

BELIEVING AND BELONGING

In West Yorkshire



2019-2024

The Agreed Syllabus for Religious Education
Second Edition, 2021



Syllabus written by Pennine Learning Associates Ltd for Bradford, Calderdale, Kirklees and Leeds Councils. www.penninelearning.com. In 2021 the syllabus was refreshed and updated to reflect developments in RE but this made no change to the statutory requirements.



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Some Fore Words...

Human beings have two polar instincts: a hard-wired fear of difference, perceiving the 'other' as a threat, fuelling resentment, hatred and division; and its antithesis, a profound emotional capacity for empathy, sensing the hurts, hopes and joys of other individuals and communities. In this paradox lies hope. If RE can support the nurture of empathy, it will also help young people to celebrate common humanity, rather than being lured into a cul-de-sac of hatred, anger and division. Well-prepared and challenging RE will help to inspire young people to learn from others and discover the value of empathy. This syllabus will provide a framework to explore the rich heritage of faiths and beliefs but also the opportunity to develop critical and reflective skills that will support each student in discovering their own journey of purpose and meaning.

Rather than a single foreword we invited some of those involved with RE from Bradford, Calderdale, Kirklees and Leeds to contribute a few words. They would like to say.....

Religious Education helps young people to understand and articulate their own views about religion and world views. It helps them comprehend that not everyone feels the same as them, but teaches them to see other people's points of view. It gives them an understanding of why people think and behave differently and how that impacts society. Good Religious Education should lead to a more cohesive society and hopefully our new Locally Agreed Syllabus will make a real contribution to this aim.

Ruth Barlow, Head of Religious Studies, Allerton Grange School, Leeds

Good RE teaches about a range of religious and non-religious worldviews, enhancing understanding and cultivating mutual respect and tolerance. It offers time and space, allowing students to reflect on their own thoughts, providing opportunities to raise questions. It encourages them to think about their experiences and how they respond to others and the world around them. Ultimately, it has the potential to contribute towards community cohesion and the shaping of society for a better future.

Suzanne Bridges, Methodist member, Kirklees SACRE

These days established social models of multiculturalism are increasingly seen as having failed to support social inclusion, instead allowing communities to remain distanced from each other. A more inclusive intercultural approach is now needed. This broad, balanced and inclusive religion and beliefs syllabus will play an important role in supporting interculturalism by helping young learners to understand their own beliefs and those of others in the communities around them. I am confident that the syllabus, which has evolved in partnership locally over several years, supports these aims.

Dermot Bolton, Humanist Representative and Vice-chair Bradford SACRE

In an increasingly polarised world the New RE syllabus focus on inclusivity, mutual understanding, tolerance and critical thinking is a breath of fresh air and a welcome injection of the values we all need to make the world a better place.

Mark Edon, Chair, Leeds SACRE

Religious Education is a very important subject. It gets to the heart of the values that we hold and the lives that we choose to live. The West Yorkshire syllabus is comprehensive, inclusive and gives schools flexibility to take account of their own communities. It raises big questions in relation to religious faiths and other world views and encourages exploration and reflection. It also provides links to wider learning in Spiritual, Moral, Social and Cultural Development, community cohesion and the history, geography and politics of why people choose to live where they do and how they relate to the people around them.

Ros Garside, Chair of Bradford SACRE

Building on the success of the previous Locally Agreed Syllabus, but with clearer progression and more sample units of work to accompany it, this new syllabus allows schools to engage the whole school community in the vital work of helping our young people to better understand themselves, others and the world around them.

The Rev John Hellewell, Chair of Calderdale SACRE

In this fast-moving world of instant media access, it is important we understand and respect each other's beliefs and views. In many communities within the Bradford district, faith is the foundation from which families and young people start to learn how to live with one another in the outside world. Faith in the modern world is often misrepresented. Therefore, it is important that young people are given the opportunity to learn about different faiths and to be better equipped to avoid the pitfalls of persuasive narratives prevalent on social media. Gifting our future generations through learning about other communities, beliefs and views is, for me, an important role we must all aspire to.

Cllr Nussrat Mohammed, City of Bradford Metropolitan District Council

Religious Education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. The new Agreed Syllabus for Leeds contributes to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.

Harvinder Sagoo, Primary RE Coordinator, Leeds SACRE and NATRE executive member

I find reflecting on my own beliefs and views, whilst studying others, enriches me, and I pray that this religious education syllabus will allow others the same experience. Educating our children about worldviews, whether they be religious or non-religious, is fundamentally important to us having a society where we respect each other and foster a culture of love and harmony in our communities.

Cllr Andrew Scopes, Leeds City Council

We live in time of great demographic change and mass migration caused through world changing events such as famine, war and economic crisis. To many young people, West Yorkshire has become their new home. Having got to know several teenagers newly arrived in the UK quite well in recent years, I am aware they bring with them quite differing perceptions and knowledge of not only their own religion but others. To achieve a cohesive understanding within our local communities I hope this Religious Education syllabus will give confidence and courage to teach this vital subject for the good of all.

Russell Trudgen, Pentecostal Representative, Leeds SACRE

We are living in a world where young people are exposed to many conflicting and persuasive ideas. Good Religious Education can help students to address and challenge the many issues which face our students by giving them the tools to analyse and question these issues for themselves and develop their confidence to articulate their own point of view. This revised syllabus builds on previous good practice with clear lines of progression, to further help teachers, particularly those for whom Religious Education is not a specialism, in their quest to provide outstanding Religious Education for our young people.

Carol Waters, Chair of Kirklees SACRE, Teacher Representative and Methodist

This RE curriculum helps young people to understand that others may believe differently to them - in particular in what ways and why. It also gives individuals the opportunity to state and explore their own beliefs. This then helps all learners to understand, have sympathy with, or identify with other people. Hopefully this would then result in a more peaceful and cohesive society.

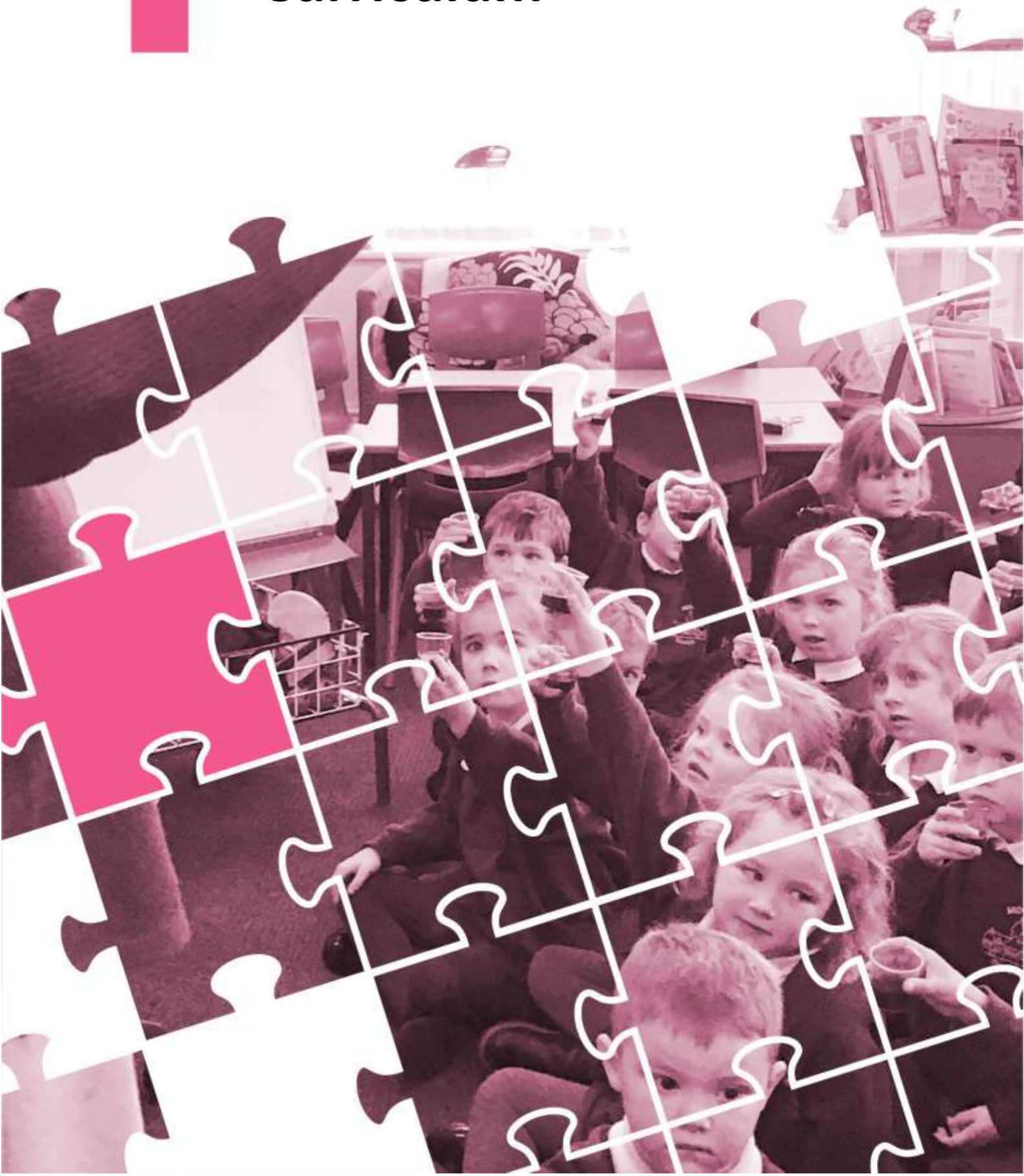
Eileen Webb, Church of Jesus Christ of Latter Day Saints, Kirklees SACRE

Religious literacy is crucial in a diverse society. It is the bulwark against ignorance, prejudice and fear. Uniquely, RE gives young people the opportunity to explore humanity's search for truth and meaning, our age-long response to the shared experience of living in the universe. These matters lie at the heart of our varied cultures and are inseparable from them. This wide and deep syllabus will enable pupils to recognise and respect others, and to be themselves respected and recognised.

Tamar Yellin, Jewish member of Bradford SACRE

1

Designing an RE Curriculum



Summary of Syllabus Requirements

The syllabus recognises and uses the structure of national guidance published by the RE Council for England and Wales. But it has been changed and adapted it to suit the local context. The syllabus *may* be used by any school or academy in Bradford, Calderdale, Kirklees and Leeds. It *must* be used by all maintained schools within these authorities except those with alternative statutory arrangements for RE, such as Anglican aided schools which may use the diocesan syllabus.

The main steps in fulfilling syllabus requirements are outlined here.

Agree the purpose for RE (*Intent*)

The purpose set out in the syllabus will help schools to formulate the curriculum intent for RE. However, this should be tailored to each situation and owned by the whole community.

The purpose for RE is explained on page 11.

Design a broad and balanced curriculum (*Implementation*)

a. Design the curriculum around three key aims of study

- A. Investigate the beliefs and practices of religions and worldviews;
- B. Investigate how religions and worldviews address questions of meaning, purpose & value;
- C. Investigate how religions and worldviews influence morality, identity and diversity.

This means that, in each year group, there should be a combination of systematic study of specific religions and worldviews, and enquiry into wider themes and application.

The aims of study are unpacked on page 21.

The principles for curriculum design are unpacked on page 13.

b. Build in the required coverage of religions and worldviews

The syllabus requires schools to focus on specific core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism at KS2 and then Buddhism and Hinduism at KS3. In addition, other (non-religious) world views must be included as part of the curriculum at each key stage.

Schools can still study aspects of other faiths and world views and know how best to respond to local needs and circumstances.

RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them.

Further details are included on page 39. The syllabus provides detailed and progressive mapping of the content required for each world faith from page 40.

c. Develop units of work

These should fulfil syllabus requirements and also reflect the school's vision (intent) and long-term curriculum plan. Schools are free to design or adapt units of work to fit the requirements of the syllabus. Comprehensive exemplar units of work have been produced and, taken together, these will fulfil the aims of the syllabus. They are available to subscribers on-line in the RE Hub. Schools can use these as they are but do not have to do so. They can be adapted, changed or replaced by units which schools write themselves – as long as these match the statutory requirements for each key stage. Schools are also free to use other resources which support or enhance teaching of RE according to the syllabus.

Each unit of work should focus around a key question related to the subject content of the syllabus. Enquiry and investigation of the key question should include:

- Analysis of the question;
- Critical investigation into relevant beliefs, practices and ways of life;
- A reasoned and critical response.

Great care should be taken to ensure planning and resources are appropriate in terms of learning content, quality and sensitivity. If teachers use ready-made materials they should be checked thoroughly to satisfy these requirements. Careless or insensitive use of resources may cause needless misunderstanding, confusion or upset.

More guidance on an 'enquiry model' are included from page 75. Details about the RE Hub page 78

d. Ensure sufficient time is allocated to teach RE effectively

It is a legal requirement that each pupil is entitled to religious education throughout their school career. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity. In maintained schools the curriculum is defined by this local syllabus. Academies must teach RE according to the requirements of their trust deed or funding agreement, which will in practice mean following either this syllabus or an alternative one. To deliver RE with integrity, schools will need to allocate at least the equivalent of an hour a week. Organisation of this time is a matter for schools.

More detail about time allocation is on page 19.

Assess the curriculum, teaching and learning (Impact)

Assessment should be based on progress towards the end of key stage statements. To help teachers, the syllabus offers some interim expectations for lower key stages 1 and 2, and for each year in key stages 3 and 4.

A progress ladder based on the development and deployment of skills and knowledge summarises these expectations. The non-statutory units of work provide assessment examples based on this ladder of skills and knowledge, working towards the end of key stage assessments.

Pupils do not need to be assessed formally after every unit of work. But, as a minimum, schools need to:

- report to parents at the end of each key stage, indicating progress towards the relevant end of key stage statement;
- report to any school to which a pupil is transferring, including the routine transfer to a secondary school or college.

Schools may wish to measure the impact of RE in other ways, both quantitatively and qualitatively. For example: considering pupils' attitudes and responses to diversity; assessing the extent and impact of engagement with faith communities through visits or on-line contacts.

Details of assessment arrangements and end of key stage statements will be found from page 86.

Purpose of Religious Education

(Curriculum Intent)

RE 'should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.'

Commission on RE, September 2018.

This syllabus is called *Believing and Belonging* because it weaves two key threads:

First, it is about beliefs and values. It aims to develop pupils' understanding of religions and worldviews, exploring their commonality and diversity.

Specifically, the purposes of RE:

a. Enable pupils to develop a broad and balanced understanding of religions and worldviews

RE's primary purpose is to give pupils a broad understanding of Christianity, world faiths and non-religious beliefs; sometimes referred to as 'religious literacy'. It is essential that the curriculum ensures that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).

b. Develop critical thinking skills

Well taught, RE is a rigorous academic subject, supporting problem solving and critical thinking skills. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context.

Secondly, the syllabus is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and share this patch of the Earth. In this way it plays a part in helping pupils to discover their own place and journey through life.

Specifically, RE will:

c. Broaden perspectives of faiths and cultures, encouraging tolerance of diversity

A universal RE entitlement means that the subject must aim to develop understanding of diversity, empathy and cohesion. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and world views and explores their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

d. Nurture spirituality

The role of RE is neither to promote nor undermine organised religion. But part of its purpose is to provide structured opportunity for consideration of the non-material aspects of life. RE can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. It can support their own discovery of their personal journeys of meaning, purpose and value.

e. Contribute to developing pupils as positive, participating citizens of the world.

Human beings are strengthened and empowered by learning from each other. So, through experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives and communities. RE plays an important role in preparing pupils for their future, for employment and lifelong learning.

It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

We hope that this syllabus, 'Believing and Belonging' will provide a stimulating and rigorous framework for schools to teach about religion and worldviews, alongside nurturing tolerance, respect, empathy and kindness in our schools and local communities.

Principles of Curriculum Design (Curriculum Implementation)

The Aims of Study

The statutory aims of study are unpacked more fully on page 22. In RE, pupils should:

A. Investigate **the beliefs and practices of religions and other world views**, including:

1. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;
2. **Worship and Spirituality:** how individuals and communities express belief, commitment and emotion.

B. Investigate how religions and other world views address **questions of meaning, purpose and value**, including:

1. **The nature of religion and belief** and its key concepts;
2. **Ultimate Questions** of belonging, meaning, purpose and truth.

C. Investigate how religions and other world views influence **morality, identity and diversity**, including:

1. **Moral decisions:** teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
2. **Identity and Diversity:** diversity among and within religions and other world views; individual and community responses to difference and shared human values.

