



Cambridgeshire
County Council

THE AGREED SYLLABUS FOR RELIGIOUS EDUCATION

2018

<https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/working-with-partners/cambridgeshire-standing-advisory-council-on-religious-education/>

<https://www.cambslearntogether.co.uk/religious-education/>

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1. Statutory Guidance

Introduction

“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate” – Why RE Matters -The RE Council

“Every child and young person who goes to school is entitled to an experience of religious education (RE) that is both academically challenging and personally inspiring” - A Curriculum Framework for Religious Education in England -The Religious Education Council of England and Wales -October 2013)

“RE is an important curriculum subject. It is important in its own right and it also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion” - Religious Education in English Schools: Non-statutory guidance 2010

A review of the National Curriculum for schools in England was made by the Department for Education (DfE) in 2013. RE was not part of the DfE review because it is statutory as Basic Curriculum alongside the National Curriculum subjects. The RE curriculum is set locally where the local authority Standing Advisory Council on Religious Education (SACRE) is responsible for producing the locally agreed syllabus for RE.

As a result of the DfE review, the Religious Education Council for England and Wales (REC) concluded that a review of RE was needed for reasons of equity with other subjects. Teachers with responsibility for RE in schools in England are expected to plan lessons, assess pupil progress, and have their performance held to account, as other teachers do. School leaders expect them to use the same or similar criteria to those deployed in other subjects in the curriculum. In October 2013 the REC published “A Curriculum Framework for Religious Education in England” to support those teachers and schools.

Taking our lead from the REC and following the lay out and style of the documents for the National Curriculum, you will find that the new syllabus for the teaching of RE in schools in the Cambridgeshire, Northamptonshire, Peterborough and Rutland local authority areas, set out here is shorter and less prescriptive as to content than in earlier years. Schools have the flexibility to provide more coherent and integrated cross curricular learning experiences to complement discrete subject teaching tailored to the needs of their pupils and community.

The Legal Requirements

What schools must do

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

All maintained schools must follow the legal requirement to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE.

In brief, legislation requires that:

- in maintained community, foundation or voluntary schools without a religious character, 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';
- academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998;
- for foundation and voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless parents request RE in accordance with the trust deed of the school; and
- in voluntary aided schools RE must be taught in accordance with the trust deed.

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; and
- any person over compulsory school age who is receiving part-time education. Based on NATRE website -National Association of Teachers of Religious Education

Aims and purpose (statutory)

The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs:

- to develop pupils' skills;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives.

Religious Literacy

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.

What to teach (statutory)

All content in the WHAT TO TEACH column is statutory and therefore must be taught.

Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order.

- Christianity will be studied in all Key Stages.
- The choice of which other religion(s) to study in KS1 should be relevant to the experience of the pupils in the class and local demographic. Where Christianity is the only religion present the school will choose the other religion to be studied.
- However, by the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (humanism) must have been studied.
- In KS3, building on KS2, all major religions and a secular world view must have been studied in greater depth.

It is desirable that all pupils visit a church or other Christian place of worship and the school should make all efforts to plan visits to religious buildings of other faiths. Visitors from different faiths and world views should be encouraged to visit all schools. When neither visits nor visitors are possible then the use of virtual tours and resources are recommended.

RE and Pupils with Special Educational Needs and Disability (SEND)

RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts and all teachers are teachers of SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. Pupils with special educational needs will not always meet the same expectations in RE as other pupils and therefore appropriate assessment materials will need to be used, (exemplars are indicated within the support materials). All programmes of study that are planned for pupils with special educational needs should take account of the targets and recommendations in their Individual Educational Programmes. A multi-sensory approach can be helpful in planning RE for children with special needs.

For the small number of pupils who may need the provision, material may be selected from materials used in earlier or later key stages, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age. In making decisions about adjusting the content of the key stage, teachers should take into account the previous experience of the pupil as well as the necessity to communicate to subsequent teachers a specific differentiated approach to entitlement.

In Special Schools there is no recommended time allocation for RE but it should be part of the main curriculum.

Teaching (statutory)

	What to teach	Approach	Entitlement
EYFS	Will follow EYFS framework. Minimum 30hrs teacher-led activities		
KS1	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions	Minimum of 36hrs in a school year
KS2	Christianity, five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.	Minimum of 45hrs in a school year
KS3	Christianity and five other world religions, humanism and an acknowledgement of other world views and other religions found in the locality.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion.	Equivalent of 45hrs in a school year
KS4	Students will follow a course which may lead to a public examination in RE or explore (in specific curriculum time) topic based learning relating to local and international issues paying attention to their religious dimensions. Explore the connections between RE and other subject areas.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion	5% curriculum time
KS5	Some students will follow a course which may lead to a public examination in RE and others will explore a RE specific enrichment project or equivalent (e.g. a religious text, concept or view point) supporting them in their further education.	Examinations, enrichment curriculum time and individual projects including EPQs.	Flexible programs which, whilst avoiding tokenism, may include units of study, day conferences and work integrated with other subjects

Attainment Targets (statutory)

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

AT1 – Learning about religion and belief

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 – Learning from religion and belief

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Schedules for measuring assessment (statements) are in the supporting materials.

RE and the wider school curriculum

A holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and secular world views and explores their responses to life's challenges. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

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.

Although RE contributes to other subjects it must not be defined by or confined to them.

Similarly, although RE and Collective Worship can enrich each other, RE cannot be replaced by or delivered through Collective Worship.

2. Non-statutory Guidance

Introduction

The aims of this syllabus are supported by non-statutory guidance including progression documents on individual religions and world views, exemplar lesson plans and relevant topics for Key Stages, and Assessment Criteria written by your local SACRE, together with teacher training sessions, RE newsletters, other online resources such as the Cambridgeshire Knowledge Hub, together with links to other web-based materials.

Curriculum planning

Schools need to plan their religious Education (RE) curriculum with consideration of their schools' cohort and local demographics.

Using the 2018 syllabus is not about reinventing the wheel. All Schools should review their existing curriculum and keep what they consider to be outstanding and strong RE. The next step is then to consider how this fits with the statutory requirements of the new syllabus and plan the rest of the curriculum accordingly. Included with this document are exemplars of whole school planning using the 2018 agreed syllabus for all key stages.

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- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own; and
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs:

- to develop pupils' skills;
- to enable them to ask questions;
- to discover information, to approach new material with empathy; and
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

The 2018 syllabus recommends that all key stages use 'Enquiry' methods and when planning and delivering units of work. When planning units of work a range of approaches to learning that match different types of enquiry should be used, for example:

- 'Big Questions' are used as the focus of an enquiry
- use experiential and creative activities where pupils can develop their insight into the 'experience' of religion
- use reasoned argument and debate where pupils can explore controversial issues
- using investigative and interpretative skills where pupils need to gather, analyse and present information
- planning sequences enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations
- the enquiry process allows pupils' to progress in RE and this progression is defined and assessed.

The benefits of enquiry approaches are:

- Pupils develop a deeper understanding, going beyond simply learning facts to handling ideas and questions;
- Pupils increase confidence as learners; discussion is no longer so teacher-led; and
- More sustained learning is achieved, not the fragmented pattern of work often seen in RE.

Learners follow through their enquiries building on their thinking across a number of sessions.

Using the progression documents

The Progression Documents are designed to support teachers with the preparation of schemes of work. The progressions contain information on the important knowledge appropriate to each key stage, as well as suggestions for vocabulary, questions and activities. Following the progressions should enable students to develop an understanding of the religion or non-religious worldview and what it means to live one's life as a follower of the religion or world view today.

These progressions are not designed to tell teachers how to teach RE. They are a guide to what core content is recommended to be covered in order for students to develop a sound understanding. The content can be taught systematically, through focused study on a religion or humanism, or more thematically using perspectives from each to inform a wider study of topics such as 'Belief in a god or gods'; 'What is Religion?'; 'How can I know the difference between right and wrong?'; 'Beliefs about death'; or 'Does life have any meaning?'. Either way, opportunities should be made to relate, compare, and contrast the variety of beliefs and values and to make links between them. Students should also be presented with the opportunity to reflect upon, evaluate, and critique what they learn, and make connections with their own lives and experiences.

The progression documents of the religions and humanism differ because what is important in each case may be different although common themes are evident. Although the progression documents provide students with the opportunity to develop an understanding of many of the commonly agreed beliefs and values shared by followers of the religions and of humanism, they do not claim to represent the authoritative word on any religion or on humanism. Not all agree, and opportunities should be made to explore where diversity exists, and the debates that go with it.

