

The Agreed Syllabus for Religious Education



The Agreed Syllabus 2022
a syllabus for Religion and Worldviews

CONTENTS

Introduction	2
The purpose of RE	2
The aims of RE	3
What do we mean by worldviews?	3
What is STATUTORY in RE?	5
The STATUTORY right of withdrawal	5
RE in different types of schools	6
Curriculum time for RE	7
Which religions and worldviews should be included?	8
RE as a multidisciplinary subject	9
STATUTORY Areas of Understanding	11
STATUTORY Areas of Understanding Key Stages 1, 2, 3	12
Progression and attainment in RE	21
STATUTORY End of Key Stage Expectations	21
STATUTORY End of Key Stage Expectations Key Stage 1/2, 2/3	22
Providing a balance between Theology, Philosophy and Social Sciences	24
Non-statutory Key Content and Vocabulary by faith	25
Inclusion – the importance of RE for pupils with SEND	41
Spiritual, Moral, Social and Cultural development	43
Sensitivities and challenges in RE	44
The 2019 Ofsted Framework	45
Bibliography	46

Introduction

Whilst the Agreed Syllabus 2016 has been in force, there have been a series of high-profile reports considering the relevance and appropriateness of the RE offered in schools across the country. The 2022 syllabus takes account of the findings of these reports [1]. In addition, the revised [Ofsted Framework \(2019\)](#) has placed a renewed focus on the curriculum, giving a higher profile to curriculum status and content. Therefore, the syllabus includes guidance about developing a clear curriculum pathway from Early Years through to Key Stage 5.

This syllabus promotes an **enquiry approach** to learning, first introduced in our 2011 agreed syllabus. It reflects the principles of curriculum coherence, with less content and an emphasis on establishing understanding of core concepts. There is an expectation that topics will be taught in a deeper way, using a multi-disciplinary approach [2] and paying attention to the big ideas which underpin learning. The syllabus provides young people with the opportunity to develop ‘powerful knowledge’ [3] about the religions and worldviews [4] they study, which helps to make them skilful and sophisticated interpreters of the world around them. The syllabus is ambitious and academically rigorous. Using it allows teachers the flexibility to design and build their own RE curriculum, making it inclusive and relevant for all pupils whatever their age, ability and need.

The purpose of RE

Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people’s education by provoking **challenging questions** about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life’s big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.

Learning in RE develops **religious literacy** [5], so that young people are equipped with systematic and powerful knowledge, deepening as they progress through the school. RE provides multiple opportunities to develop an understanding of key concepts from a range of religions and worldviews, through engaging with quality resources and deploying the skills needed to understand, interpret and critically evaluate texts, sources of wisdom and authority. Young people learn to weigh up the value of wisdom from different sources, to develop and articulate their insights in response, and to agree or disagree respectfully.

RE develops pupils’ aptitude for dialogue, and provides young people with appropriate vocabulary to be able to express their learning in meaningful ways. They develop their knowledge and conceptual understanding of religion and worldviews and how these function in the lives of individuals and communities. Young people explore their own responses and those of others to questions of meaning, purpose and truth, enabling them to develop their own ideas, values and identity. They can then participate fully and positively in our society with its diverse religions and many differing worldviews.

Mary Myatt [6] encapsulates the importance of RE as part of a broad curriculum:

RE is important because, like every other subject, it provides a particular set of materials through which pupils come to understand important things about the world and themselves. It stands in the curriculum as a set of ideas and practices that have shaped and continue to shape our world. The business of RE is an exploration of the influence of religions and beliefs on individuals, culture, behaviour and national life.

The aims of RE

The curriculum for RE aims to ensure that all pupils develop religious literacy through

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology**, **Philosophy** and **Social Sciences**
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of **Theology**, **Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews

What do we mean by worldviews?

The inclusion of worldviews enables young people to connect with religion(s) in a much more profound and inclusive way.

A worldviews approach enables pupils to explore and gain ownership of their own perspectives, fitting new understanding into their existing mental framework.

We learn about religion and beliefs through connecting and contrasting them with our own way of seeing the world.

Ed Pawson

<https://www.reonline.org.uk/blog/a-worldviews-approach-doesnt-dilute-re-it-gives-the-subject-context-and-relevance/>

The English word 'worldview' is a translation of the German 'weltanschauung', which literally means a view of the world. A worldview is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.

We use the term 'institutional worldview' to describe organised worldviews shared among particular groups and sometimes embedded in institutions. These include what we describe as religions as well as non-religious worldviews such as Humanism, Secularism or Atheism. We use the term 'personal worldview' for an individual's own way of understanding and living in the world, which may or may not draw from one, or many, institutional worldviews. [7]

The definition of worldviews above is not the only description applied to the concept of 'worldview', though the distinction between personal and institutional worldviews is helpful. We all have a worldview, shaped by our environment and experiences which needs to be recognised and explored by teachers and students alike. The study of RE should include the study of religions - which are in themselves worldviews - and other non-religious worldviews, using appropriate methodologies to engage with the many and diverse concepts.

The [CoRE report](#) describes religious and non-religious worldviews as '*...complex, diverse and plural. Understanding them requires a nuanced, multidisciplinary approach*'. This approach is embedded in this syllabus.

Personal worldviews are the assumptions, beliefs and values, or principles held both consciously and sub-consciously. It will be helpful to explore with pupils the various worldviews held by individuals and communities, by providing opportunities to encounter difference. Considering diversity within a religion will help pupils understand that even within an organised worldview, individuals and communities may follow the same beliefs but have different worldviews. The study of non-religious worldviews may include Humanism, paganism, secularism, atheism and agnosticism.

Activities which require pupils to see, hear and respond to different views, cultures and practices in art, music and texts, to make responses to ethical dilemmas and conflicting accounts, offer a starting point in RE.

If pupils can gain a greater understanding of their personal worldview and consider where their worldview has come from, they are in a better position to consider and understand the worldviews of others. Providing opportunities to talk with faith members about their personal worldview and influences can enrich understanding of diversity. By giving increased attention to personal worldviews, children will begin to understand how these are formed and the complex influences on different worldviews

What is STATUTORY in RE?

All maintained schools in England must provide Religious Education (RE) for all registered pupils up to the age of 18, including those in the sixth form, unless withdrawn by their parents or by themselves if over 18.

This requirement does not apply to children below compulsory school age in nursery schools or classes. Maintained special schools and PRUs are required to ensure that as far as practicable, pupils receive RE. [8] The key document in determining the teaching of RE is the locally agreed syllabus. Each local authority is required to review its locally agreed syllabus every five years. The syllabus must 'reflect that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' The law does not define what these principal religions are. [9]

The duty to teach RE to all pupils, in all years, in all schools

If a school teaches an RS qualification at KS4, and enters pupils for this at the end of Year 10, it should still be teaching RE in Year 11. Otherwise, it does not meet the duty to provide RE as part of its curriculum to 'all registered pupils at the school'.

The STATUTORY right of withdrawal

Parents/Carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this and the school must comply with the request. It has a responsibility to supervise any pupils who are withdrawn from RE but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided at the school in question or another local school. The pupil may receive external RE teaching provided that this does not significantly impact on his/her attendance. [10]

Pupils over 18 may withdraw themselves from RE and **teachers** may also withdraw from the teaching of RE on grounds of conscience, unless they have been specifically employed to teach or manage the subject. [9]

RE in different types of schools

Academies must teach RE in accordance with their funding agreements. The type of RE specified in the funding arrangement depends on whether or not the academy has a religious designation. Academies should consider continuity and curriculum progression across the key stages. If they adopt the locally agreed syllabus there is continuity when pupils move schools and local resources are available to support it. Academies with a religious character must provide RE in accordance with the tenets of the particular faith specified in the designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose. **Free schools** are academies in law and have the same requirement to provide RE.

**An academy has simply to meet the requirements of law (ERA 1988, Chapter 40, Section 8:3)*

Maintained schools are of four types:

Community schools are controlled and run by the LA and must follow the locally agreed syllabus.

Foundation and trust schools are run by the governing body which employs the staff and sets its own admissions criteria. The land and buildings are usually owned by the governing body or, in trust schools, a charity. RE must be taught in accordance with a locally agreed syllabus unless the school has a religious foundation, in which case parents may request RE in accordance with the school's trust deed, or in accordance with the beliefs or denomination specified in the designation of the school.

Voluntary Aided (VA) Church of England schools must ensure that their Religious Education syllabus and provision is in accordance with 'the rites, practices and beliefs of the Church of England'. It is recommended that they use the Diocesan syllabus. In Voluntary Aided schools RE must be taught in accordance with the trust deed and determined by governors.

