

2014

Bexley Agreed Syllabus for Religious Education



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Preface

We are pleased to present this statutory element of the Bexley Agreed Syllabus for Religious Education. This represents the first part of a new and exciting syllabus for Bexley.

This statutory part of the syllabus sets out how Religious Education (RE) must be taught in Bexley's schools and, because the subject is not part of the national curriculum, it contains locally set attainment targets and assessment arrangements.

The second and final part of the syllabus is a practical and detailed online resource containing recommended lesson plans and comprehensive guidance resources for teachers, which supports the statutory requirements of the syllabus.

This syllabus represents a significant change from the one introduced in 2007. By separating this statutory element from what will now be a web based non-statutory element, we believe Bexley's teachers have an innovative, effective and easily adaptable framework and resource for the teaching of RE. It will enable both specialist and non-specialist teachers to develop RE lessons in a way to best suit their own context, whilst still providing them with support as they do so.

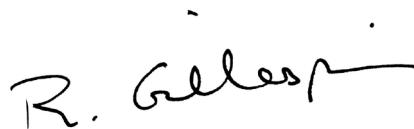
Good RE has many positive attributes. It encourages our pupils to develop religious literacy, to learn from others, to reflect and analyse, to develop a sense of identity and belonging, and to respect and be sensitive towards others. It has an important role in preparing young people for later life, employment and lifelong learning in a multi-cultural society. This syllabus supports the development of our pupils and will help to maintain Bexley's excellence in the teaching of good RE.

This document and the online resource represent the culmination of a great deal of hard work undertaken by teachers in our schools, members of local faith communities, the members of the Agreed Syllabus Conference and officers of the London Borough of Bexley. We are extremely grateful for their dedication, support, advice and input.

We commend this syllabus and consider that it meets the needs of our pupils, of our schools and hardworking teachers, and of our community as a whole.



Councillor John Fuller
Cabinet Member for Education



Councillor Richard Gillespie
Chairman, Bexley Standing Advisory
Council on Religious Education and,
Bexley Agreed Syllabus Conference

Introductory Statement



In Bexley, Religious Education meets legal requirements where it implements the Bexley Agreed Syllabus 2014. This becomes statutory for all Community, Foundation and Voluntary Controlled schools with effect from September 2014. These schools are not free to plan or teach Religious Education from any basis other than the Bexley Agreed Syllabus.

Principles

The Bexley Agreed Syllabus is based upon principles which aim:

1. To bring learners into contact with and provoke challenging questions.
2. To provide a safe and secure setting in which learners can explore and develop their own beliefs and understanding of major religious and spiritual concepts and ideas.
3. To provide a supportive context that enables learners to develop and build a good sense of identity and belonging.
4. To enable learners to develop understanding, respect and empathy for others of different beliefs and practices, and to be able to challenge and overcome prejudice.
5. To enable learners to consider, understand and live up to their responsibilities towards themselves, their families, society and a possible higher authority.

Time Allocation

The Agreed Syllabus is based on the expectation that a minimum of 5% of curriculum time should be devoted to Religious Education.

Key Stage 1	36 hours per year or approximately 1 hour per week
Key Stage 2	45 hours per year or approximately 1.25 hours per week
Key Stage 3	45 hours per year or approximately 1.25 hours per week
Key Stage 4	45 hours per year or approximately 1.25 hours per week
Sixth Form	18 hours per year

Aims of Religious Education and of this syllabus

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

They are that pupils should:

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

The overarching approach within this syllabus is that of developing skills of enquiry – of encouraging pupils and students to ask and to be supported towards discovering a range of answers and responses to these questions. You will, therefore, find that much of the suggested content for the syllabus is framed using questions which should encourage learning based upon enquiry and exploration.

Reporting on Pupils' Progress and Attainment

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

Withdrawal from Religious Education

Pupils

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 of the School Standards and Framework Act 1998.

The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Information on the provision made for Religious Education and of parental right of withdrawal must be included in the school or college prospectus.

Teachers

A teacher may not be:

- Required to teach Religious Education (although this may not be the case in a school with a religious foundation)

Complaints

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



Legal requirements

1. Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).
(DfEE Circular 1194, paragraphs 44 & 49; School Standards and Framework Act 1998, S19; Non-Statutory Guidance, DfE 2010, p.28)
 - The law relating to Religious Education for pupils who are not yet in Key Stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.
 - By the same law, Religious Education must be provided for all students in school sixth forms (but not those in sixth form colleges, which must provide Religious Education for all students wishing to receive it).
 - Special Schools must comply with this requirement by ensuring that every pupil receives Religious Education as far as is practicable.
2. Religious Education must be taught in accordance with an Agreed Syllabus in Community schools, Foundation schools and Voluntary Controlled schools.
(Education Act 1996, Sch.31; School Standards and Framework Act 1998, S351 (1) and Schedule 19 (2) (2))
 - In Foundation and Voluntary Controlled schools with a religious foundation, parents may request Religious Education in accordance with the school's trust deed, or in accordance with the beliefs or denomination specified in the designation of the school.
 - In Voluntary Aided schools with a religious character, Religious Education is taught in accordance with the Trust Deed, or with the beliefs or denomination specified in the designation of the school, to reflect the religious character of the foundation. A governing body may accept a recommendation from their diocese to adopt the Agreed Syllabus.
3. **Academies**
Academies are all-ability state-funded independent schools managed by independent sponsors, established under Section 482 of the Education Act 1996; or, state-funded independent schools established under the Academies Act 2010. All academies are required, through their funding agreements, to teach RE.
 - For academies without a religious character, it is strongly recommended that this is in line with the Bexley Agreed Syllabus
 - For denominational academies with a religious character (Church of England or Roman Catholic – but also Muslim and most Jewish academies), this will be in line with the denominational syllabus
 - For non-denominational (such as Christian) faith academies this can be either of the above, depending on the wishes of the sponsor and what is agreed by Ministers
4. An Agreed Syllabus must reflect the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
(Education Act 1996, S375)
5. Agreed syllabuses in any community school and any foundation, voluntary-aided or voluntary-controlled school without a religious character cannot require RE to be provided by means of any catechism or formulary which is distinctive of a particular religious denomination. (School Standards and Framework Act 1998, Sch.19; Non-statutory guidance, DfE, 2010. P14)

6. **Equalities statement**

When using this syllabus, schools need to take into account the position that some faith groups take with regard to human sexuality, so that LGBT (Lesbian, Gay, Bi sexual, and Transgendered) young people are not made to feel vulnerable when these issues are being explored. If schools do not take this into account, they may find that they are in serious breach of Equality and Safeguarding legislation.