Progression documents

Buddhism Key Stage 1

Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
There is no deity An ordinary person who became 'awakened' (Buddha)	Building where Buddhists meet Symbols and artefacts found in Buddhist Centres People with a special role (monks, nuns, teachers)	Stories from the life of the Buddha which show his concern to find an answer to the problem of suffering Stories Buddha told.	Buddhists believe in: • importance of compassion; • respect for all living things and the intention not to harm them; • importance of being generous, kind, truthful, helpful and patient; and • importance of reflection and meditation, developing inner peace.

Buddhism Key Stage 2

Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
Buddha means ‘one who is fully awake to the truth’ or Enlightened Through his own efforts, the Buddha overcame greed, hatred and ignorance	Temple Buddhist Community (sangha) - made up of lay people and ordained Features of Buddhist Centres including temples, shrines, artefacts and offerings Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened	Stories told about and by the Buddha, Jataka Tales Buddha taught that possessions can’t give us lasting happiness; in the end they break, grow old or let us down, making us unhappy	Symbols – lotus flower, prayer wheel Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives Buddhists aspire to fearlessness, contentment, kindness, meditation Four Noble Truths: • Being greedy and wanting things can’t make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough – not too much, not too little. Samsara - continual cycle of birth and death Key festivals: • Wesak - Buddha's birthday • Dharma Day

			Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened
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Buddhism Key Stage 3

Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage, renunciation, Bodhisattvas, Bodhichitta, Vinaya, Sutras (or Suttas), meditation, mantra, retreat, refuge, mindfulness, emptiness, Pratimoksha vows, stupa, lineage (of teachers), Mahayana, Theravada

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
His Enlightenment - Prince Siddhartha Gautama gave up everything in search of the way to end suffering	Lifestyle of Buddhist monks and nuns (bhikkhu) - living by the Ten Moral Precepts	Different collections of scripture for different traditions (suttas) - Agganna Sutta	Types and purpose of meditation:
Buddhas - previous Buddhas, Bodhisattvas in the Mahayana tradition	Vinaya - rules of monastic life Stupa – visual representation of Buddha's pure mind	Buddhist canons: - Pali canon used by Theravada Buddhists is the Tripitaka (three baskets) - Pitaka (this is a Sanskrit word) canon used by Mahayana Buddhists	- chanting - mantra recitation - offerings of flowers, incense and light - retreats - opportunity for people to live with Buddhists for a few days and to withdraw from distractions
			Key Beliefs:

			• Wisdom and insight arise through the practice of Mindfulness • Nirvana - state of Enlightenment and 'blowing out' of the fires of greed, hatred and ignorance The Three Signs of Being: • Anicca (impermanence) • Dukkha (life involves suffering) • Anatta (the notion of the soul is an illusion). Taking refuge in the Three Jewels - Buddha, the Dharma and the Sangha Living by the Five Moral Precepts (Buddhist Code of Ethics) - abstain from: • harming living things • stealing • sexual misconduct • lying • intoxication Buddhist responses to social, moral and ethical issues: • peace movements and • the work of important contemporary figures such as Dalai Lama.
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Christianity Key Stage 1

Key vocabulary

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.

Church	Jesus	Bible	Christian Life
Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.) Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year. Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do	Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan) Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians.	Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (Testaments) and that one part is also special to Jews. Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness	Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) Explore special times for Christians (welcoming new babies – including baptism) Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport.

Christianity Key Stage 2 Lower

Key vocabulary

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.

Church	Jesus	Bible	Christian Life
Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts. Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).	Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick) Know major aspects of teachings of Jesus; the “Two Great Commandments”, some parables and sayings, Kingdom of God	Know that the Bible is a ‘library’ of books. Know it contain different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind. Know that there are four gospels giving ‘good news’ about Jesus. Know how to find a reference in a Bible using chapters and verses.	Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life. Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sun-day, Ad-vent, Christmas, Lent, Easter, Ascension Day Pentecost. Investigate why and how people pray. Hear and talk about some famous prayers.

Have an opportunity to talk with believers from the different churches.			Find out about Christian weddings in a church and compare with other weddings known to your pupils
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Christianity Key Stage 2 Upper

Key vocabulary

Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

Church	Jesus	Bible	Christian Life
Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians. Explore the origin and meaning of the Lord's Prayer and how it is used in worship today. Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs. Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.	Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important. Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity)	Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today. Explore how the belief in God the creator influences Christian views on environment and climate justice. Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and 1 Corinthians 13 on love and consider their relevance for today's world.	Explore Jesus' teaching as a foundation for Christian living: • Personal life – baptism, confirmation etc. • Making moral decisions and lifestyle choices • Public life – individuals and churches active in charities e.g. Christian Aid, foodbanks, Fair Trade • The ministry of chaplains in hospitals and prisons • Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals)

Explore Christian life and practice in another country (for Cambridgeshire, this will be the link Diocese of Vellore in the Church of South India).	Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.	Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.	Explore what Christians mean by/experience as the Holy Spirit in their lives.
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Christianity Key Stage 3

Key vocabulary

Advent, Apocalyptic, Ascension, Atonement, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Ecumenical Council, Epiphany, Epistle, Eucharist, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Liturgy, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Reconciliation, Redemption, Repentance, Resurrection, Sacrament, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

Church	Jesus	Bible	Christian Life
Understand that there are a range of Christian Churches from those with a global presence (e.g. Roman Catholic) to individual congregations. Discover which Churches can be found within an agreed radius of your school and how they describe their differences (which may be in terms of belief or history). Understand that most Churches work together through local ecumenical	The Trinity: how Christians tried to describe one God known in three ways. Symbols and art depicting the Trinity. Ask whether God can actually be depicted in this way, or fully understood by us. Understand how the term "incarnation" helps to explain the nature of Jesus. Explore what Christians believe to be the role of the Holy Spirit in the world today.	Know a broad outline of Old Testament history including Exodus and exile and understand that for Christians this is the first part of a salvation story which leads up to the death and resurrection of Jesus in the New Testament. Explore some Biblical analogies, symbols or metaphors which are used to try to explain who God is.	Explore how Christians feel they have a responsibility as God's stewards of the earth, and what this means in practical terms. Explore how Christians come to terms with the belief that God is loving and all-powerful, and yet there is suffering throughout the world.

councils (Churches Together in England) and the World Council of Churches. Consider examples of how Christians and Churches can act in difficult situations to challenge society e.g. conscientious objectors in WW1, apartheid in South Africa.	Explore how, through his actions and his teachings, Jesus demonstrated what God is like. Explore how Jesus' teachings have influenced others beyond the Christian tradition e.g. in government, human rights, ending of slavery	Investigate the stories of some of the Old Testament Prophets Including prophets who challenged kings – Nathan, Elijah – and those who wanted social justice e.g. Amos. Ask if their message still has relevance for today and whether they have (or should have) successors in the modern world.	Explore different Christian understandings about life after death under God's rule (e.g. the soul; resurrection or re-creation; everlasting life, renewed heaven and earth) through Biblical teaching, different Christian and Churches depictions in art and music. These can be linked to apocalyptic texts which strongly influence the beliefs and behaviour of some Christians today.
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Hinduism Key Stage 1

Key vocabulary

Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and	Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Diwali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil	Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life.	If possible, have an opportunity to talk with Hindu believers. Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.

flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food). Hear a story about the deity represented by the murti(s). Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.	and the examples given of moral duty, loyalty and devotion.	Discover some popular Indian recipes and the important Hindu custom of hospitality.	
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Hinduism Key Stage 2

Key vocabulary

Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.	Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.	Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body	If possible, have an opportunity to talk with Hindu believers. Explore the Hindu way of welcoming babies, e.g.

Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad. Discover how a mandir also acts as a community centre.	(The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati). Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.	and experiences the fruits of actions in its previous life. Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.	• Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear. • The child naming ceremony (Namakarana) and how names are chosen • Head shaving is connected to the removal of impurities.
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Hinduism Key Stage 3

Key vocabulary

Atman, Aum or Om, Brahman, Deity, Dharma, Diwali, Festival, Ganesh, Gods and goddesses, Hindu, Hinduism, Initiation, Karma, Liberation, Mandir, Monotheism, Murti, Offering, Pilgrimage, Polytheism, Pray, Puja, Rama, Rangoli, Sacred, Samsara, Samskara, Shiva, Shrine, Sita, Trimurti, Vishnu, Worship

Places of worship

Deities and scriptures

Dharma

Living a Hindu life

Explore key Hindu shrines and holy places which are centres of pilgrimage, e.g. Varnasi, sites on the Ganga, Ayodhya and/or the Kumbha Mela. Investigate the reasons devotees go on pilgrimage, e.g. self-purification, penance, thankfulness, moksha, and the actions which are of importance to them, e.g. abstinence, devotion, darshan. Understand how a journey can be both spiritual and physical.	Explore how Hinduism is diverse, takes many forms and cannot be traced back to any single individual or teacher, although many Hindus may choose to follow the example and teaching of a particular guru. Explore the basic principles of Hindu belief and practice which are based on the scriptural teachings of the Vedas (especially on the Upanisads) Look at the various ways of understanding Brahman, both in abstract ways (nirguna) and as God (saguna). Explore the sacred syllable "Om" or "Aum" which represents Brahman, and how it is used daily in Hindu life.	Explore the four Vedic ashramas or ideal stages of life through which people pass: (designed originally only for high caste men) • Brahmacharya – the student stage, gaining knowledge of the Vedas. • Grihastha – the householder, earning a living, raising a family, managing the home. • Vanaprastha – the time to retire and hand over responsibilities, to live a simpler life and practice detachment from worldliness • Samnyasa - renouncer stage, freeing oneself from all attachments and relationships to prepare for the ultimate objective of obtaining moksha.	If possible, have an opportunity to talk with Hindu believers. Explore the Five Great Duties (Panch Mahayajna) and the effect they have on daily living: • Brahmajajna – prayer and study • Dev Yajna – the protection of the environment • Pitri Yajna – the offering of respect to parents and elders, including departed mentors • Atithi Yajna – hospitality and service to learned people and visitors • Bhoot Yajna – doing good to all living beings, not just the poor or sick humans, but also to animals who are believed to have a soul in the same way humans do.
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Humanism Key Stage 1

Key vocabulary

Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule.

Knowledge and belief	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
Q: Why humanists believe human beings are special? What human beings share with other animals and what makes us unique Our ability to question and reason, to empathise with other humans and animals, and our creativity How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society	Q: How can we be happy? The Happy Human as a symbol of Humanism Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals Many ways of finding happiness; there is no one recipe for happiness One way to be happy is to make other people happy (Robert Ingersoll)	Q: What are the special ways Humanists celebrate in their lives? Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness	Q: Why do Humanists think we should be good to each other? Reasons to be good to each other; promoting happiness and avoiding doing harm Thinking about the consequences of our actions The Golden Rule Taking care of other living creatures and the natural world

Humanism Key Stage 2

Key vocabulary

Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
Q: How do Humanists decide what to believe? The material world as the only one we can know exists Rejection of sacred texts and divine authority; mistrust of faith and revelation Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc.	Q: What are Humanists' views on happiness? Happiness as a worthwhile goal; living a flourishing and fulfilling life; Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others The absence of the need for religion or the belief in a god or gods to be happy The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive Human beings' responsibility for their own destiny	Q: What do humanist celebrations tell us about the things humanists value? Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths The importance of human relationships The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple	Q: What do humanists value in life? Humanity, the human spirit and human attributes, including our ability to question and reason Human creativity and achievement: intellectual, technological and artistic The natural world and other living things; the environment in which we all live Human relationships and companionship; our ability to empathise with other humans and animals Our shared human moral values: kindness, compassion, fairness, justice, honesty

Willingness to adapt or change beliefs when faced with new evidence			Our ability to improve our quality of life and make the world a better place for everyone
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Key Stage 2 cont/d.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
Q: Why don't Humanists believe in a god or gods? Atheism: the absence of belief in a god or gods Agnosticism: the belief that we can't know whether a god or gods exist or not Absence of convincing evidence for a god or gods Consequences of atheism/agnosticism for how humanists live Humanism as a positive philosophy; living good and happy lives without the need for a god or gods			Q: How do humanists believe we can lead a morally good life? The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting individual responsibility for our actions The importance of reason, empathy, compassion, and respect for the dignity of all persons Following the Golden Rule as a naturally evolved ethical principle, present in many cultures Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rule

Humanism Key Stage 3

Key vocabulary

Agnosticism, Altruism, Atheism, Celebrant, Compassion, Critical thinking, Curiosity, Dignity, Empathy, Empirical, Eudaimonia, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Materialism, Mortality, Natural selection, Naturalism, Pastoral support, Rationalism, Reason, Relativism, Respect, Responsibility, Scepticism, Science, Secularism, The Big Bang, The Golden Rule, The Good Life, The problem of evil.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist values and ethics
Q: What do humanists believe about the claims of religion? Q: How does the absence of belief in a god affect the way humanists live their lives? The absence of convincing evidence for a god or gods; alternative explanations of suggested evidence (Occam's razor); the burden of proof (Bertrand Russell's teapot) Responses to religious arguments for the existence of a god; the problem of evil (Epicurus) Attitudes towards claims about miracles and revelation; the absence of evidence for the power of prayer; preference for action over prayer	Q: How do humanists find meaning in a purposeless universe? The absence of any discernible 'ultimate' or external meaning to life or the universe The experience of living life in a purposeless universe; giving meaning to our own lives Our responsibility for our own destiny; making the most of the one life we know we have Elements and varieties of 'the Good Life': the importance of relationships, connections, exploration, contributing	Q: How do humanists understand and approach the challenge of death? Death as the end of personal existence; the absence of evidence for an afterlife; responses to religious arguments; reasons why people want to believe in an afterlife Reasons not to believe in an afterlife: the absence of identity in dreamless sleep, the importance of the physical brain to our personality (the effect of brain damage on a person) Attitudes towards death and mortality; avoiding overwhelming fear of death (Epicurus' arguments)	Q: How do humanists find value in their lives? Recognising that we are part of something bigger than ourselves: humanity and the natural world Human relationships and companionship; our ability to empathise with other humans and animals Our shared human moral values: kindness, compassion, fairness, justice, honesty Human creativity and achievement: intellectual, technological, and creative/artistic

Humanist views on the origins of religion, and on why religion is so important to many people Consequences of atheism/agnosticism for how humanists live Positive Humanism: more than just not believing in a god	to human knowledge, achieving our goals, and acting to benefit humankind Personal development and living a flourishing and fulfilling life: the whole person Optimism about human potential	Valuing human life and making the most of it: 'For the one life we have' Something of us survives our death: genes, ideas, actions, and works; living in the others' memories Humanist funerals as a celebration of a life and an occasion for those still living	The humanist attitude in art (e.g. Renaissance artists' painting of personalities as opposed to undifferentiated human worshippers) and literature (George Eliot, Thomas Hardy, Philip Pullman) Valuing sensory pleasures; contrast with some religious attitudes
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Key Stage 3 cont/d

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist values and ethics
Q: How do humanists decide what is true? Rationalism: basing beliefs on reason and evidence, not on religious belief or emotional responses Scepticism: applying critical thinking to judge whether something is true; subjecting ideas to logical and empirical challenge Rejection of superstition and pseudoscience; the scientific revolution and the historical tension between science and religion: the god of the gaps (Copernicus, Galileo) The scientific method: hypotheses, predictions, experiments, conclusions, and further testing (Karl Popper); relying on evidence Recognition of the limits of science and the imperfect knowledge it provides; accepting uncertainty as an unavoidable feature of life; being ready			Q: Where does morality come from? Q: How do humanists work out what is good? The rejection of sacred texts, divine rules, or unquestionable authorities Morality as a naturally evolved, human construct (Peter Singer); morality as a project or journey Improving human welfare in this life as the aim of morality (rather than any divine purpose) Following the Golden Rule as a naturally evolved ethical principle, present in many cultures Obligations to contribute to the common good; the balance between individual autonomy and social responsibility; tolerance of different ways of living

to adapt/change beliefs when new evidence emerges			Respecting people as persons; human rights (UN Declaration of Human Rights, UN Declaration on the Rights of the Child)
Non-scientific questions: science can inform but not answer questions of meaning and value			

Islam Key Stage 1

Key vocabulary

Allah, Islam, Mosque, Muslim, Prophet, Quran.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers. Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.	Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people. Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.)	Know that the Qur'an is a special book for Muslims. Know that it has 114 chapters. Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them.	Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers) Special times for Muslims (e.g. welcoming new babies) Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up?

