, Pagoda, Thai style temples</li> <li>• Festival e.g. the Dharma Day, Wesak, Bitar.</li> </ul>	



**BUDDHISM KS 3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively	Sila Karuna Ethics	<p style="text-align: center;"><b>ETHICS &amp; RELATIONSHIPS</b></p>	<ul style="list-style-type: none"> <li>• The 5 Precepts – as a way of life e.g. Family i.e. within the upbringing of children the given values and interaction with others.</li> </ul>	The average 11 Year old should achieve L4.
Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Community Sangha Justice/injustice Sacrifice Human rights	<p style="text-align: center;"><b>RIGHTS &amp; RESPONSIBILITIES</b></p>	The Buddhist ideas of service. <ul style="list-style-type: none"> <li>• The Sangha e.g. the life as a monk/nun</li> <li>• Life in the community.</li> <li>• The challenges facing Buddhists in a secular or non-Buddhist society.</li> <li>• Protesting and speaking out against injustice in society.</li> <li>• The different groups with Buddhism e.g. Theravada, Zen, Mahayana.</li> <li>• Concept of self</li> </ul>	The average 14 Year old should achieve L6.  Refer to Attainment Targets Grid for details of each level.

**BUDDHISM KS 3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively	Karuna Respect Sacrifice Conviction Commitment Martyrdom	<b>GLOBAL ISSUES</b>	Respect for life e.g. <ul style="list-style-type: none"> <li>• The environment and Animal rights</li> <li>• War &amp; Peace</li> <li>• Wealth &amp; Poverty</li> </ul>	The average 11 Year old should achieve L4.
Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Tolerance	<b>INTERFAITH DIALOGUE</b>	The Buddhist attitudes of tolerance and response to other world faiths. <ul style="list-style-type: none"> <li>• Relationships with other world religions i.e. with the World council of Churches.</li> <li>• A look at the similarities and differences in the life &amp; teaching of the Buddha with other significant religious figures.</li> <li>• A study of the different attitudes to suffering between Buddhism and another world faiths i.e. Christianity.</li> <li>• Compare attitudes towards moral issues, e.g. women, war and violence and animals and the environment.</li> </ul>	The average 14 Year old should achieve L6.  Refer to Attainment Targets Grid for details of each level.

Many of these themes overlap – feel free to mix them up

e.g. 'ETHICS & RELATIONSHIPS' can be linked to 'GLOBAL ISSUES' & 'AUTHORITY' when considering marriage & lifestyle & how Buddhists adapt it to life in Britain

**ISLAM KS3** (school yrs 7 – 9) **This may be studied as an alternative to Hinduism or Judaism in Key Stage 3**

Time allocation – 2 terms across the key stage

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Allah belief / faith, Islam, Muslim Tawhid Sin of shirk Risalah Akhirah	<b>BELIEFS &amp; CONCEPTS</b>	Exploring <ul style="list-style-type: none"> <li>Attributes of Allah e.g. incomparable (shirk), Creator, Provider, Guide</li> <li>Muhammad as the final prophet, his sunnah</li> <li>Judgement &amp; Life after death (akhira)</li> </ul>	The average 11 year old should achieve L4
	Authority	<b>AUTHORITY</b>	<ul style="list-style-type: none"> <li>Importance of the Quran, Hadith &amp; Sunnah</li> <li>Teachings in the Qur'an, Hadith &amp; Sunnah</li> </ul> <p>The effect of these sources of authority need to be shown through how Muslims respond to ethical issues</p>	The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

**ISLAM KS3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show	spirituality sacred sin of shirk, Tawhid Umma, community Ibadah (worship) symbol rite of passage pilgrimage	<b>EXPRESSIONS OF SPIRITUALITY</b>	Examples include – <ul style="list-style-type: none"> <li>• Sufism</li> <li>• Mosque architecture &amp; design</li> <li>• Art, calligraphy &amp; poetry</li> <li>• Music</li> <li>• Prayer</li> <li>• Pilgrimage</li> <li>• Ramadan (fasting/self-discipline)</li> </ul>	The average 11 year old should achieve L4
understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	ethics Islam, Muslim good & evil authority obedience, judgement, Akhirah halal / haram	<b>ETHICS &amp; RELATIONSHIPS</b>	Examples include – <ul style="list-style-type: none"> <li>• How we make ethical decisions &amp; what influences us?</li> <li>• Obedience to Allah</li> </ul> Should you study issues which contradict your faith / belief system? <ul style="list-style-type: none"> <li>• Origins of good &amp; evil</li> <li>• Moral choices * e.g. courtship, marriage &amp; family life e.g. food rules, modesty,</li> </ul>	The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