In designing a curriculum, care should be taken to balance these three aims and areas of study, so key questions or units of work reflect this balance in each year group. These aims recognise that the universal provision of RE must help pupils to gain increasing understanding and empathy of our wide and diverse communities, as well as developing religious literacy, thinking skills and ethical judgments.

Other principles in curriculum design

Further principles should inform the architecture of a school's RE curriculum.

1. The curriculum should develop systematic knowledge and apply this to appropriate themes

Pupils need to gain broad knowledge of specified religions and worldviews. As in all education, the task is to provide a learning path combining clarity with depth, avoiding the twin pitfalls of confusion and oversimplification. Any curriculum plan needs to balance two elements:

- a. **Discrete study of specific religions** and world views allowing pupils to develop an overview of the beliefs, practices and context of particular traditions, such as Christianity, Sikhism or Humanism. This requires systematic and progressive development of content and knowledge. Detail of syllabus requirements for individual traditions is included from page 40 to support schools' long- and medium-term planning. The non-statutory units of work in the RE Hub (see page 78) build in this progression and content. In addition, a pack of detailed guidance and units of work for Christianity is available.
- b. **Application of this knowledge to significant, engaging and relevant questions about human life.** Here, pupils will investigate key questions and topics which are influenced by religions and beliefs. They may be questions that relate to individuals or more universal topics. The non-statutory units of work provided in the RE Hub provide detailed planning for a number of topics.

These two elements are sometimes referred to as '*systematic*' and '*thematic*' approaches to learning about religion. The syllabus is based on the conviction that pupils need to develop both systematic and applied skills in parallel. Undue focus on one at the expense of the other will weaken either the depth or the breadth of learning. On one hand, a focus on thematic or comparative questions alone without sound basis of foundational knowledge will not allow sufficient depth of understanding to grapple with questions and themes in an informed way. On the other hand, study that is exclusively focussed on a systematic study will imprison learning within its chosen categories and may trap study within the confines of a particular tradition. To use an analogy, learning to drive is not achieved solely by studying and operating the controls in a driveway. Safe and effective driving also requires detailed understanding and experience of how things work on the road.

The key task in curriculum design is to develop progression of subject knowledge in tandem with thematic areas for investigation. During a year's study, RE content should include both topics that focus on the progressive development of knowledge about specific religions and worldviews, and also topics that investigate the areas of application.

Whether a unit of work is primarily about a religion or a theme, teaching and learning should be focused on rigorous investigation of key questions. Questions for investigation should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can

help to equip young people to explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future. This process should encourage both the development of knowledge and the ability to reflect.

General Subject Content guidance is on page 39.

Specific content guidance on Knowledge and Understanding of Specific Religions is from page 40. The Units of Work in the RE Hub (and listed from page 78) offer suggestions of suitable questions for thematic investigation but schools are free to identify and teach others.

2. Diversity between and within traditions must be recognised

The law requires all schools to teach about ‘Christianity and other world faiths’. This normally includes three ‘Abrahamic’ faiths: Judaism, Christianity and Islam, and three ‘Dharmic’ faiths: Hindu Dharma, Buddhism and Sikh Dharam, more commonly referred to as Hinduism, Buddhism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study other faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

A school’s curriculum should include systematic teaching of Christianity, Islam and a non-religious approach throughout all key stages, extending to Judaism and Sikhism in KS2 and to Hinduism and Buddhism at KS3. To enable effective progression throughout a pupil’s career, this syllabus requires schools to teach RE through an evolving understanding of world faiths. Progression maps of understanding in faiths are included within the syllabus to enable teachers to plan sequentially, in a way that builds long term memory and knowledge. Lessons may include reference to all faiths at any stage.

Teaching should explicitly include study of both religious and other worldviews at every key stage. This recognises that one of RE’s most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures. ‘Worldviews’ is taken to mean beliefs, arguments or philosophies that approach questions of meaning and purpose without reference to belief in a deity. This may include a structured, named philosophy such as Humanism, or a more general argument or approach relevant to the questions studied. The phrase also recognises that, empirically, there is not a monopoly of ownership in any particular faith tradition.

Further detail about the required coverage of religions and worldviews is outlined from page 40.

3. RE must explore lived experience as well as texts and doctrines

Religion is not only defined by historical texts and official doctrine, but also by lived experience, both past and present. It is important that curriculum planning includes a diverse portfolio of evidence reflecting both these strands.

Serious engagement with narratives and texts from different traditions is foundational for understanding of faiths. Skills of interpretation and analysis (hermeneutics) can be developed in a progressive way from the very earliest stage in the curriculum. Care should be given to select a variety of texts and narratives to reflect aspects of religious experience. Examples are provided in the core knowledge outlines from page 40 and also in the anthologies in the RE Hub.

At the same time, religion is not defined exclusively by its official texts or doctrines. The stories of individuals and communities help pupils to understand how beliefs are lived out or challenged by life and circumstances. RE has depth and substance when it offers the opportunity to engage with people and places of faith within or outside school. In the syllabus there are suggestions of how teachers can celebrate the faiths and views within their own classrooms and school communities. Many schools find it invaluable to arrange such engagement to help students to broaden their understanding and experience of our communities and world.

RE supports community cohesion and SMSC education, including fundamental British aspirations and values. Teachers and schools should take every opportunity to widen the opportunities for all pupils. This could be by:

- Celebrating a variety of local, national and international festivals e.g. Festivals of light
- Understanding how different people celebrate both religious and non-religious festivals
- Charity work including refugee week, children in need, sports relief
- Remembrance Day
- Interfaith Week and including diversity of religious belief and faiths e.g. Bahá'í
- National and international awareness days/ weeks

Guidance and information about local support and contacts is outlined from page 81.

The syllabus is supported by a range of units of work for use by teachers. Details of these can be found from page 78, together with details of how to subscribe. The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise units of work, reflecting their circumstances, resources and priorities.

2

Statutory Requirements



Legal Framework

This syllabus is authorised for use in maintained schools by the Standing Advisory Councils for RE (SACREs) in the participating local authorities for five years from 1st September 2019. It may also be used by all schools within these areas.

The syllabus uses and reflects the Curriculum Framework for RE in England published by the RE Council in 2013 and the Commission on RE report 2018. However, it adapts non-statutory guidance to respond to local needs and experience.

All schools in England, whatever their foundation or governance, must teach religious education from age 5 to 18.

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online.*

The National Curriculum in England: Framework Document, September 2013, p.4

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools;
- any person aged nineteen or above for whom further education is being provided at school;
- any person over compulsory school age who is receiving part-time education.

Maintained community, foundation and voluntary controlled (VC) schools

The law provides that:

- in maintained community, foundation or voluntary controlled schools, RE is taught in accordance with the local Agreed Syllabus;
- the requirements are that a 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';

Maintained community schools should use this syllabus as a basis for their own curriculum development and may be supported by the comprehensive resources and detailed schemes of work provided in the West Yorkshire RE Resources Hub. However, these resources are non-statutory and schools are encouraged to adapt and develop their own programmes based on the framework of this syllabus.

Voluntary Controlled or Foundation Church of England schools must teach RE according to the Locally Agreed Syllabus of the authority where the school is located, unless parents request RE in accordance with the trust deed or religious designation of the school.

In Voluntary Controlled schools, there may be a denominational requirement to provide a certain proportion of teaching from the religious designation.

The syllabus is supported by the West Yorkshire RE Resources Hub which includes revised content requirements and comprehensive schemes of work for Christianity in every year group. SACREs also very strongly advise all schools to ensure their curriculum includes robust coverage of the variety of world faiths and diversity within them.

Voluntary Aided (VA) Schools

In voluntary aided schools RE must be taught in accordance with the trust deed. In Church of England VA schools, governors are ultimately responsible for the subject and they must ensure that their RE syllabus and provision is in accordance with ‘the rites, practices and beliefs of the Church of England’. The Anglican Diocese of Leeds recommends that VA schools base the curriculum on the diocesan syllabus. However, this local authority agreed syllabus may also be used to support the teaching of RE if governors so choose.

Academies and Free Schools

All schools must teach RE. Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus. The legal requirement to teach RE to all pupils aged 5-18 is unchanged.

Time allocation

It is a legal requirement that all pupils are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity. In maintained schools the curriculum is defined by this local syllabus. Academies must teach RE according to the requirements of their trust deed or funding agreement, which will in practice mean following either this syllabus or an alternative one.

To deliver RE with integrity, schools will need to allocate at least the equivalent of an hour a week. Organisation of this time is a matter for schools.

It can be helpful to combine some aspects of RE with other subjects for some topics in a cross-curricular pattern, particularly in primary schools. This will suit some topics but other aspects of the syllabus may need to be delivered in discrete time.

Half or full day blocks may also be used to deliver aspects of the curriculum. This has the advantage of enabling sustained study and a variety of learning opportunities, particularly if linked to visits outside school.

However schools choose to organise the timetable and teaching of RE, the integrity of the curriculum must be maintained. The RE content should be clear, rigorous and identifiable.

GCSE courses will normally require more than an hour a week and restricting teaching to one hour a week risks sacrificing effective learning.

The Aims of Study

A broad and balanced programme of RE will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in West Yorkshire. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values.

These three areas together are reflected in the overall aims in the RE syllabus. Pupils should:

A. Investigate **the beliefs and practices of religions and other world views**, including:

3. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;
4. **Worship and Spirituality:** how individuals and communities express belief, commitment and emotion.

B. Investigate how religions and other world views address **questions of meaning, purpose and value**, including:

3. **The nature of religion and belief** and its key concepts;
4. **Ultimate Questions** of belonging, meaning, purpose and truth.

C. Investigate how religions and other world views influence **morality, identity and diversity**, including:

3. **Moral decisions:** teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
4. **Identity and Diversity:** diversity among and within religions and other world views; individual and community responses to difference and shared human values.

Broadly, these aims reflect three areas of study:

- A. **Religious Studies**, developing understanding of the traditions, beliefs and experiences of specified religions and worldviews;
- B. **Philosophy**, exploring ultimate questions about life and human experience;
- C. **Ethics**, considering moral questions from individual and societal perspectives.

These three areas of study draw on distinct, but complementary, academic disciplines: theology, philosophy and sociology. There will be an emphasis on a particular disciplinary approach depending on the area of study or key question concerned.

Theology is a valuable and important area of human enquiry, an appropriate specialism for further study. GCSE Religious Studies provides the opportunity for students to explore religion from a more specific disciplinary approach. However, core RE, provided as a statutory entitlement and obligation for all pupils, has a more nuanced role, and should offer a broad and balanced study of beliefs and their impact on individuals, society and the dilemmas that face human life.

In designing a curriculum, care should be taken to balance the three aims and areas of study, so key questions or units of work reflect a balance in each year group. These aims recognise that the universal provision of RE must help pupils to gain increasing understanding and empathy of our wide and diverse communities, as well as developing religious literacy, thinking skills and ethical judgment.

General Subject Content

Early Years and Foundation Stage

Pupils should encounter religions and worldviews through special people, books, times, places, and objects and by visiting places of worship. They should listen to and talk about stories from a range of different religions and world views. Pupils should be introduced to subject specific words and use all their senses to encounter beliefs and practices. They should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity.

RE is a legal requirement for all pupils on the school roll, including all those in the reception year. The EYFS Reforms Framework for 2020/2021 strengthens the place of religious education through its explicit reference to 'religious communities'.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In line with the EYFS Reforms Framework, RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils. Sensitivity to the backgrounds and experience of young children is important, whether or not they come from a faith background.

Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting.

Although all areas of the EYFS goals are relevant, RE particularly supports development in understanding the world.

The Early Learning Goals for Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The table below contains extracts from Development Matters 2020 - Understanding the World and some suggested activities to support this.

<i>Children will be learning to:</i>	<i>Examples of how to support this</i>
Talk about members of their immediate family and community	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.
Name and describe people who are familiar to them	Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them. Encourage the children to talk about any religious or non-religious members of the local community with whom they are familiar and know of the work that they do. e.g. Vicar, Sunday School teacher, Jewish rabbi, Muslim imam or madrassa teacher, humanist celebrant.

<p>Understand that some places are special to members of their community</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>
<p>Compare and contrast characters from stories, including figures from the past</p>	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p> <p>Begin to understand that some books such as sacred texts are of particular importance to some people, that they contain guidance and rules for life, and are used and handled in special ways.</p>
<p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>Develop knowledge of when celebrations occur by displaying a calendar of special events. Mark the special events relevant to particular children in the class. As appropriate, provide opportunity for children to explore and experience activities associated with festivals whilst being mindful of protocol and sensitivities. Provide opportunity for children to respond creatively to the celebration of festivals through art music, dance, writing.</p>
<p>Explore the natural world around them</p>	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>Hear and become familiar with stories, messages, actions and thoughts from different faith traditions about care for the natural world e.g. The Tiny Ants, Seven New Kittens, The Baby Birds story books.</p>

Examples of topic work in Early Years (non-statutory)

These may include:

- Exploring where we live and who lives there
- How special occasions are celebrated throughout the year
- Why helping is important and who helps us
- Looking at the world around us and creation stories
- Places that are special to people

Details of the RE Hub and non-statutory units of work that can be used to fulfil the aims of the syllabus are from page 78.

Key Stage 1

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views.

Teaching and learning should be focused around Christianity and Islam, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

As part of investigating the **beliefs and practices of religions and other world views**, pupils should be taught to:

- Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them;
- Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come;
- Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.

Examples (non-statutory)

These could include:

- The content and meaning of stories that explore faith, belief and meaning through Christianity, Islam and other world views
- Examples of prayer, festivals and other special traditions and how these are celebrated, especially ceremonies connected to birth and new life
- Why some books are special and how believers use special books to guide their lives.
- What it means to belong to a community such as a church or a mosque
- How some religious leaders and other figures can be inspiring to others
- Cross curricular work on celebrations in different cultures

As part of investigating how religions and other world views address **questions of meaning, purpose and value**, pupils should be taught to:

- Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry;
- Observe and recount different ways of expressing belief, responding sensitively for themselves.

Examples (non-statutory)

These could include:

- What people mean by 'God' and gods, including a range of different ideas and beliefs
- Why some people pray and how prayer is practised in a selection of religions and traditions
- Cross curricular work on 'superheroes'

As part of investigating how religions and other world views influence **morality, identity and diversity**, pupils should be taught to:

- Find out about questions of right and wrong and begin to express their ideas and opinions in response;
- Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.

Examples (non-statutory)

These could include:

- How and why people care for others
- Religious and non-religious reasons for caring for the environment
- Making choices about right and wrong and how religious and other teachings help people to make moral decisions
- What we know about religion in our local community
- Cross curricular work on belonging to the local community

Details of the RE Hub and non-statutory units of work that can be used to fulfil the aims of the syllabus are from page 78.

Key Stage 2

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At key stage 2, teaching and learning should build on the KS1 focus around Christianity and Islam, and be extended to the study of Judaism and Sikhism, alongside developing understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.

As part of investigating the **beliefs and practices of religions and other world views**, pupils should be taught to:

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;
- Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

Examples (non-statutory)

These could include:

- The concept and content of sacred writings and teachings, such as the Bible, Guru Granth Sahib, Torah and Qur'an, including the interpretation of a range of religious texts
- How beliefs are expressed through the arts in different ways
- Examples of prayers, ceremonies and festivals and what they tell us about beliefs
- How special occasions are celebrated, especially ceremonies connected to growing up
- An introduction to key narratives, beliefs and practices for Sikhs and Jews
- Examples of religious and secular leaders
- The importance and effect of special places and journeys, including pilgrimage
- Cross curricular work on family and relationships

As part of investigating how religions and other world views address **questions of meaning, purpose and value**, pupils should be taught to:

- Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities;
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

Examples (non-statutory)

These could include:

- How and why some people believe in God and others do not
- Beliefs and theories about the origin and nature of the world, including creation stories and scientific understanding about the universe
- The importance of prayer and worship in religion
- Non-religious systems of belief such as Humanism
- Beliefs about what might happen after death
- Whether and how religion is important in the world today
- Cross curricular work on freedom and slavery

As part of investigating how religions and other world views influence **morality, identity and diversity**, pupils should be taught to:

- Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions;
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Examples (non-statutory)

These could include:

- The key beliefs and practices for Christians, Jews and Muslims and how these affect lifestyle choices and everyday decisions
- The pattern and practices of local religious communities, including ecumenical and interfaith work
- An example of a smaller community such as Quakers, Unitarians or Baha'is
- Beliefs and teachings about tolerance, understanding and co-operation
- A range of moral choices and ethical dilemmas and how religious and secular teachings may help to inform these
- Teachings on forgiveness and compassion
- The teachings of faiths and other beliefs on how to live a happy and meaningful life
- The work and effect of charities and the links to faiths, beliefs and principles
- Cross curricular work on fair trade and caring for the world

Details of the RE Hub and non-statutory units of work that can be used to fulfil the aims of the syllabus are from page 78.