7. The Headteacher, along with the governing body and the Local Authority, is responsible for the provision of Religious Education in Foundation and Community maintained schools and in Voluntary Controlled schools. (School Standards and Framework Act 1998, S69)

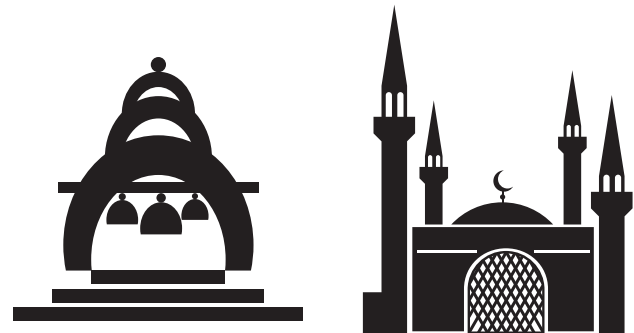


8. Religious Education is statutorily required to be included alongside the National Curriculum as part of the 'basic curriculum'. RE has equal standing with other National Curriculum subjects. (Education Act 2002, S80; DfEE Circular 1194 paragraph 20)



9. Collective Worship is not part of curriculum time and is therefore not part of the recommended time for the teaching of RE.

10. As part of the curriculum, Religious Education should promote the 'spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of adult life and society'. (School Standards and Framework Act 1998, S79; Circular 1194 paragraph 16)



Foundation Stage

Religious Education is mandatory for all registered pupils on the school roll.

The Contribution of Religious Education to the Early Years Foundation Stage Curriculum

The Early Years Foundation Stage curriculum consists of three characteristics of effective learning (CELs) which are:

- Playing and exploring
- Active learning
- Creating and thinking critically

Alongside these CELs which ignite children's curiosity and enthusiasm for learning, there are three prime areas and four specific areas of learning and development (ALDs):

PRIME:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

SPECIFIC

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All ALDs are important and inter-connected, but the three prime areas are particularly crucial to support children's early learning and development on which to build their capacity for further learning.

In the early years, young children are encouraged to play and explore, to learn actively and to think critically. Religious Education should make a recognisable contribution to all of these areas.

Schools are responsible for incorporating the RE entitlement for Reception children into their curriculum and establishing the best model for delivering this. The Bexley Agreed Syllabus recommends **the equivalent of 30 minutes per week** of Religious Education for Reception children.

During the Foundation Stage:

- Children begin to explore the world of religion in terms of special people, books, times, places and objects and visiting places of worship.
- Children listen to and talk about stories.
- They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.
- They reflect upon their own feelings and experiences.
- They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Key Stages 1 and 2

During Key Stage 1, pupils explore:

- Christianity
- Judaism
- Hinduism

During Key Stage 2, pupils explore:

- Christianity
- Sikhism
- Islam
- Buddhism

together with other worldviews where appropriate.

Therefore, by the end of Key Stage 2, all six of the major world faiths will have been studied. There are also opportunities to compare and contrast the beliefs and teaching of different faiths. The content, ideas and questions from the world faiths should be studied as follows:

Christianity - Key Stages 1 and 2

	THEME/CONTENT	KEY IDEAS AND BELIEFS	KEY QUESTIONS
YEAR ONE	The New God The Creation Story	God as Creator	Why and how did God create the world?
Term 1	CHRISTMAS The Christmas story (3 weeks)	Jesus – a special person for Christians	Why is Jesus a special person to Christians?
Term 2	JESUS: LIFE AND TEACHING Friends of Jesus (3weeks)	Jesus invites people to follow him (discipleship)	Who is Jesus?
Term 4	EASTER Links to Friendship (3 weeks)	Jesus died on a cross and came back to life	What happened at Easter?
Term 6	JESUS: LIFE AND TEACHING Jesus the storyteller	Jesus told stories	Why did Jesus tell stories?
YEAR TWO	THE CHURCH The Parish Church	Worship and Belonging	Why do Christians belong to a Church?
Term 1	CHRISTMAS Christmas as a celebration (3weeks)	Christmas is a celebration	How do Christians celebrate Christmas?
Term 2	JESUS: LIFE AND TEACHING Living as a Christian (3 weeks)	Jesus changed/changes people	What is it like being a follower of Jesus?
Term 4	EASTER Forgiveness (3 weeks)	New beginnings as a result of Jesus' death and resurrection	Why is Easter important to Christians?
YEAR THREE	JESUS: LIFE AND TEACHING Jesus through Art	What we know about Jesus through stories in the Gospels and expressed through art	How has Jesus been portrayed through Art?
Term 1	CHRISTMAS Giving (6 weeks)	Expressing love and gratitude through giving	Why do Christians give gifts at Christmas?
Term 2	THE CHURCH: Different churches in our community (3 weeks)	Different expressions of community and belonging	How are churches different?
Term 4	EASTER Resurrection (3 weeks)	Miracles. Victory over death	Why is the resurrection so important to Christians?
Term 6	JESUS: LIFE AND TEACHING The Journeys of St. Paul	Following Jesus	How did the early church grow?



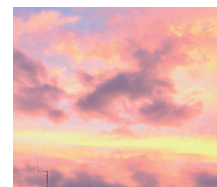
Christianity - Key Stages 1 and 2

	THEME/CONTENT	KEY IDEAS AND BELIEFS	KEY QUESTIONS
YEAR FOUR	JESUS: LIFE AND TEACHING Parables of Jesus	The hidden meanings in Jesus stories	What do Jesus' parables tell Christians about God and his purpose for life on earth?
Term 1	CHRISTMAS Christmas Unwrapped (6 weeks)	Revelation: God revealing himself through The Bible and the coming of Jesus	What does the Bible tell Christians about Jesus' birth?
Term 2	JESUS: LIFE AND TEACHING Signs and Symbols (3 weeks)	The use of symbols in Christianity	How are signs and symbols used to portray Jesus?
Term 4	EASTER Sacrifice (3 weeks)	God's love shown through Jesus sacrifice	What does the Easter story teach Christians about the nature of love?
YEAR FIVE	JESUS: LIFE AND TEACHING Inspirational Jesus	The qualities of Jesus and his inspirational example	Why is Jesus inspirational?
Term 1	CHRISTMAS Peace (3 weeks)	Incarnation Peace on Earth	How do Christians believe that peace can come to the world?
Term 2	JESUS: LIFE AND TEACHING Inspirational Christians (3 weeks)	Following Jesus (discipleship)	Why is Jesus inspirational for Christians and others?
Term 4	EASTER Forgiveness (3 weeks)	Forgiveness	What can Christians learn about forgiveness through the Easter story?
Term 6	SACRED TEXTS The Bible	The Bible as God's revelation	How does the Bible provide guidance, encouragement and comfort for Christians?
YEAR SIX	JESUS: LIFE AND TEACHING Beliefs in Action	Jesus changed/changes people Discipleship	How do Christians show their beliefs in action?
Term 1	CHRISTMAS (3 weeks) JESUS: LIFE AND TEACHING Helping the homeless and refugees	Incarnation Service to others	What do Christians believe about the way Jesus lived on earth? How do Christians show their faith at Christmas?
Term 2	The Nature of God God as Father, Son and Holy Spirit	God the Trinity: Father, Son and Holy Spirit	What do Christians believe about the three persons of the Trinity?
Term 4	EASTER Sacrificial Love	Jesus giving his life for others	What do Christians understand about love through the Easter story?