Explore stories connected with the mosque (name, when was it built) Meet the people who go to the mosque.	Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.	Qur'an was sent to Prophet Muhammad as a guide to humanity.	Explore some stories about Muslims e.g. going for Hajj
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Islam Key Stage 2

Key vocabulary

Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
Look at the Muslim calendar how is it different? Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque. Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the	Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad. Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.	Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. Know how to find a reference in a Qur'an. Listen to a Qur'an verse or chapter in Arabic. Find its meaning.	Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware) Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Prayer – why and how people pray. Understand some of the actions that form a prayer.

direction towards which Muslims face when praying. Know that there is diversity in Islam by visiting at least two different mosques and explore different practice and beliefs behind them. Have an opportunity to question believers.	Link stories- Prophet & the woman who used to throw rubbish. Prophet and how he was given the title of the 'truthful'. Consider and discuss how Prophet is a role model for Muslims. Discuss the birthdate of the Prophet- MiladunNabi. What do Muslims do in celebration?	Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.	Prayers can be offered at the mosque or at home or wherever a Muslim is. How does prayer help a Muslim? Make your own prayer mats.
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Islam Key Stage 3

Key vocabulary

Allah, Ashura, Eid, Hajj, Imam, Islam, Khums, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada, Shia, Sunni, Zakat.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
Understand the role of the Imam in the mosque How is the mosque helping the Muslim community?	Muslims follow the example of Prophet Muhammad. What are key things that can be seen from his life?	Look at the first chapter of the Qur'an. What message is being given? Know the Quran guides Muslim.	Being a Muslim in Britain Islam in art – use calligraphy. Arabic writings- to help develop a skill.

Teaching religion in the mosque- how is this delivered? Different mosques in the world – compare what is different and what is similar Look at the mosque in Medina- Prophet’s mosque. Mosque in Jerusalem is also significant to Muslims. Mosques in the world, how do they support charities? What help is given through the mosque in giving food and to those less fortunate? What are the beliefs behind supporting those in need? Link to Zakat- concept of giving- tax to support the less fortunate Link to Khums- concept of giving- yearly tax to support the less fortunate	Know that he was sent from God to guide the people and that there was no prophet after him. Know that his teachings are a guide for Muslims and this goes together with the Holy Book- Qur’an Muslims also use the sayings and actions (Hadith) of Prophet to help them lead their lives.	Understand that the Qur’an is translated in various languages to help Muslims understand what they are reciting. Does the Qur’an help Muslims decide what is right and wrong? How do you treat a precious text? Muslims sacred text is the Qur’an = special respect. Where do individuals go to when they need answers to difficult questions or guidance during a time when they feel in need?	What does it mean to be a Muslim? Personal life – being able to give charity and sacrifice for those who are less fortunate. Public life – charities e.g. Muslim Aid, Muslim Council of Britain Deciding between right and wrong. Understand the significance for Muslims taking the journey of Hajj. Eid ul Adha- Festival of sacrifice after the Hajj. Awareness to Ashura and its significance to Muslims.
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Judaism Key Stage 1

Key vocabulary**Synagogue:** Ark, Kippah, Tallit, Torah Scrolls, Yad,**Shabbat:** Kosher Two Candles, Challah, Wine,**Jewish Life:** Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.

Synagogue	Shabbat	Torah and Commandments	Jewish life
Visit a local Synagogue. Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls. Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals. Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.	Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening. Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world. Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day. Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.	Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago. Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe. Know that it includes the 10 Commandments (also regarded as important by Christians) (among many other commandments kept by Jewish people). Know that the stories in the Torah are known to Christians as the Old Testament. Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob	Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but nowadays they live all over the world. Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death. Know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn. Know some basic information related to Rosh Hashanah (New Year), Yom Kippur. Find out about the Maccabees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days. Listen to some Chanukah songs, sing some in English. Play dreidel.

		and Esau and the story of Moses receiving Torah from God.	Become familiar with the Pesach story, when Moses brought the Jews out of Egypt, out of slavery, how they crossed the Red Sea and received the Torah and the Promised Land.
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Judaism Key Stage 2

Key vocabulary

Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.

Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine.

Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur.

Synagogue	Shabbat	Torah and Commandments	Jewish life
Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kippot all	Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liason between Shabbat and the everyday, between sacred and profane, God and people. Know some differences between the ways Traditional and Progressive Jews	Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow. Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses.	Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons). Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.

the time, devout married women covering heads, complete equality in Progressive Synagogues). Listen to the sound of the Shofar. Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition. Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi” by e-mail.	celebrate Shabbat. (using light, driving cars) “Shabbat Shalom” - Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life. The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.	Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms. Find out about King David and his story. Interpretation of Psalms. Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.	Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God. Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one’s actions and for the whole community? Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words. Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain.
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Judaism Key Stage 3

Key vocabulary

Synagogue: Ark, Bimah, Gabbai Kippah, Menorah (Chanukiah), Mezuzah, Ner Tamid (Eternal Light), Siddur, Star of David, Rabbi, Tallit, Tefillin, Torah Scrolls, Yad.

Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Maariv, Mincha, Kabbalat Shabbat, Kiddush Cup (goblet), Kosher, Shachrit, Two Candles, Wine.

Jewish Life: 5 Books of Moses (Chumash), 24 Books of the written Torah, 613 Commandments, Antisemitism, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Diaspora, Dreidel, Egypt, Holocaust, Israel, Israeli-Palestinian Conflict, King David Maccabees, Matzah, Messiah, Mitzvah Day, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Pikuach Nefesh, Pogroms, Purim, Rosh Hashanah, Shema Israel, Scriptural Reasoning (Inter-Faith activities), Shofar, Sukkah (Booth), Talmud, Tikkun Olam, Yom Kippur.

Synagogue	Shabbat	Torah and Commandments	Jewish life
Know when Jewish people come to Synagogues: (Friday evening – Kabbalat Shabbat to welcome Shabbat, Saturday morning, Orthodox groups also Saturday afternoon and evening, Yom Kippur all day long prayers, and other Festivals throughout the year). Know what the main roles are related to the running of Synagogues: a rabbi, a warden (Gabbai), an administrator. Find out about the activities of the local Synagogue: Mitzvah Day, Food Bank collections, running Shelters for homeless people in winter. Find out about inter-faith events organised locally, try to participate in one of them.	Know the Jewish concept of Tikkun Olam – repairing of the world, to make the world the best place possible for everyone. Link it with environmental issues. Link it with the problem of today's political conflicts. Shabbat and its central place in Jewish culture and tradition. Shabbat in Israel and the diaspora. Life in the diaspora (outside Israel) and a cultural concept of "wandering Jew". Some historical facts: many expulsions, pogroms and attacks on Jews happened on Shabbat – problem of antisemitism and its different sources in the past and today. Stories of Christian and Muslim people saving Jews during the Holocaust. „Who saves one life saves the world entire” – says Talmud (part of the Oral Torah). Judaism and its attitude to life. Know that Judaism does not concentrate on an afterlife.	Know the first lines of the „Shema” Prayer and their meaning to Jewish people. (Also that the words are kept inside Mezuzot and inside Tefillin/Phylacteries). Observe a Jewish man putting on his Tefillin. (in a movie fragment or on-line instruction) Know that in Jewish Talmudic tradition Torah can be reduced to a single instruction: “What is hateful to you, do not do to your neighbour: that is the whole Torah while the rest is commentary; go and learn it.” Did God allow the Holocaust to happen? – know that many Jewish philosophers struggled with this question. Difficult fragments in the Torah and how do we deal with them today? Interpreting Torah in the spirit of dialogue – scriptural reasoning groups. Torah and problems with homosexuality. Different approaches	Know that Israel as a state was created after WWII, in May 1948, but that many Jews lived there since ancient times. Find out about many initiatives trying to end the Israeli-Palestinian conflict. Are religions helping the peace process or making it more difficult. How can we avoid religious conflicts? Interfaith education programmes in the UK. The role of the Woolf Institute at Cambridge University in building bridges between the three Abrahamic faiths. Judaism in culture – famous festivals of Jewish culture. (Jewish Culture Festival in Kraków).

		among Traditional and Progressive communities. Does a Jew have to believe in God or is it enough that he lives according to his commandments? (for more interested students)	
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Sikhism Key Stage 1

Key vocabulary

Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
What do Sikhs believe about God and the creation that we live in? Why Sikhs believe we are all special How Sikhs believe that we are all Gifts from that One Creator How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator	What does it mean to belong to a family? Where male and female are treated equal Where all race, religions and nationalities are treated equally Where respectfully we have all been created differently	How does a Sikh family choose to name a child that they have been blessed with? How going to the Gurdwara brings people together: example when a Turban is first tied on a child. How life and death are celebrated and accepted.	Why do Sikhs think we should be good to each other? • RESPECT • EQUALITY • FORGIVENESS

What can be learnt from the lives of the 10 Gurus How the Guru Granth Sahib is respected as the Living Guru	How may the 5ks help a Sikh to always remember God is with them. Why would they be described as Articles of Faith and not symbols.	Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this.	How can Meditation, honest living and serving humanity help us become better people? Doing good deeds.
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Sikhism Key Stage 2

Key vocabulary

Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ? What does the Guru Granth Sahib teach about ones relationship with the	How do Sikhs meditate and serve in Gurdwaras and in their own homes? What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).	What happens in Sikh celebrations and ceremonies in the Gurdwara? How does music and meditation play an important part in Sikh ceremonies. Explore how music and meditation can make you feel	Why is Seva (Selfless Service) such an important aspect of human life? What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life? In what ways do Sikhs make a difference in the local community?