**ISLAM KS3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret	service, sacrifice conviction martyrdom, faith Umma commitment equality prejudice, justice / injustice obedience judgement, Akhirah human rights Tawhid sadaqah	<p style="text-align: center;"><b>RIGHTS &amp; RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>Muslim idea of service &amp; self-sacrifice to the community (Umma)</li> <li>Shariah law</li> </ul> <p>Examples include –</p> <ul style="list-style-type: none"> <li>Moral choices* - crime, social injustice e.g. racism, sexism / women’s rights</li> <li>Protesting &amp; speaking out v. injustice in society*</li> </ul>	<p>The average 11 year old should achieve L4</p> <p>The average 14 year old should achieve L6</p>
Express insight Account for Evaluate Analyse Justify views Synthesise	service, sacrifice conviction commitment justice / injustice martyrdom Jihad Umma Tawhid Khalifah	<p style="text-align: center;"><b>GLOBAL ISSUES</b></p>	Muslim responses* to global issues Examples include - <ul style="list-style-type: none"> <li>Animal rights &amp; the environment</li> <li>Jihad</li> <li>Islam in Britain e.g. how Islam is adapting to a non-muslim country, the tension/pressures young muslim teenagers face</li> </ul>	<p>Refer to attainment target grid for details of each level</p>

**ISLAM KS3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
		<p><b>INTERFAITH DIALOGUE</b></p>	<p>Comparing –</p> <ul style="list-style-type: none"> <li>• beliefs about Allah / God with Hinduism or Christianity</li> <li>• beliefs about prophets with Christianity e.g. Ibrahim (Abraham), Isa (Jesus)</li> <li>• Attitudes towards moral issues e.g. women’s rights, war, animal rights &amp; the environment. Compare to at least 1 other religion studied (Christianity, Buddhism, Sikhism, Hinduism)</li> </ul> <p>See also the scheme of work on interfaith dialogue for more information</p>	<p>The average 11 year old should achieve L4</p> <p>The average 14 year old should achieve L6</p> <p>Refer to attainment target grid for details of each level</p>

Many of these themes overlap – feel free to mix them up  
e.g. ‘ETHICS & RELATIONSHIPS’ can be linked to ‘GLOBAL ISSUES’ & ‘AUTHORITY’ when considering marriage & lifestyle & how Muslims adapt it to life in Britain

**HINDUISM KS3** (school yrs 7 – 9) **This may be studied as an alternative to Islam or Judaism in Key Stage 3**

Time allocation – 2 terms across the key stage

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Brahman, Avatar Atman, samsara, moksha, Karma reincarnation	<b>BELIEFS &amp; CONCEPTS</b>	Exploring <ul style="list-style-type: none"> <li>• God in diverse forms - Brahman, trimurti (Brahma, Shiva, Vishnu), avatars of Vishnu. God as female.</li> <li>• Life after death – reincarnation, samsara, karma, atman, moksha.</li> </ul>	The average 11 year old should achieve L4
	Authority	<b>AUTHORITY *</b>	<ul style="list-style-type: none"> <li>• Importance of the Vedas, Bhagavad Gita, the Mahabharata</li> <li>• Teachings in the Vedas, Bhagavad Gita, the Mahabharata</li> </ul>	
	spirituality worship yoga symbol rite of passage pilgrimage	<b>EXPRESSIONS OF SPIRITUALITY</b>	Examples include – <ul style="list-style-type: none"> <li>• Worship (puja, arti)</li> <li>• Art e.g. mandalas &amp; poetry</li> <li>• Music (bhajans)</li> <li>• Pilgrimage</li> <li>• Meditation, yoga</li> <li>• Festivals</li> <li>• Rites of passage</li> </ul>	Refer to attainment target grid for details of each level

**HINDUISM KS3 (Continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect	ethics dharma, reincarnation, samsara karma	<b>ETHICS &amp; RELATIONSHIPS</b>	Examples include – <ul style="list-style-type: none"> <li>• Way of Dharma</li> <li>• Causes of evil &amp; suffering</li>   <li>• Moral choices * e.g. arranged &amp; assisted marriage, the 4 stages of life, attitudes towards the elderly</li> </ul>	The average 11 year old should achieve L4
Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Varna & Jati service, sacrifice conviction commitment equality prejudice, justice / injustice ahimsa satyagraha	<b>RIGHTS &amp; RESPONSIBILITIES</b>	Examples include – <ul style="list-style-type: none"> <li>• Moral choices* - social injustice e.g. the caste system, sexism / women’s rights</li>   <li>• Protesting &amp; speaking out v. injustice in society*</li> <li>• Ahimsa &amp; satyagraha</li> <li>• Gandhi</li> </ul>	The average 14 year old should achieve L6   Refer to attainment target grid for details of each level