Judaism Key Stage 1 (year 1)

THEME/CONTENT	KEY IDEAS AND BELIEFS	KEY QUESTIONS
STORY	God as Creator	What does the Jewish Creation story say about God and about human beings and about the world?
CELEBRATIONS	Remembering what has happened to the Jewish people on their journey with God	Why is it important for the Jewish people to celebrate the festivals of Sukkot, Purim, Hannukah and Passover? What do they remember at each of these times and why?
WORSHIP	Worshipping the one God who cares for his people The importance of prayer	Where do Jewish people worship? (synagogue and home) What helps them to worship?
BELIEVING	The importance of the Torah The laws and rules which set out how people should live	What is the Torah? What does the Torah say? How does it show Jewish people how to live their lives?
LEADERS AND TEACHERS	Moses, an important leader and teacher, who shows what God is like and how God wants his people to live	Who was Moses? Why is he important for Jewish people? Why was he a good leader and teacher?



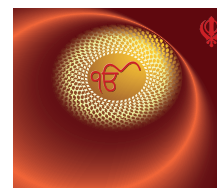
Hinduism Key Stage 1 (year 2)






	THEME/CONTENT	KEY IDEAS AND BELIEFS	KEY QUESTIONS
Term 2	CELEBRATIONS Divali	Story of Rama and Sita. Battle of good over evil. Importance of the symbol of light	What does the festival of Divali remember? How is the festival celebrated? What can Hindus learn from the festival of Divali?
Term 3	BELIEVING Belief in God – Namaste	God is in everything	What do Hindus believe about God?
	Hindu gods	One God represented in different names and images e.g. Vishnu, Krishna, Ganesh, Rama	How does the belief in God in different forms help Hindus to understand God more fully?
	Stories of Hindu gods e.g. Ganesh and Krishna	The importance of stories which lie behind beliefs about God e.g. Ganesh – remover of obstacles Krishna – a special baby	Why are Ganesh and Krishna special gods for Hindus? What can Hindus learn from stories about the deities about what to believe and how to live?
Term 5	WORSHIP Worship in the home and mandir	Worship takes place in the home and the mandir (temple). Every Hindu home has a shrine. All the senses are involved in worship	Why is it important to worship as a Hindu family in the home? What happens during worship and what does this mean? What happens at the mandir?
	CELEBRATIONS Special times: Holi and Raksha Bandhan	Holi-remembering the story of Prahlad and his devotion to God. A festival of colour. Raksha Bandhan – celebrating the importance of sibling loyalty	What do the festivals of Holi and Raksha Bandhan remember? How are they celebrated? What can Hindus learn from these festivals?

Sikhism Key Stage 2 (year 3)

THEME/CONTENT	KEY IDEAS AND BELIEFS	KEY QUESTIONS
BELIEFS AND QUESTIONS	The Sikh belief in one God (Mool Mantar) is expressed in important values including selfless service (sewa) , earning a living by honest means (kirat karma), and sharing with others (vand chhakna)	In what practical ways do Sikhs show their belief in one God through the values of service, honesty and sharing?
TEACHINGS AND AUTHORITY	The importance of Guru Nanak and his teachings together with that of the other nine gurus The Guru Granth Sahib (holy book) is regarded as the 'living guru' (guru= teacher)	What important religious experience did Guru Nanak have in the river and how did that and other experiences lead to him becoming the first guru? How is the Guru Granth Sahib treated which shows the great respect with which it is regarded? How does the Guru Granth Sahib help Sikhs to make decisions for their community, their family and themselves?
FESTIVALS	Gurpurbs (the birthdays of the gurus) and melas (including Baisakhi and Divali) are celebrated	What festivals are celebrated? What happens at the festivals? What events do they commemorate?
SYMBOLS AND RELIGIOUS EXPRESSION	The meaning/significance of the 5 K's for Sikhs	Why do some Sikhs wear the 5 K's? What is the symbolism behind the 5 K's? What does a Sikh remember by wearing the 5 K's?
WORSHIP	The Gurdwara as a special place which shows what Sikhs believe and how they worship	What are the key features of a gurdwara? What is the significance of the features? How do these features remind Sikhs of the ways in which they should live their lives?



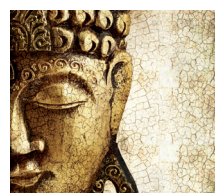
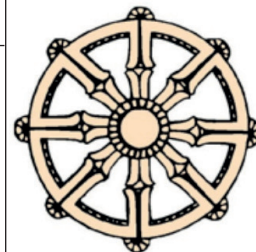
Islam Key stage 2 (year 4)

THEME/CONTENT	KEY IDEAS AND BELIEFS	KEY QUESTIONS
 BELIEFS AND QUESTIONS	Belief in Allah as the One True God	What do Muslims believe about Allah as Creator? Why do Muslims have no images of Allah? What do Muslims believe that Allah is like (qualities/characteristics)?
 TEACHINGS AND AUTHORITY	The Qur'an as revealed through the Prophet Muhammad (pbuh) There are also stories about the life and teaching of Muhammad	Why is the Qur'an treated with such respect? What does the Qur'an teach Muslims about what they should believe and how they should live their lives? What do the stories about Muhammad teach Muslims?
 WORSHIP AND RELIGIOUS EXPRESSION	The importance of the Five Pillars of Islam (Shahadah, Salah, Sawm, Zakat, Hajj) including the celebration of Eid ul-Fitr Worship which takes place at home, in the mosque and in the world	What is the declaration of faith of a Muslim? Why is prayer so important for Muslims? How does fasting help Muslims to worship Allah? How do Muslims celebrate the end of the month of Ramadan? What does the giving of charity show about the Muslim faith? Why is it important for a Muslim to go on Hajj? What are the key features of a mosque? What is their significance and meaning? How do they help Muslims to worship?



Buddhism Key Stage 2 (year 5)

THEME/CONTENT	KEY IDEAS AND BELIEFS	KEY QUESTIONS
LEADERS AND TEACHERS	The importance of the life, teachings and death of the Buddha	How and why is the Buddha so important? How has the Buddha's teaching changed lives? What is the symbolism of images of the Buddha?
TEACHINGS AND AUTHORITY	The Four Noble Truths as teaching about how to end suffering – in which the Buddha set out the The Eightfold Path (how to behave and why in order to end suffering) The Five Moral Precepts as principles by which Buddhists try to live their lives	What are the four noble truths? What is the eightfold path? How might these ways of believing and living help a Buddhist to reach Enlightenment? What are the five moral precepts? Why do Buddhists try to live by these principles?
STORY	The use of stories to explain and explore Buddhist teaching	In the story/stories which you have explored, what wisdom is revealed?
RELIGIOUS EXPRESSION	Meditation as a part of the path of a spiritual journey which must be accompanied by wisdom and morality	How might meditation affect the day to day life of a Buddhist? How does it help a Buddhist to control thought and emotions? What can a Buddhist learn by meditating?