Creator, the world and life – how does reincarnation work?		How is the Guru Granth Sahib respected in the Gurdwara?	How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator?
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Sikhism Key Stage 3

Key vocabulary

Acceptance, Akhand Patth, Amrit Ceremony, Chaur Sahib, Daswandh, Equality, Family life, Five Evils, Five K's Forgiveness, Gatka, Gurdwara, Guru Granth Sahib, Haumai, Kaur, Khalsa, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sangat, Sahib, Singh, Nitnem, One Creator (Ek Oankar), Respect, Sharing, Seva, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
Sikhs believe in the concept of Reincarnation. Explore what this might mean in daily life, and how one treats others. How did the Guru's challenge the practice of Caste Systems and Ritual practices of the time, and how may this be applied today	How can the importance of Daswandh be applied to the daily life of a Sikh family: • In school • At work • In the Community How are the 5k's not just symbols, and what do they really mean and used for by an Initiated Sikh who has received Amrit.	Explore how charitable work is an important part of Sikh celebrations and ceremonies. What do Sikhs believe about life after death, and how are these beliefs reflected in the death ceremony Explore why Guru Gobind Singh asked for 5 Heads at the Vaisakhi Ceremony in 1699, and how the Birth of the Khalsa is celebrated today.	How do Sikh live the advice shared by Guru NANAK: • NAAM JAPNA (remembering God) • WAND KE SHAKNA (sharing) • KIRAT KARNEE (truthful living and earning) Sikhs believe in Equality, and how will a Sikh practice this in their daily lives

Why and how may Sikhs accept they have responsibilities to care for the world in which we live in? Explore how Sikhs have responded to Global and local issues both in the past and present times	The Guru Granth Sahib promotes interfaith harmony; how may this help a Sikh belong to a Society where his or her external appearance may stand out.	What challenges may Sikhs face in practicing Gatka and other arts during celebrations and activities outside of the Gurdwara?	How does a Sikh learn to control their mind from following bad thoughts and habits; and what may these be today in society.
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Guide to assessment and the use of assessment tools in RE

In religious education, just as in other subjects of the curriculum, it is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring *knowledge* and *skills*, it is a key part of religious education that pupils' *positive attitudes to study* should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives. So, it is important for both teachers and pupils to recognise that:

- Assessment is most effective when it leaves pupils clear about their attainment, their progress and their strengths and weaknesses. The giving of personalised, oral and written feedback is an important part of this.;
- The most effective RE teachers use the evidence from assessment to focus teaching more closely on the individual needs of pupils and the development of the enquiry;
- Pupils' chances of achieving well in RE are improved when teachers set clear, focused objectives for lessons and learning outcomes for tasks;
- Good quality RE comes from lessons that are stimulating and enjoyable for both the pupils and teacher;
- Not every piece of work needs to be assessed;
- Pieces of work suitable for assessment come in many different forms; and
- Formative assessment can be just as valuable as summative.

How to use this assessment document in Key Stage 1 and 2

As the 2018 RE agreed syllabus does not prescribe what schools should teach and the same approach has been adopted for assessment. Each Key Stage builds upon the one before, so that by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education. Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order and the assessment tool has been devised to be flexible enough to support this.

The 'Assessment tool' for key stage 1 and 2 is generic and allows for different forms of assessment to take place across the RE curriculum and the pupils' experiences in RE. The 'Assessment tool' offers criteria for assessment for each year group and should inform all assessment in RE. Assessment for each pupil should be made against the parameters that have set for the unit or topic being taught. The statements support the progression and attainment and the key expectations for pupils in a particular year group. Alongside everyday marking and Assessment for Learning (AFL), one key assessment piece per unit or enquiry would be appropriate. Over the year there should be a variety of AT1 and AT2 pieces in different styles and genres should be assessed.

To stay in line with current best educational practice we suggest that three categories of attainment are needed. Different schools use different terms for these categories along the lines of the 'emerging – expected – exceeding', or 'working towards', 'working at' or working beyond', to achieve 'mastery'.

SACRE will be asking for data at the end of KS1 and KS2 and this will be asked for using the vocabulary of:

- working towards,
- working at,
- exceeding,

The data required and requested will be for both AT1 and AT2 and based on the end of Key Stage Statements for KS1 and KS2.

Assessment in KS3

With national removal of assessment levels in Key Stage 3, there is now a greater focus on knowledge development, along with the opportunity to study the 'big ideas' of RE in greater depth.

This development now allows the opportunity to provide a more appropriate Key Stage 3 curriculum which builds the important foundations for Key Stage 4. KS3 and KS4 should no longer be seen as separate courses, but rather as a continuum. There is now an opportunity to develop better assessments practices and opportunities which highlight specific strengths and areas for development within those 'big ideas' and support the development of pupils' understanding over the whole secondary phase.

As KS3 should be a continuum into KS4 and not all schools follow the same GCSE syllabus. This syllabus does not specify a particular model of assessment; schools are encouraged to take into account the expectations of the RE GCSE syllabus they are following for assessing at both KS3 and KS4. Included are exemplars of good practice which schools are encouraged to follow along with the guidelines below;

A KS3 curriculum and assessment model which:

- is focused on developing the key concepts, knowledge and skills needed for success in KS4;
- is based on high expectations and challenge for all;
- adopts a mastery approach to teaching and learning and uses proven effective teaching methods;
- uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas;
- incorporates high quality end of topic assessments which help students develop the skills needed to tackle GCSE examination questions: and
- data from assessments reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needs.

Primary assessment criteria

End of Year 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Begin to name the different beliefs and practices of Christianity and at least one other religion.	Begin to talk about and find meanings behind different beliefs and practices.
To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.	Begin to suggest meanings of some religious and moral stories.
Show how different people celebrate aspects of religion.	Either ask or respond to questions about what individuals and faith communities do.
Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.	Express their own ideas creatively.

End of Key Stage 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

End of year 3 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Recall the different beliefs and practices of Christianity and at least one other religion.	Suggest and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from at least three different religious texts and books.	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do and why.
Use key words and vocabulary related to Christianity and at least one other religion.	Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.

End of year 4 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices.
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
To begin to understand the diversity of belief in different religions, nationally and globally.	Express views about why belonging to a faith community is valuable in their own lives.
Begin to compare directly different responses to ethical questions looking at a range of different religions.	Begin to make connections between their own ideas and others.

End of year 5 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Begin to make connections between different belief and practices of all religions.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.
Begin to compare stories, beliefs and practices from different religions including differences and similarities.	Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.
To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.	Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.
Articulate and begin to apply the different responses to ethical questions from a range of different religions	Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.

End of Key Stage 2 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Make connections between different belief and practices of all religions.	To reflect and respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions including differences and similarities.	Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.
To understand and evaluate the diversity of belief in different religions, nationally and globally.	Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.
Articulate and apply the different responses to ethical questions from a range of different religions	Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.

