

## Foreword

The review of this statutory document, "React", and guidance has been developed from the 'QCA Non-Statutory Framework for Religious Education'. The re-writing of the syllabus and guidance was undertaken by a working group which included representatives from each of the groups on SACRE. The work was led by Allan Foster, Lead Curriculum Adviser, Adviser for RE, Advisory Service Kent, who ensured "React" was in line with legal requirements and latest national developments in RE.

Many thanks to all who worked so hard to produce this exciting and vibrant syllabus: "React". We would also like to thank Gabriel Lancaster, former Chairman, and Rupert Bristow, current Chairman of SACRE.

The revised syllabus will help Kent schools promote children and young people's spiritual, moral, social and cultural development and help to continue to raise standards of attainment in RE.

"React" was firmly endorsed by the Agreed Syllabus Conference on 23<sup>rd</sup> November 2006, and by Kent County Council's Children, Families and Education Senior Management Team on 7<sup>th</sup> November 2006.

We commend this document to you.



Managing Director  
Children, Families and Education  
Directorate



Cabinet Member  
Education and School Improvement

Message from Rupert Bristow, Chairman Kent SACRE

I commend this document to RE teachers and learners throughout Kent at an exciting and challenging time for this subject. It is the product of much time and effort by people who are lead practitioners, as well as representatives of different faiths and denominations, led by our Adviser for RE in Kent, Allan Foster.

The baton is now passed to Kent schools to bring the curriculum alive to their pupils. I hope and believe that the syllabus, together with the guidance that will accompany it, will bring about a proactive “RE-action” from all who use it and learn from it.

SACRE will continue to support and enable those involved in implementing this syllabus, and is always open to suggestions of how best we can do this. We are especially grateful to KCC for ensuring that this publication will be available in appropriate formats throughout Kent and for their timely strengthening of the RE advisory team to assist in its implementation.

A handwritten signature in black ink, appearing to read 'R. Bristow', is centered within a light gray rectangular box.

Rupert Bristow

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Members of the working group are very grateful for the comments and contributions from many colleagues from around Kent who have reviewed the syllabus during development.



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# REact

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

### **Vision**

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

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

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

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

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

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

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

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

In writing this Agreed Syllabus, Kent Standing Advisory Council for Religious Education (SACRE) fully supported **the four purposes of the national framework for Religious Education** which set out:

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

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

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

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

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

Primary legislation passed with regard to Religious Education (RE) between 1944 and 1993, including the 1988 Education Reform Act, was consolidated by the 1996 Education Act and the 1998 School standards and framework act. Circular 1/94 offered an interpretation of this legislation.

**In Kent, Religious Education meets legal requirements where it implements the Kent Agreed Syllabus 2006.**

**This becomes statutory for all Community, Foundation and Voluntary Controlled schools with effect from 1st September 2007.**

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

### **The legal requirements are that:**

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

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

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

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

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

**4. In schools where an Agreed Syllabus applies, religious education must be non-denominational, but teaching about denominational differences is permitted. Syllabuses must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils. (Education Act 1944 - Section 26(2))**

**5. The Headteacher, along with the governing body and the Local Authority, is responsible for the provision of religious education in Foundation and Community maintained schools and in Voluntary Controlled schools. (ERA 1988- 10 (1) (b))**

**6. Religious Education is statutorily required to be included alongside the National Curriculum as part of the 'basic curriculum'. RE has equal standing with other National Curriculum subjects (DfEE Circular 1/94 paragraph 20)**

- The Programmes of Study within the Kent Agreed Syllabus have been developed on the assumption that a reasonable time is provided for Religious Education. The Kent Agreed Syllabus requires a minimum of 5% curriculum time as recommended in the Dearing report (1993) \* i.e.

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

\* As in the Dearing report 'The National Curriculum and its Assessment' 1993. See also Circular 1/94 and 'Designing and timetabling the primary curriculum' (QCA, 2002)

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

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

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

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

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

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

### **Pupils**

A parent of a pupil may request:

- That their child be wholly or partly excused from receiving Religious Education given in accordance with the Agreed Syllabus
- That a pupil who is wholly or partly excused from receiving Religious Education provided by the school may receive Religious Education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session
- That a pupil who is wholly or partly excused from receiving Religious Education provided by the school may receive Religious Education of the kind desired by the parent on the school premises provided that it does not entail any expenditure of the responsible authority.

**\* Schools should have procedures in place to facilitate such withdrawals when required.**

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

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

## **Teachers**

A teacher may not be:

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

## **Complaints**

Under the Education Reform Act (ERA) 1988, the Local Authority (LA) must establish arrangements for the consideration and disposal of any complaints related to the Religious Education curriculum or collective worship. These must include any complaints that the LA or the governing body of a school or college has acted, or is proposing to act unreasonably, or is in default of its duties regarding the provision of Religious Education or collective worship, in accordance with the ERA 1988.

Arrangements\* for making complaints are in place in Kent and are designed to give parents and others opportunity to make appropriate representations locally if they believe that the law is not being met.