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

Monitoring and accountability

All schools must publish their Religious Education curriculum for each academic year on the school website.

Curriculum time for RE

The SACRE upholds the longstanding recommendation in England (1994) that schools devote at least 5% of their total curriculum time to Religious Education.

In order to meet the statutory requirements of this syllabus, schools need to allocate the following minimum curriculum time to the teaching of RE:

Key Stage 1: 36 hours per year (equivalent to 60 minutes per week)

Key Stage 2: 45 hours per year (equivalent to 75 minutes per week)

Key Stage 3: 45 hours per year (equivalent to 75 minutes per week)

Key Stage 4: pupils should follow an accredited course in RE provided by a recognised exam board with the recommended curriculum time for that course; where this is not possible, a core course spanning the two years must be provided for students to meet their entitlement to RE (5% curriculum time is equivalent to 70 hours across the key stage.)

Key Stage 5: RE should enhance and broaden educational opportunities for all students who take increasing responsibility for their own learning, with flexibility of delivery, so schools should provide a minimum of 15 hours in total which may be:

- an accredited course, such as AS or A Level Religious Studies, or
- a course which requires a significant study of a world religion or engagement with religious or philosophical ideas, or
- a study of religious, ethical and philosophical topics through a choice of regular timetabled lessons, enrichment activities, group projects, field trips, or
- day conferences.

Which religions and worldviews should be included?

Pupils should have the opportunity of a broad, inclusive Religious Education, including studies of religious communities and non-religious worldviews.

At all key stages more time should be spent on **Christianity** than on any other individual religion or worldview 'to reflect the fact that the religious traditions in Great Britain are in the main Christian' (Education Act 1988).

Principal religions represented in Great Britain are usually regarded as:

Buddhism, Islam, Judaism, Sanatana Dharma (Hinduism), Sikhi

Schools should decide - on the basis of their local context - which other religions and non-religious worldviews to study in each key stage. Good practice would suggest that teachers at subsequent key stages should build upon what has gone before.

Other religions and non-religious worldviews may include:

The Baha'i Faith, Church of Jesus Christ of Latter Day Saints, Jehovah's Witnesses, Rastafarians, Pagans, Hare Krishnas, African churches, Humanists, Atheists

This syllabus recommends a minimum of:

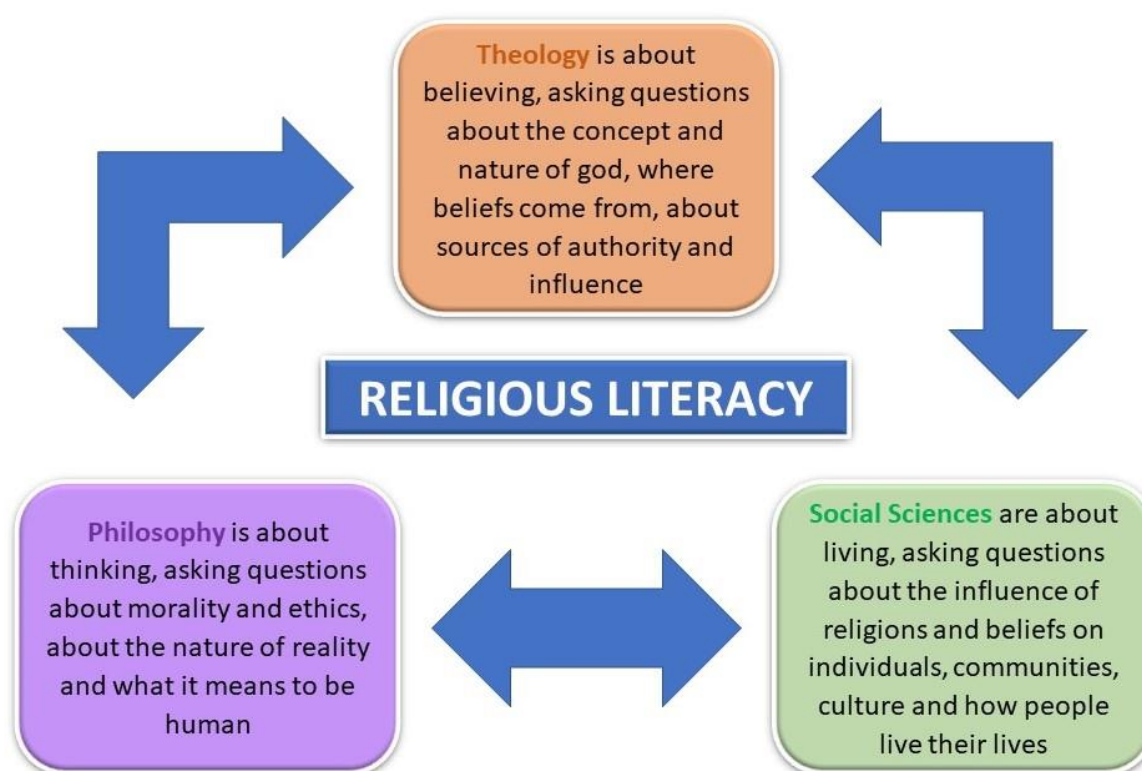
- Key Stage 1:** Christianity and one other principal religion, plus one other religion or non-religious worldview
- Key Stage 2:** Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews
- Key Stage 3:** Christianity and at least two other principal religions in some depth, plus other religions or non-religious worldviews
- Key Stage 4:** Christianity and one other principal religion to greater depth, plus other religions or non-religious worldviews
- Key Stage 5:** Distinctive features of Christianity, other principal world religions and non-religious worldviews

RE as a multi-disciplinary subject

The primary purpose of RE must be to contribute to a wider educational purpose. It is not sufficient for pupils to be able to name, for example, the parts of a place of worship or to describe what happens on hajj. There are questions to be asked, texts to be studied and knowledge to develop to help our children and young people understand the society in which we live, the culture we inherit and the wider world of which we are a part.

There are many different disciplines used to explore the phenomena of religion. The SACRE has decided that for the purpose of this syllabus, the focus is on three mutually supportive disciplines - **Theology**, **Philosophy** and **Social Sciences**. Sometimes described as lenses, the three disciplines help RE to be seen from different perspectives, giving a balanced approach to teaching and learning. This model is adapted from *RE in a broad and balanced Curriculum: A practical tool* [11].

Looking at RE through these disciplines helps to structure the learning and differentiates RE from PSHE and Citizenship, giving academic rigour to the study of religion and worldviews.



[Adapted from Georgiou, G. (Lincoln Diocesan Board of Education), Seymour, O. (Diocese of York) & Wright, K.]

Looking at RE through the lens of Theology

Theology is derived from the Greek *'theologia'* which combines *theos* (god) and *logia* (sayings or utterances) and literally means 'words of god'. More broadly, theology is interpreted as the study of religion.

The study of religion and religious belief is concerned with questions about the nature of god and religious perspectives on the relationship of god to humanity and of humanity with the universe. It requires engagement with the rich and diverse texts and sources of authority found in the religious traditions to be studied. In the classroom, opportunities should be given to thinking about the beliefs and concepts underpinning different faiths, and where those beliefs come from. It means that consideration should be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything [11].

Looking at RE through the lens of Philosophy

Philosophy is from Greek *philo* meaning love and *sophos* wisdom, or literally, 'the love of wisdom'.

Philosophy asks questions about the meaning of life, about existence and reality, questions such as *'What is it to be human?'* Many other questions follow from this:

'Who am I?', 'How should I live?', 'Is there life after death?', 'What kind of world do we live in?'

Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong. It has a powerful effect on children's thinking and learning, not just in RE but across the curriculum.

Looking at RE through the lens of Social Sciences

The Social Sciences lens is concerned with understanding and analysing the part that religion plays in the lives of people, communities and societies. RE uses methodological approaches from both the humanities and the Social Sciences for the exploration of religion – its history, its art, its ideas, its distinctive social institutions and the ways religion and religious belief impact human lives.

Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.

Statutory Areas of Understanding

The statutory **Areas of Understanding** for Key Stages 1-3 are the key elements of this syllabus, framed as questions from a multidisciplinary approach. These questions will generate the required pupil outcomes for the study of religion and worldviews. Schools should refer to the requirement to study different religions according to key stage (p 8).

These Areas of Understanding are used in conjunction with the non-statutory **Key Content and Vocabulary** for each faith chosen for study.

If teachers choose to use the exemplar (non-statutory) **Units of Learning** accompanying this syllabus, they will find the Areas of Understanding are mapped across each Key Stage.

Whether using these exemplar Units or designing their own, schools should ensure they overlay the **Key Content and Vocabulary** for their chosen faiths.