Key Stage 3 assessment exemplars

Key Stage 3 assessment exemplar 1

- Describe = Recall and use religious information [What? Who? When? Where?] - Explain = Use religious information to explain why people believe something [Why] - Analyse = Breaking information into parts to explain relationships [How far?] - Evaluate = Give and justify opinions, assess the importance of factors [How important?]	
Year 11 	You can: Critically evaluate and analyse beliefs and ideas when explaining similarities and differences in religious belief using detailed factual knowledge Analyse what people believe using accurate factual knowledge and detailed explanations of religious belief and practice. You give many reasons for different beliefs Analyse in detail the links between belief and practice in religion to come to supported conclusions Critically evaluate and analyse evidence and examples critically to explain different views Analyse the significance of the issues raised
Year 10 	You can: Evaluate and analyse beliefs and ideas when explaining similarities and differences in religious belief using detailed factual knowledge Analyse what people believe using accurate factual knowledge and detailed explanations of religious belief and practice. You give many reasons for different beliefs Analyse in detail the links between belief and practice in religion to come to supported conclusions Evaluate and analyse evidence and examples critically to explain different views
Year 9 	You can: Evaluate beliefs and ideas when explaining similarities and differences in religious belief Analyse what people believe using detailed descriptions of religious belief and practice, giving many reasons for these and using detailed factual knowledge. Analyse in detail the links between belief and practice in religion to come to supported conclusions - Use evidence and examples critically to explain different views
Year 8 	You can: Evaluate beliefs and ideas when describing some similarities and differences in religious belief Explain what people believe using clear descriptions of religious belief and practice and giving several reasons for these using accurate factual knowledge. Explain the links between belief and practice in religion - Use examples and evidence to support beliefs and beginning to link these
Year 7 	You can: Describe what people believe using descriptions of religious belief and practice, giving a few reasons for these and using correct factual knowledge. Compare religions by describing and beginning to explain some similarities and differences in religious belief Explain my own view and why others disagree

Key Stage 3 assessment exemplar 2

• Describe = Recall and use religious information [What? Who? When? Where?] • Explain = Use religious information to explain why people believe something [Why] • Analyse = Breaking information into parts to explain relationships [How far?] • Evaluate = Give and justify opinions, assess the importance of factors [How important?]	
Year 11 	You can: ☐ Describe beliefs and ideas and describe a similarity and difference in religious belief ☐ Describe what people believe using some factual knowledge. You give a reason for a belief ☐ Explain a link between belief and practice in religion ☐ Use an example to support some religious beliefs
Year 10 	You can: ☐ Describe beliefs and ideas and describe a similarity and difference in religious belief ☐ Describe what people believe using some factual knowledge. You give a reason for a belief ☐ Describe a link between belief and practice in religion ☐ Use an example to support some religious beliefs
Year 9 	You can: ☐ Describe religious belief using descriptions of religious actions and practice ☐ Begin to describe a link between belief and practice in religion ☐ Begin to link an example to support a belief
Year 8 	You can: ☐ Describe what people believe using a description of religious belief and practice ☐ Mention a link between belief and practice in religion ☐ Mention an example in relation to the topic
Year 7 	You can: ☐ Describe what people believe using a brief description of belief and/or practice ☐ Describe three religious beliefs by using a key word ☐ Begin to describe your own belief using technical language.

Key Stage 3 assessment exemplar 3

'You should always forgive someone.' - To what extent do you agree with this statement?

Guidance on how to go about this task

Explain reasons why somebody might agree with this statement

Explain reasons why somebody might disagree with this statement

Explain to what extent you agree with the statement giving clear reasons for your view

As part of your answer you must refer to Christian teaching and give examples and quotations where possible e.g.

1. The Parable of the Lost Son
2. Jesus' teaching about forgiveness. E.g. the saying from the cross, the Lord's prayer
3. Stories of forgiveness e.g. Mrs Gee walker, Rev Julie Nicholson

Flightpath 3	I can give my own belief about forgiveness and state two religious beliefs about forgiveness
Flightpath 4	I can describe what people believe about forgiveness, giving a few religious beliefs and using a brief description of belief / or practice.
Flightpath 5	- I can describe a range of religious beliefs about forgiveness using key words, including a brief description of a belief and practice - I can describe my own view about forgiveness
Flightpath 6	- I can describe what people believe using simple descriptions of religious belief and practices. - I can compare beliefs about forgiveness describing a similarity and difference between them.
Flightpath 7	- I can describe what people believe using simple descriptions of religious belief and practice, giving a reason for these. - I can compare people's religious beliefs by describing one or two similarities and differences about forgiveness. - Describe my own view and why others disagree.
Flightpath 8	- I can describe what people believe using descriptions of religious belief and practice, giving a few reasons for these - I can compare religious beliefs by describing some similarities and differences in religious belief - I can explain my own view and why others disagree

Key Stage 3 assessment exemplar 4

Level	Description
Foundation 0% - 20%	• Write full sentences to explain my ideas and the views of others. • Identify religious items and their uses within the faith. • Show the experiences of people within a faith and how they compare to you.
Foundation + 21% - 34%	• Explain the importance of different opinions with reasons to support. • Recognise other peoples views on a range of ideas. • Use more detail to explain symbols and religious artefacts.
Standard 35% - 48%	• Develop extended writing with a range of supporting evidence. • Show similarities and differences between different values and ideas. • Start to examine religious texts and explain their importance
Extended 49% - 62%	• Show clear links between beliefs and practices and how they connect. • Use detail to explain how a religion affects a persons life and routine. • Show understanding of key texts and how they affect a believer
Advanced 63% - 76%	• Use a range of examples to show different concepts and viewpoints. • Give a thoughtful and supported viewpoint on different issues in RE. • Use comparisons of different beliefs and their values.
Advanced + 77% - 90%	• Show greater maturity and independence discussing religious issues. • Show clear links between different areas of work in RE. • Use and evaluate text-based evidence when responding to issues.
Exceptional 91% - 100%	• Select my information and present it using a range of sources. • Offer more independent conclusions about religious issues. • Evaluate my own ideas using evidence to support my views.

RE Primary curriculum exemplars

RE Primary curriculum exemplar 1

Foundation stage follow the Early Years Framework							
	Autumn Term		Spring Term		Summer Term		
	Year One						
Key Stage One	Year One	Who is Jesus? A great teacher or a great leader? 	How and why do people celebrate Birthdays?	Why is it important to recognise the birth of a baby?	Why is the Bible important? 	What makes a church a special place for Christian people? 	How do the stories from the Gurus and the concept of seva affect Sikh children? 
	Year Two	What is important for Jewish people? 	Why is Christmas important to Christians? 	What are the ultimate questions? 	What is important for Muslims? 	How does the Khalsa influence the lives of Sikh people? 	Should we look after our world? 
Lower Key Stage Two	Year Three	Who are the 'Saints of God' and why are they important? 	What are the special religious texts?	What do people believe about the creation of our world?	Is Easter a festival of new life or sacrifice? 	What is important for Jews about being part of God's family? 	What do we mean by the bread of life? 
	Year Four	How and why are churches different? 	What moral guidance do sacred texts provide?	Why is prayer important to Muslims? 	Why should we give peace a chance? 	Is it fair? 	Why do some people go on a spiritual journey? 
Upper Key Stage Two	Year Five	Hinduism What can stories and images of deities tell us about Hindu beliefs? 	How and why do 'religions' help the poor? Fundraising/aid etc	Christianity Who people say that I am? (Jesus explored through art) 	Are the 10 commandments still relevant today? 	Beliefs and actions in the world What key beliefs influence people's faith and how do people live out their lives?	How has religion influenced St Ives? Detectives – shop fronts, food, street names, art, statues etc 
	Year Six	Buddhism What does it mean to be a Buddhist? Can we all be enlightened? 	How could we make our society equal?	Christianity and Judaism Is religion what you say or what you do? 	Why is it important to be good?	Christians in other parts of the world What is it like to be a Christian in Vellore? 	Learning from the Baha'i faith – unity 