### HINDUISM KS3 (Continued)

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding		<b>GLOBAL ISSUES</b>	Hindu responses* to global issues Examples include - <ul style="list-style-type: none"> <li>• Animal rights e.g. vegetarianism &amp; the environment</li> <li>• Hinduism in Britain e.g. how Hinduism in Britain is different to that found in India, the tension/pressures young hindu teenagers face</li> </ul>	The average 11 year old should achieve L4
Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise		<b>INTERFAITH DIALOGUE</b>	Comparing – <ul style="list-style-type: none"> <li>• beliefs about God with Islam or Christianity</li> <li>• beliefs about life after death with Christianity</li> <li>• Attitudes towards moral issues e.g. women’s rights, war, animal rights &amp; the environment. Compare to at least 1 other religion studied (Christianity, Buddhism, Sikhism, Islam)</li> </ul> <p>See also the scheme of work on interfaith dialogue for more information</p>	The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

\* The effects of these different sources of authority & of differences within Hinduism need to be shown through how Hindus live their lives (faith in action idea) e.g. the topics of spirituality, ethics & relationships, rights & responsibilities & global issues  
Many of these themes overlap – feel free to combine them e.g. ‘ETHICS & RELATIONSHIPS’ can be linked to ‘GLOBAL ISSUES’ & ‘BELIEFS & CONCEPTS’ when considering lifestyle & family roles & how Hindus adapt to life in Britain

**Judaism Key Stage 3** (school yrs 7 – 9) **This may be studied as an alternative to Islam or Hinduism in Key Stage 3**

Time allocation – 2 terms across the key stage

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Monotheism Shema Torah Covenant Chosen people	<b>BELIEFS &amp; CONCEPTS</b>	Exploring: <ul style="list-style-type: none"> <li>• Monotheism and the Shema</li> <li>• The Law, Torah including the 10 sayings (Commandments)</li> <li>• The covenant with God including Jews as the chosen people</li> </ul>	The average 11 year old should be L4.
	Authority Torah	<b>AUTHORITY</b>	<ul style="list-style-type: none"> <li>• People e.g. Moses, the prophets, Hillel or Maimonides</li> <li>• Scripture e.g. Torah, Neviim, Ketuvim, The Talmud including the Mishnah</li> <li>• Teachings from the scriptures</li> </ul>	The average 14 year old should achieve L6.
	Shabbat Synagogue Mitzvot Kashrut Pesach Shavuot Sukkot	<b>EXPRESSIONS OF SPIRITUALITY</b>	Worship public and worship at home e.g. <ul style="list-style-type: none"> <li>• Shabbat</li> <li>• Synagogue</li> <li>• Mitzvot i.e. Kashrut</li> <li>• Festivals i.e. Pesach (Passover), Shavuot, or/and Sukkot</li> <li>• Rites of Passage</li> <li>• Prayer</li> <li>• Art</li> </ul> The different forms of Judaism e.g. Orthodox, Reform and Liberal movements	Refer to Attainment Target Grid for details of each level.

**Judaism Key Stage 3 (continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively	Ethics Obedience	<b>ETHICS &amp; RELATIONSHIPS</b>	Examples include – <ul style="list-style-type: none"> <li>• How Jews make ethical decisions and what influences them.</li> <li>• Obedience to the Torah/G-d</li> <li>• Moral choices e.g. courtship, marriage and family life, food and rules of modesty</li> </ul>	The average 11 year old should be L4.
Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Justice/ Injustice Conviction Commitment Human Rights Zionism Shoah Freedom Persecution Prejudice	<b>RIGHTS &amp; RESPONSIBILITIES</b>	Moral choices – social justice Examples include - <ul style="list-style-type: none"> <li>• Women, children, the individual</li> <li>• Protesting and speaking out v. Injustice in society</li> <li>• Zionism</li> <li>• The Shoah (Holocaust)</li> <li>• The establishment of the State of Israel</li> </ul>	The average 14 year old should achieve L6.  Refer to Attainment Target Grid for details of each level.