Key Stage 1: Theology

With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview

Exploring	Learning outcomes <i>By the end of KS1 pupils should be able to</i>
What do people of faith believe?	name some beliefs of two different faiths recognise beliefs that are the same for different faiths
What makes a holy book special?	recognise and name the holy books of different faiths retell a story from two different faiths and say what they mean for the believer
What do faith stories say about the value of each individual?	retell faith stories about the value of each individual talk sensitively about people of different faiths
What stories are told at different religious festivals?	suggest reasons why festivals are important talk about how stories are celebrated at different religious festivals
Who is god to people of faith?	identify names for god in different faiths express what believers say god is like
What are the different ways in which people of faith express their beliefs?	describe how religious people may express their beliefs in action consider a prayer or text that expresses belief

Key Stage 1: Philosophy

With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview

Exploring	Learning outcomes <i>By the end of KS1 pupils should be able to</i>
Why are creation stories important to faith members?	recall some creation stories from different traditions identify similarities and differences between creation stories talk about the meaning of two different creation stories
How do different faiths say the world should be cared for?	say why the world is a special place for faith members talk about ways that everyone can play their part in caring for the world
What are life's big questions?	understand that some questions have no simple answers ask and talk about big questions and suggest some answers know that religions may offer different answers to the same question
How do people decide what is right and wrong?	talk about how people make choices talk to faith members about how they make moral choices

Key Stage 1: Social Sciences

With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview

Exploring	Learning outcomes <i>By the end of KS1 pupils should be able to</i>
How and why do people of faith worship?	describe different ways people may worship recognise aspects of worship common to more than one faith reflect on the importance of worship in the life of a believer
How is a place of worship used?	name the parts of two places of worship for different faiths describe how the building and its artefacts are used in different ways
What are the religious rituals and ceremonies connected with important times in life?	say why religious people celebrate an important life event think about what matters most in a religious ceremony, including symbols and artefacts say why people of faith make promises
Why are symbols and artefacts important to some people?	reflect on what is special to themselves and others identify connections to religion and belief in the community identify precious things for people of faith
How does a person of faith live their life?	explain how a person shows religion in their life talk about the lives of children from two different faith communities
What are the special rules and values that religious people follow?	make links between religious rules and values for living
Which festivals are important to faith members?	name some religious festivals and say how faith members celebrate them describe and explain some traditions linked to religious festivals

Key Stage 2: Theology

With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews

Exploring	Learning Outcomes <i>By the end of KS2 pupils should be able to</i>
How do the lives of faith founders influence believers?	identify key events in the lives of faith founders and their impact on those around them explain the relevance of different faith founders for their followers today
What do key religious figures teach?	explain the significance of the key teachings of faith founders for faith members describe the teachings of key religious figures, identifying some similarities and differences reflect on the teachings of key religious figures and how these teachings impact on society
What is the significance of religious festivals and rituals?	identify the stories celebrated at festivals from different faiths explain the meaning behind the celebration of festivals and rituals from different faiths
Who is god?	explain how people of different faiths describe what god is like identify what different sacred writings say about the attributes of god
What makes a place sacred?	show understanding of what is sacred for believers in religious places describe the uses of sacred places, symbols and artefacts by believers and the community explain how activities at local places of worship create a sense of community
Why do people of faith make a pilgrimage?	compare key places of pilgrimage and identify why a faith member might go there describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage suggest ideas about the meaning of pilgrimage to a believer and the impact on their life
What do religions teach about forgiveness and reconciliation?	identify the impact of a religious teaching such as forgiveness on a believer's actions describe the ways in which people of faith have demonstrated forgiveness and reconciliation identify the impact that reconciliation has on community harmony

Key Stage 2: Philosophy

With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews

Exploring	Learning Outcomes <i>By the end of KS2 pupils should be able to</i>
What is an ultimate question?	identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives
How did the universe begin?	compare different beliefs about how the universe began, making reference to sacred texts
Why is it important to look after the Earth?	compare religious teachings to see how faith members should care for the Earth show understanding of stewardship and suggest actions everyone can take
What is the meaning of justice and freedom?	explain what freedom means to people of faith show understanding of the beliefs and feelings of faith members who have experienced injustice explain their hopes and dreams for a just world
Why should people be good?	identify the responses of different religions to ethical questions

Key Stage 2: Social Sciences

With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews

Exploring	Learning outcomes <i>By the end of KS2 pupils should be able to</i>
What motivates people to get involved in different causes?	explain the values that motivate people of faith to respond to a cause give reasons why people may choose to make sacrifices to improve the lives of others
How do religious values provide rules for living?	give examples of beliefs and values from different faiths describe the impact of religious beliefs, values and rules on the life of a believer
Which religious rituals show identity and belonging for different traditions?	suggest how the milestones of life give a sense of identity and belonging for faith members
How is commitment demonstrated in the lives and work of significant people of faith?	explain why significant people of faith acted according to their commitments explain how people are inspired by actions of significant people of faith
What is the value of participating in a religious festival or ritual?	compare the experience of participating in a religious festival or celebration around the world reflect and share how religious celebrations and rituals have an impact on the community
How do people express their beliefs?	identify symbols and artefacts which are important for at least two different faiths explain how artefacts and symbols express the beliefs of faith members recognise different forms of religious and spiritual expression
How do believers worship?	describe some different ways people communicate with their god consider the meaning of different forms of religious worship and how they are expressions of belief

Key Stage 3: Theology

With reference to the Key Content & Vocabulary specified, through Christianity and at least two other principal religions in some depth, plus other religions or non-religious worldviews

Exploring	Learning outcomes <i>By the end of KS3 pupils should be able to</i>
What is religion? What is belief?	identify what it means to be religious analyse and interpret key beliefs of different religions and other worldviews about the nature of god / ultimate reality
Where do people of faith look for sources of wisdom?	identify sources of wisdom for different religions and demonstrate how they may be interpreted by different faith communities
How are lives impacted by religion and belief?	interpret the instructions in sacred texts about how to live analyse a range of forms of religious practice which arise from sacred teachings
How does the teaching of religions and other worldviews influence communities?	analyse ways in which faiths come together through shared beliefs
What are the effects of globalisation on the communication of religious beliefs and practices?	describe the ways religions use media to share their message evaluate the influence of modern technology on religious beliefs and practice consider reasons why some people may support and others may question religious ways of living

Key Stage 3: Philosophy

With reference to the Key Content & Vocabulary specified, through Christianity and at least two other religions in some depth, plus non-religious worldviews

Exploring	Learning outcomes <i>By the end of KS3 pupils should be able to</i>
What does it mean to be human? What do religions say about the sanctity and purpose of life?	explain how beliefs about the sanctity of life affect the lives of religious believers debate questions and dilemmas about the nature of human life
Can you be spiritual but not religious?	examine questions about religion and spirituality identify and describe a variety of ways in which religious experience may impact on belief evaluate the importance of different forms of religious and spiritual expression
How do different faiths and other worldviews respond to ultimate questions, moral and ethical issues?	consider and compare with other worldviews the ways in which people of faith respond to ultimate questions, moral and ethical issues
How do faith members reconcile different theories about the origins of the universe?	debate and evaluate contrasting views about the origins of the universe
In what ways do religions relate to the Earth as a sacred place and the challenge to live responsibly and sustainably?	identify reasons why religions consider the Earth to be a sacred place consider ways in which religions respond to the challenge to live responsibly and sustainably suggest solutions for the challenge of sustainable living
How do religions support the concept of human rights?	identify examples of unjust treatment and the ways in which people of faith have responded

Key Stage 3: Social Sciences

With reference to the Key Content & Vocabulary specified, through Christianity and at least two other religions in some depth, plus non-religious worldviews

Exploring	Learning outcomes <i>By the end of KS3 pupils should be able to</i>
How do religious practices, including rites of passage, promote a sense of identity and belonging?	evaluate ways in which religious practices, including the impact of a rite of passage, engender a shared sense of identity analyse different personal, religious and cultural reasons for diverse religious practices
How do individuals and communities express their beliefs?	Investigate and evaluate diverse ways in which people, including faith members, express their beliefs
How does the religious life of a faith community have local impact?	explore the origin, development and current practice of local faith communities
What are the conflicts and collaborations within and between religion and worldviews?	investigate and evaluate a religious controversy, presenting arguments from both sides explain some reasons for diversity within and between religions
How have religions contributed to knowledge and understanding of the world?	evaluate different ways in which people of religion have contributed to our language, knowledge and understanding of the world

Progression and attainment in RE

The RE curriculum is a 'progression model'. The system of assessment for RE should be the same for all the other curriculum subjects. Assessment information informs the curriculum for RE and helps identify gaps in pupils learning. In the syllabus there are statutory **End of Key Stage Expectations** which describe the knowledge, skills and understanding expected of a pupil who has a secure understanding of what has been taught. The KS3 statements develop and build on the standards expected by the end of KS2 which in turn have evolved from KS1 expectations. These statements support the assessment of progression and attainment. They help to raise standards by providing teachers of the next key stage with information about what most pupils know, understand and can do so that they can then build the next stage of the pupils' learning journey. At each phase, pupils will deepen their knowledge and understanding of the essential core concepts, beliefs and practices of the religions and other worldviews studied; this is shown in the development of their ability to interpret, apply and evaluate those concepts, beliefs and practices. For those pupils with SEND in special and mainstream schools, attainment may be determined by using the **P Scales for RE**. The **Key Content and Vocabulary** (knowledge) for each faith is detailed on pages 25 - 40. Assessment should enable teachers to be confident that their pupils are developing religious literacy through the provision of sequential learning, driven by age-appropriate End of Key Stage Expectations.