KS1 and KS2 statutory overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Christianity/ Judaism The Creation Story	Celebrations Sukkot Purim Hannukah Christmas	Judaism Worship at home and in synagogue ArkTorah Ten Commandments	Christianity People whom Jesus met Easter	Judaism Moses Passover Ceremonies (weddings and Bar Mitzvah)	Christianity The Parables of Jesus
Year 2	Christianity The Parish Church	Celebrations Divali Christmas	Hinduism Belief in God, represented through different names and images (Krishna, Ganesh, stories of the deities)	Christianity Living as a Christian Easter	Hinduism Special times: Worship in the home Worship in the mandir Holi Raksha Bandan	Concept unit Sharing (Christianity, Judaism and Hinduism)
Year 3	Christianity Jesus through Art	Giving Religious teachings about giving time, money, love, comfort etc to others The idea of the gift of a baby or child leading in to Christmas	Sikhism Guru Nanak, his teachings, his birthday The Ten Gurus Guru Granth Sahib	Christianity The different Churches in our community Easter	Sikhism The 5 K's The Gurdwara Belonging to the Sikh community	Christianity Amazing Adventures: The Journeys of St Paul

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Christianity Parables of Jesus	Celebrations Christmas Unwrapped	Islam Prophet Muhammad (pbuh) The Qur'an Introduction to the Five Pillars of Muslim life	Christianity Signs and Symbols Easter	Islam The Five Pillars of Muslim life The Shahadah Prayer (salat) Fasting (sawm) Charity (zakat) Pilgrimage (Hajj) Worship at home and at the mosque	Concept unit Prayer and worship (Christianity, Sikhism and Islam)
Year 5	Christianity Why is Jesus Inspirational?	Peace What different religions/religious leaders and figures say about peace and how people might be at peace with themselves and with those around them leading into the message of Christmas	Buddhism The life, teaching and death of the Buddha Buddhist stories about how to live Four Noble Truths	Christianity Inspirational Christians Reconciliation Easter	Buddhism Five Moral Precepts Noble Eightfold Path The Buddhist community Meditation and Mandalas	Christianity The Bible
Year 6	Christianity Beliefs in Action	Helping the homeless and refugees based on Jesus: life and teaching (Incarnation and service to others) including Christmas	Big questions Why ask big questions? Does science have all the answers? Who makes the rules? What can we be sure of? How much are people worth? Why is there so much human suffering?	Christianity God as Father, Son and Holy Spirit Sacrificial Love Easter	Big questions Is there a divine being that cares about me? What gives my life ultimate meaning? Why be a good person? What happens after we die? Does God answer prayer? What kind of a person do I want to become?	Concept unit Key concepts from the 6 major world faiths

Key Stage 3

During Key Stage 3, students should extend their understanding of Christianity and a minimum of three of the other principal religions by coverage of

- all of the questions below in relation to Christianity
- all sections for **3 other faiths**




one should be either Judaism or Islam
two should be chosen from Hinduism, Sikhism, Buddhism, and Judaism or Islam (this should not be the choice already made – see above)

Key questions for Key Stage 3

Religion	What are the core beliefs?
General	L1: What makes a good friend? L2: What do you argue with your friends about? L3: What do you agree with your friends about? L4: What makes a belief core to a religion? L5: Why do many people hold the core beliefs as the most important in the religion? L6: Does a religion need to have core beliefs? L7: What are your core beliefs? L8/EP: How can one set of core beliefs generate different denominations of a religion?
Christianity	L1: Can you remember a story that shows what Jesus (God the Son) is like? L2: What are the persons of the Holy Trinity? L3: Which stories connect to the persons of the Holy Trinity? L4: How is the Holy Trinity represented in Christian stories? L5: What roles does the Holy Trinity play in the life of a Christian? (J: What about Jesus as a man? Jew? I: Can a monotheistic god be tri-partite?) L6: What difficulties arise within Christianity surrounding the belief of the Holy Trinity? (Redemption of Christians through the death of Jesus) L7: How is the concept of the Holy Trinity challenged by different denominational groups? (eg Jehovah's Witness) L8/EP: Why do humans need to divide the concept of 'God' into smaller parts? Does this make Christianity polytheistic?
Judaism	L1: Can you remember the story of.....? (about God) L2: What stories are there about God? L3: What do the stories of Adam/Abraham/Moses teach about God? L4: What do the stories of Adam/Abraham/Moses teach about the relationship which a Jew has with God? L5: Why do Jews believe in the Messiah? L6: Why do some Jews find it difficult to believe in the Messiah? L7: How have international relations supported or opposed the belief in the Messiah? L8/EP: Is the return to Israel to be left to the Messiah? Were humans right to take this journey into their own hands?

Religion	What are the core beliefs?
Islam	<p>L1: Can you talk about what is special for a Muslim? (using a stimulus eg artefact, picture etc)</p> <p>L2: Who was the final prophet of Islam?</p> <p>L3: What is a messenger?</p> <p>L4: How does the Shahadah set Islam apart from other monotheistic religions?</p> <p>L5: Why did Allah use a messenger? What does this teach about the relationship between Allah and man?</p> <p>L6: What benefits can come to a religion through this type of revelation? (Inspiration vs Revelation)</p> <p>L7: Can a person be a Muslim before they confess the Shahadah?</p> <p>L8/EP Is it possible for a Muslim to confess the Shahadah but also respect/accept the existence of other religions?</p>
Hinduism	<p>L1: Can you talk about the things that happen to you?</p> <p>L2: When are you happy? When are you sad?</p> <p>L3: What are you like at school? What are you like at home?</p> <p>L4: How are the different Hindu gods related?</p> <p>L5: Why would someone want to believe in a pantheistic religion?</p> <p>L6: How is pantheism different to monotheism and polytheism in day to day life?</p> <p>L7: How is pantheism different/similar to the Christian Saints?</p> <p>L8/EP: How does the change in Hindu religion from polytheism to pantheism reflect the nature of human understanding throughout history?</p>
Buddhism	<p>L1: Can you talk about the things that puzzle or interest you?</p> <p>L2: What happens that makes people happy and unhappy?</p> <p>L3: What happens when you want too much of something?</p> <p>L4: How do the actions of people lead to their own unhappiness?</p> <p>L5: Why do some people find it difficult to apply the 4 Noble Truths to their own lives?</p> <p>L6: Can the 4 Noble Truths be applied to every instance of suffering?</p> <p>L7: How does this teaching differ to the teachings on suffering within monotheistic religions? (C+I: Suffering in life is a test of the individual/suffering as a punishment for previous wrongs)</p> <p>L8/EP Can this concept of suffering be reconciled with the view that all life is a test?</p>
Sikhism	<p>L1: Can you talk about what is important to you?</p> <p>L2: How do you behave with your parents? How do you behave with your friends?</p> <p>L3: What is equality?</p> <p>L4: Why do Sikhs believe in equality?</p> <p>L5: Is it possible to treat everyone equally? Why are people prejudiced?</p> <p>L6: How is the concept of equality in Britain similar and different to the Sikh concept?</p> <p>L7: Is it always appropriate to treat people equally?</p> <p>L8/EP: Why does modern British culture only want to treat people equally to an extent?</p>