**Judaism Key Stage 3 (continued)**

Skills	Key words / Concepts	Themes	Content could include	AT1 - AT2
Recall Share Relate Respond sensitively	Commitment Conviction Justice/Injustice Service Anti-Semitism	<b>GLOBAL ISSUES</b>	Jewish responses to global issues: e.g. <ul style="list-style-type: none"> <li>• The environment, animal rights</li> <li>• War and Peace</li> <li>• Wealth and Poverty</li> <li>• Anti-Semitism</li> </ul>	The average 11 year old should be L4.
Describe Connect Show understanding Apply Explain Express views Interpret Express insight Account for Evaluate Analyse Justify views Synthesise	Tolerance	<b>INTERFAITH DIALOGUE</b>	Comparing – For example: <ul style="list-style-type: none"> <li>• Beliefs about God with Buddhism Islam/Christianity or Hinduism.</li> <li>• Beliefs about prophets with Christianity and Islam</li> <li>• Attitudes towards moral issues: e.g. women’s rights, war, animal rights and the environment. Compare to at least one other religion studied.</li> <li>• Relationship with Islam e.g. The Golden Age with a focus on Spain, including Maimonides, medicine, art, poetry and philosophy. e.g. Israel’s relationship with other states inside and outside the Arab world.</li> </ul> <p>See also the scheme of work on interfaith dialogue for more information</p>	The average 14 year old should achieve L6.  Refer to Attainment Target Grid for details of each level.

Many of these themes overlap – feel free to mix them up  
e.g. ‘ETHICS & RELATIONSHIPS’ can be linked to ‘GLOBAL ISSUES’ and ‘AUTHORITY’ when considering marriage & lifestyle & how Jews relate to the world around them.

## **Attainment Targets for Religious Education**

The key indicators of attainment in Religious Education are contained in two attainment targets.

**Learning about religion – AT1** includes investigation of, the nature of religion, its beliefs, teachings, ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and expression. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion. Pupils learn to express their knowledge and understanding using specialist vocabulary.

**Learning from religion – AT2** is concerned with developing pupils' ability to reflect on, and respond to, their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and express their own ideas, in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

### **AT 1 To enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices**

Within this target the intention is to help pupils to:

- develop an informed appreciation and conceptual understanding of aspects of Christianity and other principal religions represented in Great Britain
- develop an awareness of the influence of religious beliefs, values, traditions and practices on believers, communities, societies and cultures
- develop a sensitive understanding of the significance of religious commitment and practice to believers and respect for the right of people to hold beliefs different from their own
- recognise commonality and difference within and between religions and develop an informed understanding of these

**AT 2 To encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience**

Within this target the intention is to help pupils to:

- develop awareness of the mysteries of life and profound questions raised by human experience and of how religious teachings and practice respond to and address these, in order to enhance their spiritual and moral development
- engage in informed reflection and discussion about religion and religions and how religious faith and insight might inform their own beliefs, attitudes, values and conduct and give meaning to their own life experience
- value religious and cultural richness and diversity and the contributions religion and believers make to communities, societies and cultures
- explore religion(s) with openness, curiosity and enjoyment so that they can make increasingly mature judgements about the world and culture in which they live and contribute to the development of a just and civil society.

## The Statutory Eight Level Scale of Attainment

The attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. Apart from their summative use, these level descriptions can be used in assessment for learning.

The level descriptions provide the basis to make judgements about pupils' performance within and at the end of key stages 1, 2 and 3. In the Foundation Stage, children's attainment is assessed in relation to the early learning goals but the descriptions for Level 1 will give guidance on their progress in Religious Education. At Key Stage 4, national qualifications are the main means of assessing attainment in Religious Education.

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

The two attainment targets are closely related, therefore assessment needs to reflect this relationship. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

**It is important to note that not all aspects of Religious Education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.**

There are no national statutory assessment requirements in Religious Education but schools must report to parents on pupils' progress.