Recording and reporting

The accompanying non-statutory Units of Learning fulfil the aims of the syllabus; they provide some exemplar progression statements, working towards the End of Key Stage expectations. Pupils do not need to be assessed formally after each unit of work. 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 expectations
- Report to any school to which a pupil is transferring, including the routine transfer to any secondary school or college

STATUTORY End of Key Stage Expectations

The statutory **End of Key Stage Expectations** describe the knowledge, skills and understanding expected of a pupil who has a secure understanding of what has been taught. They form a summary of the Learning Outcomes described in the Areas of Understanding. The KS3 statements develop and build upon the standards expected by the end of KS2, which in turn have evolved from KS1 expectations. These statements support the assessment of progression and attainment. They help to raise standards by providing teachers of the next key stage with information about what most pupils know, understand and can do, so that they can then build the next stage of the pupils' learning journey. The idea is that throughout each phase, pupils will deepen their knowledge and understanding of the essential core ideas and practices of the religions and beliefs being studied and that this is shown in the development of their abilities to interpret, apply and evaluate those ideas and practices.

This agreed syllabus does not suggest that **End of Key Stage Expectations** are all that is taught, only that they form the core of what is assessed.

STATUTORY End of Key Stage Expectations - Key Stage 1/2

<p>With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview</p> <p><i>At the end of Key Stage 1, pupils should be able to</i></p>	<p>With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews</p> <p><i>At the end of Key Stage 2, pupils should be able to</i></p>
<p>retell and suggest meanings for some religious and moral stories and say how they influence people today</p>	<p>describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today</p>
<p>recall different beliefs and practices, naming key words, key figures and core beliefs</p>	<p>express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</p>
<p>tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group</p>	<p>demonstrate understanding of how people express their identity and their spirituality through symbols and actions</p>
<p>talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences</p>	<p>show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable</p>
<p>consider and make responses to big questions from different worldviews</p>	<p>offer some answers to challenging questions from different religious and non-religious perspectives</p>
<p>express ideas and opinions about moral questions of right and wrong</p>	<p>articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair</p>
<p>share ideas and examples of co-operation between people who are different</p>	<p>consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</p>
<p>describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them</p>	<p>make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals</p>

STATUTORY End of Key Stage Expectations - Key Stage 2/3

<p>With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews</p> <p><i>At the end of Key Stage 2, pupils should be able to</i></p>	<p>With reference to the Key Content Questions & Vocabulary, through Christianity and at least two other religions in some depth, plus other religions or non-religious worldviews</p> <p><i>At the end of Key Stage 3, pupils should be able to</i></p>
describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today	explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities today
express understanding of the key concepts underpinning different faiths, linking sources of authority to belief	interpret and respond to beliefs, teachings and sources of wisdom and authority, in order to understand religions and other worldviews as coherent systems or ways of seeing the world
demonstrate understanding of how people express their identity and their spirituality through symbols and actions	explain how and why individuals and communities express their identity, beliefs and values in many different forms and ways of living
show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable	account for the impact of diversity within communities; interpret a range of ways in which commitment is expressed, evaluating and analysing controversies
offer some answers to challenging questions from different religious and non-religious perspectives	analyse the responses of different faiths or worldviews to some ultimate questions – nature of god, suffering, death and afterlife
articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair	evaluate the responses of different religious and non-religious worldviews to moral and ethical questions, using reasoning which draws on a range of examples from real life, fiction or other forms of media
consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect	examine issues about community relations and respect for all, in the light of different responses from religions and worldviews
make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals	compare and contrast the beliefs of two or more faiths or worldviews in relation to festivals, ceremonies, pilgrimages and rituals

Providing a balance between Theology, Philosophy and Social Sciences

– an approach to learning in RE

The following **Key Content and Vocabulary** pages offer **non-statutory** Key Questions under the three disciplinary areas of **Theology**, **Philosophy** and the **Social Sciences** to help ensure a balanced approach to the study of religion and belief. They have been developed in collaboration with representatives of local faith communities and created to be progressively age-appropriate.

Taken alongside the **statutory *Areas of Understanding***, they support progression in learning from Early Years to the end of Key Stage 3, essential knowledge is revisited as a spiral curriculum, building on prior learning.

Asking and responding to questions from a **Theology** perspective, provides a deeper understanding of the underpinning beliefs and the diversity of belief and practice within a religion. Such questions help pupils explore sacred texts and to consider their authority for believers. They help pupils identify and consider the origins of the ideas found within them, to make connections between the different concepts and beliefs within and between religions and other non-religious worldviews and to see how believers live their lives according to/influenced by their beliefs. Working like theologians will help pupils to engage with the questions that are raised by religions and beliefs.

Asking questions about meaning and existence is the starting point for young philosophers. Wondering about the how, what and why things are as they are is a prerequisite of **Philosophy**, but to be a philosopher also requires the development of the capacity to reason. Ensuring time for discussion, dialogue and debate to focus and sharpen thinking in the classroom, will help pupils to think carefully about what they are saying, to listen to arguments and to respond thoughtfully and with respect to different points of view. Inevitably there are times when philosophy and theology are asking similar questions; the work of a philosopher is to apply reasoning to assess the key ideas and beliefs of a religion or other worldview.

Social Science questions are designed to help consider the ways in which religion is lived. They help to explore identity and what this means for an individual within a faith; they look at the impact of religion on individuals and communities and on wider society, and the influence of events in history on religious practice. A social scientist considers the impact of living according to one's beliefs - on the individual, on the community, on society, on the Earth. Social scientists look at the influence of religion and beliefs on power and authority.

Concepts

The non-statutory concepts for each religion are identified in **blue**; they are revisited in each key stage and underpin the different disciplinary areas. Concepts are the big ideas important to the study of a religion, and help teachers and pupils make sense of the religions and non-religious worldviews they study. Some concepts, such as worship, are common to most religions, others are faith-specific and central to an understanding of that religion, such as 'incarnation' to Christians.

Key Content Questions and Vocabulary for the Baha'i Faith

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>What is unity? Why is it important in the Baha'i Faith?</p>	<p>What do Bahá'ís believe about God? Which books are sacred to Bahá'ís and why? What is the Golden Rule for Bahá'ís?</p>	<p>Who is Bahá'u'lláh and what were the key events in his life? What are the teachings of Bahá'u'lláh?</p>	<p>What does progressive revelation mean? What is The Eternal Covenant? Which attributes do Bahá'ís ascribe to God? What are the sources of wisdom for Bahá'ís? Who was the first significant woman in the Bahá'í Faith?</p>
<p>What questions does a Baha'i story about unity make us ask?</p>	<p>What does it mean to be Bahá'í? What is kindness? What is gentleness?</p>	<p>What does it mean to be a Bahá'í today? Which places are sacred to Bahá'ís? What does unity look like?</p>	<p>How might Bahá'ís explain the origins of the universe? What are the Bahá'í teachings about the environment?</p>
<p>What are the special things in a Bahá'í home? What are the important symbols for Bahá'ís? What are special places for Bahá'ís?</p>	<p>What does it mean to belong to the Bahá'í community? What times are special to Bahá'ís and why? What happens in a Bahá'í 19-day feast?</p>	<p>How is the global Bahá'í community organised? How do Bahá'ís express their beliefs? How should Bahá'ís care for the world and why does it matter? How do Bahá'ís celebrate special times?</p>	<p>What is good and what is challenging about being a teenage Bahá'í in Britain today? What are the diverse ways in which Bahá'ís express their spirituality? What difference does it make to believe in the Bahá'í Faith?</p>