RE Primary curriculum exemplar 2

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Foundation Stage	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.
Year 1	<u>The Christian Family</u>	<u>Celebrations</u> Focus on the Christmas story.	<u>The Family in Islam</u> How does being a Muslim make a difference to a family?	<u>What makes a place special?</u> What makes places special for Christians and Muslims?	<u>Books and stories</u> Special books to me. Nick Butterworth stories	<u>Questions about God</u> Link to Christianity and Islam
Year 2	<u>Harvest and Thanksgiving</u> Introduce other religions: Christian (harvest) Jewish (Sukkot) Hindu (Divali)	<u>Christmas</u> Why are presents given at Christmas time? Introduce advent and the meaning	<u>Books and stories</u> Islamic and Jewish stories, Drama opportunities	<u>Who is Jesus?</u> Easter Story (link to y5)	<u>Places of worship</u> Visit a mosque and church Build a church out of lego with features	<u>Special Times</u> Ramadan (fasting, visitor in) and Eid
Year 3	<u>The Hindu community</u> (maybe some ideas from current y4 unit) Look at temples, Gods, Mandir, Divali ~ what does it mean to Hindu's	<u>How is Christmas celebrated around the world</u> Include not all celebrate Christmas e.g. Jews ~ how do they celebrate? Create real time timeline e.g. how Spain celebrate ~ presents in Jan when 3 wise men arrive Sweden Christmas eve presents Unpick advent story Focus question ~ how does this support their beliefs about God?	<u>Family life and who are Jews?</u> NOT focusing on Torah (just mention) Shabat and kosher foods. Planning a party using kosher foods.	<u>How do people pray?</u> Look at Jews, Muslims, Christians and other such as Quakers to compare	<u>How can we make a difference in our world today?</u> Don't have to be religious to make a difference e.g. children in need. Red crescent (Islam), Red Cross, Christian Aid, 5 pillars Some religions say they have to give money away	<u>Sacred Writings</u> Look at Torah and Bible What are the similarities between them?
Year 4	<u>Sikhs in Britain</u> Temple visit or visitor in	<u>Different places of Christian worship.</u> Look at Quakers, cathedral, Pentecostal, Salvation Army, Baptist What kind of place of worship would you have?	<u>Commitment and Belonging</u> Must be done across religions. Debate similarities and differences.	<u>Is Easter the festival of new life or sacrifice?</u> Go through the Easter story. Focus on temptation in the story. Temptation activity ~ roles	<u>Good and Evil</u> What makes a good person or a bad person? What do different religions say? Image of person with good on one side/evil on the other, discuss.	<u>Peace</u> Use Islamic prayer example. Cover across religions.

		In groups use photocopy boxes and children use what learnt to create their own place of worship. Must be able to justify.		on the table and children not able to eat them. Why do we have Easter Eggs? How do they fit in with the story? What do they think is the real meaning of Easter?		
Year 5	<u>Words of wisdom</u> <u>NOT CURRANT PLANNING</u> Looking at Gospels (stories of Jesus) and stories of Guru Nanak (Sikh) and Islamic stories. What do these stories tell us? What does it mean to live as a?	<u>Whose world is it?</u>	<u>Art and Music in religion</u> <u>(mixture of current y4/5 units)</u> Crosses in Ecuador created on death to tell a person’s life story. Islamic art –no people, how are they portrayed instead? Modern art depictions of bible stories Eastern orthodox imagery Exploring religious music and how this makes you feel. e.g for Islamic music Maher Zain ‘The Chosen one’ tells a story of the rituals of Isalm . Each part of video represents a part of the story. Discuss.	<u>The Easter Story</u> Dissecting the Easter story. Write their own version of the Easter story, appropriate for Y 2 children. Around school set up ‘stations’ linked to different parts of the story to form a trail. Using QR codes, y2s visit stations to discover the Easter Story using QR codes.	<u>What does it mean to be a person of faith today?</u> Focus on Christianity and Islam	<u>What is Islam?</u> Koran, Hajj, 99 article, stories, look at the theology, look at prayer example again,
Year 6	<u>Stories of Faith</u> Gospels, what do they tell us? Why are they different?	<u>What does it mean to be a Christian?</u> Own ideas and thoughts Impact of Christianity Revisit ~ Different denominations within the Christian faith,	<u>What is Buddhism?</u> 8 paths, Siddhartha, stories about Siddhartha, Buddhism around the world. Thoughts ~ could I be a Buddhist?		<u>What happens when we die?</u> Look at what different beliefs and religions say. Hinduism ~ reincarnation. Buddhism ~ rebirth Look at stories linked to it.	<u>People of Faith, courage and commitment</u> Use examples of real living examples from different faiths e.g. Bear Grylls, Mo Farrah

		what differences do these make?		What do other religions believe? Own beliefs?	
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RE Primary curriculum exemplar 3

RE Existing Units Suggested Units	RE Existing Units Suggested Units	RE Existing Units Suggested Units
Y1	• People in Christianity • Places in Christianity • Books and Stories	• People in Christianity • Places in Christianity • Rituals and Festivals (Christian and Islam)
Notes	Y1 experience in RE should start from a family basis and experiences that the child or a child of their age within a different faith would have. They are beginning to understand what it means to 'have a faith' as well as looking at other faiths. While looking at 'Places in Christianity', connections and comparisons should start to be made with a mosque. Islam has been suggested as the 'other faith' to look at as it is easier to understand and connect with Christianity as it also worships a single God. Children should start to see that although we might look / sound / think differently, we are not all different across faiths, we look at things in very similar ways. Rituals and festivals will give the children further opportunities to compare and find similarities and differences. 66% Christianity and 33% Islam http://www.discoverislam.co.uk/	
Y2	• Family in Judaism • Torah • Family Ties	• Family in Judaism • Christianity – Jesus • Books and Stories (Bible and Torah)
Notes	'Christianity - Jesus' has been put forward as a suggested unit to ensure that '50% or more of RE taught is Christianity'. The suggestions are that the children in Y2 start to question who Jesus was, what he was like as a child and what life was like for him growing up. This will lead into Y3 - Inspirational Leader, where his ministry and what it meant to people who came into contact with him is looked at. The fact that Jesus was a Jew who attended a synagogue makes the link with the other Y2 Focus Religion of Judaism. Books and Stories gives Y2 the chance to look at Christianity and Judaism side by side. As in Y1, keeping things at a 'family' level when studying other religions is best practise. 50% Christianity and 50% Judaism.	
Y3	• Jesus an inspirational leader • Church Year - Christmas • Church Year - Easter	• Jesus an inspirational leader • Church Year - Christmas • Hinduism
Notes	Although the 'Church Year - Christmas' unit remains, we should now be expanding children's experiences from purely family based to the wider community. That means that in this unit, how other Christians celebrate Christmas around the world should be explored. The Hinduism unit means that we are engaging with different religions in each year group but should link to Jesus as an Inspirational Leader by questioning who others are inspired by. 66% Christianity and 33% Hinduism	
Y4	• Christianity in Action • 5 Pillars of Islam • Values	• Faiths in Action • 5 Pillars of Islam • Church Year - Easter
Notes	Church Year - Easter has been separated from Church Year - Christmas and moved to Y4. Many younger children still have the 'He was born at Christmas and 3/4 months later is killed?' confusion and this will help to alleviate this. As part of the unit on Islam, connections can be made back to Y1 and also with the 'Faiths in Action' unit by learning about Zakat, where 10% of a Muslims income goes to others - including, if they have little money, their time. Christianity in Action has become Faiths in Action - this will be roughly spread that half of this unit will be looking at how Christians show their faith in action and the other half looking at other faiths - including those with no faith, recognising that you don't have to have a religion to give. 50% Christianity, 30% Islam and 20% Other faiths.	
Y5	• Words of Wisdom • Sikhism • Hinduism	• Words of Wisdom • Sikhism • Religions impact on the World
Notes	The 'Words of Wisdom' unit should be spent unpicking the meaning behind the stories that Jesus told. This will link with the 'Sikhism' unit where the stories told by Guru Nanak can also be explored for greater meaning. The Religions impact on the world can focus on the environment, climate change etc. and what the religions are saying / doing about these situations (with a leaning more towards Christianity). Art Stories? 50% Christianity, 30% Sikhism and 20% Other faiths (including none). https://www.basicsofsikhi.com/	
Y6	• Stories of Faith • Religions in the Community • Beliefs and Actions	• Buddhism • Worship and Prayer • What does it mean to be a Christian? OR Stories of Creation
Notes	Buddhism is one of the more complex and deep thinking religions and so a great one to leave until Y6. 'What does it mean to be a Christian?' has move from family (Y1 and Y2) and wider community (Y3 and Y4) to a more global focus and a bigger impact. Different denominations within the Christian faith also come into focus - How do they 'pray'? Worship? If 'Stories of Creation' is chosen then it would have a Christianity basis but with other religions coming in, as well as those with no religion. Worship and Prayer would work in the same way. 50 % Christianity, 30 Buddhism and 20% Other faiths.	

RE Primary curriculum exemplar 4

Year 1			
Christianity			
Autumn		Enquiry Question	Notes
	A1	What makes a Christian Person Special?	Introduce Christian family life. What do you do as a family? Are there any special places you go to? Can you remember visiting the church at...?
	A2	What is Christmas and Advent?	Introduce Christmas and Advent. What does Christmas look like? What are your ideas on Christmas?
Judaism			
Spring		Enquiry Question	Notes
	SP1	What makes Judaism Special?	What do you notice about their clothes?
	SP2	What is a Jewish Festivals?	What do they celebrate? Look at Hanukah – similar to Christmas
Big Question			
Summer		Enquiry Question	Notes
	S1	What do Christian and Jewish stories tell us?	Explore Christian and Jewish stories - What do Christian and Judaism story tell us? Danial and the Lion, Temple Lamp and Other Stories.