\* Complaints relating to the Religious Education curriculum or collective worship should be addressed to : The Clerk to SACRE, Kent County Council, Sessions House, County Hall, Maidstone. ME11 7QQ

## **Aims of Religious Education**

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

They are that pupils should:

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

These two aims are interdependent and reflect the statement about RE's contribution to the school curriculum in the National Curriculum handbook 2000;

**“Religious Education makes a distinctive contribution to the school curriculum by developing pupils’ knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.” (DfEE 2000: National Curriculum handbook.)**

## **Attainment Targets for Religious Education**

The attainment targets set out the **knowledge, skills and understanding** that pupils of different abilities and maturities are expected to have by the end of key stages 1, 2 and 3.

**Learning about religion (AT1)** includes enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and expression. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues.

**Learning from religion (AT2)** is concerned with developing pupils' reflection on, and response to, their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments and communicating their responses.

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

Within this target the intention is to help pupils to:

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

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

Within this target the intention is to help pupils to:

- develop awareness of the mysteries of life and profound questions raised by human experience and of how religious teachings and practice respond to and address these, in order to enhance their spiritual and moral development
- engage in informed reflection and discussion about religion and religions and how religious faith and insight might inform their own

beliefs, attitudes, values and conduct and give meaning to their own life experience

- value religious and cultural richness and diversity and the contributions religion and believers make to communities, societies and cultures
- explore religion(s) with openness, curiosity and enjoyment so that they can make increasingly mature judgements about the world and culture in which they live and contribute to the creation of a more just and civil society

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

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

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

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

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

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

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

It is essential that Religious Education enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds but others have no attachment to religious beliefs and practices. To ensure that all pupils' voices are heard and the Religious Education curriculum is broad and balanced, it is recommended that there are enrichment opportunities for all pupils to explore:

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

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

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

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

**NB. More time should be spent on Christianity than on any other religions with a minimum equivalent of no less than six terms on Christianity; up to four terms on Hinduism, and two terms on Judaism. (This would allow up to 1 term to enable opportunities for study of a religious community with significant local presence.)**

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

**NB. A minimum equivalent to 12 terms should be spent on Christianity, up to 5 terms each on Judaism and Islam and 2 terms on Sikhism in year 6, as a transition unit. Christianity should be included in each year and more time spent on it than on any other individual religion. (This would allow up to 2 terms to enable opportunities for study of a religious community with significant local presence.)**

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

**NB. Christianity should be studied in each year with a minimum equivalent of 9 terms across key stage 3. The minimum equivalent of 3 terms should be spent on Sikhism (including the first term of year 7 to complete the 'bridging unit') and 3 terms on Buddhism. The equivalent of up to 3 terms should be available to complete the study of Islam OR Hinduism. The Non-statutory Curriculum Guidance for Religious Education in Kent Schools 2006, recommends that the final two terms of key stage 3 could be used to provide an "Inter-faith" focus as a transition across key stage 3 and key stage 4.**

**Ages 14-19:** Religious Education must be taught at these ages. It is strongly recommended that it should be taught through accredited qualifications:

- For all students aged 14-16 at least one course in Religious Education or religious studies leading to a qualification approved under Section 96 of the Learning and Skills Act 2000, which requires that maintained schools provide only qualifications approved by the Secretary of State
- For all students aged 16-19 at least one course in Religious Education or religious studies leading to a qualification approved under Section 96 of the Learning and Skills Act 2000, which represents progression from 14-16

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

# Programmes of Study for Religious Education

## Foundation Stage Entitlement

### Introduction

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

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

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

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

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

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

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

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

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

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

As with the idea of working towards the literacy hour and the daily mathematics lesson during Reception Year, it may help to create specific Religious Education time \*\*\*.

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

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

\*\*\*Parents who wish to withdraw their children from Religious Education will probably first make this known to the school during the child's time in the Reception class. Specific Religious Education time may be helpful on the few occasions where a school has to implement the withdrawal clause.

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

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

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

**Children listen to and talk about religious stories.**

**They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.**

**They reflect on their own feelings and experiences.**

**They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.**

## 14–19 Entitlement

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

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

Students may have very different experiences of Religious Education during key stage 4 and 5, according to the courses their schools choose to provide. However, schools must provide a continuity of provision from key stage 3 for all students 14-19 that is progressive and rigorous and meets legal requirements.

The Kent Agreed Syllabus gives an overview of the nature of the Religious Education required in the Programme of Study 14–19. It details various ways in which schools may provide the subject. It also describes experiences and opportunities which should be made available to all students whatever course they follow.

**In key stage 4**, a core course must be provided for all students to meet their entitlement to Religious Education. The course provided must meet the requirements of the 14–19 Programme of Study. While there is no legal requirement to sit public examinations, students deserve the opportunity, as far as possible, to have their learning in Religious Education accredited. External accreditation of the subject in this key stage improves student achievement and enhances the status of the subject.