Key Content Questions and Vocabulary for the Bahá'í Faith

To avoid repetition the vocabulary listed below, does not show what has been taught in previous key stages

Bahá'í Faith concepts in blue

EYFS	Key Stage 1	Key Stage 2	Key Stage 3
unity Bahá'í Faith Most Holy Book Nine-pointed star temple	oneness Messenger of God Light of God Word of God Bahá'í community The Golden Rule kindness gentleness Naw-Rúz (New Year)	Bahá'u'lláh The Greatest Name harmony justice universal peace Houses of Worship Alláh-u-Abhá (God is the Most Glorious – greeting) prayer as conversation with God faithfulness virtues investigation of truth pilgrimage – Haifa Bahá'í fast Nineteen Day Feast Ridván festival	Names of God Creative Word of God The Eternal Covenant progressive revelation Mashriqu'l-Adhkar (Dawning Place of the remembrance of God) wisdom devotion youth empowerment emancipation manifestation reflecting attributes of God expressing spirituality betterment of the world sustainability origin of universe

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representations of the Bahá'u'lláh in drawings, paintings, drama, photography, film are not allowed, out of respect for the founder

Key Content Questions and Vocabulary for Buddhism

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>Who was the Buddha?</p>	<p>What was the Buddha's message? Where do Buddhists find their stories? Where do Buddhists get their rules for living? How do some Buddhists express their beliefs?</p>	<p>What is the meaning of the title Buddha? What can be learnt from Buddha's life story? How might Buddhists show they follow the Eightfold Path? What is the Buddhist teaching about not being attached to possessions? What do Buddhist stories teach about caring for the environment? What is karma? What is enlightenment? How can it be achieved?</p>	<p>What is the difference between the Theravada view of Bodhisattva and the Mahayana view? What do Buddhists believe about the beginning and end of time? How do Buddhist's use their understanding of the Dharma and karma and its' consequences to help themselves and others? Do all Buddhists agree about the cycle of life, death and rebirth?</p>
<p>What questions do Buddhist stories make us ask?</p>	<p>Why do people have different views about the idea of god? How do Buddhists decide what is right and wrong? What did the Buddha teach about showing care for all living things? Where does wisdom and happiness come from?</p>	<p>Is there more than one way to be a Buddhist? Why is compassion important in Buddhism? Why is mindfulness and meditation important to Buddhists? How do Buddhists show care for the earth? Are animals more/less/equally important than humans? Why? What are the Four Noble Truths and how do they guide a Buddhist life?</p>	<p>Is meditation the best way to find happiness? Is there a difference between the Buddhist practice of mindfulness and secular mindfulness? Has Buddhism been taken over by the secular world? Can anyone attain enlightenment?</p>
<p>What are the special things in a Buddhist home? What are the important symbols for Buddhists? What are special places for Buddhists?</p>	<p>What is a Buddhist shrine and what happens there? What do the symbols and artefacts found in a temple tell us about Buddhism? Which Buddhists have a special role in their community? How and why is the festival of Wesak celebrated?</p>	<p>What part do artefacts and symbols play in worship, rituals and ceremonies? What is Sangha? What happens at the ceremony to become a Buddhist monk or nun? What do Buddhists mean by the Middle Way of living? How do some Buddhists celebrate Nirvana Day?</p>	<p>What influences Buddhist traditions across the world? What is the impact of Buddhism as a global religion? What does it offer that makes it appealing? Is the practice of Buddhism always non-judgmental and inclusive? How do Buddhists show commitment to social and global issues? What do the Five Moral Precepts teach?</p>

Key Content Questions and Vocabulary for Buddhism

To avoid repetition, the vocabulary listed below does not show what has been taught in previous key stages

Buddhist concepts in blue

EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>Buddha</p> <p>Buddhist temple monks, nuns lotus flower wheel symbols</p>	<p>mindfulness inner peace compassion respect for all living things suffering</p> <p>Siddharta Gautama shrines offerings meditation Wesak - Buddha's birthday and enlightenment</p>	<p>Enlightenment Four Noble Truths Noble Eightfold Path sangha (Buddhist Community of lay and ordained people) samsara (cycle of life, death and re-birth)</p> <p>Bodh Gaya pilgrimage - Bodhi tree Dhamma Day bhikkhu (monks and nuns) thankas (sacred art) mandalas rupas (images of the Buddha) meditation chanting mantra recitation Dalai Lama quotes</p>	<p>nirvana (state of enlightenment) Three Signs of Being: Anicca (impermanence) Dukkha (life involves suffering) Anatta (the soul is an illusion) Ten Moral Precepts / Five Moral Precepts</p> <p>Triratna - The Three Jewels: the Buddha, the Dharma and the Sangha Dhammapada (Buddha's sayings) Bodhisattvas (Mahayana tradition) Tripitaka (Theravada) vinaya (rules of monastic life) stupa (symbol of Buddha's pure mind)</p>

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Key Content Questions and Vocabulary for Christianity

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>Who was Jesus? What happened at the first Christmas? What is the first story in the Bible?</p>	<p>What do Christians believe God is like? How is Easter good news for Christians? How did Jesus change lives? What helps Christians decide what is right and wrong? What is the Golden Rule for Christians? Why should Christians care for the world?</p>	<p>What do Christians believe? What is the Trinity? What are the key events in the life of Jesus as told in the Gospels? What was the impact of Jesus' life on his followers? Who were the significant people in Jesus' life? How does Jesus fulfil Old Testament prophecy? What is the significance of the Old Testament for Christians? Who were the significant women in the Bible? Where do Christian values come from?</p>	<p>What attributes do Christians ascribe to God? How would Christians evidence the existence of God (Aquinas, Paley)? How do the gospel writers portray Jesus? What are the sources of wisdom for Christians and how are they interpreted? What does Christianity teach about the sanctity of life?</p>
<p>What questions do Christian stories make us ask?</p>	<p>What does it mean to be Christian? What is the meaning of Christmas and Easter for Christians? How do Christians answer some of the Big Questions?</p>	<p>What does it mean to be Christian today? How does Jesus' teaching impact people today? What is the impact of making pilgrimage on a Christian pilgrim? What does stewardship mean for Christians?</p>	<p>Are the teachings of Jesus relevant to the modern world? How might Christians explain the origins of the universe? Is pilgrimage a metaphor for the journey of life? How effective is the Christian voice in the environmental debate?</p>
<p>What are the special things in a Christian home? What are the important symbols for Christians? What are special places for Christians?</p>	<p>What happens in a church and who goes there? What do Christian symbols and artefacts tell us about what Christians believe? Who has a special role in church? How do people become a member of the Christian church? How do Christians try to follow Jesus' example?</p>	<p>What part do artefacts and symbols play in Christian worship, rituals and ceremonies? How do Christians show commitment to social and global issues? What are the rites of passage of a Christian life? How do Christians express their beliefs?</p>	<p>What is the challenge of commitment to a Christian life? How do the Fruits of the Spirit guide Christian life? What are the diverse ways in which Christians express their spirituality? How do Christians respond to the teaching about forgiveness and reconciliation? How do Christian organisations work to care for those in need? What is the impact of Christianity as a global faith?</p>

Key Content Questions and Vocabulary for Christianity

To avoid repetition, the vocabulary listed below does not show what has been taught in previous key stages			
<i>Christianity concepts in blue</i>			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>God as Creator creation incarnation</p> <p>Christian Bible Jesus church vicar cross Christmas Harvest</p>	<p>God as Father salvation resurrection gospel parable</p> <p>Sunday prayer creed priest, minister cross, dove, baptism, font, candle creation - Adam, Eve Moses - Ten Commandments Jesus - birth, death and resurrection teacher, disciples, Golden Rule Advent Lent, Good Friday Easter Day</p>	<p>Trinity (Father, Son, Holy Spirit) Kingdom of God People of God sin covenant miracle</p> <p>Holy Communion confirmation, marriage, death New and Old Testaments prophets and prophecies Abraham, Joseph, David, Ruth, Sarah Psalms names of Jesus Jesus - baptism, parables, miracles temptation, last week, crucifixion Lord's Prayer Mary, Mary Magdalene, John the Baptist St Paul Saints Acts Epiphany, Ascension, Pentecost</p>	<p>prophecy wisdom agape soul The Fall redemption sacrament</p> <p>Nicene Creed synoptic atonement paschal denomination Anglican, Roman Catholic, Protestant damnation and purgatory schism indulgences mission heretic liturgy Ichthus, Chi-Rho Triquetra</p>

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Key Content Questions and Vocabulary for Sanatana Dharma (Hinduism)