Key Stage 3

Students should extend and deepen their knowledge and understanding of a range of religions and other world views, studying these systematically and recognising their personal, local, national and global context. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study. They should understand how religions and beliefs influence the values and lives of individuals and groups, and how they have an impact on wider issues. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

At Key Stage 3, students extend their study to include Buddhism and Hinduism. They build on their knowledge of Christianity and the other three major world faiths, as well as developing understanding of non-religious world views. There should be recognition of other belief systems and practices and understanding of the diversity within religions.

As part of knowing about and understanding a range of **religions and other world views**, pupils should be taught to:

- Explain and interpret a range of beliefs, teachings and sources of wisdom and authority, including experience, in order to understand religions and other world views as coherent systems or ways of seeing the world;
- Explain how and why individuals and communities express their beliefs and values in many different ways, enquiring into this variety and the links between them.

Examples (non-statutory)

These may include:

- Religious teachings about responsibility and commitment and how these are sometimes marked through ceremonies and rites such as confirmation, believers' baptism or taking refuge
- Teachings about wisdom, justice, poverty and care
- Traditions, teachings and practices related to marriage and civil partnership
- An introduction to key narratives, beliefs and practices for Buddhist and Hindus
- A study of non-religious philosophies of life such as Humanism
- Further examples of religious and secular leaders, what they have taught and how they inspire others
- The nature of spirituality and how it can be expressed in different ways

As part of exploring **questions of beliefs and meaning**, pupils should be taught to:

- Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy;
- Consider, analyse and evaluate a range of approaches to questions of beliefs and meaning using some introductory theological approaches.

Examples (non-statutory)

These may include:

- Arguments and theories for and against the existence of a deity
- Exploration of the origins of the universe and the purpose and meaning of human life
- Teachings and beliefs about mortality and what might happen after death, including rites of passage linked to death and bereavement
- Equality and human rights and how these derive from religious and non-religious sources
- Investigation of how religion can be a positive or negative force in the world

As part of investigating **questions about morality and diversity**, pupils should be taught to:

- Explore and express insights into significant moral and ethical questions and reflect personal responses, drawing on a range of examples;
- Observe and interpret a wide range of ways in which commitment and identity are expressed, accounting for the impact of diversity within and between communities.

Examples (non-statutory)

These may include:

- The basis for moral behaviour and its roots in religious and secular teachings
- Living in multi faith Britain and the challenge of building a more inclusive society
- Teachings about hospitality, belonging and inclusion
- Ecology and care for the environment, linked to beliefs and teachings about the universe and planet
- Ethical questions, such as treatment of animals

Details of the RE Hub and non-statutory units of work that can be used to fulfil the aims of the syllabus are from page 78.

Key Stage 4

Schools are reminded that it is a legal requirement that all students must be taught RE, including those on vocational courses and those who choose not to opt for a GCSE course. RE at KS4 must not be restricted to those students who choose to study for GCSE. Schools (or academies) that do not include RE on the curriculum for **all** KS4 students are breaking the law and omitting an important part of academic and personal development for students in their care.

The syllabus allows this requirement to be met in flexible ways:

- i. Entry for a full or short course GCSE in Religious Studies or an Entry Level certificate. Sufficient time must be given to study a GCSE course with academic integrity and depth;
- ii. Following the course of study for an accredited GCSE or entry level qualification, but not entering students for the exam itself;
- iii. Designing a school curriculum based around the aims and other requirements of this syllabus. This may be delivered as a cross-curricular discipline and the aims and content defined below must be clearly included in any programme of study. Any core curriculum provision should extend and strengthen GCSE rather than repeating examination content.

During Key Stage 4, all students should extend and deepen their knowledge and understanding of religions and other world views, reflecting personal, local, national and global contexts. Building on their prior learning, they should interpret and analyse the expressions of religions and other world views they encounter.

Students should be able to research and investigate the influence and impact of religions and other world views on the values and lives of both individuals and groups, evaluating their impact on current affairs. They should be able to appreciate, compare and appraise the beliefs and practices of different religions and other world views, articulating well-reasoned positions.

Students should be able to use theological, philosophical and sociological approaches, including the analysis of texts. As an integral part of learning, students should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

As part of knowing about and understanding a range of **religions and other world views**, students should be taught to:

- Investigate and evaluate diverse patterns of worship and ceremonies shown by denominations, sects or other communities expressing faith or belief;
- Analyse texts and other sources of wisdom and authority, investigating a range of different interpretations of these and exploring the consequences and implications for people and communities;
- Analyse forms of expression and ways of life found in different religions and other world views. Analyse the influence of religion on individuals and societies.

Examples (non-statutory)

These may include:

- Specific forms of spirituality or observance, such as Ramadan or Lent
- A minority religious group or denomination such as Ahmadiyya or Unitarian
- Teachings on the relationship of the state and religion, including terms such as theocracy
- The ecumenical and interfaith movements and local expressions of these

As part of exploring **questions of beliefs and meaning**, students should be taught to:

- Analyse varied responses to questions about identity, diversity, meaning and value, offering different perspectives and showing evidence of reasoned and supported arguments;
- Enquire into ultimate questions about human life and experience, offering balanced and well-articulated analysis of diverse responses;
- Research and investigate a range of approaches to important religious and philosophical questions, providing a detailed evaluation of the perspectives of others, as well as their own views.

Examples (non-statutory)

These may include:

- The problem of evil and the response of theodicy
- The nature of God for religious believers
- The relationship of 'British values' to religious belief and human rights
- The causes, nature and consequences of radicalisation and extremism.

As part of investigating **questions about morality and diversity**, students should be taught to:

- Research and present a wide range of well-informed and reasoned arguments about moral, religious and spiritual issues
- Examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect and mutual understanding
- Investigate and show detailed knowledge of how faith communities and other groups differ in their approach to controversial issues, and how they find common approaches and tolerance.

Examples (non-statutory)

These may include:

- Religious and secular teachings about peace and equanimity, force and violence, including concepts like just war, jihad, pacifism and respect for life
- Examples of peace making and reconciliation
- Issues connected to medical ethics such as genetic engineering, drugs and commerce
- Challenges of injustice and poverty and responses to these.

Details of the RE Hub and non-statutory units of work that can be used to fulfil the aims of the syllabus are from page 78.

Sixth Form

By law, RE should be included in the curriculum for every sixth form student in maintained schools. Some students will opt for A and AS level courses in Religious Studies or Philosophy. For others there are excellent educational reasons for including RE post 16, quite apart from the demands of statutory compliance. Elements of RE will support the development of cultural literacy and critical thinking on contemporary issues. The subject will build essential skills, enhancing personal development as well as academic competence in all subjects.

These skills include:

- Research: nurturing the ability to research, evaluate and report independently;
- Critical thinking: generating independent and critical thinking skills enabling students to reach informed and balanced views, recognising there are different possible conclusions;
- Presentation: building the confidence and expertise to present information clearly and informatively;
- Reflection: engendering the aptitude and skill to reflect on learning, to question oneself, to change a personal view or to learn from the experience of self or others;
- Awareness: developing an understanding of how personal study links with the contemporary world, its struggles, celebrations and challenges – how it's relevant to the world around us.

Some schools may choose to deliver core RE through a wider programme of SMSC and citizenship. When planned in this way, RE can support personal development of students, nurture their SMSC development and contribute to wider academic goals. Such a programme may include a range of questions related to the impact of religion in society. Some may be specific topics, such as exploring where religious practice sometimes conflicts with secular goals of equality. Others may be a general topic that can include a religious perspective, such as sustainability and the environment.

However, it is strongly advised that such a programme is constructed with careful integrity and depth, with the guidance and direction of a specialist in RE. This avoids ineffective tokenism and recognises the importance of students continuing to learn about the part faith plays in a diverse world beyond the age of 16.

Some topics offer opportunities for wide-ranging learning, discussion and experience. For example, a study on the theme of food could explore a range of cultural, ethical and religious topics, such as: animal welfare and factory farming; dietary rules; vegetarianism; restraint and healthy eating.

The three aims of this RE syllabus lend themselves to creative, cross-curricular, contemporary investigations of a range of issues. There are some suggestions here and students may develop other ideas themselves. Other world views, as well as religious beliefs, are explicitly commended for study.

As part of developing knowledge and understanding of a **range of religions and other world views**, students could explore questions such as:

- How are beliefs expressed or portrayed in different media, for example, music? Bring and interpret examples;
- How have we got here? Investigation of the history of local migration, historically and more recently;
- What does it mean to believe and how does it make a difference? Develop cultural literacy and awareness of faiths and world views through an exploration of a specific faith, or selection of faiths, involving visits or visitors. Interview someone on how faith impacts on their work or profession;
- Is it right for religion to make the rules? Is there any role for religious authority in civil matters? The established church; Sharia law;
- Would it be beneficial if there was only one religion? The work of interfaith dialogue, including locally. Would it be better if there was no religion at all?
- Where is diversity? Investigation of diversity in faith locally and in college. How does this challenge or enrich?

As part of exploring **questions of belief and meaning**, students could explore questions such as:

- Are all political systems equally valid? Is democracy better than theocracy?
- Is food a moral issue? Include topics such as: dietary rules, vegetarianism, multinational companies, obesity, fasting;
- Do human beings make a difference for the better? What is the contribution of humanity to the planet?
- What is a secular society and is it a good thing?
- What is wisdom?
- Is compassion possible in our world? Investigate examples of benevolent action, compassion, forgiveness, charity and the pursuit of justice;
- Do scientific understanding and creation myths both have things to teach us? Are religions and science mutually exclusive?

As part of **questions of morality and diversity**, students could explore questions such as:

- Should the law permit assisted suicide?
- Should we use energy resources, no matter what? (fracking, nuclear power)
- Should a religious believer or institution be exempt from equality laws?
- Are human rights more important than religious beliefs?
- Does 'respect' have any boundaries?
- Does free-**market** capitalism have any morality? Can you be a free market capitalist and a religious believer?
- Are there any boundaries to creating life?

RE and Special Educational Needs

'All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from the local community, whatever their background or ability'

Removing Barriers to Achievement

In supporting pupils to access the local agreed syllabus it is important to have regard to three principles essential to developing an inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are many strategies that can be used to make RE more accessible to pupils with SEN. Access can be improved by:

- Giving pupils first-hand experiences, for example, inviting visitors into school, visits to places of worship and taking part in celebrating festivals;
- Organising a range of activities to give personal experiences which can include dance, drama and visits to a range of environments;
- Using sensory materials and resources through sight, touch, sound, taste or smell. These can include music, use of tactile artefacts or engaging pupils in visiting a sensory garden;
- Helping pupils to understand and appreciate their world and its diversity;
- Use a range of IT to increase pupils' knowledge of religions and elements in them.

The first three are particularly important when working with children with semantic pragmatic difficulties or those who struggle with abstract concepts, such as children on the autism spectrum.

Religious Education in Special Schools

Within special schools there could be a wide age range and type of Special Educational Needs in a class. Classes may also contain pupils working at Pre Key Stage Standards, those not yet engaged in subject specific study and those working within National Curriculum ranges.

Pupils and students working at National Curriculum age related expectations and above will be able to access lessons based on the RE syllabus. There may be occasions when a teacher has to look at an earlier key stage for learning objectives, but this should always be in consultation with colleagues and taking into account the whole school scheme of work to ensure there is adequate progression through the time pupils are in the school.

For those pupils working at Pre Key Stage Standards, aspects of religious education could be taught within the syllabus of other subjects, e.g. music, drama, history and, in particular, citizenship in a cross curricular way. It could be taught as a discrete subject, following schemes of work which are modified and differentiated, but from the Agreed Syllabus for religious education.

For pupils and students who have Complex Multiple Learning Needs, (generally currently working between P1-P4 and due to move across to the Engagement Model), the RE curriculum could be delivered through topic webs with reference to their Personalised Learning Plans.

In 1996, SCAA and ACAC produced the guidance *Planning the Curriculum for Learners with Profound and Multiple Learning Difficulties*, which pointed out that the whole curriculum is broader than the National Curriculum and that 'the precise definition of balance will be a matter for debate between those determining priorities for each learner'. The guidance stated as a first principle that planning should start from the basis of the needs, interests, aptitudes and achievements of the learners. This clearly encompasses the communication, early cognitive skills and sensory abilities which are fundamental to all learning.

Subject Content for Religions & Worldviews

Coverage of Specified Religions

To ensure progression and rigour, this syllabus defines the core religions through which RE should be taught at each key stage. This requirement does not preclude study of aspects of other faiths and world views. Schools are encouraged to respond to local needs and circumstances by including teaching through other faiths as appropriate.

KS1

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and beyond.

KS2

Learning should be focused around developing pupils' understanding of Christianity, Islam and non-religious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.

KS3

Learning should be focused around developing pupils' understanding of Christianity, Islam, Judaism, Sikhism, alongside non-religious perspectives. Care should be taken to avoid unnecessary repetition of learning and to ensure there is careful progression. Students will also undertake more systematic study of Buddhism and Hinduism at KS3.

KS4

The focus of learning will be at the discretion of the school. At least two religions should be covered in any overall curriculum plan, including GCSE. This does not include different denominations or traditions within a world faith.

General points

Schools should include some introductory units about the specific religions at the appropriate key stage to give students an overview of the faiths.

It is important to remember that 'faiths' are not monolithic and uniform systems of belief. There is huge variety within and between different branches and approaches. Recognition of this is crucial to effective teaching and learning.

It is also critical to recognise that there are many other faiths and systems of belief besides Christianity and the other five world faiths identified in RE curriculum guidance. Schools should

recognise and acknowledge this diversity. The purpose of RE is not to restrict study to an authorised and official collection of religions.

Schools are required to include other world views throughout the study of RE. This recognises the need to enable all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures.

Other world views include beliefs, arguments or philosophies that approach questions of meaning and purpose without reference to belief in a deity. This may include a structured, named philosophy such as Humanism, or a more general argument or approach relevant to the questions studied.

Subject Content for Religions and Worldviews

A summary of required knowledge and understanding for the specified religions and world views is included below. In applying this, schools are free to adapt it to a 'best fit' model. A good curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). This is more important than including every individual phrase in the content tables.

Great care should be taken to ensure any planning and resources used to teach this content are appropriate in terms of learning content, quality and sensitivity. If teachers use ready-made materials, they should be checked thoroughly to satisfy these requirements. As well as general sensitivity, teachers should be aware of specific religious issues that may cause controversy or conflict. While it is right that RE should provide a place of safety and integrity to explore difficult and sensitive issues, teaching must always be informed by professional judgment, empathy and awareness, particularly in the use of resources. For example, for Muslims, it is seen as an insult to depict the Prophet Mohammed in pictorial form. For Muslims, Christians and Jews, it is wrong to draw a representation of God who is seen as transcendent. Teachers or senior leaders who have any doubts, concerns or questions are welcome to contact their local RE advisor (see page 81 for details).

Although schools may devise and plan their own schemes of work to include the subject matter, all the content below is included in the units of work in the West Yorkshire RE Hub.

Details of the RE Hub and non-statutory units of work that can be used to fulfil the aims of the syllabus are from page 78.

Knowledge and Understanding of Buddhism

Key Stage 1

Schools are required to include a comprehensive study of Buddhism at KS3. At KS1 pupils may be introduced to Buddhism as part of their overall study of RE or themes within it. They may study topics such as those below.

<p>General skill development</p> <p>In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas.</p> <p>In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS1 pupils might be able to:</p> <p>Talk about and recall stories from Buddhism including the life of Buddha.</p>	<p>By the end of KS1 pupils might be able to:</p> <p>Retell the stories of Wesak as a special celebration.</p> <p>Suggest how Buddhists might meditate at home and what might be included in a shrine.</p>
<p style="text-align: center;">Key Vocabulary</p> <p>Buddha, shrine, meditate, Wesak</p>	

Key Stage 2

Schools are required to include a comprehensive study of Buddhism at KS3. At KS2 pupils may be introduced to Buddhism as part of their overall study of RE or themes within it. They may study topics such as those below.