Year 2			
Christianity			
Autumn		Enquiry Question	Notes
	A1	What was life like as Jesus?	Why is he special? (recap special people)
	A2	What is the meaning of Christmas?	What does Christmas look like? I wonder what Christmas advent calendars symbolise – Discussion activity; provide children with a range of advent calendars.
Islam			
Spring		Enquiry Question	Notes
	SP1	What makes Islam special?	Explore family life – special clothes, place of worship, holy day? (Friday)
	SP2	The importance of Islamic stories	Story links – Golden Domes and Silver Lanterns, Krahn
Big Question			
Summer		Enquiry Question	Notes
	S1	Why is the world special?	What do you like about the world? Think about special places. Children could start by going on a walk around local area.... What makes Wisbech special, What do they like about their area.

Year 3			
Big Question			
Autumn		Enquiry Question	Notes
	A1	What is religion in Wisbech?	How does Wisbech celebrate Christmas?
Christianity			
Spring		Enquiry Question	Notes
	SP1	Why was Jesus important?	Why was Jesus important? What was he trying to teach people (Kingdom of God) – bring in stories such as Loaves and the fishes, Miracle of the blind man, Solomon builds a temple Why is he special?
	SP2	What is the meaning of Easter?	Begin to look at Easter story in Bible.
Sikhism			
Summer		Enquiry Question	Notes
	S1	What makes Sikhs special?	Who is a Sikh? What do Sikhs believe? Who is special? Gurdwara is the place where Sikhs come together for congregational worship, look/taste different Sikh food, A Kara is a steel or iron bracelet, that identify a Sikh as dedicated to their religious order.

Year 4			
Christianity			
Autumn		Enquiry Question	Notes
	A1	Why do Christians pray and worship?	Where can we pray? Look at a variety of places of worship- Quakers, Pentecostal, church. What is a prayer? Look at Lord's prayer, Could children write their prayer or wise words and share.
Hinduism			
Spring		Enquiry Question	Notes
	SP1	What is Hinduism?	I wonder what Hindus believe? (Say it and pause) What makes a Hindu special? What do they celebrate? (Diwali)
Big Question			
Summer		Enquiry Question	Notes
	S1	How does religion help us?	Why is it important to give and help? Look at charities – Oxfam Do other religions give – Muslim and Jews.

Year 5			
Christianity			
Autumn		Enquiry Question	Notes
	A1	Does the Bible help us to decide what is right and wrong?	Explore the British Values and the 10 commandments. Can children make their own? Who else tells us what is right and wrong?
Islam and Judaism			
Spring		Enquiry Question	Notes
	SP1	What do Muslims believe?	5 pillars of Islam – could create on playground What do Muslims believe? .
	SP2	What does it mean to be a Jew?	What is it like to be a Jew? Explore the Torah
Big Question			
Summer		Enquiry Question	Notes
	S1	Do you need to believe in God to be Human?	What does it mean to be human? Is it about different beliefs and religions? I wonder who tell you right from wrong? What happens when you die?

Year 6			
Christianity			
Autumn		Enquiry Question	Notes
	A1	Does the Bible help us to decide what is right and wrong?	Explore the British Values and the 10 commandments. Can children make their own? Who else tells us what is right and wrong?
Islam and Judaism			
Spring		Enquiry Question	Notes
	SP1	What do Muslims believe?	5 pillars of Islam – could create on playground What do Muslims believe? .
	SP2	What does it mean to be a Jew?	What is it like to be a Jew? Explore the Torah
Big Question			
Summer		Enquiry Question	Notes
	S1	Do you need to believe in God to be Human?	What does it mean to be human? Is it about different beliefs and religions? I wonder who tell you right from wrong? What happens when you die?

Resources and websites

This syllabus does not prescribe in the same detail what to teach and when as previous the previous syllabus. This allows schools to plan and teach to their individual needs and circumstances. Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order. Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

Our Agreed Syllabus allows for the planning of high quality learning experiences through an enquiry-based model using a range of [pedagogies](#). Throughout the RE curriculum pupils should be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives. This should be reflected in schools planning of their RE curriculums.

The websites listed below offer schools and teacher's information and resources that should be used to help inform and influence planning only.

Generic Resources

- <http://www.bbc.co.uk/religion/religions/>
- <http://www.reonline.org.uk/>
- <http://www.natre.org.uk/>
- <http://www.retoday.org.uk/>
- <http://www.shapworkingparty.org.uk/calendar.html>
- <https://www.tes.com/teaching-resources>
- <https://www.religiouseducationcouncil.org.uk/>
- <http://www.woolf.cam.ac.uk/>
- <https://interfaith.org.uk/>
- <https://www.twinkl.co.uk/>

Buddhism

- <http://www.bbc.co.uk/religion/religions/buddhism/>
- <http://www.thebuddhistsociety.org/>
- <http://kadampa.org/reference> (website with information on Kadampa Buddhism)

Christianity

- <http://www.bbc.co.uk/schools/religion/christianity/>
- <http://www.understandingchristianity.org.uk/>
- <https://www.christianaid.org.uk/schools>
- <https://cafod.org.uk/Education/Education-resources>
- <https://www.quaker.org.uk/children-and-young-people/teachers>
- <https://www.salvationarmy.org.uk/schools-and-colleges>
- <http://www.barnabasinchurches.org.uk/ideas/>

Hinduism

- <http://www.bbc.co.uk/religion/religions/hinduism/>

- <http://www.hinduCounciluk.org/>

Humanism

- <https://humanism.org.uk/>
- <http://www.ugandahumanistschoolstrust.org/>

Islam

- <http://www.bbc.co.uk/religion/religions/islam/>
- <http://www.discoverislam.co.uk/>
- <http://www.1001inventions.com/> (link to a website that showcases famous Muslim inventions, scientists and inventors)

Judaism

- <http://www.bbc.co.uk/religion/religions/judaism/>
- <https://www.myjewishlearning.com/>
- <https://www.chabad.org/kids> (website with clips and games)
- <https://teachersportal.org.uk/schools/> (link to the teachers portal for the Jewish museum in London)

Sikhism

- <http://www.bbc.co.uk/religion/religions/sikhism/>
- <http://sikhCounciluk.org/>
- <http://www.sikheducationservice.co.uk>
- <https://www.basicsofsikhi.com/resources/>

Acknowledgements for the Agreed Syllabus

Thank you to the following for their involvement and input into this agreed syllabus:

Schools

- Billing Brooke Special School – Northamptonshire
- Croyland School (LA) – Northamptonshire
- Deanshanger Primary (LA) – Northamptonshire
- Ermine Street C o E – Cambridgeshire
- Hatton Park – Cambridgeshire
- Hayfield Cross C o E – Northamptonshire
- Houghton Primary – Cambridgeshire
- Jack Hunt School – Peterborough
- Kings School – Peterborough

- Lumbertubs Primary – Northamptonshire
- Northampton School for Boys – Northampton
- Meadow primary School - Cambridgeshire
- Oakham Primary –Rutland
- Paston Ridings Primary School – Peterborough
- Peckover Primary school – Cambridgeshire
- The Vine Inter Church School – Cambridgeshire
- The Avenue Infants – Northamptonshire
- St Mary and St John, North Luffenham - Rutland
- Uppingham Community College – Rutland
- Warboys Primary School – Cambridgeshire
- Whissendine Primary – Rutland

SACRE Clerks

- Jane Hall
- Kerri McCourty
- Kit Silcock
- Lucia Hawes

ASC members

- Cllr Wendy Brackenbury
- Dr Shirley Hall
- Harkirat Singh
- Ian Forsyth
- Janet Scott
- Julia Ewans – Chair
- Justine Davis
- Katy Walker
- Rev Doug Spenceley
- Rev Phillip Davies
- Sukaina Manji
- Tony Orgee

LA adviser for RE

- Amanda Fitton

Other contributions

- Aga Cahn

- Cathy Mitchell
- Chris Paddock
- Daniel Tabor
- Gurdev Singh
- Kelsang Rak-ma
- Rev Peter Holmes