Theology				Philosophy				Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3								
What is an important story for Hindus?	What do Hindus (Sanatani) believe Brahman (ultimate reality) is like? What happens in the Hindu creation story? What is an important story for Hindus? What is Dharma and how do Hindus live according to Dharma?	What do Hindus (Sanatani) believe? What is the Trimurti? What are the key events in the life of a Hindu? What is the impact of the concept of dharma on the life of a Hindu? Who are some significant people in Hindu sacred texts? Where do Hindu values come from?	What texts influence Hindu (Sanatani) life and practice? What can Hindus learn from the Ramayana? Do Hindus believe in many gods? What is the relationship between atma and Brahman? What is the impact of the teaching of Swami Vivekananda on the West?								
What questions do Hindu stories make us ask?	What is the meaning and purpose of the AUM symbol for Hindus? Why is the story of Rama & Sita important to Hindus and? How do Hindus try to follow the example of Ganesh? What is the symbolism within Hindu stories?	What does it mean to be Hindu? What does bhakti matter to Hindus? How does Gandhi's teaching impact people today? What makes a place sacred? What is the impact of making pilgrimage (yatra) for a Hindu? What does stewardship mean for Hindus? (ahimsa within the environment)	What does Hinduism have to say about human nature and destiny? What is the Hindu idea about the universe? Is it necessary for all Hindus to believe in the Dharma? Do Hindus believe in a life after death?								
What are the special things in a Hindu home? What are the important symbols for Hindus? What are special places for Hindus?	How, why and where do Hindu people practice bhakti? What do the symbols and murti found in a mandir tell us about Hinduism? Who has a special role in the mandir? How is the story of Rama & Sita celebrated?	What part do murti and symbols play in bhakti, rituals and ceremonies? How do Hindus show commitment to social and global issues? What are the samskaras of a Hindu life?	What is it like to be a young Hindu in Britain today? What events bring the Hindu community together? How do Hindus express their spirituality through the yogas? How do Hindu organisations work to care for those in need? What is the impact of Hinduism as a global faith?								

Key Content Questions and Vocabulary for Sanatana Dharma (Hinduism)

To avoid repetition, the vocabulary listed below does not show what has been taught in previous key stages

Hinduism concepts in blue

EYFS	Key Stage 1	Key Stage 2	Key Stage 3
god mandir pandit (priest) Hindu Ramayana (Rama and Sita) murti Diwali rangoli patterns	Brahman (ultimate reality) AUM Ganesh Sanatani (Hindu) bhakti puja arti reincarnation mehndi patterns Raksha Bandhan	Trimurti - Brahma, Vishnu, Shiva avatar atman karma samsara (cycle of life) The Vedas Bhagavad Gita Rama and Krishna punarjanam (reincarnation) padma (lotus flower), swastika, saffron colour tapas (meditation) mantra samskaras (rituals of birth, initiation, marriage and death) sacredness of life - gow mata (cow) Ramnavami / Janmashtami (birthdays of Rama / Krishna) yatra (pilgrimage) - Varanasi, Ganga Kumbh Mela Holi	Dharma Moksha ahimsa maya (life as illusion) guna - tamas (inertia), rajas (energy), sattva (purity) The Upanishads Vedanta (philosophical tradition) Puranas ashramas (stages of life) swarg and narak (heaven and hell) varna (traditional social groups linked to skills) yogas - karma, jnana, bhakta, raja rishis Mahatma Gandhi

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Key Content Questions and Vocabulary for Islam

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>What is the Muslim name for God?</p>	<p>What do Muslims believe Allah is like? What is the Shahadah? How is Prophet Muhammad (pbuh) important to Muslims? What happens in the Muslim creation story? What is an important story about Muhammad and where is it found? What lessons can be learned from this story? What rules do Muslims live by?</p>	<p>What do Muslims believe? What is tawhid? What are the key events in the life of Muhammad (pbuh)? How are Isa, Ibrahim and Musa important to Muslims? What are the Five Pillars and how do they help Muslims express their faith? What is significant about Lailatul Qadr? Where do Muslim values come from?</p>	<p>What texts are important in Islamic traditions? How were they preserved? What can Muslims learn from the Qur'an and the Hadith about how to live? What do Muslims believe about the Day of Judgement and the afterlife? What does it mean to be an Imam and Hafiz? Why are the five daily prayers so important? What is the sacred language for Muslims?</p>
<p>What questions do Muslim stories make us ask?</p>	<p>How do Muslims show Allah cares for them? Why is Makkah a special place? What is the meaning of Ramadan and Eid? How would Muslims answer the question about how the world began?</p>	<p>What does it mean to be a Muslim? What is the impact of Muhammad's (pbuh) life and teaching on people today? What is the meaning of ummah? What is the impact of making Hajj for a Muslim? How does showing care for animals reflect the teaching of Muhammad (pbuh)?</p>	<p>How do the media portray Islam? How do women see their role in Islam? How is the making of images of people and animals wrong according to Islamic teaching? What does stewardship mean for Muslims?</p>
<p>What are the special things in a Muslim home? What are the important symbols for Muslims? What are special places for Muslims?</p>	<p>How, why and where do Muslims worship? How do Muslims try to follow the teaching of Muhammad (pbuh)? What do the symbols and artefacts found in a mosque tell us about Muslims? Who has a special role in the mosque? How is the Qur'an shown respect?</p>	<p>What rituals and ceremonies are part of Muslim life? What part does Wudhu play in worship? How do Muslims show commitment to social and global issues? How do the actions of Muslims link to teachings in the Qur'an?</p>	<p>In what ways is Islam a global religion? What is it like to be a young Muslim in Britain? What does being a Muslim mean in daily life? When and how do Muslims pay zakat? In what ways do Muslim organisations work to care for those in need? What is the significance of Ashura?</p>

Key Content Questions and Vocabulary for Islam

To avoid repetition the vocabulary listed below, does not show what has been taught in previous key stages

Islamic concepts in blue

EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>Allah</p> <p>Qur'an</p> <p>Muhammad (pbuh - peace be upon him)</p> <p>Islam</p> <p>Muslim</p> <p>mosque</p> <p>imam</p> <p>prayer mat</p> <p>Eid</p>	<p>Shahadah</p> <p>Five Pillars</p> <p>Makkah</p> <p>Ibrahim</p> <p>Ramadan</p> <p>Eid ul Fitr</p> <p>masjid (mosque)</p> <p>azan (call to prayer)</p> <p>mihrab</p> <p>qiblah</p> <p>rawal (Qur'an stand)</p> <p>aqiqah</p> <p>Adam</p>	<p>Tawhid</p> <p>salah (prayer) - five times each day</p> <p>Ummah</p> <p>99 names of Allah</p> <p>Wudhu (washing/ablution)</p> <p>rak'ah (unit of prayer)</p> <p>sajdah (prostrating)</p> <p>ruku (bowing)</p> <p>zakat (charity 2.5%)</p> <p>sawm (fasting)</p> <p>hajj (pilgrimage)</p> <p>ihram (worn by pilgrims)</p> <p>Kabah</p> <p>Madina</p> <p>Madrassa (school for Islamic studies)</p> <p>Islamic art - calligraphy</p> <p>Musa, Isa (prophets of God)</p> <p>Jibraeel (angel messenger)</p> <p>Lailatul Qadr</p> <p>Eid ul Adha</p>	<p>Yawm ad-Din (Day of Judgement)</p> <p>Akirah (life after death)</p> <p>Al-Ma'ad (Day of Resurrection)</p> <p>Sunnah</p> <p>Hafiz</p> <p>Seerah (biography of Muhammad pbuh)</p> <p>Sahaabah (companions of Muhammad pbuh)</p> <p>Hadith</p> <p>Jannah and Jahannam (heaven and hell)</p> <p>Jumu'ah (Friday prayer)</p> <p>Khutbah (sermon)</p> <p>Shari'ah (Islamic Law)</p> <p>Sunni</p> <p>Shi'a</p> <p>Khalifah</p> <p>Sufi (spiritual development)</p> <p>du'a (supplication)</p> <p>dikhr (remembrance of god)</p> <p>Greater Jihad (struggle)</p> <p>Ashura</p> <p>Qadiyani (Ahmadiya)</p>

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representations of Muhammad (pbuh), are not allowed; images of people and other living creatures are not found in Islamic art