<p>General skill development</p> <p>In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2 might be able to:</p> <p>Understand that Buddhism is the religion based on the teachings of Siddattha Gotama, known as Buddha.</p> <p>Understand that The Buddha often taught through telling stories and make links to other leaders who did this.</p> <p>Read and understand the story of 'The Buddha and the wounded swan' and explore Buddhist views on animal rights issues.</p> <p>Explain that there are many traditions in Buddhism and that Theravadin Buddhism is one tradition.</p>	<p>By the end of KS2 pupils might be able to:</p> <p>Give reasons why Buddhists meditate and spend time thinking deeply and being peaceful.</p> <p>Give examples of how a shrine - a holy or sacred place is used.</p> <p>Explain why Buddhists believe in animal rights. Why do they respect all living things and how do they show this in their daily lives?</p> <p>Give reasons why some Buddhists become monks or nuns. Explain how the Sangha (community) supports the monks and nuns in the Theravadin tradition.</p> <p>Explain some of the symbolism used in Buddhism including the wheel of life and lotus flower.</p>
<p>Key Vocabulary</p>	
<p>Buddha, Enlightened, Theravadin, Shrine, meditate, Sangha, monks, nuns, wheel of life, lotus flower.</p>	

Key Stage 3

Schools are required to include a comprehensive study of Buddhism at KS3. At KS3 pupils should further develop their understanding of Buddhism through discrete study or through linking the themes below to more generic and comparative schemes of work.

<p>General skill development</p> <p>By the end of KS3 students should be able to: Explain and interpret a range of views, show coherent understanding of, appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make well informed and reasoned responses.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS3 students should be able to:</p> <p>Understand the key features of Buddhism and why it does not have a creator god.</p> <p>Understand how Siddhartha discovered enlightenment and what this means to Buddhists.</p> <p>Understand the 'middle way' a path exactly between materialism and spiritualism that Buddha advocated.</p> <p>Study and reflect on the Three Poisons of Buddhism.</p> <p>Consider how the Four Noble Truths explain the existence of suffering in the world.</p>	<p>By the end of KS3 students should be able to:</p> <p>Understand how the Five Precepts explain what Buddhists should and shouldn't do.</p> <p>Consider how the Noble Eightfold Path explains what Buddhists should do in life.</p> <p>Understand what Buddhists believe about Samsara, Karma, Re-birth and Nirvana.</p> <p>Explain the wheel of life linked to Samsara and describe how the wheel of life impacts on Buddhist belief.</p> <p>Describe the difference between the ways of life for monks and lay Buddhists. Explain how Sangha (community) supports the ordained Buddhists.</p> <p>Describe and make inferences in the ways Buddhists live in the UK.</p> <p>Understand the work of the Karuna Trust and how this is informed from Buddhist values.</p>
<p>Key Vocabulary</p> <p>Enlightenment, middle way, four noble truths, five precepts, eightfold path , Sangha, Samsara, Karma, Re-birth and Nirvana.</p>	

Knowledge and Understanding of Christianity

Schools are required to include teaching about Christianity at each key stage. They should study a comprehensive selection of the topics and examples outlined here, though it is not required that every item is covered in detail. It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK.

Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Christianity. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics.

It is important throughout to recognise the wide range of Christian understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Muslim beliefs and traditions as outlined in the respective knowledge and understanding tables.

Key Stage 1

<p>General skill development Pupils should be able to apply these skills to content:</p> <p>In Y1: recall; talk about and notice; respond to questions; talk about ideas.</p> <p>In Y2 also: recall and name; retell and suggest meanings; recognise similarities and differences.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS1 pupils should be able to:</p> <p>Talk about how Christians see God as the Creator (Genesis 1:1-2:3) and as a loving God. Notice how the Christian beliefs about God and Jesus are based on a promise or 'covenant' between God and people.</p> <p>Name some of the early figures in the Old Testament, retelling stories and talking about Noah, Abraham, Isaac, Jacob and Joseph.</p> <p>Retell and suggest meanings for stories about</p>	<p>By the end of KS1 pupils should be able to:</p> <p>Talk about prayer, noticing how people can pray in church or at home. Recall the Lord's Prayer and recognise how this was taught by Jesus to his disciples (Matthew 6:9-15) and is used today.</p> <p>Recognise key features of a church building, such as a font, altar and lectern and recognise there are similarities and differences between different churches. Talk about how a church is a community of people and not just a building, and how it is important for Christians to belong.</p>

<p>the birth of Jesus, (Luke 1:26-38, Matthew 1:18-2:12). Talk about how Christians believe Jesus is special and call him the 'son of God'.</p> <p>Talk about and respond to questions about stories from the life and teachings of Jesus, such as: his baptism (Matthew 3:13-17); the calling of the first disciples (Matthew 4:18-22); the command to love one another and the washing of feet (John 13:1-17); forgiveness and generosity (Luke 15).</p> <p>Name and retell key events in the final days of Jesus ministry, including: his arrival in Jerusalem on a donkey (John 12:12-15); the last meal with his disciples (Mark 14: 12-26); his death on the cross (Luke 23:26-56) and his friends finding the empty tomb (Luke 24:1-12). Recall how these are remembered in Holy Week and Easter.</p> <p>Notice and recall how the Bible is important for Christians, including: how it is seen as a special 'holy' book inspired by God; how it is read at home and in church; different ways in which it guides Christians' lives; how it has an Old and New Testament.</p>	<p>Recall and name different artefacts that Christians may use in worship such as the Bible, music books, candles, statues. Notice different things that happen in a church such as prayers, reading, singing, silence. Talk about how Sunday is a special day for worship and about how Christians worship in different ways.</p> <p>Name symbols used by Christians and suggest meanings for these, such as the cross, candle and fish. Talk about the ideas and symbols represented in a eucharist/communion service.</p> <p>Talk about and respond to questions about initiation ceremonies, including baptism and dedication, recalling the main symbols and sequence of events and suggesting reasons why such ceremonies may be important.</p> <p>Recall and name some of the main festivals and seasons including Advent, Christmas, Lent, Holy Week and Easter. Explore some other festivals, such as Harvest festival and name some of the symbols and practices linked to these.</p> <p>Talk about how Christians see a code for living in stories from the Bible, such as parables like the Good Samaritan (Luke 10:25-37) The Sower (Mark 4:1-20).</p> <p>Talk about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today.</p>
<p>Key Vocabulary</p> <p>Christian, Christianity, God, Jesus, worship, font, altar, lectern, church, chapel, prayer, the Lord's Prayer, hymn, the Last Supper, vicar, priest, minister, Christmas, Lent, Holy Week, Good Friday, Palm Sunday, Easter, resurrection, Bible, Holy Communion, harvest, baptism, christening, parable, festival, symbol, Old Testament, New Testament, disciple</p>	

Key Stage 2

<p>General skill development</p> <p>Pupils should be able to apply these skills to content:</p> <p>By Y4: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.</p> <p>By Y6 also: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2, pupils should be able to:</p> <p>Describe and show understanding of how Christians believe God to be an all-powerful Creator as well as eternal, loving and righteous. Explore how God is seen as the Holy Trinity, Father, Son and Holy Spirit.</p> <p>Recall the stories in the Old Testament about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.</p> <p>Explore the narratives about Moses, the Ten Commandments and the Kingdom, including David, making links between stories and the idea of a covenant between God and the people.</p> <p>Describe and give a considered response to accounts of Jesus' birth, including his Jewish identity and family. Reflect on narratives such as: Mary, Joseph, the shepherds and angels (Luke 1:26 -38, 2:1-20; the magi (Matthew 1:18-2:12), applying ideas about their meaning. Compare traditional stories and celebrations with biblical accounts. Show understanding of the meaning of the word incarnation; how Jesus is seen as fully human and fully divine.</p> <p>Explore and weigh up different titles used by and of Jesus, such as Son of Man, Servant, Rabbi, Messiah, Christ.</p>	<p>By the end of KS2, pupils should be able to:</p> <p>Compare and contrast different expressions of spirituality including individual and collective worship, prayer and music. Explain the content and meaning of the Lord's Prayer (Matthew 6:9 - 15). Explore how Christians use and study the Bible in different ways.</p> <p>Describe and evaluate how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance. Look at some of the Psalms as examples.</p> <p>Describe and explain a range of churches, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic and free churches. Notice how leadership differs in churches from bishops and clergy to leadership by lay people. Make links between the church in Yorkshire and Christian communities worldwide, responding to work for charities at home and abroad.</p> <p>Make links between symbols and their meanings, looking at the use of artefacts and decorations. Explain the meaning of a variety of ceremonies and rituals including eucharist/communion, infant baptism/dedication and believer's baptism.</p> <p>Explain how festivals and seasons are celebrated, including Ascension and Pentecost</p>

Compare and contrast **stories about Jesus** and explore the meaning of these, such as: the Feeding of the Five Thousand (Matthew 14: 13-21); the healing of the Blind Man (John 9:1-12), the call of Zacchaeus (Luke 19:1-10) or the raising of Lazarus (John 11). Explore the concept of miracle and weigh up different ideas about how they might be interpreted.

Explore and summarise how Christians understand the significance of **Jesus' death and resurrection**, considering narratives such as: Palm Sunday and the link to kingship (John 12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.

Describe how the **Bible** is made up of many different books with different purposes (narratives, poetry, letters, law, etc) and how there are different translations and interpretations. Show understanding of the importance of the **New Testament** (Covenant) and how it includes: gospels (stories, teachings and beliefs about Jesus); accounts of the early church including Paul (Acts of the Apostles and letters to churches)

Consider the practice and value of **pilgrimage**, giving a considered response to their value and impact for believers.

Explain how Christian teachings represent a **code for living**, derived from texts such as: the Ten Commandments (Exodus 20) and The Golden Rule (Love God, Love your neighbour). Explore how these may be applied or interpreted in different ways.

Give a considered response to **how Christians express their beliefs** through working for ideas such as: forgiveness and reconciliation; social justice and equality; charity; lifestyle choices, reflecting on local or national examples.

Key Vocabulary

All KS1 vocabulary and...

Trinity, eternal, covenant, denomination, Roman Catholic, Orthodox, Protestant, charity, dedication, creation, salvation, incarnation, gospel, Messiah, Son of Man, Son of God, Kingdom of Heaven, ascension, communion, eucharist, crucifixion, reconciliation, forgiveness, sacrifice, ritual

Key Stage 3

Important note: schools which allocate only two years to KS3 will need to take particular care to ensure all students have their full entitlement. Coverage will also prepare students for work at GCSE or in other KS4 studies of religion, philosophy and ethics.

<p>General skill development</p> <p>By the end of KS3 students should be able to apply these skills to content: explain and interpret a range of views; show coherent understanding; appraise reasons; enquire into differences; evaluate and analyse; explore and express insights; make well informed and reasoned responses.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS3, students should be able to:</p> <p>Explain and show understanding of Christian beliefs about God, including concepts such as omnipotent, omniscient, omnipresent and benevolent. Explore and evaluate arguments about the problem of evil and suffering being compatible with the existence of such a God (theodicy). Enquire into arguments about the existence of God and make well-informed responses.</p> <p>Explain and express insights into Christian beliefs in the Creation and ‘Fall’ expressed in the two creation stories in Genesis 1-2. Compare this with the interpretation in the prologue to John’s gospel (John 1). Enquire into beliefs about the Trinity and how this is seen as a mark of orthodox Christian belief. Reflect on how some Christians (such as Unitarians or Quakers) see this as unnecessary dogma and have different emphases on faith, conscience and beliefs.</p> <p>Evaluate and analyse beliefs about the person of Jesus, his role and significance, including: the significance and meaning of incarnation (John 1, Luke 1); the crucifixion (Matthew 27); the resurrection and ascension (Luke 24). Explore the meanings of concepts such as sin, law, grace and salvation.</p>	<p>By the end of KS3, students should be able to:</p> <p>Enquire into different expressions of worship and prayer, such as: liturgical, informal, structured, spontaneous, silence, meditation, music and the use of aids to worship such as icons and rosary beads.</p> <p>Explore and express insights into the meaning of the church as the ‘body of Christ’ and its role in the local community. Make well informed responses to questions about issues such as: denominational differences; the variety of venues and buildings, including house groups; features and symbols reflecting particular beliefs and traditions; different models of leadership and the role of women in leadership; mission and evangelism.</p> <p>Show understanding of rituals, sacraments and ceremonies, such as believer’s baptism and confirmation. Explore how some are expressed differently, such as Eucharist and Mass. Appraise the reasons for and value of pilgrimage and special places in Christianity, such as Lourdes, Iona, Lindisfarne and Pendle Hill.</p> <p>Enquire into beliefs and practices about rites of passage, including funerals and marriages. Give considered responses to beliefs about the</p>

Explore and express insights into Jesus' **teaching** about the Kingdom of God through considering teachings such as the sayings collected in the Sermon on the Mount (Matthew 5:3-10) or other teachings such as John 19:11-27

Show coherent understanding of different **sources of authority** for Christians, including the Bible, religious leaders and conscience and how Christians vary according to the priority given to each. Compare, for example Roman Catholics and Quakers.

Explore and express insights into how the **Bible** is used in worship and private study and how it may influence Christian beliefs and lifestyles in a variety of ways. Enquire how it can be interpreted in different ways, such as literal and liberal responses, using stories such as the Feeding of the Five Thousand or the resurrection accounts, showing well informed and reasoned responses. Explore whether and how the Bible is compatible with scientific or rational understanding, considering for example the creation accounts in Genesis 1-2.

afterlife. Compare and contrast different Christian views on same sex marriage and civil partnership.

Investigate the Christian beliefs on ethical issues, such as environmental concerns, crime and punishment and world poverty.

Key Vocabulary

All KS1 and 2 vocabulary and...

omnipotent, omniscient, omnipresent, omni-benevolent, righteousness justice, theist, atheist, agnostic, liturgy, charismatic, pentecostal, transcendent, immanent, sacrament

Knowledge and Understanding of Hinduism

Key Stage 1

Schools are required to include a comprehensive study of Hindu Dharma, generally referred to as Hinduism, at KS3. At KS1 pupils may be introduced to Hinduism as part of their overall study of RE or themes within it. They may study topics such as those below.

<p>General skill development</p> <p>In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas.</p> <p>In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS1 pupils could be able to:</p> <p>Talk about Hindu belief in One God called Brahman and that He takes many forms.</p> <p>Recall that Om or Aum is the symbol or word which means God.</p>	<p>By the end of KS1 pupils could be able to:</p> <p>Talk about how Hindus believe God is everywhere so can pray at home or at the Mandir.</p> <p>Recognise that the River Ganges is a place of pilgrimage to wash away sins.</p> <p>Retell the stories of Holi and Diwali as special celebrations.</p>
<p>Key Vocabulary</p> <p>Hindu, Brahman, Aum, Mandir, Ganges, Rama, Sita, Holi, Diwali.</p>	

Key Stage 2

Schools are required to include a comprehensive study of Hinduism at KS3. At KS2 pupils may be introduced to Hinduism as part of their overall study of RE or themes within it. They may study topics such as those below.

<p>General skill development</p> <p>In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2 might be able to:</p> <p>Show understanding the Hindus believe there are 3 main aspects of God (Trimurti) and these are Brahma, Vishnu and Shiva.</p> <p>Understand that Hinduism has many books as sources of authority including the Vedas.</p> <p>Know some of the avatars of God including Ganesh, Krishna, Shiva and Lakshmi.</p>	<p>By the end of KS2 pupils might be able to:</p> <p>Explain some of the artefacts and symbolism of puja at home.</p> <p>Understand that a person's actions (karma) affects how they are reincarnated.</p> <p>Give reasons why Hindus follow Ahimsa (the law of non-injury)</p> <p>Know that Raksha Bandhan is a Hindu festival for brothers and sisters and why family life is important to Hindus.</p> <p>Understand some of the symbols used in Hinduism including Aum and lotus flower.</p>
<p>Key Vocabulary</p> <p>Trimurti, Vedas, Avatar, Puja, Karma, Ahimsa, Aum, Lotus Flower</p>	

Key Stage 3

Schools are required to include a comprehensive study of Hinduism at KS3. At KS3 pupils should further develop their understanding of Hinduism through discrete study or through linking the themes below to more generic and comparative schemes of work.