Key Teachings/Holy Books

Religion	What are the Key Teachings and where do they come from?
 	<p>General</p> <p>L1: Can you remember a story? L2: What religious stories do you know? L3: What do religious stories teach people? L4: Why do people learn through religious stories? L5: Why do religious stories have different interpretations? L6: How good are religious stories at teaching messages? L7: How are the roles which religious stories play in society different to cultural stories such as fairy tales? L8/EP: Do adults need stories to help them to learn?</p>
	<p>Christianity</p> <p>L1: Can you talk about the story of from the Bible? L2: What stories are in the Bible? L3: Who uses the Bible? L4: What is the difference between the Old Testament and the New Testament? L5: Why do people argue over what the Bible means? L6: How relevant are the teachings in the Bible to modern day life? L7: How would you re-name parts of the Bible to help them to seem more relevant? L8/EP: Should Christians be united over the meaning of the Bible?</p>
	<p>Judaism</p> <p>L1: Can you talk about the story of from the Tenakh? L2: What stories are in the Tenakh? L3: What is the difference between the Tenakh and the Torah? L4: How do Jews use the Tenakh? L5: Why do some Jews treat the Talmud as holy? L6: How relevant are the teachings in the Tenakh to modern day life? L7: Which parts of the Tenakh do you think more Jews would focus on in the modern world? L8/EP: Should Jews be united over the meaning of the Tenakh?</p>
	<p>Islam</p> <p>L1: Can you talk about the Qur'an? L2: What stories are in the Qur'an? L3: Who created the Qur'an? L4: What is the difference between the Qur'an and the Hadith? L5: Why do Muslims agree on a large part of the religion? L6: How relevant are the teachings in the Qur'an to modern day life? L7: Why do Muslims disagree on important parts of their religion? L8/EP: Should Muslims be united over the meaning of the Qur'an?</p>

Religion	What are the Key Teachings and where do they come from?
Hinduism	<p>L1: Can you remember a story about Krishna?</p> <p>L2: What stories are there about Krishna?</p> <p>L3: What are Hindu stories about?</p> <p>L4: How are Hindu stories different from Christian stories?</p> <p>L5: What lessons do people learn about themselves and the religion from the stories?</p> <p>L6: How relevant are the teachings in Hinduism to modern day life?</p> <p>L7: Why does Hinduism have such a large variety of religious texts?</p> <p>L8/EP: Should Hindus be united over their key teachings?</p>
Buddhism	<p>L1: Can you talk about feeling safe?</p> <p>L2: Where do you feel safe?</p> <p>L3: What types of things make you feel unsafe?</p> <p>L4: What are the three refuges?</p> <p>L5: How does each of the refuges give the feeling of safety to a Buddhist?</p> <p>L6: Why do many people feel safe when belonging to a religion?</p> <p>L7: What examples of refuges can you find in other religions?</p> <p>L8/EP: Does an object or idea project safety or is it all the mind of the religious follower?</p>
Sikhism	<p>L1: Can you talk about the Guru Granth Sahib?</p> <p>L2: What stories are there in the Guru Granth Sahib?</p> <p>L3: Who wrote the Guru Granth Sahib?</p> <p>L4: Why is the Guru Granth Sahib called 'Guru'?</p> <p>L5: What benefits are there to having a holy text as a leader?</p> <p>L6: How relevant are the teachings in the Guru Granth Sahib to modern day life?</p> <p>L7: If the Gurus were all inspired by God, why was there a need for the Guru Granth Sahib?</p> <p>L8/EP: Should Sikhs be united over the meaning of the Guru Granth Sahib?</p>

Key Figures

Religion	Who were the Key Figures?
General	<p>L1: Can you talk about why you would follow a leader?</p> <p>L2: What does a leader do?</p> <p>L3: What makes a good leader?</p> <p>L4: What do religious leaders do?</p> <p>L5: Why do religions need leaders?</p> <p>L6: How much power does a religious leader hold?</p> <p>L7: Should a religious leader have radically different ideas from those of the religion they are leading?</p> <p>L8/EP: How should religious leaders be chosen?</p>
Christianity	<p>L1: Can you talk about a Christian story?</p> <p>L2: Who is in Christian stories? (J+I – Prophets)</p> <p>L3: What happens in the main stories? (eg Adam and Eve, Noah, Abraham, Moses, Jesus, Paul)</p> <p>L4: Why is it important for the Key Figures of the stories to be humans?</p> <p>L5: How easy is it for individuals to relate to the Key Figures?</p> <p>L6: How do the stories build on each other?</p> <p>L7: Where the Key Figures are represented in other religions, what do the differences teach us about each religion?</p> <p>L8/EP How does the role of the Key Figures change over the history of the religion?</p>
Judaism	<p>L1: Can you talk about a Jewish story?</p> <p>L2: Who is in Jewish stories? (C+I – Prophets)</p> <p>L3: What happens in the main stories? (Adam and Eve, Noah, Abraham, Moses, David)</p> <p>L4: Why is it important for the Key Figures of the stories to be humans?</p> <p>L5: How easy is it for individuals to relate to the Key Figures?</p> <p>L6: How do the stories build on each other?</p> <p>L7: Where the Key Figures are represented in other religions, what do the differences teach us about each religion?</p> <p>L8/EP How does the role of the Key Figures change over the history of the religion?</p>

Religion	Who were the Key Figures?
Islam	<p>L1: Can you talk about people who are important to you and to other people?</p> <p>L2: Who taught Muslims about Allah?</p> <p>L3: How did Allah talk to Muhammad?</p> <p>L4: Why did Allah choose Muhammad?</p> <p>L5: What do the miracles in the life of Muhammad teach about the relationship between Allah and Muslims?</p> <p>L6: What can non-Muslims learn from the life of Muhammad?</p> <p>L7: How does the role model of Muhammad cause conflict within Islam?</p> <p>L8/EP: Does religious freedom mean Sunni Muslims should be able to follow the tenets of the Hadith fully?</p>
Hinduism	<p>L1: Can you talk about why peace is important?</p> <p>L2: What happens when people fight?</p> <p>L3: Who did Gandhi argue with?</p> <p>L4: Why did Gandhi not want to fight back when people attacked him?</p> <p>L5: Why do some people believe that Gandhi's actions led to more violence and not less?</p> <p>L6: How could the partition of India have been handled differently?</p> <p>L7: How effective was Gandhi at creating a peaceful and independent India?</p> <p>L8/EP: How significant are role models in the future happiness of their people?</p>
Buddhism	<p>L1: Can you recognise this picture? (Buddha)</p> <p>L2: What was the Buddha's name?</p> <p>L3: In what way did the Buddha live before he found Enlightenment?</p> <p>L4: How did Buddha's life change after he found Enlightenment?</p> <p>L5: How are images of the Buddha used by followers of Buddhism?</p> <p>L6: Can people from other religions faithfully follow the teachings of Buddha?</p> <p>L7: Does Buddha play the role of a Deity? (H: Avatar of Vishnu)</p> <p>L8/EP: Does the popularisation of Buddha within modern culture undermine or devalue the religious practices?</p>
Sikhism	<p>L1: Can you talk about what makes a good teacher/guru?</p> <p>L2: What did Guru Nanak teach about God?</p> <p>L3: How did Guru Nanak know God wanted him to work for him?</p> <p>L4: How did Guru Nanak show his teachings through the actions of his life?</p> <p>L5: Why were some of Guru Nanak's family hesitant to follow him? (I+H)</p> <p>L6: How big an impact did Guru Nanak have on India?</p> <p>L7: Is a completely equal society achievable?</p> <p>L8/EP: Did Guru Nanak play a role in the disbanding of the Caste System in India? (H)</p>