Key Content Questions and Vocabulary for Judaism

Theology Philosophy Social sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>What is the Jewish name for G-d?</p>	<p>What do Jewish people believe G-d is like? What rules did God give Moses for the Jewish people to live by? What does Shabbat celebrate? What do the stories of Jonah and Noah teach Jewish people; where are these stories found?</p>	<p>What are the central beliefs of Judaism? What does the Shema tell Jewish people about G-d? What is the significance of Abraham’s story for Jewish people? Where is his story found? What are the sacred texts for Jewish people and how are they used?</p>	<p>How do practices differ between the main traditions of Judaism? Do differences in Jewish practice reflect differences in belief? What is the concept of G-d to a Jewish person? Is it the same for all Jews? What is significant about the Talmud and how is it used to guide Jewish way of life?</p>
<p>What questions do Jewish stories make us ask?</p>	<p>What is the message of Pesach for Jewish people? How would Jewish people answer the question about how the world began?</p>	<p>What does it mean to be Jewish? What is the importance of the Ten Commandments for Jewish people? Why are the rites of passage important in a Jewish person’s life? Is it important that all Jewish people keep kosher and the laws for Shabbat?</p>	<p>Why should the Holocaust be remembered? What can be learned from the Shoah? What can Judaism contribute to modern society?</p>
<p>What are the special things in a Jewish home? What are the important symbols for Jewish people? What are special places for Jewish people?</p>	<p>How, why and where do Jewish people worship? What symbols and artefacts are used to celebrate Shabbat? How do Jewish people celebrate Hannukah and Sukkot? Who has a special role in the synagogue? What does the Shema teach Jewish people to do each day? How is the Torah shown respect?</p>	<p>What is the role of the synagogue in the life of Jewish people? What part do artefacts and symbols play in Jewish worship, rituals and ceremonies? What is the significance of the temple in Jerusalem? How do Jewish people show commitment to local and global issues (Tu B’Shevat)?</p>	<p>What is it like to be a young Jewish person in Britain today? How does being Jewish affect daily life? What is the relevance of Rosh Hashanah and Yom Kippur for Jewish people? How do Jewish organisations work to care for those in need? How is Jerusalem seen as the centre of the Jewish world?</p>

Key Content Questions and Vocabulary for Judaism

To avoid repetition the vocabulary listed below, does not show what has been taught in previous key stages			
<i>Judaism concepts in blue</i>			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p style="color: blue;">God</p> Torah Rabbi Jewish person synagogue Hannukah Star of David	<p style="color: blue;">G-d</p> Shema Shabbat mitzvot (commandments) mezuzah Abraham Moses Pesach Sukkot	<p style="color: blue;">YHWH Adonai covenant</p> Proverbs Psalms Ark, scrolls, yad, bimah Ner tamid Jerusalem temple kosher Bar/Bat Mitzvah schul kibbutz Judas Maccabee Tu’b Shevat	<p style="color: blue;">derech erez (the way of the world) mensch (living well) halakhah</p> TaNaK Shema Amidah Talmud (Mishnah and Gemara) Reform, Orthodox, Liberal, Masorti Ashkenazim, Sephardim minyan Shoah kashrut Maimonides Rosh Hashanah Yom Kippur semikhah

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Key Content Questions and Vocabulary for Sikhi (Sikhism)

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
Who was Guru Nanak Ji?	Why are Ik Onkar (One God) and the Khanda symbols important for Sikhs? Who was Guru Nanak Ji and why is he special to Sikhs? What is an important story for Sikhs and where is it found? Where do Sikhs get their rules for living?	What do Sikhs believe about Waheguru? What are the key events in the life of Guru Nanak Ji? What did Guru Gobind Singh Ji and Guru Arjan Ji teach? What are the core values of Sikhi? What is the importance of the Ardas prayer?	What does the Guru Granth Sahib say about God? What is the significance of the daily Hukamnamen? What is the relevance of the teachings of the gurus for the modern world? How is the Guru Granth Sahib regarded as the Eternal Guru?
What questions do Sikhi stories make us ask?	Why is the story of Guru Hargobind Ji important to Sikhs? Why do Sikhs follow three Golden Rules? What can we learn from Sikhs about showing care for others?	What does it mean to be Sikhi? Why is performing sewa important to Sikhs? What is the relevance of Guru Nanak's life and teaching for people today? Why is Vaisakhi the most important festival for Sikhs? What is the impact of making pilgrimage for a Sikh?	What does Sikhi have to say about human nature and destiny? What did Guru Nanak mean when he said, "There is no Hindu, and no Muslim"? Why do some Sikhs choose to become part of the Khalsa? What does stewardship mean for Sikhs?
What are the special things in a Sikhi home? What are the important symbols for Sikhs? What are special places for Sikhs?	How, why and where do Sikhs worship? What do the symbols and artefacts found in a gurdwara tell us about Sikhs? Who has a special role in the gurdwara? How and why is the festival of Bandi Choor Diwas (Diwali) celebrated? How is the Guru Granth Sahib Ji shown respect?	Why does worship matter to Sikhs? What part do artefacts and symbols play in worship, rituals and ceremonies? What is the symbolism of the 5 Ks for Sikhs? What is the impact of becoming a Khalsa Sikh? How do Sikhs show commitment to social and global issues? What are the gurpurbs?	What is it like to observe Daswandh as a Sikh in Britain today? What are the practical ways Sikhs demonstrate commitment to the Rahit Maryada? What are the diverse ways in which Sikhs express their spirituality? How do Sikhi organisations work to care for those in need? What is the impact of Sikhi as a global faith?

Key Content Questions and Vocabulary for Sikhi (Sikhism)

To avoid repetition, the vocabulary listed below does not show what has been taught in previous key stages

Sikhi concepts in blue

EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>God</p> <p>Sikh</p> <p>Sikhi</p> <p>priest</p> <p>gurdwara</p> <p>Guru Granth Sahib Ji - living Guru</p> <p>Five Ks</p> <p>turban</p> <p>Guru Nanak Jayanti (birthday)</p>	<p>Waheguru (Wonderful Teacher)</p> <p>Three Golden Rules</p> <p>sewa</p> <p>langar</p> <p>Guru Nanak Ji</p> <p>Guru Hargobind Ji</p> <p>ten gurus</p> <p>Mool Mantar</p> <p>Ik Onkar (there is one God)</p> <p>Khanda</p> <p>Nishan Sahib flag</p> <p>Nam Karan (naming ceremony)</p> <p>Vaisakhi</p> <p>Bandi Chor Diwas</p>	<p>Supreme Truth, Ultimate Reality, Creator</p> <p>Khalsa</p> <p>sangat</p> <p>samsara (reincarnation)</p> <p>stewardship</p> <p>Five Ks: Kesh, Kangha, Kara, Kachera, Kirpan</p> <p>granthi</p> <p>Akhand Path (unbroken reading)</p> <p>takht (throne)</p> <p>romalas (cloths)</p> <p>chauri</p> <p>Guru Arjan Ji (first martyr)</p> <p>Guru Gobind Singh Ji (the Khalsa)</p> <p>Ardas</p> <p>Amrit</p> <p>gurpurbs (holy days)</p> <p>pilgrimage - Golden Temple at Amritsar</p>	<p>tan, man, dhan</p> <p>karma</p> <p>moksha</p> <p>Three Pillars of Sikhi – pray, work, give</p> <p>Daswandh</p> <p>mukti (liberation from reincarnation)</p> <p>Guru Amar Das Ji (langar, pangat, sangat)</p> <p>Panj Piare (first 5 members of the Khalsa)</p> <p>sahajdhari</p> <p>amritdhari</p> <p>homai (ego) - Five Evils</p> <p>Five Virtues</p> <p>kirtan</p> <p>gurmukhi</p> <p>Nitnem</p> <p>Rahit Maryada</p> <p>gutkas</p> <p>daily Hukamnama</p> <p>karah prashad</p> <p>Diwan Hall</p>

<http://shapcalendar.org.uk/glossary.html>

Generic Key Content Questions and Vocabulary for Religious and Other Non-religious Worldviews