<p>General skill development</p> <p>By the end of KS3 students should be able to: Explain and interpret a range of views, show coherent understanding of, appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make well informed and reasoned responses.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS3 students should be able to:</p> <p>Show understanding the Hindus believe there are 3 main aspects of God (Trimurti) and these are Brahma (The Creator), Vishnu (The preserver) and Shiva (The destroyer of Evil)</p> <p>Explore the meaning and symbolism behind some of the key Hindu deities including Krishna, Ganesh and Lakshmi.</p> <p>Consider the local and global context of Hinduism and its origins in India.</p> <p>Know that in Hinduism there are three main sources of authority: 1. texts (oral and written) 2. holy people 3. personal insight</p> <p>Explore the main divisions of text: 1. Shruti (revealed) and 2. Smriti (remembered); and know there are some key texts: Vedas; Upanishads; Vedanta-sutra; Ramayana; Mahabharata; Bhagavad-gita; Puranas.</p>	<p>By the end of KS3 students should be able to:</p> <p>Explain the symbolism of the Puja tray and how these are used in worship. Compare and contrast worship at home and the Mandir. Research Hindu festivals of Navaratri and Holi.</p> <p>Understand beliefs in the cycle of Samsara and Hindu goal of Moksha.</p> <p>Investigate the samskaras (steps to life) and explain the sacred thread ceremony.</p> <p>Describe the symbolism in the Hindu marriage ceremony.</p> <p>Discuss and describe how Hindu beliefs are part of everyday life.</p> <p>Discuss the role of pilgrimage; associated purposes, practices and sacred sites</p> <p>Discuss the importance of Hindu environmental projects e.g. “cow protection”; charities that promote well-being, social inclusion and women’s rights.</p>
<p>Key Vocabulary</p>	
<p>Trimurti, Avatar, Puja, Karma, Ahimsa, Aum, , Shruti, Smriti, Vedas; Upanishads; Vedanta-sutra; Ramayana; Mahabharata; Bhagavad-gita; Puranas, samskaras, Samsara.</p>	

Knowledge and Understanding of Islam

Schools are required to include teaching about Islam at each key stage. They should study a comprehensive selection of the topics and examples outlined here, though it is not required that every item is covered in detail. It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK.

Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Islam. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics.

It is important throughout to recognise the wide range of Muslim understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Christian beliefs and traditions as outlined in the respective knowledge and understanding tables.

Key Stage 1

<p>General skill development Pupils should be able to apply these skills to content: In Y1: recall; talk about and notice; respond to questions; talk about ideas. In Y2 also: recall and name; retell and suggest meanings; recognise similarities and differences.</p>	
<p>Beliefs and Authority Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS1, pupils should be able to:</p> <p>Understand the meaning of Islam (peace, submission). Notice that Muslims believe there is one God (not a trinity) who is the creator and is known in Arabic as Allah. Understand that in Islam, God is a universal God, not a special God.</p> <p>Talk about the five pillars of Islam especially noticing daily prayer.</p> <p>Name the Qur'an as the holy book for Muslims and recognise that it is treated with respect. Retell and suggest meanings for some stories in the Qur'an such as Al Fatiha (The Opening),</p>	<p>By the end of KS1, pupils should be able to:</p> <p>Talk about Muslims' commitment to five daily prayers and how they prepare to pray including, call to congregational prayers (Adhaan) and Washing (Wudu). Notice how Muslims may pray in the mosque (Masjid) or at home and that special prayers (Jummah) are said on Friday.</p> <p>Name the key features of a mosque, including the dome, minaret and prayer hall. Talk about the role of the imam and some of the items used in worship including a prayer mat and beads</p>

<p>Yusuf (Joseph), Al Nahal (Bee), Maryam (Mary).</p> <p>Recall some of the early prophets of Islam and recognise similarities with Christianity and Judaism. E.g. Adam, Nuh (Noah), Ibrahim (Abraham), Musa (Moses).</p>	<p>Notice how Muslims fast during the lunar month of Ramadan and celebrate at Eid ul Fitr (which takes place at the end of the month), suggesting reasons for this observance.</p> <p>Talk about Islamic welcoming ceremonies, including the adhaan (call the prayer), shaving the hair, and naming for new borns.</p>
<p style="text-align: center;">Key Vocabulary</p> <p>Allah, Qur'an, Prayer, Masjid/Mosque, Dome, Minaret, Prayer hall, Prayer mat, The five pillars, Wudu, Lunar month of Ramadan, Adhaan, Jummah, Eid ul Fitr & Ramadan, fasting.</p>	

Key Stage 2

<p>General skill development</p> <p>Pupils should be able to apply these skills to content:</p> <p>By Y4: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.</p> <p>By Y6 also: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2, pupils should be able to:</p> <p>Describe and show understanding of Muslim belief in one God, who has many attributes (the 99 Names of God). Understand that Muslims use Allah’s names to either reaffirm their belief, glorify God or nurture these traits as part of their own development.</p> <p>Summarise the five pillars of Islam, noticing how the Shahadah (testimony of faith) is the foundation. Understand that these are basic pillars of Islam, without them, you are not considered a Muslim. These obligatory pillars are there to make a godlier, spiritual and caring citizen of the world.</p> <p>Explain how the Prophet Muhammad is seen as the final prophet and how Muslims look to his teachings and leadership.</p> <p>Consider how the Qur’an was revealed to the Prophet and is seen as the direct word of God. Reflect on its importance for Muslims and how it is read in Arabic. Reflect on some sayings and stories about the Prophet Muhammad and explain their meanings.</p> <p>Explore some important stories such as the night of power, the night of ascension and the story of Eid ul Adha (Ibrahim & Isma’eel)</p>	<p>By the end of KS2, pupils should be able to:</p> <p>Give a considered response why prayer is important to Muslims, noting why there are five daily prayers, the direction of prayer towards Mecca and the positions used in prayer.</p> <p>Know that there is a range of expressions of worship beside ritual prayer and fasting. Among others, these include: helping the needy, giving charity, being kind and looking after the planet.</p> <p>Compare and contrast how some Muslims show other expressions of love and connection with God, such as Sufi dance, Islamic songs (poetry of praise and Madeeh) and Islamic art/calligraphy.</p> <p>Describe and show understanding of the key features and purposes of a mosque, including the Ummah (Muslim community), its place in the local community (e.g weddings, funerals, adult classes) and its role in education (madressah)</p> <p>Explore how Muslims observe the Lunar month of Ramadan and see this as an important time for spiritual cleansing and building good habits. Explain how observance includes the recitation of the Qur’an, Qiyam or</p>

<p>Explore similarities and differences between Muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and giving reasons why Jerusalem is a holy site for all these faiths.</p> <p>Give reasons why visual representation of God and the prophets is forbidden (haram) in Islam.</p> <p>Reflect on how Muslims may express their faith in a variety of ways, exploring the difference between culture and religious belief, for example in wearing a head covering.</p> <p>Distinguish the difference between Islamic teachings that are agreed and considered universal, and others which are open to interpretation or based on cultures and traditions.</p>	<p>night prayer, the night of destiny, iftar (breaking the fast) and charity.</p> <p>Recognise that fasting is not solely abstaining from food but is also a journey of self-discipline and spiritual growth. Ramadan is an opportunity to refuel the heart and soul for the rest of the year.</p> <p>Explore the importance of the Hajj pilgrimage and the celebration of Eid ul Adha with the story of Ibrahim & Isma'eel. Understand that Hajj aims to recall equality (everyone dresses in the same way), to reject worldly advantage and to appreciate that Muslims are judged by their deeds, not by their worldly status.</p> <p>Give a considered response to Muslim teachings about life and decisions, such as forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad (inner self-development) and halal (food, drink, money and conduct).</p>
<p>Key Vocabulary</p> <p>All KS1 vocabulary and...</p> <p>Prophet Muhammad, Shahadah , Sawm/fasting, Jihad, Zakat, Hajj , Makkah, Night of Destiny (Laylut Al Qadr), Eid ul Adha, Qiblah, Sadaqah, Halal, Haram, Iftar, Ummah, Kabah</p>	

Key Stage 3

Important note: Schools which allocate only two years to KS3 will need to take particular care to ensure all students have their full entitlement. Coverage will also prepare students for work at GCSE or in other KS4 studies of religion, philosophy and ethics.

<p>General skill development</p> <p>By the end of KS3 students should be able to apply these skills to content: explain and interpret a range of views; show coherent understanding; appraise reasons; enquire into differences; evaluate and analyse; explore and express insights; make well informed and reasoned responses.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS3, students should be able to:</p> <p>Explain Muslim belief about the nature of God and his role as creator, transcendent and immanent.</p> <p>Explore the names of Allah (Al Wahid, Al Hay, Al Samee', Al Baseer, Lasa ka mithlihi Sha') and understand their meanings. Understand that Muslims use Allah's names to either reaffirm their belief in Allah, glorify Him or emulate these traits for their own self-development.</p> <p>Show coherent understanding of the arguments for God's existence, including the Design and First Cause arguments, and explore the respective counterarguments.</p> <p>Express insights into Islamic belief on the nature of life, including: predestination & free will; the sanctity of life; suffering, good and evil; judgment and life after death (Akhirah, Jannah, Jahannam). Know the importance of mind and intellect, the distribution of wealth and ties of kinship.</p> <p>Enquire into diversity including branches of Sufism, Sunni, Shia and identify their differences. Explore other groups such as the Ahmadiyya.</p>	<p>By the end of KS3, students should be able to:</p> <p>Explain and interpret how some people celebrate events such as Ashura (Exodus) and Milaad (the Prophet Muhammad's birthday).</p> <p>Make well informed and reasoned responses about lifestyle choices based on Qur'an teachings e.g. Shariah (Islamic law).</p> <p>Evaluate and analyse Muslim teachings on relationships including beliefs about sexual relationships before and outside marriage and the nikah/marriage sermon. Draw upon the concept of modesty and sanctity of self.</p> <p>Explore and express insights into rights and responsibilities towards others including ties of kinship, elders. Distinguish between Islamic teachings and cultures in relation to the role of women, human sexuality, segregation of the sexes in Islam, family planning and the use of contraception within marriage.</p> <p>Explain and interpret a range of views about family structures, views towards abortion in Islam, divorce, remarriage and polygamy.</p> <p>Make well informed and reasoned responses to Muslim approaches to: conflict and violence; war and peace, pacifism and the lesser Jihad</p>

<p>Make well informed responses to the claim of authority for the Qur'an and explore some stories from Muslim writings or traditions.</p> <p>Establish what is Shariah law and why it is important to Muslims. Understand the difference between Shariah (texts) and Fiqh (understanding of the texts)</p>	<p>(Kitaal); crime & punishment including the three aims of punishment, repentance (tawba), expiation for mistakes/sins, the death penalty and blood money.</p>
<p style="text-align: center;">Key Vocabulary</p> <p>All KS1 and 2 vocabulary and... Akhirah, Jannah, Tawba, Jahannam, Sunni, Shia, Sufi, Ashura, Jihad, Shariah (Islamic law), Ahmadiyya.</p>	

Knowledge and Understanding of Judaism

Key Stage 1

Schools are required to include a comprehensive study of Judaism at KS2. At KS1 pupils may be introduced to Judaism as part of their overall study of RE or themes within it. They may study topics such as those below.

Some of the topics will link directly to Christian and Muslim beliefs and traditions as outlined in the respective content progression grids.

<p>General skill development</p> <p>In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas.</p> <p>In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS1 pupils could be able to:</p> <p>Talk about how Jews believe God is the Creator of the world and all life. Retell in simple form the first creation story (Genesis 1:1-2.3) and explore the meanings of the story such as an orderly creation and the special seventh day.</p> <p>Name some of the key figures in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob, Joseph and Moses, retelling some of these stories and suggesting reasons why they might be important.</p> <p>Talk about promises and explore how promises are important in these stories. Relate this to the concept of covenant.</p> <p>Notice how Jews recognise the Torah as a special book from God that guides their life.</p>	<p>By the end of KS1 pupils could be able to:</p> <p>Talk about some Jewish festivals and celebrations such as: Shavout (Harvest) and Sukkot (Tabernacles) - see Leviticus 23:42</p> <p>Suggest why Shabbat is an important day for Jews and how this is linked to the Creation story.</p> <p>Name the synagogue as a place of worship for Jews and begin to talk about what happens there.</p> <p>Describe the role of community religious leaders, especially a rabbi.</p>
<p>Key Vocabulary</p> <p>Torah, Jew, Synagogue, Shabbat, Creation, Rabbi</p>	

Key Stage 2

Schools are required to include a comprehensive study of Judaism at KS2. Many of the topics below are best covered in a discrete study of the Jewish faith; others may be included in more generic or comparative units.

Some of the topics will link directly to Christian and Muslim beliefs and traditions as outlined in the respective content progression grids.

<p>General skill development</p> <p>In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.</p> <p>In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2 pupils should be able to:</p> <p>Name some of the key figures in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob and Joseph, explaining these stories and giving reasons for their importance to Jews.</p> <p>Describe and show understanding of the meaning and significance of Moses as a key figure in Judaism past and present.</p> <p>Suggest reasons why the Torah is a sacred text to most Jewish people.</p> <p>Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today.</p> <p>Describe other stories in the Jewish Bible, reflecting the Kingdom (including David) and the Prophets (such as Jeremiah or Isaiah) and the messages about the covenant that Jews can find from these stories.</p> <p>Reflect about later stories in Jewish history such as Esther, Daniel and Jonah and explore how</p>	<p>By the end of KS2 pupils should be able to:</p> <p>Explore how the Ten Commandments help Jews to live their lives. Research and respond to other obligations and instructions such as those about eating (kosher) and also Tikkun Olam – Repairing the world. This is one of the major elements of Judaism and influences how most Jews live their Judaism.</p> <p>Describe and express ideas about festivals and commemorations, knowing why and how they are celebrated including: Rosh Hashanah, Yom Kippur, Hannukah, Purim and Pesach.</p> <p>Explain what happens at the synagogue and give reasons why the synagogue is an important place of worship and community in Judaism.</p> <p>Describe the place of the rabbi in guiding and supporting the Jewish community.</p> <p>Compare and contrast worship at home with worship in the synagogue, in particular considering Shabbat and daily prayers.</p>

these are remembered today, including through festivals such as Purim.

Understand and describe how the **Shema** is an important **commandment** and how this affects daily life in prayer and the significance of the **mezuzah**.

Research how **Jewish figures today** influence people's lives e.g. Stephen Fry, Mark Zuckerberg, Sacha Baron-Cohen, Natalie Portman.

Key Vocabulary

Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Prayer, belief, worship, Yom Kippur, Rosh Hashanah, Hannukah, Purim, tallit, kippah, scroll, shema.

Key Stage 3

Schools are required to include a comprehensive study of Judaism at KS2. At KS3 pupils should further develop their understanding of Judaism through discrete study or through linking the themes below to more generic and comparative schemes of work.

<p>General skill development</p> <p>By the end of KS3 students should be able to: Explain and interpret a range of views, show coherent understanding of, appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make well informed and reasoned responses.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS3 students should be able to:</p> <p>Describe and explain diversity within Judaism including the differences between Tenakh (written word) and Talmud (oral histories)</p> <p>Explain some of the differences between Reform and Orthodox Judaism and how these are expressed in beliefs, worship and lifestyle.</p> <p>Explore Jewish beliefs about the Messiah from studying texts such as Isaiah 1:2-3 and Micah 4:1-9. Compare these with Christian beliefs and interpretations.</p> <p>Study and respond to the teachings of Moses Maimonides</p> <p>Research and analyse the importance of the land to Jews and beliefs about a Jewish state. <i>This could be linked to history and citizenship curricula.</i></p>	<p>By the end of KS3 students should be able to:</p> <p>Explain Tikkum Olam as a way of healing the world and how this is linked to Rosh Hashanah and Yom Kippur.</p> <p>Give reasons for Jewish Kosher laws and how these have an impact on followers' daily lives.</p> <p>Understand and give reasons for the symbolism within the marriage ceremony. <i>This could be included in a comparative unit of study on marriage and partnership.</i></p> <p>Explore the Bar and Bat Mitzvah ceremonies, reflecting on why these are important to young people. <i>This could be included in a comparative unit of study on initiation and becoming an adult.</i></p> <p>Explore the importance of Tzedkah (justice) and Chesed (charity) and the differences between them and how this is linked to Tikkun Olam.</p> <p>Show understanding about antisemitism, exploring and reflecting on the causes and impact for Jews and others. <i>This could be included in a unit of study about prejudice and tolerance and linked to history and citizenship and a study of Israel.</i></p>

	<p>Explore the impact of the Holocaust (Shoah) on Jewish people and responses to this. <i>This should be linked to a study of the Holocaust in history or other subjects.</i></p>
<p style="text-align: center;">Key Vocabulary</p> <p>Covenant, Mitvah/ Mitzvot, marriage, Tikkun Olam, omnipresent, omniscient, omnipotent, Tzedkah (justice) and Chesed (charity), Bar Mitzvah, Bat Mitzvah, Messiah, Tenakh, Talmud</p>	

Knowledge and Understanding of Non-Religious Worldviews

The outline of content here is adapted from suggestions in Understanding Humanism produced by Humanists UK. This is also available from www.understandinghumanism.org.uk and in the West Yorkshire RE Resources Hub.