Beliefs about Life after Death

Religion	What are the main teachings about Life after Death?
General	<p>L1: Can you talk about what is puzzling or interesting about life and death?</p> <p>L2: What is Life after Death?</p> <p>L3: What do some people believe happens to them when they die?</p> <p>L4: What are the different ideas people have about Life after Death?</p> <p>L5: Why does belief in Life after Death matter?</p> <p>L6: How important is Life after Death to different religions?</p> <p>L7: What are the recurrent themes in different beliefs about Life after Death?</p> <p>L8/EP: How has the role that belief in Life after Death plays in society changed over the centuries?</p>
Christianity	<p>L1: Can you talk about what is puzzling or interesting about life and death?</p> <p>L2: What is Life after Death?</p> <p>L3: What do some Christians believe happens when they die?</p> <p>L4: What does the Bible teach about Life after Death?</p> <p>L5: How do beliefs in Life after Death affect the lives of Christians?</p> <p>L6: Why are teachings about Life after Death so varied within Christianity?</p> <p>L7: What role has belief in Life after Death played within British culture through the ages?</p> <p>L8/EP: How effective was the threat of Hell in the Middle Ages?</p>
Judaism	<p>L1: Can you talk about what is puzzling or interesting about life and death?</p> <p>L2: What is Life after Death?</p> <p>L3: What is a reward? What is a punishment?</p> <p>L4: What do Jews believe about Life after Death?</p> <p>L5: How would the life of a Jew change based on belief in Sheol and belief in Gan Eden and Gehenna?</p> <p>L6: How does belief in Gan Eden and Gehenna support a community?</p> <p>L7: Why do so many religions have teachings about punishment and reward?</p> <p>L8/EP: How does the change in belief reflect the closeness between Jews and Christians?</p>
Islam	<p>L1: Can you talk about right and wrong things in your life?</p> <p>L2: How many good things have you done today?</p> <p>L3: What rewards do you get for your behaviour?</p> <p>L4: What do Muslims believe happens when they die?</p> <p>L5: How do the degrees of Heaven and Hell help to motivate Muslims to always try their best?</p> <p>L6: How similar is this reward system to the system of rewards and sanctions at school?</p> <p>L7: Why do Muslims disagree on what behaviour is 'worthy' of Heaven?</p> <p>L8/EP: How can anyone be sure of what Life after Death will be like?</p>

Religion	What are the main teachings about Life after Death?
Hinduism	<p>L1: Can you talk about how you should treat others?</p> <p>L2: How can you treat people kindly?</p> <p>L3: What happens if you practise something a lot?</p> <p>L4: What is the Hindu belief of reincarnation?</p> <p>L5: How does reincarnation motivate people to be kind to others?</p> <p>L6: Why would someone who believed in reincarnation live their life to the most when they know they will get another chance?</p> <p>L7: What might the 'castes' be in Britain?</p> <p>L8/EP: How comparable are the teachings surrounding Moksha to the teaching surrounding the Beatific Vision as suggested by Aquinas et al?</p>
Buddhism	<p>L1: Can you talk about what being alive means?</p> <p>L2: What types of things are alive?</p> <p>L3: What types of things are thinking?</p> <p>L4: What is the Buddhist belief of reincarnation?</p> <p>L5: How do the Buddhist scriptures motivate people to be kind to others?</p> <p>L6: Considering the Buddhist teachings on Heaven and Hell, is Buddhism focussed on peace?</p> <p>L7: Does Karma present opposition to the concept of being kind and forgiving?</p> <p>L8/EP: Does every religion need to have punishments as well as rewards?</p>
Sikhism	<p>L1: Can you talk about how you should treat others?</p> <p>L2: How can you treat people kindly?</p> <p>L3: What happens if you practise something a lot?</p> <p>L4: What is the Sikh belief of reincarnation?</p> <p>L5: How does reincarnation motivate people to be kind to others?</p> <p>L6: How does the story of Guru Nanak's death support his teachings about people listening to God?</p> <p>L7: If everyone gets another life, how does reward and punishment motivate them?</p> <p>L8/EP: If 'God's spark' is in everyone, how do people make choices to act in an unkind way?</p>

Living the Religion/Worship

Religion	What is life like belonging to a religion?
General	<p>L1: Can you talk about what is important in life for you and for others?</p> <p>L2: How do people act when they belong to a religion?</p> <p>L3: Who helps you out during the day?</p> <p>L4: How do religions help people?</p> <p>L5: What are the main benefits which people gain from belonging to a religion?</p> <p>L6: How important is it for people to feel like they belong to a community?</p> <p>L7: What problems can be caused by belonging to part of a community?</p> <p>L8/EP: With the movement of population into urban areas, is there more or less need for the community that develops around religion?</p>
Christianity	<p>L1: Can you talk about being a good friend?</p> <p>L2: What is a friend?</p> <p>L3: What is a kind action?</p> <p>L4: What happens at a confirmation?</p> <p>L5: What benefits are there in belonging to a Christian community?</p> <p>L6: Why must a young adult decide to join Christianity for themselves?</p> <p>L7: Do people need to experience ritual to be part of a religion?</p> <p>L8/EP: How is a Christian congregation different from a school environment?</p>
Judaism	<p>L1: Can you talk about the things that you hope will happen to you in the future?</p> <p>L2: What are you looking forward to about becoming a grown up?</p> <p>L3: What different responsibilities do you get when you are older?</p> <p>L4: What happens at a Bar/Bat Mitzvah ceremony?</p> <p>L5: What does a Bar/Bat Mitzvah learn about Judaism before the ceremony?</p> <p>L6: Why must young adults decide to join Judaism for themselves?</p> <p>L7: Do people need to experience ritual to be part of a religion?</p> <p>L8/EP: Given the change in culture, is it possible for a 12 year old to take on the role of a grown-up?</p>
Islam	<p>L1: Can you talk about something that you do each day?</p> <p>L2: Can you describe the things that do you do every day?</p> <p>L3: How do you show someone that you are thinking of them?</p> <p>L4: What are the 5 Pillars of Islam?</p> <p>L5: What do the 5 Pillars of Islam teach about a Muslim's belief?</p> <p>L6: How do the 5 Pillars of Islam influence a modern Muslim's life?</p> <p>L7: Are there any non-religious rites of passage that British teenagers observe?</p> <p>L8/EP: Does physical ritual distract from the value of internal worship?</p>