**A note on reporting pupils' progress to parents**

**It is a statutory requirement for schools to provide, at least annually, a written report to parents on their child's progress in Religious Education.**

**While it is not a requirement to report annually in relation to the levels of attainment in the Agreed Syllabus, it is recommended that teachers use the levels as a basis for a descriptive evaluation of a pupil's progress in Religious Education.**



## **Level Descriptions for RE taken from the 'Non-Statutory National Framework for RE' (QCA 2004).**

### **Level 1**

- AT1** pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression
- AT2** pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others

### **Level 2**

- AT1** pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meaning for religious actions and symbols. They identify how religion is expressed in different ways
- AT2** pupils ask and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others

### **Level 3**

- AT1** pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression
- AT2** pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments and their own attitudes and behaviour

### **Level 4**

- AT1** pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on peoples' lives. They suggest meanings for a range of forms of religious expression
- AT2** pupils raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others

### **Level 5**

- AT1** pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions
- AT2** pupils ask and suggest answers to questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion

### **Level 6**

- AT1** pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression
- AT2** pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments

### **Level 7**

- AT1** pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression
- AT2** pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples

## **Level 8**

- AT1** pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression
- AT2** pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others

## **Exceptional Performance**

- AT1** pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression
- AT2** pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments. They give independent, well informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions

## 'P' (pre) Levels of Attainment

These 'P' levels, based on QCA guidance, are to support teachers in evaluating the attainment of children with Special Educational Needs and Disability (SEND) including: statemented and non-statemented children; those with learning difficulties; those with physical and sensory difficulties and those with social, emotional and behavioural difficulties. It is important for all teachers to be aware of these performance descriptions since it is increasingly common for children with special educational needs to be educated in mainstream schools.

There are performance descriptions for 8 P levels; P level 8 leads into mainstream level 1. The performance descriptions focus mainly, though not exclusively, on Aim 2, which is entirely appropriate for children operating at this stage of development. All children can be included and participate in some way and be challenged and stimulated through RE in a non-threatening learning context.

The P levels are set out as follows:

- **P levels 1 – 3:** expected early development across the curriculum generally
- **P levels 4 – 8:** expected development related to RE

**P1** children are beginning to show awareness of self and give physical attention to carer/teacher; beginning to demonstrate sensory awareness in relation to everyday objects, materials and activities eg. smile, show pleasure, reflex responses to sensory stimuli

**P2** children show reactive responses to familiar people and objects eg. reaching and holding objects, smiling, reacting to own name or familiar voices. They make sounds or gestures to express simple needs, wants and feelings to familiar people in response to their immediate environment

**P3** children respond appropriately using senses, body language, facial expression and gesture to familiar people, routines, activities and actions and to their 'self' eg. reflection. They explore or manipulate objects, toys and artefacts and respond to stimuli eg. changing facial expression or body language in response to music, light, scents and objects

- P4** children can listen and respond to familiar religious stories, eg parables through drama activities and show some awareness that these stories are connected to particular 'special' books. They can communicate through sounds, facial expressions and body language, their feelings and response to eg. religious music, songs, rhymes. Children sometimes engage in activities alongside others eg. drama or circle time. They sometimes show interest in their immediate environment, which might include, eg. religious artefacts, lighted candles, stained glass windows (on a visit), songs, music, rhymes, colours, food, textures, chants, prayers and dance
- P5** children show awareness through gestures, sounds, facial expression and body language of family celebrations such as birthdays, and religious festivals such as Christmas and special days in the school year. They can interact appropriately with people, objects, sounds and events in various contexts, eg. circle time, assemblies, a quiet area or visiting a place of worship. Children show some understanding of religious stories and words; curiosity about some religious objects and symbols, and are able to match, group and sort with help familiar words, pictures, signs and symbols
- P6** children demonstrate some sense of awe and wonder through exploration of the natural world and care for living or special things eg. an animal or special book or object. They show increasing awareness of special times and events in their own lives, the life of the school and the local community. Children show increasing understanding and recognition of familiar religious stories, prayers, music and artefacts and they are able to, for example, ask simple questions about these and communicate simple ideas about them to others
- P7** children show a growing awareness of their own 'self' eg. their gifts, talents and abilities and of other people, showing sensitivity to their needs and feelings, for example, through contributing appropriately in one-to-one and group situations. They show concern and care for living things and respect for religious things eg. handling artefacts with care. Children can follow stories and prayers and begin to use simple but relevant religious language appropriately and can match relevant words and artefacts to a topic, eg baptism, appropriately
- P8** children show curiosity and engagement through taking an active part in looking at religious material and they show sensitivity by, for example, careful handling of artefacts and attentiveness to music. Children can communicate meaning in various ways, eg pictures, words, symbols, sounds and show increasing understanding through sequencing familiar stories and associating particular sounds, smells, colours and textures to religious activity, eg worship. Children develop a growing religious vocabulary with which to compare religious people, material and values with themselves and their own lives