Key Stage 1

Schools are required to include study of non-religious worldviews throughout all key stages. At KS1 this may be covered by including a non-religious dimension in a specific area of study, such as celebrating new life.

<p>General skill development</p> <p>In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas.</p> <p>In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences.</p>	
<p style="text-align: center;">Beliefs and Meaning</p> <p>Including: Knowledge and belief; Meaning and purpose</p>	<p style="text-align: center;">Values and Society</p> <p>Including: Celebration and ceremonies; Non-religious ethics.</p>
<p>By the end of KS1 pupils could be able to:</p> <p>Knowledge and Belief Talk about how beliefs may not be religious and what is meant by ‘humanist’. Name the Happy Human as a symbol of Humanism.</p> <p>Talk about how happiness includes relationships, exploration, and achieving our goals.</p> <p>Meaning and Purpose Talk about why human beings are special; what we share with other animals and what makes us unique. Notice our ability to question, to reason, to empathise and to be creative.</p> <p>Recognise how human beings can improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society.</p>	<p>By the end of KS1 pupils could be able to:</p> <p>Celebration and Ceremonies Notice how people, including humanists, may celebrate special events, such as the birth of a baby, with ceremonies that are not religious.</p> <p>Non-religious Ethics Recognise the importance of human relationships and the need to give and receive for love and support from other people</p> <p>Suggest reasons for being good to one another; for promoting happiness and avoiding doing harm; for considering the consequences of our actions.</p> <p>Talk about the Golden Rule and the importance of empathy; taking care of other living creatures and the natural world.</p>
<p>Key Vocabulary</p> <p>Empathy, Golden Rule, Happy Human, Science, Happiness, Relationships, Humanist, Humanism</p>	

Key Stage 2

Schools are required to include study of non-religious worldviews throughout all key stages. This may be covered by including a non-religious dimension in a specific area of study, such as celebrations or tackling an ethical question. At KS2 and KS3 the curriculum should also include discrete coverage of Humanism or another non-religious approach to understanding life and belief.

<p>General skill development</p> <p>In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Meaning</p>	<p>Values and Society</p>
<p>Including: Knowledge and belief; Atheism and agnosticism; Meaning and purpose.</p>	<p>Including: Celebration and ceremonies; Humanist values; Non-religious ethics;</p>
<p>By the end of KS2 pupils should be able to:</p> <p>Describe and explain how Humanists believe that the material world is the only one that exists and that there is no supernatural cause for its existence</p> <p>Explain how Humanists believe that human beings have evolved, as other animals, contrasting this with a belief in divine creation.</p> <p>Show understanding of how humanists believe that human reason and evidence rather than sacred texts and revelation are the key sources of knowledge.</p> <p>Describe what is meant by atheism and agnosticism and how humanists believe that humanism is a positive philosophy enabling people to live good and happy lives without the need for a god or gods.</p> <p>Weigh up the humanist principle of respecting different ways of finding happiness if they cause no harm to others.</p> <p>Explore the absence of belief in an afterlife and the implication that the time to seek happiness</p>	<p>By the end of KS2 pupils should be able to:</p> <p>Compare and contrast how non-religious people mark key moments in people’s lives such as namings, weddings and funerals.</p> <p>Explain and show understanding of Humanist beliefs in shared human moral values: kindness, compassion, fairness, justice, honesty.</p> <p>Weigh up the belief that human beings alone can make the world a better place for everyone</p> <p>Summarise some principles of non-religious ethics including: individual responsibility, the use of reason, empathy, compassion, and respect for the dignity of all. Give reasons for why the absence of religious texts may affect decisions.</p> <p>Explore how the Golden Rule is a shared ethical principle, present in a wide variety of cultures throughout history and is a result of human evolution as a social animal</p>

and meaning is in this life.

Consider how **human beings are responsible** for their own personal and communal destiny.

Key Vocabulary

Humanist, Humanism, Atheist, Agnostic, Afterlife, Secular, Compassion, Respect, Dignity, Ethics, Evolution, Human Rights

Key Stage 3

Schools are required to include study of non-religious worldviews throughout all key stages. This may be covered by including a non-religious dimension in a specific area of study, such as celebrations or tackling an ethical question. At KS2 and KS3 the curriculum should also include discrete coverage of Humanism or another non-religious approach to understanding life and belief.

<p>General skill development</p> <p>By the end of KS3 students should be able to: Explain and interpret a range of views, show coherent understanding of, appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make well informed and reasoned responses.</p>	
<p>Beliefs and Meaning</p>	<p>Values and Society</p>
<p>Including: Knowledge and belief; Atheism and agnosticism; Ideas about death; Meaning and purpose.</p>	<p>Including: Non-religious ethics; Humanists in Society</p>
<p>By the end of KS3 students should be able to:</p> <p>Enquire into Humanist beliefs in the centrality of science and evidence rather than sacred texts and revelation. Explore how humanists believe that science can inform but not answer questions of meaning and value.</p> <p>Evaluate beliefs about the origin of the universe and life on earth, comparing and contrasting religious and non-religious approaches.</p> <p>Explain and interpret Humanist understanding that human beings evolved alongside other animals. Evaluate the belief that humans are material and mortal, with all the limitations that brings, but also have capacity as conscious and creative agents.</p> <p>Explore what is meant by atheism and agnosticism and respond to questions about how this affect approaches to life and decisions.</p> <p>Investigate the concept of miracles and make a considered response about different responses and interpretations of these.</p> <p>Enquire into Humanist beliefs about death as the end of personal existence and the absence of</p>	<p>By the end of KS3 students should be able to:</p> <p>Express insights into Humanist beliefs in about contributing to the common good, freedom to choose how we live and the balance between individual autonomy and social responsibility.</p> <p>Evaluate the importance of tolerance of different ways of living, improving human welfare and respecting all people (UN Declaration of Human Rights, UN Declaration on the Rights of the child)</p> <p>Make well informed responses to dealing with conflicting ethical principles, exploring utilitarianism (JS Mill) and morality as a human construct (Peter Singer).</p> <p>Enquire into how Humanists and other non-religious people contribute to the development of morality, social justice and equality, such as: Humanist celebrants, Humanist pastoral support in prisons and hospitals, Humanist contributions to science and technology, the welfare state, the abolition of slavery, minority rights, abortion rights and charity work.</p>

<p>anything immaterial, such as a soul. Explain Humanist funerals as a celebration of life and an occasion for those still living.</p> <p>Explore, apply and make reasoned responses to Humanist beliefs about finding meaning, purpose and value in life without the need for religion.</p> <p>Express insights into how non-religious people cope with, and strive to minimise, suffering, pain, and injustice.</p>	<p>Explain and explore key areligious values including democracy, human rights, rule of law, secularism, freedom of expression and tolerance.</p>
<p>Key Vocabulary Tolerance, Secularism, Democracy, Suffering, Freedom, Human Rights, Evidence, Empirical, Celebrant, Utilitarian, Soul, Material, Revelation, Sacred Texts, Miracles, Agnostic, Atheist, Theist.</p>	

Knowledge and Understanding of Sikhism

Key Stage 1

Schools are required to include a comprehensive study of Sikhism at KS2. At KS1 pupils may be introduced to Sikhism as part of their overall study of RE or themes within it. They may study topics such as those below.

<p>General skill development</p> <p>In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas.</p> <p>In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS1 pupils could be able to:</p> <p>Talk about how Sikhs believe God is the Creator of the world and all life.</p> <p>Name some of the key figures such as Guru Nanak, retelling some stories and suggesting reasons why they might be important.</p>	<p>By the end of KS1 pupils could be able to:</p> <p>Talk about some Sikh festivals and celebrations such as: Vaisakhi and Diwali</p> <p>Suggest why Langar is an important duty for Sikhs and how this is linked to sewa.</p> <p>Talk about Sikh rites of passage with reference to the Guru Granth Sahib; eg: Baby-naming: Guru Granth Sahib is allowed to fall open; first letter of the top left page is the first letter of the baby's name.</p>
<p>Key Vocabulary</p> <p>Sikhi, Guru, Gurdwara, Langar, Sewa, Guru Nanak, Guru Granth Sahib.</p>	

Key Stage 2

Schools are required to include a comprehensive study of Sikhism at KS2. Many of the topics below are best covered in a discrete study of the Sikh faith; others may be included in more generic or comparative units.

<p>General skill development</p> <p>In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.</p> <p>In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2 pupils should be able to:</p> <p>Know that Guru Nanak taught there is one God, and that God is eternal, non-corporeal and omnipresent. Give some reasons how the Mool Mantar is the statement of faith for Sikhs.</p> <p>Know that Panjab is a region in north India and be able to explain that Panjab is special to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there.</p> <p>Understand that Guru Nanak is very important to Sikhs because his teachings and example are the foundation of Sikhism. Summarise Guru Nanak's teachings as devotion to God, selflessness and equal treatment for everyone.</p> <p>Summarise the story of Guru Nanak's three-day disappearance and his encounter with God. Explain why this encounter makes Guru Nanak extra-special for Sikhs. Compare and contrast with stories of divine encounter from other religions e.g. Moses.</p> <p>Understand the meaning of the word 'guru' ('light' overcoming 'dark', i.e. wisdom overcoming ignorance) and explain how it</p>	<p>By the end of KS2 pupils should be able to:</p> <p>Give reasons why Amritsar, is a special place of pilgrimage for Sikhs Explain why Sikhs, from all over the world, want to visit the Harmandar (Golden Temple).</p> <p>Give reasons why Sikh people use the 5 Ks as symbols of their faith. Understand and explain the symbolism of each of the 5 Ks.</p> <p>Explain the Langar and how this is an expression of sewa and inclusivity; eg by cultivating a sense of community and everybody welcome.</p> <p>Explain the meanings of the story of Guru Nanak's encounter with Bhai Lalo (poor carpenter) and Malik Bhago (wealthy tax collector) and identify how these are similar to other stories they know from different religions and how these are applied to believers' lives.</p> <p>Recognise, name and explain the Ik Onkar symbol.</p> <p>Explain why Sikhs do not make or worship</p>

<p>applies to God, Guru Nanak, the Ten Gurus and the Guru Granth Sahib.</p> <p>Know that the tenth guru, Guru Gobind Singh, nominated the Adi Granth as the final Guru, which then became known as the Guru Granth Sahib. Understand that the Guru Granth Sahib is the Sikh scripture. Explain how scripture is different to other types of religious writing in religions. Know that the poems in the Guru Granth Sahib are sung (known as kirtan), rather than spoken.</p> <p>Know that the tenth guru, Guru Gobind Singh, instigated the Khalsa (means 'pure'), also known as Amrit, initiation in 1699. Summarise the story of the Panj Pyare. Explain why the story is very important to Sikhs, and remembered.</p> <p>Explain what each of the 5 K's symbolises. Reflect on how a Sikh person might decide they wanted to initiate as a Khalsa Sikh; and understand that not all Sikhs take initiation.</p>	<p>statues of the Ten Gurus.</p> <p>Know that the Guru Granth Sahib is kept at the Gurudwara. Describe the typical layout of a Gurdwara. Explain the protocols for entry. Explain, giving reasons, the treatment of the Guru Granth Sahib. Reflect on why Sikhs begin each day with a reading (vak) from the Guru Granth Sahib, which is the 'divine command of the day' (hukam), and how this might make them feel throughout the day.</p> <p>Recognise, name and explain the different components of the Khalsa symbol. Describe what happens during Amrit initiation. Explain why Sikh surnames are normally Singh (meaning Lion) for men, and Kaur (meaning princess) for women.</p> <p>Reflect on what it might be like to wear a kara (steel bangle) as a reminder of God's presence.</p>
<p style="text-align: center;">Key Vocabulary</p> <p>India, Panjab, Sikh, Guru Nanak, guru, eternal, non-corporeal, omnipresent, shishya (disciple), Ten Gurus, Guru Arjan, Adi Granth, Guru Granth Sahib, scripture, hukam, vak, kirtan, Guru Gobind Singh, Khalsa, Panj Pyare, 5 Ks, kara.</p>	

Key Stage 3

Schools are required to include a comprehensive study of Sikhism at KS2. At KS3 pupils should further develop their understanding of Sikhism through discrete study or through linking the themes below to more generic and comparative schemes of work.

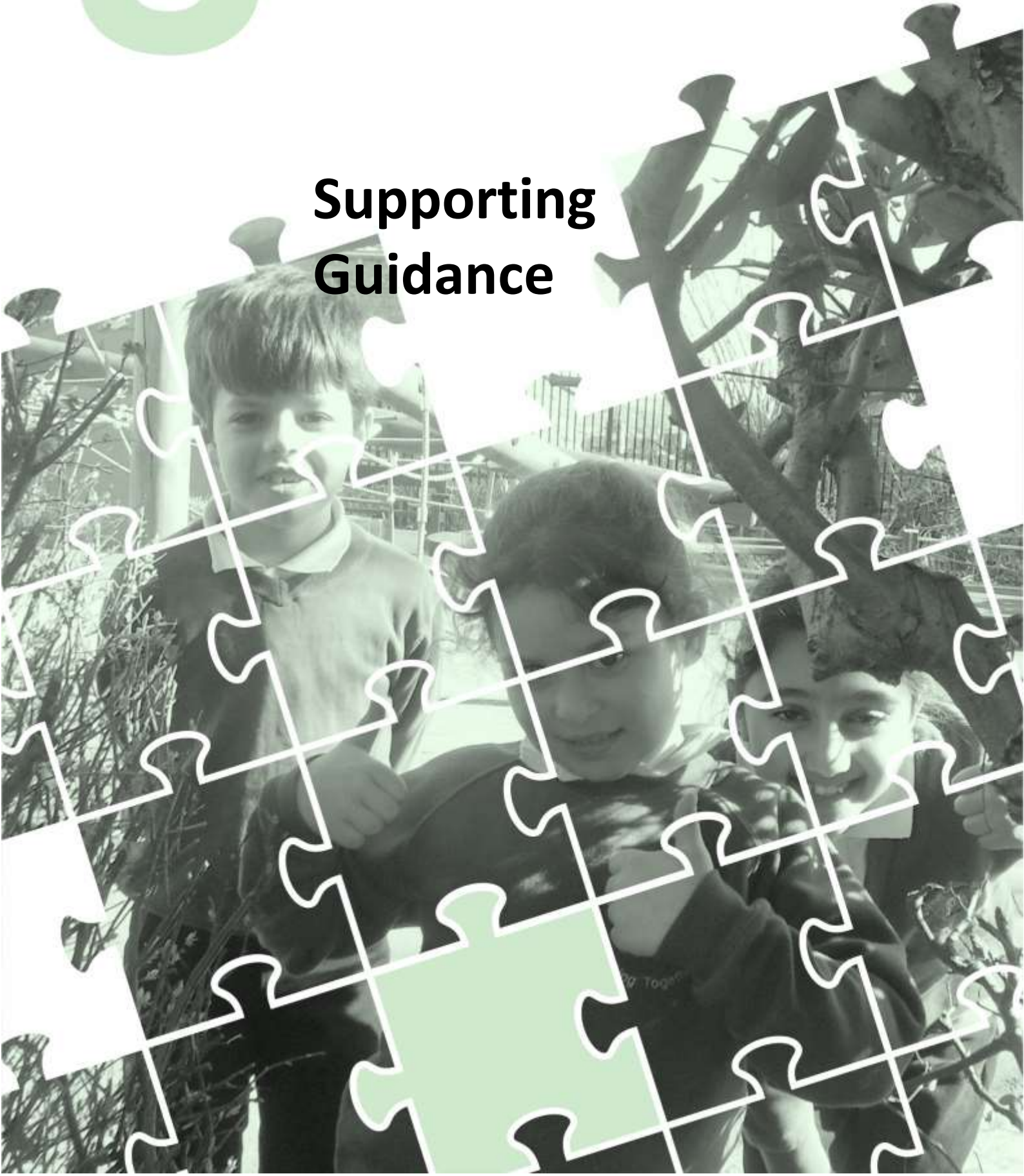
<p>General skill development</p> <p>By the end of KS3 students should be able to: Explain and interpret a range of views, show coherent understanding of, appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make well informed and reasoned responses.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS3 students should be able to:</p> <p>Know that the Mul (Mool) Mantar is the opening hymn of the Guru Granth Sahib, and that it summarises Sikh religious thought.</p> <p>Know that Japji, written by Guru Nanak, is the first prayer in the Guru Granth Sahib and that it summarises Sikh theological, philosophical and ethical thought.</p> <p>Explain the concept of sewa (selfless service) as service to the community that cultivates community spirit and personal humility.</p> <p>Understand that equality and inclusivity are core to Sikh ethics. Explain the link between seva and hukam (God's will)</p> <p>Know the term 'sangat' means community of Sikhs. Understand that Sikhism is not a renouncer religion, but instead celebrates family and community.</p> <p>Know that the Guru Granth Sahib is the source of spiritual authority for Sikhs, and understand why its presence is necessary to validate rites of passage.</p>	<p>By the end of KS3 students should be able to:</p> <p>Recall the Mul Mantar and explain its meaning. Explain how the Ik Onkar symbol signifies the Mul Mantar.</p> <p>Know that Sikhs recite Japji at dawn. Interpret sections of Japji to understand Sikh belief about the nature of God.</p> <p>Recall that the phrase 'Wahe Guru' is a typical expression of devotion and greeting and why this is important in prayer.</p> <p>Reflect on the examples of the humanitarian and environmentalist Bhagat Puran Singh (d. 1992), and Ravi Singh, founder of Khalsa Aid.</p> <p>Explain and interpret marriage symbolism (Anand Karaj) including why the the bride and groom circle (lavan) the Guru Granth Sahib.</p> <p>Recall, explain and analyse some key Sikh religious festivals (often called gurparabs – 'day of the guru'), eg:</p> <ul style="list-style-type: none"> • Guru Nanak's birthday, • Baisakhi • Divali. Reflect on reasons why Sikhs and Hindus both celebrate Divali, but give different reasons for it.