Theology Philosophy Social Sciences			
EYFS	Key Stage 1	Key Stage 2	Key Stage 3
<p>What does the word 'god' mean? What is a belief?</p>	<p>What do some people believe in a god? Where do non-religious people get their rules for living?</p>	<p>What does it mean to different people to follow god? Why do some people pray? What is an atheist; how is an agnostic different? What do we mean by secular? Do you have to be religious to be spiritual? What can we learn from non-religious stories?</p>	<p>What is religion? What is a theist? What is the influence of religion on the values on British society? Why does god have so many names?</p>
<p>What stories or poems make us ask questions? What puzzles you?</p>	<p>Why don't some people believe in a god? Why do people have different ideas about god? Who made the world? Do you have to believe in god to believe the world is special and should be cared for?</p>	<p>Does not believing in god mean you have no beliefs? Is death the end? How do non-religious people decide what is right and what is wrong? What things make you truly happy? Is religion something you believe in or something you do?</p>	<p>What are Humanist ethics? What is meant by sanctity of life; is all life sacred? Can you live a good life without god? Why are there arguments about the existence of god? How can religious stereotypes be broken down? What is truth?</p>
<p>Where do rules come from? What things are special to me? What places are special to me?</p>	<p>How should we treat each other? What is a Humanist? What is the meaning of the symbols and artefacts associated with different worldviews? What is the Golden Rule for Humanists? How do non-religious people celebrate Christmas and Easter?</p>	<p>Do all atheists have the same worldview? Why do some people who do not hold a religious worldview choose to have a naming ceremony? How does a religious ceremony differ from a non-religious ceremony? What secular celebrations are there in the community?</p>	<p>What is the difference between a secular life and a religious one? In what ways do people express their spirituality? What is the significance of rites of passage in modern life?</p>

Generic key content questions and vocabulary for religious and other non-religious worldviews

EYFS	Key Stage 1	Key Stage 2	Key Stage 3
belonging right and wrong holy belief religion	identity commitment faith worship sacred ritual community peace worldview	authority scripture ritual, ceremony marriage, death congregation spiritual justice and freedom diversity equality secular true laws, rules, values stewardship pilgrimage conscience eternal monotheism theism	universal truth unity ethics and morality pluralist ecumenical environmental sanctity immortality teleological philosophy theology theism omnipotent omniscient numinous

<http://shapcalendar.org.uk/glossary.html>

Inclusion - the importance of RE for pupils with SEND

Religion is the experience and expression of faith. Learning about religion and learning from religion are important for all pupils, as RE helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. It provides opportunities to engage with religious concepts alongside other worldviews. See *The purpose of RE* (p.2) and *The aims of RE* (p.3).

For many SEND children, learning is about overcoming barriers, recognising the limitations that their needs may put on their understanding of the world and trying to extend this little by little. In particular, there needs to be recognition that abstract thought or seeing things from the viewpoint of another person is often very difficult for them.

In particular, RE offers pupils with identified SEND to

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

In response to these opportunities, pupils can make progress in RE

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

Modifying the curriculum for RE

The statutory inclusion statement requires practitioners to set high expectations for every pupil, and offer programmes of study that give all pupils relevant and appropriately challenging work at each key stage, teaching knowledge, skills and understanding in ways that match and challenge pupils' abilities. Where possible, teachers should plan from the mainstream syllabus for SEND pupils, but where necessary the RE curriculum may be modified for these pupils by

- maintaining, consolidating, as well as introducing new knowledge, skills and understanding
- using the syllabus and units of learning as a resource, or to provide a context, by planning learning appropriate to the age and needs of pupils
- starting with the individual and their experience of the world, accessing RE through personal exploration and contact with a range of people
- providing a variety of learning environments and contexts in which content can be delivered
- providing a range of teaching approaches to meet the needs of individuals and groups.

Learning outcomes

For all pupils, their knowledge and understanding of different religions begins with awareness of diversity in the community, and the awareness that each person is unique and personally valued. Pupils with learning difficulties should have opportunities to explore what it means to be part of a group and to learn how to share with others. They express their ideas and feelings in a variety of ways.

Improving access to the RE curriculum

Learning in RE can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, including large print, symbols and symbol text. Other pupils' skills will develop as they use alternative and augmentative communication, including body movements, eye gaze, facial expressions and gestures, pointing and signing.

Practitioners can make RE more accessible by focusing on senses:

- using sensory materials and resources through sight, touch, sound, taste or smell, such as through music, tactile artefacts, plants in a sensory garden
- giving pupils first-hand experiences, including visitors to school, visits to religious buildings, involvement in festivals
- organising a range of activities to give personal experiences, such as through dance, drama, visits to a range of environments
- helping pupils to understand and appreciate their world and the diversity of cultures around them.

Practitioners can also improve access by:

- using a range of resources - interactive/sensory stimuli, digital - to increase pupils' knowledge of religions and the elements in them
- using specialist aids and equipment as appropriate for each individual
- providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves
- adapting tasks or environments and providing alternative activities where necessary, such as through tactile story books, puppets, roleplay, dressing up, presenting work as a painting instead of writing
- being aware of the pace at which pupils work and the physical / mental effort required
- balancing consistency and challenge, according to individual needs.

Spiritual, moral, social and cultural (SMSC) development

SMSC development is a broad concept that should be seen across the school's activities, but it has particular relevance to the RE curriculum. [12]

Spiritual development of pupils in RE develops their

- ability to be reflective about their own beliefs and perspectives on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral development of pupils in RE develops their

- ability to recognise the difference between right and wrong and to readily apply this
- understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England (British values)
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social development of pupils in RE develops their

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings
- respect and tolerance of those with different faiths and beliefs. (*British values*)

Cultural development of pupils in RE develops their

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (British values)
- willingness to participate in and respond positively to artistic, musical, sporting and cultural events and opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

While we celebrate our diversity, what surprises me time and time again... is that we are far more united and have far more in common with each other than things that divide us.

Jo Cox MP

Sensitivities and challenges in RE

In RE there are many opportunities to help children and young people develop their own skills of sensitivity to religions and cultures. All schools have a responsibility to promote British values and to have a clear strategy for embedding these; in the RE classroom there is a clear opportunity to foster the values of mutual respect for and tolerance of different faiths and cultures with pupils. Teachers should take care not to put individual pupils 'on the spot' without asking them beforehand if they are comfortable to share information about their religion or culture with others. Individuals experiences may or may not be similar to that of the group they represent.

If cultures are to meet rather than clash, we need to understand not just how others differ from ourselves but how we differ from them. [13]

Story telling

When using stories with pupils, it is important to explain the significance of oral tradition and that stories are a way of explaining difficult concepts. For example, in Jewish tradition the exploration of 'truth' is through stories that may not necessarily be true. It is important to recognise that some religious people accept creation stories as true, believing that they describe exactly how the universe and human beings were created, and this should be respected. It is also important to be aware that most faith members believe that God brought the universe into being from nothing and some believe that it was created from matter that already existed. Others regard these accounts as more like parables or symbolic accounts that tell a profound 'truth' that God brought the universe and all that is in it into being, and sustains his creation. These faith members may look to science to help them understand how God did this.

Symbols

Be aware of stereotyping when considering how faith is expressed in the religious symbols carried and clothes worn by believers; take care not to confuse culture and tradition with religion.

Dress

Consider the sensitivities around asking children to dress up as faith members, for example when roleplaying a pilgrim.

Artefacts

When working with religious artefacts, it is important for teachers to model the way the items are handled by the religious community, for example washing hands before touching. For Muslims placing the Qur'an on the floor is inappropriate, as is placing any book higher than a Qur'an. The Sikh kirpan should never be unsheathed. Some religious visitors will find it inappropriate to see a 'shrine' in the classroom.

Visual representations

Be aware that some faiths are sensitive to the making of images. Muslims, when writing or speaking the name of Muhammad usually follow with the phrase 'peace be upon him' or the letters 'pbuh'. In Islam representations of Muhammad (pbuh), are not allowed; images of people and other living creatures are not found in Islamic art, a reminder that Muhammad (pbuh) cleared the Ka'aba of graven images. In the Baha'i Faith, representations of the Bahá'u'lláh in drawings, paintings, drama, photography, film are not allowed, out of respect for the founder.

Controversial issues

RE provides a safe space to deal with sensitive and controversial issues. When topics included in the RE curriculum are likely to be sensitive and/or controversial, it is important that these form part of a planned sequence of learning that prepares pupils with prior knowledge, as well as an understanding of the concepts and related vocabulary needed to approach the topic. It may be helpful to align with other curricular areas so that these issues are seen in a broader context.

The 2019 Ofsted Framework

The quality of education is considered in terms of intent, implementation and impact in relation to breadth, depth and vision in the RE curriculum:

Intent: teachers and subject leaders need to state the purpose of learning in RE and have clear curriculum aims. Consider what knowledge and skills pupils will gain through the RE curriculum and how it develops understanding that is increasingly rich and deep.

Implementation: consider how far planning, teaching and learning, including assessment, meets curriculum aims. Assessment is an integral part of curriculum design, planning and teaching. It checks pupils' progress in relation to a goal. Assessment tests curriculum design and measures pupils' understanding. It is an integral part of teaching and learning.

Impact: consider the impact of teaching and learning and *the progress pupils can be seen to make*. This will be seen in their work, in talking to pupils and in the classroom.

Adapted from Ofsted *School Inspection Handbook*, p. 41 (May 2019) [12]

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