Religion	What is life like belonging to a religion?
Hinduism	<p>L1: Can you talk about when people have been unkind? L2: What is an unkind action? L3: Why is it wrong to hurt someone else? L4: Why are many Hindus vegetarian? L5: How does the sanctity of cows demonstrate Hindu belief? L6: In modern Britain, how practical is it to follow the Hindu principles of peace towards all beings? L7: How well do the laws of Britain and other nations reflect the concept of peace towards all beings? L8/EP: Could the concept of peace to all beings be applied at an international level?</p>
Buddhism	<p>L1: Can you talk about what you do well? L2: What are you good at? What are your friends good at? L3: What is the Sangha? L4: How does the Sangha work? L5: How do Buddhist monks support themselves in Britain? L6: How much benefit would an average person get from belonging to a Sangha? L7: What do the similarities and differences between a Sangha and a Christian monastery show about the two religions? L8/EP: How idealistic is the idea of the Sangha?</p>
Sikhism	<p>L1: Can you talk about the clothes that you choose to wear? L2: What do different clothes show about different people? L3: Why does a team wear a uniform? L4: What are the 5 Ks? L5: What does each of the 5 Ks teach about Sikh belief? L6: Why do followers of many religions want to wear religious symbols? L7: Should wearing religious symbols take precedent over uniform codes and rules? L8/EP: Where does religion end and culture begin?</p>

Rights, Responsibilities and Global Issues/ Ethics

Religion	How should a follower act?
General	<p>L1: Can you talk about a rule that is important to you and to others?</p> <p>L2: What rules do you follow?</p> <p>L3: Who gives you the rules to follow?</p> <p>L4: Why do religions need rules to follow?</p> <p>L5: How do religions encourage people to follow rules?</p> <p>L6: How do religious rules affect the life of the religious individual?</p> <p>L7: How would life be different if most people weren't following religious rules?</p> <p>L8/EP: Do people need rules to be given to them or should they be able to work out how to treat other people?</p>
Christianity	<p>L1: Can you talk about a rule that is important to you and to others?</p> <p>L2: What rules do we follow?</p> <p>L3: What are the 10 Commandments?</p> <p>L4: Why do you follow rules?</p> <p>L5: Why did Jesus give his followers 'The Golden Rule'?</p> <p>L6: How do Christians apply their rules to the modern world?</p> <p>L7: How does the British legal system reflect the Christian nature of the country?</p> <p>L8/EP: Do laws have to be absolute?</p>
Judaism	<p>L1: Can you talk about a rule that is important to you and to others?</p> <p>L2: What rules do we follow?</p> <p>L3: What are the Mitzvah?</p> <p>L4: Why do you follow rules?</p> <p>L5: How did the Halakha help to preserve the Jewish cultural identity?</p> <p>L6: How practical are the teachings of the Halakha in the modern world?</p> <p>L7: How well does Jewish culture sit within British law?</p> <p>L8/EP: Do laws have to be absolute?</p>
Islam	<p>L1: Can you talk about a rule that is important to you and to others?</p> <p>L2: What rules do we follow?</p> <p>L3: What is 'permission'?</p> <p>L4: Why will a Muslim only want to do what Allah allows them to do?</p> <p>L5: Why is Sharia law important to many Muslims?</p> <p>L6: How do interpretations of Sharia law vary?</p> <p>L7: Is Sharia law based on culture or belief?</p> <p>L8/EP: Do laws have to be absolute?</p>

Religion	How should a follower act?
Hinduism	<p>L1: Can you talk about a rule that is important to you and to others?</p> <p>L2: What rules do we follow?</p> <p>L3: How do you look after other people?</p> <p>L4: Why is it important for people to be educated?</p> <p>L5: Why is it important to keep your 'inside' clean? (Does a Hindu 'have' to be vegetarian?)</p> <p>L6: What do the similarities and differences between Hinduism's 10 rules and the 10 Commandments teach us about the two religions?</p> <p>L7: Is the lifestyle of following the 10 rules a practical way of living in modern Britain?</p> <p>L8/EP: Do laws have to be absolute?</p>
Buddhism	<p>L1: Can you talk about 'good' and 'bad' things you have done?</p> <p>L2: What actions are 'good' and 'bad'?</p> <p>L3: What is a kind action?</p> <p>L4: What is the 8-fold path made up of?</p> <p>L5: How easy is it to take the 'right' option?</p> <p>L6: Does the 8-fold path offer useful guidance and advice?</p> <p>L7: Would rules be better if they were more like guidance?</p> <p>L8/EP: Do laws have to be absolute?</p>
Sikhism	<p>L1: Can you talk about a good friend?</p> <p>L2: What does a friend do?</p> <p>L3: What is a kind action?</p> <p>L4: What is equality?</p> <p>L5: Why do Sikhs not support the caste system?</p> <p>L6: How difficult is it to be honest in modern Britain?</p> <p>L7: Without specific rules, how do Sikhs know that they are doing the right thing?</p> <p>L8/EP: Do laws have to be absolute?</p>

Key Stage 4

In Key Stage 4, students should follow an accredited GCSE course or appropriate strands of RE based upon those found in an accredited GCSE course.

Key Stage 5

Religious Education is a statutory requirement for all registered students in Key Stage 5 who are registered in either a school with a sixth form, a sixth form college constituted as a school or registered in a school working as part of a consortium, or an academy except for those withdrawn by their parents. It must be made available in sixth-form colleges to students who wish to take it. Where students are not entered for an accredited course they should follow a programme based on the materials provided in this syllabus. The Agreed Syllabus time allocation for sixth form Religious Education is 18 hours per year.

The proposed units that follow provide a bank of topics from which schools should select. They can be delivered through a combination of, for example:

- short modules that maybe delivered in weekly taught sessions, or as part of a carousel;
- day or half day conferences;
- residential conferences or field trips; or
- a mix and match of any of the above.

Some outcomes should be planned that can be assessed and measured against the QCA 8-level scale of attainment (see next section).

Assessment

The two attainment targets, Learning about Religion and Learning from Religion, are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets. In deciding on a pupil's level of attainment at the end of a Key Stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

It is important to note that not all aspects of Religious Education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment. The level descriptions for Attainment Target 1: Learning about Religion refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs, teachings and sources;
- practices and ways of life; and
- forms of expression.

The level descriptions for Attainment Target 2: Learning from Religion refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- identity and belonging;
- meaning, purpose and truth; and
- values and commitments.

The grid on the next few pages outlines the expectations across the two attainment targets.

	AT1 Learning about Religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from Religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
1	remember a Christian (Hindu, etc.) story and talk about it	use the right names for things that are special to Buddhists (Jews, etc)	recognise religious art, symbols and words and talk about them	talk about things that happen to me	talk about what I find interesting or puzzling	talk about what is important to me and to other people
	e.g. talk about the story of Diwali	e.g. say "That is a Church", or "She's praying" when my teacher shows me a picture	e.g. say "That is a Star of David" when my teacher shows me a picture	e.g. talk about how I felt when my baby brother was born	e.g. say "I like the bit when Krishna helped his friend"	e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel
2	tell a Christian (Sikh, etc.) story and say some things that people believe	talk about some of the things that that are the same for different religious people	say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
	e.g. tell the story of the birth of Jesus say that Christians believe in God	e.g. say that Christians and Sikhs both have holy books	e.g. say that the cross reminds Christians that Jesus died on a cross; e.g. say that some people dance, sing, recite for God	e.g. say "Was Jonah hurt after being inside the big fish?"	e.g. say "It was mysterious when God spoke to Moses"	e.g. say "I agree with the rule about not stealing as stealing is not fair"