Key Vocabulary

Mul Mantar, Ik Onkar, Japji, hukam, Wahe Guru, Bhagat Puran Singh, Ravi Singh, Khalsa Aid, seva, sangat, Anand Karaj (marriage), gurparab, Baisakhi (Vaisakhi), Divali.

3

Supporting Guidance



Planning and Pedagogy

Enquiry and investigation should be at the heart of learning in RE. Units of work should usually take the form of an enquiry, focusing on a key question related to the subject content of the syllabus. A range of exemplar units has been provided for use by schools. These may be used or adapted at the discretion of schools, to reflect their own circumstances and needs. Details are shown from page 71.

Schools are encouraged to develop their own RE curriculum, reflecting a balance of the subject content outlined in this syllabus and enabling pupils to:

- Know about and understand a range of religions and other world views;
- Explore questions of beliefs and meaning;
- Investigate and respond to questions about morality and diversity.

There are various enquiry models, including 'Philosophy for Children', also known as a Community of Enquiry. This is a useful way of engaging pupils in their own learning and developing their critical and dialogical skills.

In this syllabus another simple enquiry model is suggested based on investigating a key question through at least three processes:

Analyse the question

Explore the issues and human experience involved in the question. What do we know? What are the issues?

It is vital to start from concepts understood by pupils. For young children this will mean focusing around practical ideas that can be applied to thinking and religious questions. For all pupils it will involve considering practical and meaningful issues around the question.

Investigate the relevant beliefs, practices and ways of life

Investigate beliefs and values from the chosen faiths and other world views, evaluating different perspectives and responses to the question.

Decide the religions or belief systems that will be a focus for learning. Remember there is often variation between beliefs and practices and within particular traditions. What do people believe? Which religious texts, stories or traditions are relevant? What do they do? How do they celebrate? What difference does it all make?

Offer reasoned and critical responses

Assemble, evaluate and explain possible conclusions and express a considered personal response to the issue.

Pupils investigate different conclusions and consider some of the concepts involved. Are there elements of personal reflection to gain from this? This is critical for all pupils, not only those from a religious tradition. For example, the concept of promise can be applied in a secular or religious way.

Suggested enquiry questions and units of work

Enquiry questions should meet these criteria to be sufficiently focused and appropriate for study in RE. They should:

- Be clearly accessible to the age of the pupils and enable them to join in the process of deciding what the question means and how it might be investigated;
- As a general rule, only include new language which relates to the direct object of study;
- Be 'big' questions that take the pupils to the heart of the subject and are of long-standing significance;
- Enable pupils to see a learning journey and identify how any topic is building on previous learning and advancing their progress in the subject. (*Expert Advisory Group*)

The RE Resources Hub contains units of work based on enquiry questions. These are listed in the Appendix. Taken together these would fulfil the requirements of the syllabus and offer a broad and balanced entitlement to RE. Some of these could be delivered as cross-curricular units of work. But schools are not required to use these. They are free to adapt them or to develop their own units of work as an alternative.

Most of the units can be studied through a variety of religions and other world views. In the interests of progression of knowledge and skills for all pupils, schools should take into account the guidance given about the focus religions at each key stage.

Planning a unit of work

These are five steps in planning a unit of work, based on an enquiry method.

1. Choose a key question

This should be based on one or more of the aims of the syllabus. Look at these aims in the relevant key stage of the syllabus, together with the illustrations provided. How are you going to use these to help pupils to develop the question?

2. Plan an assessment task

This must match one or more of your key aims. (*See the assessment guidance from page 72*)

3. Compile sub-questions within each part of the enquiry

Group these within each of the three elements of enquiry.

- *What is the question about?*
- *What are the relevant beliefs and practices?*
- *What responses can be made?*

4. Write Learning Objectives to fit the questions

These sub-questions will then inform the learning objectives for sections within your scheme of work, building towards the assessment task. It is not necessary for one element of enquiry to follow another in a strict order; they may be woven into the pattern in other ways. The important thing is for the learning to include the three elements overall. Teachers should keep in mind the progression maps provided later in the syllabus to support the progression of key themes/ concepts.

5. Devise learning activities

These support the learning objectives and the overall aims of the unit. It would be useful to provide an initial stimulus at the beginning of the unit to engage the pupils in the new unit.

Ensure there is balance and coverage of all aims across the curriculum as a whole.

Cross curricular opportunities

Many schools use cross curricular units of work to fulfil programmes of study. Much of the subject content outlined in this syllabus may be delivered in this way, always ensuring that the aims and content are delivered comprehensively and with integrity. Some aspects of the syllabus will still need some discrete RE time, such as a study of a particular world faith. Possible themes for cross-curricular study are included in the non-statutory examples at each key stage.

RE Resources Hub

The Resources Hub includes a wide range of detailed units of work. These are not statutory but, taken together, they will fulfil syllabus requirements. Units are sometimes accompanied by other resources for teaching and learning. However, schools are encouraged to develop their own curriculum based on the statutory requirements and other guidance in this syllabus. The exemplar units of work may be used, adapted or supplemented as appropriate. Many new units have been added in 2019 including a comprehensive set for Christianity offering progression through each year group. Resources for other world faiths have also been revised and strengthened. The Hub also includes national and local guidance and further resources such as an anthology of stories. The Hub is updated regularly and also welcomes contributions from teachers.

Schools can subscribe to the Hub with online access to all the units of work and resources. For more information about access please contact learning@kirklees.gov.uk.

Schools are also free to use other resources which support or enhance the teaching of RE with this syllabus, such as the 'Understanding Christianity' units and other resources produced by RE Today Services Ltd.

List of units of work 2021

EYFS

1. Where do we live and who lives there?
2. How do people celebrate in Autumn?
3. What makes a good helper and who helps us?
4. How do people celebrate in Spring?
5. What can we see in our wonderful world?
6. What are special places to our community?

Year 1

1. Which books and stories are special?
2. How do we celebrate special events?
3. What does it mean to belong to a church or mosque?
4. How and why do we care for others?
5. Who brought messages about God and what did they say?

Year 2

1. How is new life welcomed?
2. How can we make good choices?
3. How and why do people pray?
4. How can we look after the planet?
5. What did Jesus teach and how did he live?

Year 3

1. How do Jews remember God's covenant with Abraham and Moses?
2. What is Spirituality and how do people experience this?
3. What do Christians believe about a good life?
4. What do the creation stories tell us?
Additional unit: Who can inspire us?

Year 4

1. How are important events remembered?
2. What faiths are shared in our country?
3. How do the Five Pillars guide Muslims?
4. Why are Gurus at the heart of Sikh belief and practice?

Year 5

1. Why are some journeys and places special?
2. What values are shown in codes for living?
3. Should we forgive others?
4. What do Christians believe about the old and new covenants?

Year 6

1. How do Sikhs show commitment?
2. What do Christians believe about Jesus' death and resurrection?
3. How does growing up bring responsibilities?
4. How do Jews remember the Kings and Prophets in worship and life?

Year 7

1. What is religion?
2. How do Christians express their faith and spirituality?
3. How do Buddhists see life?
4. What does it mean to live in multi-faith Britain?
5. What do Hindus believe?
6. What is important to Muslims about a good life?

Year 8

1. How do Christians understand God and the Trinity?
2. What is Humanism?
3. What is marriage and how is it celebrated?
4. Should human beings use animals?
5. Was the universe created by God?
6. How do beliefs grapple with evil and suffering?

Year 9

1. How do Christians view the Kingdom of God and what sources of authority do they use?
2. How do beliefs affect death and mortality?
3. How does growing up bring responsibilities and commitments?
4. Does religion promote or prevent equality?
5. Do beliefs make a difference to caring for the environment?
6. What do Jews and Sikhs believe about charity and service?

Years 10-11

1. What does Ramadan mean to Muslims?
2. How are Quakers distinctive?
3. How do people work for peace?
4. What is meant by truth and spirituality?
5. Can you believe in God today?
6. What are human rights and what do religions have to say about these?
7. How do believers make moral choices?
8. Can beliefs ever justify violent extremism?
9. How can we make the world a fairer place?
10. Is there a connection between religion, citizenship and the state?
11. What can we find out about the wide rainbow of faiths?
12. How is diversity evident in Christianity and Islam?
13. How do different faiths live, coexist or work together?

Support for RE in West Yorkshire

Continuing Professional Development

An extensive programme of professional development is available, including day, half day and twilight courses on subjects such as:

- Leading RE in a Primary School
- Subject Knowledge of World Faiths
- Intent, Implementation and Impact
- Assessment
- Creative Teaching of RE
- Collective Worship

Courses are run on-line when necessary or appropriate. Bespoke training can also be arranged in schools or clusters to support the delivery of this syllabus and to promote effective RE teaching.

Other useful sources of professional development include:

RE Online <https://www.reonline.org.uk/>
National Association of Teachers of RE <https://www.natre.org.uk/>

Guidance

Guidance and template policies are available from each of the local authorities. Examples include:

- Sensitivity to issues of faith in schools
- RE Policy
- Collective Worship
- Withdrawal from RE and/or Collective Worship

Half day reviews of religious education can be arranged.

Local Contacts

For further information on local RE and support, please use these initial contact details:

Bradford	Jenny Fox	EdSafeTeam@bradford.gov.uk
Calderdale	Ian Ross	ian@penninelearning.com
Kirklees	Ian Ross	ian.ross@kirklees.gov.uk
Leeds	Helen Rivers	helen.rivers@leeds.gov.uk
General		enquiries@penninelearning.com

Enriching RE through engagement with faith communities

Diversity is multi-faceted and does not only apply to ethnicity or faith. Nevertheless, engagement with people of different faiths is a critical element of RE and of nurturing tolerance and understanding. This can take the form of a visit to a faith community or receiving a visitor in an assembly, class or special event. It may be done on-line as well as face-to-face. Many schools find it invaluable to arrange such engagement to help students to broaden their understanding and experience of our communities and world.

These occasions can:

- Contribute to our obligation to promote fundamental values of respect and tolerance;
- Broaden pupils' experience and perspectives and develop their critical thinking skills;
- Build bridges in our local communities;
- Enrich the provision for religious education and fulfil requirements of the syllabus.

Schools often use visitors as well as, or instead of, arranging an external visit. Unless such an occasion is specifically part of the RE curriculum or an act of collective worship, there is no statutory right to withdraw. It can still enable pupils to understand about different people and cultures.

There are some key things to consider in planning an encounter:

- What are the aims? Have these been discussed and shared with the visitor?
- Ensure the school is managing the event throughout. This will help the visitor as well as you.
- Follow normal safeguarding procedures, while also offering appropriate welcome and hospitality.
- Prepare the pupils, staff and parents; celebrate the occasion and links with the wider community.

It is good to remember that staff (not just teaching staff) and parents may be a source of diverse experience that can be celebrated in school and learnt from by pupils. Sensitivity is needed, and such contributions need to match the willingness, confidence and experience of the person concerned. At the same time this participation can affirm and enrich the participant.

Sometimes parents or carers are reluctant to allow their child to participate on a specific visit. All school visits require parental consent and as a concomitant, parents have a legal right to withhold such consent. While schools must always respect (and be seen to respect) parents' statutory rights, teachers can try to encourage full participation as part of every child's right to a broad and balanced education.

Be aware that parental reluctance may stem from a number of reasons and should not be automatically dismissed as ignorance or prejudice. There can also be genuine fears and doubts and it is always good to encourage a parent or carer to articulate their questions.

Schools have found some of the ideas below useful in dealing with doubts or in building a culture where visits and visitors are part of the yearly routine and welcomed by all.

- It is good practice to ask to discuss such an issue face to face. There may be specific reasons why a parent is reluctant to allow consent. A meeting gives the opportunity to reassure and for the parent to think through what is best;
- Be very clear about the facts – communicate the nature, purpose and content of the visit at an early stage and continue to do so;
- Be clear about the value of the visit – how and why it will be helpful for pupils and how it links to the curriculum;
- Celebrate the event through displays and information on newsletters, website or parents' evenings. Use last year's pictures to help promote this year's event;
- Link it into a wider school context, for example as part of a sequence of visits or events that engage with diversity or as a contribution to a wider antibullying or tolerance agenda;
- Communicate the enjoyment and participation involved. It's a shame if a child misses out on the experience shared by others in the class;
- Involve parents – as helpers or through sharing what is happening.

List of Contacts and Opportunities

A list of contacts is regularly updated to help schools contact faith communities. Such engagement can enrich students' religious education and, more widely, enhance awareness, understanding and tolerance of religious diversity in our region. It includes individuals who are willing to come into school to support your work and bring some direct engagement with faith communities. It also includes some general information about places and organisations. Additional information and suggestions are always welcome. The list is available in respective local authorities and at www.penninelearning.com.

The list does not, of course, foreclose or replace local contacts. Schools can readily make contact directly with local places of worship. In particular, the Anglican and Roman Catholic churches operate parish systems where there is always a local church with pastoral responsibility for the local community.

The purpose of visits envisaged here is to support the education of young people, not in any way to persuade or proselytise. However, we hope that direct engagement with people of faith will enliven and inspire pupils' thinking so they can make their own judgments and develop their own understanding.

Although due care has been taken to check that individuals and organisations are appropriate and bona fide, it is neither apt nor possible to conduct safeguarding or quality assurance checks in a

comprehensive way. Please be clear that it is the responsibility of individual schools to undertake normal safeguarding and quality assurance procedures for themselves.

Education and Faith Project

The Education and Faith Project plans a range of supporting activities, both face-to-face and on-line. It is supported and financed by Kirklees and Leeds SACREs. Activities include:

- School interfaith conferences
- Question Time panels
- Training and information for faith communities engaged in schoolwork (see below)
- A regularly updated list of contacts
- Audit and review tools for use in schools independently or with consultant support



Training is available for faith communities supporting understanding of the RE syllabus, modelling activities to use with pupils and providing guidance on protocols. Faith communities can also gain recognition of the quality of visits through the 'Welcoming Schools' logo. Communities which have gained this award are marked in the list.

For more details please contact helen@penninelearning.com.

Bradford Interfaith and Diversity Education

This is a team of faith tutors representing the six major world faiths, offering a range of services which help promote respect, tolerance, equality and understanding, by dispelling myths and misunderstandings.

The Ofsted Education Inspection Framework 2019 makes specific reference to “developing an understanding and appreciation of diversity” and also “celebrating what we have in common and promoting respect for the different protected characteristics as defined in law”. Our service can help you fulfil this duty. Schools have reported a change in children’s behaviour following our visits or assemblies, reporting that they appear calmer and more peaceful with an enhanced spiritual awareness.

The flexible and responsive service can offer the following activities across the six major world faiths:

- Guided visits to faith settings
- Faith-based workshops
- Collective worship (inclusive or separate faith)
- Bespoke group training for staff
- Advice and guidance – email helpline
- Advice and guidance – one-to-one support for staff

All services can be delivered face-to-face or virtually with, for example, a pre-recorded virtual visit to a place of worship coupled with a tailor-made live session with the tutor (virtual or face-to-face). The service is also open to any organisation wanting to learn more about faith and diversity. Previous clients include colleges, universities, the police, NHS, BBC, Ministry of Defence.