	AT1 Learning about Religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from Religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave
	e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble	e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books e.g. note that Muslims and Christians both pray but in different ways	e.g. label a picture of Shiva Nataraja to show links with Hindu beliefs about God	e.g. talk about how Jesus influenced his disciples and how friends influence them	e.g. ask why many people believe in life after death, give their view and compare with a particular religious view	e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering
4	make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values
	e.g. make links between Qur'anic and Biblical sources and Muslim and Jewish charities e.g. connect some sayings of Jesus with different Christian beliefs about animals	e.g. use some Pali or Sanskrit terms in describing two different Buddhist types of meditation e.g. compare the way that Hindus and Buddhists might meditate	e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there	e.g. write an imaginary interview with a member of a minority religious community, referring to the beliefs which sustain them	e.g. write some questions about life after death and provide answers that refer to resurrection and reincarnation	e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made

	AT1 Learning about Religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from Religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
5	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives
	e.g. compare different Jewish beliefs about the Messiah and say how different interpretations may come about, using biblical and other texts to illustrate their answers	e.g. write an account of Hajj which explains why many Shi'a Muslims will go on to visit the tomb of Ali because they believe that he was the rightful successor to the Prophet Muhammad	e.g. produce a survey of different forms of creative religious expression and suggestions for similarities and differences between them	e.g. write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community	e.g. write a short story which raises questions about what is 'true' and which relates to their own personal search for meaning in life	e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others' lives

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	I can	I can	I can	I can	I can	I can
6	say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them	say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies	use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers	consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples	use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me
	e.g. complete a poster demonstrating two contrasting religious views on astrology and making reference to religious texts and teachings which support the alternative teachings	e.g. prepare a guide for Anglican Christians on the celebration of Easter in the Orthodox Church, showing how resurrection belief is expressed in different ways	e.g. produce a booklet illustrating and explaining different sorts of symbolic expression involved in the life of a Buddhist monk or nun	e.g. write a news report on different Sikh attitudes to aspects of 'British' culture, explaining how Sikh views of human nature and society affect their views	e.g. produce a booklet of ideas about the 'Good Life' with reference to religious and non-religious points of view and their own conclusions	e.g. produce an e-media presentation on religious views of 'terrorism' with reference to religious and non-religious points of view and their own conclusions

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	I can	I can	I can	I can	I can	I can
7	present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence	show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion	use a wide religious and philosophical vocabulary as well as different of forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways	give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others	give my personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life	give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people
	e.g. using books and the internet, investigate Sikh beliefs about the importance of the Guru and do a presentation which coherently illustrates a variety of views	e.g. produce two 'pen-pictures' of Muslims from different communities and explain how history and culture have influenced the way they put their faith into practice in different ways	e.g. produce an illustrated guide to representations of Jesus from different times and cultures, explaining the Christian beliefs and values presented through the different media	e.g. produce a summary of my own personal and social relationships alongside an analysis of Hindu and other insights into human nature and community	e.g. following research into samsara and nirvana, produce a dialogue I might have with a(nother) Buddhist about the future of humanity	e.g. following research into Jewish and Humanist views on 'faith' schools, produce a report with my recommendations on an application for a new Jewish foundation school

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	I can	I can	I can	I can	I can	I can
8	analyse the results of different sorts of research and place different interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts	weigh up different points of view and come to a conclusion on how religions and beliefs make a difference to communities and societies in different times and places	use a comprehensive religious and philosophical vocabulary in weighing up the meaning and importance of different forms of religious, spiritual and moral expression	weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments, reflections and examples	weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples	weigh up in detail a wide range of viewpoints on questions about values and commitments, and come to my own conclusions based on evidence, arguments, reflections and examples
	e.g. research the internet and interview individuals to produce a contextual comparison of interpretations of the resurrection of Jesus	e.g. conduct a questionnaire and produce findings on whether religion has had a mostly good or bad effect on different local communities	e.g. select some items of Buddhist artistic expression for an exhibition and produce a booklet of explanations of the symbolism and impact of the items for Buddhist belief and practice over time	e.g. write an article entitled, 'What is a Jew?' making use of Jewish and non-Jewish points of view and coming to a conclusion that takes account of religious, cultural and philosophical perspectives	e.g. write a speech for or against the motion that 'science will one day remove all need for religion', and coming to a conclusion that takes account of religious, philosophical and historical perspectives	e.g. write a dialogue between a Muslim and Hindu on how religious insights might save us from environmental disaster and write a conclusion that takes account of religious and social perspectives

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	I can	I can	I can	I can	I can	I can
EP	provide a consistent and detailed analysis of religions and beliefs and of how religious, spiritual and moral sources are interpreted in different ways, with an evaluation of the different methods of study used to conduct the analysis	evaluate in depth the importance of religious diversity in a pluralistic society and demonstrate how religion and beliefs have had a changing impact on different communities over time	use a complex religious, moral and philosophical vocabulary in effectively synthesising my accounts of the varied forms of religious, spiritual and moral expression	analyse in depth a wide range of perspectives on questions about who we are and where we belong and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions	analyse in depth a wide range of perspectives on questions about truth and the meaning and purpose of life, and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions	analyse in depth a wide range of perspectives on questions about values and commitments and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions
	e.g. write an article on 'mystical experience' which includes an evaluation of the research techniques used to gather information about it	e.g. write a report on a local religious community which analyses their place within wider society and evaluates the factors which have affected how relations with other local groups have changed over time	e.g. prepare a 'virtual' tour of a local place of worship which uses digital pictures of artefacts and architecture and includes consistent explanations of the symbolism employed in expressing religious, spiritual and moral beliefs ideas and feelings	e.g. research one 'Eastern' and one 'Western' religious view of human nature and write a report with conclusions on how far the two can be harmonised	e.g. research the history of human achievement and kindness within two religions / belief systems and write a message in defence of human beings to an alien species who think it would be better to wipe us off the face of the planet	e.g. conduct research on different attitudes to religious believers and write a report with conclusions on whether there should be a law against religious discrimination

Non-statutory National Framework for Religious Education, 2004 – 'I Can' Attainment Statements (REonline/Culham Institute 2006)

Contact details

- Schools and Educational Improvement Team, London Borough of Bexley:
schooleffectiveness.els@bexley.gov.uk
- For further information please call 020 8303 7777 and ask for Schools and Educational Improvement Team
- e-mail info@cribsonline.org to get in touch with CRiBS, a Bexley based charity supporting RE in the Borough's primary schools
- Visit www.fronter.com/bexley where you will find some suggested resources to support the Agreed Syllabus and the teaching of RE in Bexley. Access is password protected
- If you would like to recommend any resources to support the Agreed Syllabus and the teaching of RE in Bexley, for uploading to Fronter (see above), please submit the material and / or any internet links to ASC@bexley.gov.uk. This e-mail address will be monitored on an ad hoc basis, and decisions will be made once every academic term on which resources should be uploaded for wider use

If you would like the information in this leaflet in a different format, please call 020 8303 7777 and ask for Communications/Graphics. The reference to quote is 605506/6.14