Contact the team on interfaith@bradford.gov.uk or see skills4bradford.co.uk for more details.

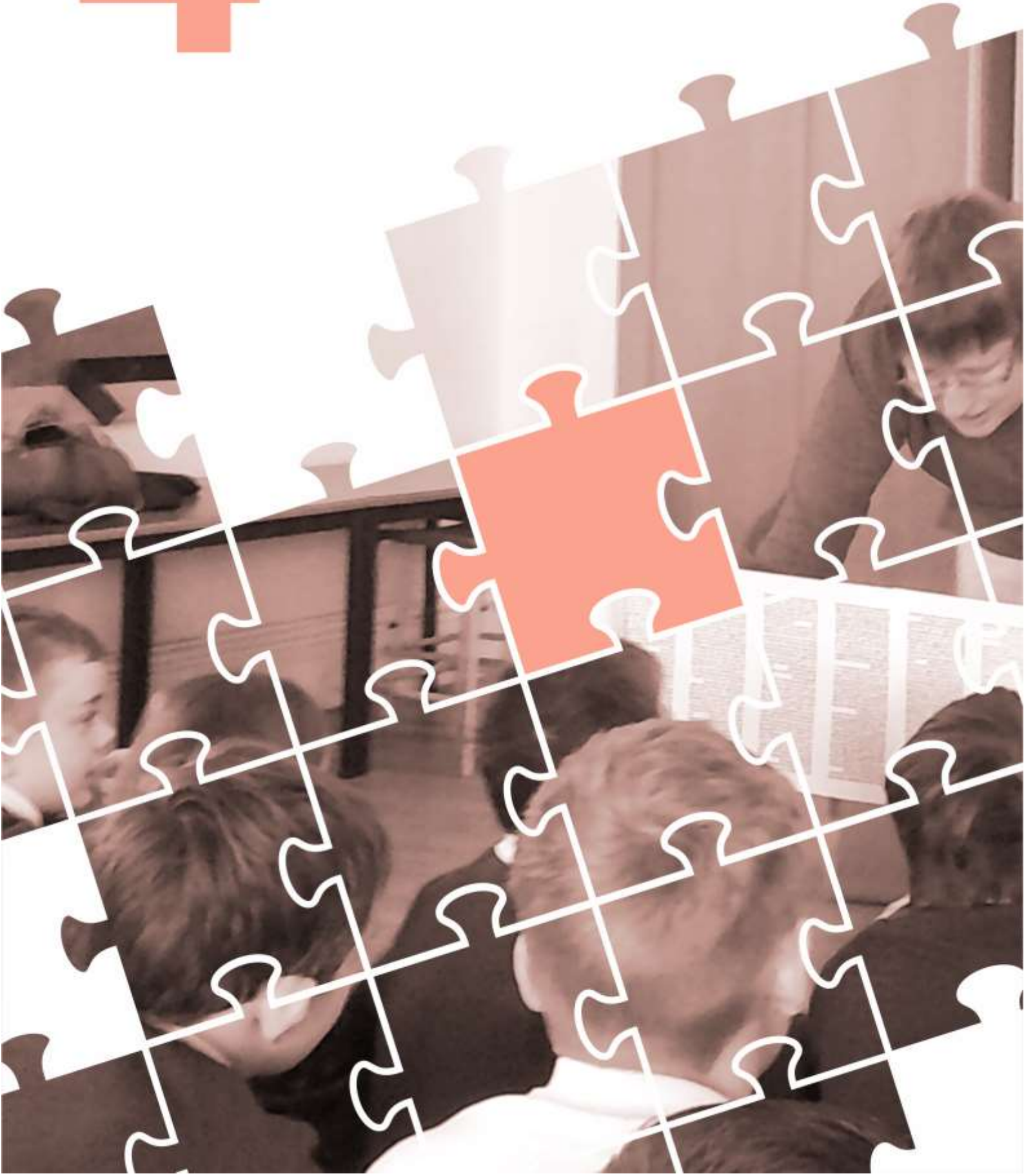
RE Quality Mark

The RE Quality Mark is a national award acknowledging and celebrating outstanding RE. It is based on a self-assessment audit followed by a half day visit from an assessor. For full details go to www.reqm.org.



4

Assessing the impact of curriculum and teaching



Assessment and End of Key Stage Statements

End of Key Stage statements are adapted from the *RE Curriculum Framework 2013*. These have been formatted to indicate clearly the progression of skills (**emboldened and underlined**) and main areas of *content* (**emboldened in italics**). In this table the statements are organised on to a single page for each key stage.

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
KS1	<p>Beliefs and authority <u>Retell and suggest meanings</u> for some religious and moral stories, exploring and discussing <i>sacred writings and traditions</i> and recognising the traditions from which they come.</p> <p>Worship and Spirituality <u>Recall and name</u> different beliefs and practices, including <i>festivals, worship, rituals and ways of life</i>, in order to find out about the meanings behind them. <u>Recognise</u> some different ways that people <i>express beliefs and values, appreciating some similarities</i> between communities.</p>	<p>The Nature of Religion and Belief <u>Notice and respond sensitively</u> to some <i>similarities between different religions and other world views</i> in their approach to questions of beliefs and meaning.</p> <p>Ultimate Questions <u>Explore questions about belonging, meaning and truth</u> so that they can <u>express their own ideas</u> and opinions in response using words, music, art or poetry.</p>	<p>Moral decisions <u>Find out about questions of right and wrong</u> and <u>begin to express their ideas</u> and opinions in response.</p> <p>Identity and Diversity <u>Find out about and respond</u> with ideas and <i>examples of co-operation</i> between people who are different.</p>

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
KS2	<p>Beliefs and authority <u>Describe and understand</u> links between stories and other aspects of the communities they are investigating, <u>responding thoughtfully</u> to a range of <i>sources and traditions</i> and to <i>beliefs and teachings</i> that arise from them in different communities.</p> <p>Worship and Spirituality <u>Describe and make connections</u> between different features of the religions and other world views they study, discovering more about <i>celebrations, worship, pilgrimages and the rituals</i> which mark important points in life, in order to <u>reflect on their significance</u>. <u>Explore and describe</u> a range of <i>worship and expressions of spirituality</i> so that they can understand different ways of expressing meaning.</p>	<p>The Nature of Religion and Belief <u>Observe and understand</u> varied <i>examples of religions and other world views</i> so that they can <u>explain, with reasons</u>, their meanings and significance.</p> <p>Ultimate Questions <u>Discuss and present thoughtfully</u> their own and others' views on <i>challenging questions about belonging, meaning, purpose and truth</i>, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p>Moral decisions <u>Discuss and apply</u> how <i>beliefs and values may affect choices</i>, ideas about <i>what is right and wrong and what is just and fair</i>, <u>reflecting on their own answers</u> to these questions.</p> <p>Identity and Diversity <u>Consider and apply ideas</u> about ways in which <i>diverse communities can live together</i> for the well-being of all, <u>responding thoughtfully</u> to ideas about community, values and respect.</p>

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
KS3	<p>Beliefs and authority <u>Explain and interpret</u> a range of beliefs, teachings and <i>sources of wisdom and authority including experience</i>, in order to understand religions and other world views as coherent systems or ways of seeing the world.</p> <p>Worship and Spirituality <u>Explain and interpret ways that religions and other world views influence individuals and communities</u>, in order to <u>appraise reasons</u> why some people support and others question these influences. <u>Explain</u> how and why individuals and communities express their <i>beliefs and values in many different ways</i>, <u>enquiring into</u> this variety and the links between them.</p>	<p>The Nature of Religion and Belief <u>Consider, analyse and evaluate</u> a range of approaches to <i>questions of beliefs and meaning within the local community and beyond</i>, using some introductory theological approaches.</p> <p>Ultimate Questions <u>Explore</u> some of the <i>ultimate questions</i> that are raised by human life, making <u>well-informed and reasoned personal responses and expressing insights</u> that draw on a wide range of examples including the arts, media and philosophy.</p>	<p>Moral decisions <u>Observe and interpret</u> a wide range of ways in which religious beliefs and commitments are expressed. <u>Explore and express insights</u> into <i>significant moral and ethical questions</i> and <u>reflect personal responses</u>, drawing on a range of examples.</p> <p>Identity and Diversity <u>Examine and evaluate</u> issues about <i>community relations and respect</i> for all, in the light of different perspectives from varied religions and other world views.</p>

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
KS4	<p>Beliefs and authority <u>Analyse texts and other sources of authority, investigating a range of different interpretations</u> of these and <u>exploring</u> the consequences and implications for people and communities.</p> <p>Worship and Spirituality <u>Investigate and evaluate diverse patterns of worship and ceremonies</u> shown by denominations, sects or other communities expressing faith or belief. <u>Analyse forms of spirituality and worship</u> found in different religions and other world views.</p>	<p>Nature of Religion and Belief <u>Research and investigate</u> a range of approaches to important <i>religious and philosophical questions</i>, providing a <u>detailed evaluation of the perspectives of others, as well as their own views.</u></p> <p>Ultimate Questions <u>Enquire</u> into <i>ultimate questions about human life and experience</i>, offering <u>balanced and well-articulated analysis</u> of diverse responses.</p>	<p>Moral Decisions <u>Research and present</u> a wide range of well-informed and reasoned arguments about moral, religious and spiritual issues.</p> <p>Identity and Diversity <u>Investigate and show detailed knowledge</u> of how faith communities and other groups differ in their approach to <i>controversial issues</i>, and how they find common approaches and tolerance.</p>

Working towards End of Key Stage 1: Progress Ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Year 1. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	Lower KS1: Pupils working towards KS1 expectations will:	Upper KS1: Pupils securely achieving KS1 expectations will:
A. Investigate the beliefs and practices of religions and other world views	Recall and talk about Talk about Notice	Recall and name Retell and suggest meanings for Recognise similarities and differences
<i>Summarised as...</i>	Recall, name and talk about	Retell, recognise and find meanings
B. Investigate how religions and other world views address questions of meaning, purpose and value	Respond to questions Talk about Notice details	Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively
<i>Summarised as...</i>	Ask and explore	Explore and respond sensitively
C. Investigate how religions and other world views influence morality, identity and diversity	Find out about Talk about ideas	Observe and recount Find out about and respond Find out and begin to express ideas
<i>Summarised as...</i>	Explore and find out	Begin to express ideas and opinions

Working towards End of Key Stage 2: Progress Ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in each year group at KS2. This may be helpful in assessing progress each year. Each sentence stem needs to be applied to a particular task or knowledge content.

	Lower KS2: Pupils working towards KS2 expectations will:		Upper KS2: Pupils securely achieving KS2 expectations will:	
A. Investigate the beliefs and practices of religions and other world views	Y3 pupils should: Recognise Retell and make links Observe similarities and differences	Y4 Pupils should: Describe and make links Describe and show understanding Explore and describe similarities and differences	Year 5 Pupils Should: Identify and make connections Reflect on and find meanings Explain and understand similarities and differences	Year 6 Pupils should: Compare and contrast Give a considered response
<i>Summarised as...</i>	Describe, discover and respond thoughtfully		Reflect and make connections between different ideas	
B. Investigate how religions and other world views address questions of meaning, purpose and value	Y3 pupils should: Observe Express own ideas Observe and respond thoughtfully	Y4 Pupils should: Explain and give reasons Present ideas Reflect and give examples	Year 5 Pupils Should: Identify and explain Apply and explain ideas Reflect and suggest reasons	Year 6 Pupils should: Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	Observe and suggest reasons		Consider, compare and contrast	
C. Investigate how religions and other world views influence morality, identity and diversity	Y3 pupils should: Discover more and express ideas Discover and respond Express ideas	Y4 Pupils should: Explain and give reasons Discover and explain ideas Express ideas and opinions	Year 5 Pupils Should: Identify and explain Investigate and apply ideas Discuss and give examples	Year 6 Pupils should: Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	Suggest reasons and respond thoughtfully		Offer ideas and clear responses	

Working towards End of Key Stage 3: Progress Ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Years 7 and 8. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	Y7: Pupils working towards KS3 expectations will:	Y8: Pupils partially achieving KS3 expectations will:	Y9: Pupils who are securely achieving KS3 expectations will:
A. Investigate the beliefs and practices of religions and other world views	Express understanding of a range of..... Give a considered response to... Describe and explain... Give reasons for... Explore and give reasons for...	Explain a range of Show understanding of... Explain influences on... Appraise reasons for... Explain how..... Enquire about....	Explain and interpret a range of... Show coherent understanding of..... Appraise reasons for... Interpret a range of... Explain how and why differences... Enquire into differences....
<i>Summarised as...</i>	Explain, giving a considered response	Explain influences and impact	Interpret variety
B. Investigate how religions and other world views address questions of meaning, purpose and value	Explain and give reasons for... Explore and explain diversity ... Explore and respond, giving reasons	Explain clearly, reasonably and coherently; Evaluate religious... Explain and make well-informed responses	Explain clearly, reasonably and coherently; Evaluate and analyse... Make well-informed & reasoned responses Investigate and express insights...
<i>Summarised as...</i>	Explain diversity	Explain beliefs and ideas clearly, recognising diversity	Evaluate explanations with cogent arguments
C. Investigate how religions and other world views influence morality, identity and diversity	Observe and show understanding of... Assess the importance of.... Explore and express views with reasons... Consider and weigh up issues	Explain differences... Explore and express well-informed views... Examine and evaluate issues...	Interpret a range of... Analyse controversies... Explore and express insights.... Research and evaluate....
<i>Summarised as...</i>	Weigh up different ideas	Examine & respond coherently	Research and evaluate

Working towards End of Key Stage 4: Progress Ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Year 10. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	Students partially achieving KS4 expectations will:	Students securely achieving KS4 expectations will:
A. Investigate the beliefs and practices of religions and other world views	Research and interpret texts and sources... Investigate different arguments and evidence... Offer interpretations and conclusions...	Analyse texts and sources.... Investigate and explain different interpretations... Investigate and evaluate.... Analyse forms of Analyse the influence of
<i>Summarised as...</i>	Show detailed knowledge of perspectives & sources	Analyse different arguments clearly, with supporting evidence
B. Investigate how religions and other world views address questions of meaning, purpose and value	Collect and organise evidence... Find and interpret examples... Enquire into... Present informed and balanced arguments...	Analyse varied responses ... Give reasoned and supported arguments... Research and investigate a range of ... Provide detailed evaluation of ... Enquire into ... Offer balanced and well-articulated analysis ...
<i>Summarised as...</i>	Explain evidence and provide a range of examples	Research and analyse evidence, drawing reasoned conclusions
C. Investigate how religions and other world views influence morality, identity and diversity	Raise issues and questions Consider and explain different perspectives Research and present evidence and examples	Research and present a wide range of reasoned arguments... Investigate and show detailed knowledge of Examine and critically evaluate varied perspectives
<i>Summarised as...</i>	Raise and evaluate critical questions	Research independently and reflect personal conclusions

Summary of progress towards end of key stage statements

<i>Achievement related to EKSS</i>	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
Securely achieving KS4 expectations (Y11)	Analyse different arguments clearly, with supporting evidence	Research and analyse evidence, drawing reasoned conclusions	Research independently and reflect personal conclusions
Partially achieving KS4 expectations (Y10)	Show detailed knowledge of a range of perspectives, sources and decisions	Explain evidence coherently, providing a range of examples	Raise and evaluate critical questions
Securely achieving KS3 expectations (Y9)	Interpret variety	Evaluate explanations with cogent arguments	Research and evaluate
Partially achieving KS3 expectations (Y8)	Explain influences and impact	Explain beliefs and ideas clearly, recognising diversity	Examine and respond coherently
Working towards KS3 expectations (Y7)	Explain, giving a considered response	Explain diversity	Weigh up different ideas
Securely achieving KS2 expectations (Y6)	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses
Partially achieving KS2 expectations (Y4)	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
Securely achieving KS1 expectations (Y2)	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
Partially achieving KS1 expectations (Y1)	Recall, name and talk about	Ask and explore	Explore and find out

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Well-prepared and challenging RE will help to inspire young people to learn from others and discover the value of empathy. This syllabus will provide a framework to explore the rich heritage of faiths and beliefs but also the opportunity to develop critical and reflective skills that will support each student in discovering their own journey of purpose and meaning.



**Believing and Belonging in West Yorkshire
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