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

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

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

### **Programme of Study 14–19**

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

## **Knowledge, skills and understanding**

### **Learning about religion**

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

### **Learning from religion**

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

### **Breadth of Study**

14–19 students should be taught the **knowledge, skills and understanding** through the following :

#### **(i) Religions**

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

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

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

- a) a course provided by a recognised examination board which leads to a qualification approved under Section 96\* although schools need not enter all pupils for examination. The course provided should require a significant study of the beliefs and values of Christianity and at least one other religion.\*\*

**or**

- b) a course based on the 14–19 programme of study which has been designed by the school and received the approval of SACRE\*\*\*

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

- a) a course that represents a progression in Religious Education from 14–16, such as A/S or A level Religious Studies or Religious Education. Students will be deemed to be receiving their Religious Education entitlement where the course requires some significant study of a world religion or engagement with religious ideas.

**or**

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

**(iii) Experiences and Opportunities**

All courses should provide experiences and opportunities within and beyond school, for learning that involves first hand engagement with people of strong commitment to a religious faith or secular belief system. This may involve visits, for example, to places of worship or community activities, public meetings or places of employment, education, training or recreation in the local area, but should also offer a chance to engage with such experiences on a national or international level where possible, for example, using Internet links, travelling to suitable conferences, study trips to places of national or international religious significance.

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

\*\*See Non-statutory Curriculum Guidance for Religious Education in Kent Schools 2006 for details of this.

\*\*\*See Non-statutory Curriculum Guidance for Religious Education in Kent Schools 2006 for details of this.

## **Teaching Requirements for Key Stages 1-3**

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

Skills,  
Concepts  
Key words  
Themes  
Content  
Attainment expectations

Further details and exemplar Schemes of Work and Units of Study are shown in the Non-Statutory Guidance for Religious Education in Kent Schools 2006.

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

Time allocation – 6 terms minimum across the key stage

Skills	Key Words /Concepts	Themes	Content	AT1 – AT2
Observing Expressing Interpreting Applying Responding Reflecting Empathising Analysing Enquiring Evaluating  Refer to guidance for detailed description of skills	God creator parent /father	<b>BELIEVING</b>	God as creator, loving parent/father	The average 5 year old should achieve L1
	Jesus Bible Christian miracle Gospel disciple New Testament	<b>STORY</b>	Specialness of the Bible Stories about Jesus, especially his childhood Stories Jesus told	
	Christmas Bible Easter Good Friday Holy Week Last Supper worship resurrection cross crucifixion saint holy church prayer	<b>CELEBRATIONS</b>	Christmas Easter Saints' Days Sunday	The average 7 year old should achieve L3
	church baptism symbol water candle cross worship	<b>SYMBOLS</b>	Special buildings, eg church Symbols met in other parts of the Key Stage, eg baptism (water, candle)	
	Jesus Christ Lord teacher God disciple Bible New Testament Gospel	<b>LEADERS AND TEACHERS</b>	Specialness of Jesus	
	baptism wedding community clergy christening marriage worship	<b>BELONGING MYSELF</b>	Jesus' family & Jewish upbringing Baptism, marriage Caring for others & the world around us Love and forgiveness Church as one family/community	

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

Time allocation – 4 terms minimum across the key stage

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

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

Time allocation – 2 terms minimum across the key stage

Skills	Key Words /Concepts	Themes	Content	AT1 – AT2
Observing Expressing Interpreting Applying Responding Reflecting Empathising Analysing Enquiring Evaluating  Refer to guidance for detailed description of skills	covenant promise land belief obey day of rest	<b>BELIEVING</b>	One God; God's Promise to Abraham (God's People/Promised Land) Creator God (Shabbat)	The average 5 year old should achieve L1
	authority inspiration belonging goodness	<b>STORY</b>	Abraham journeyed to the Promised Land; Moses in the Bulrushes; David and Goliath	The average 6 year old should achieve L2
	beliefs values rules symbolism belonging Sabbath history remembering	<b>CELEBRATIONS</b>	Shabbat; Sukkot; Hanukkah	
	lifestyle command prayer beliefs values	<b>SYMBOLS</b>	Mezuzah (Jewish home) Candles, hands on children's head in blessing, bread and wine, Havdalah symbols (Shabbat)	The average 7 year old should achieve L3
	belonging authority inspiration values slavery freedom beliefs	<b>LEADERS AND TEACHERS</b>	Abraham, Moses and David	
	belonging holy days celebration participation lifestyle	<b>BELONGING/MYSELF</b>	Jewish home, Kashrut, Shabbat, involvement of children in religious ceremonies	Refer to attainment level grid for details of each level



**CHRISTIANITY KS2 (Continued)**

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

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

Time allocation – 5 terms minimum across the key stage

Skills	Key Words /Concepts	Themes	Content	AT1 – AT2
Applying Analysing Interpreting Questioning Evaluating Empathising Reflecting Expressing Researching Enquiring	Belief Allah Creator Provider Faith Angels Guide	Chapter 2 BELIEFS AND QUESTIONS	Belief in One God (Allah) as Creator, Guide & Provider Belief in human nature & angels	The average 7 year old should achieve L2
	Revelation Jibril Qur'an Respect Beliefs Muhammad Role model Word of God Responsibility Action	Chapter 3 TEACHINGS & AUTHORITY	Life of Muhammad – revelation (Jibril) Traditions about Muhammad Guidance from the Qur'an Qur'an as the word of God, its study and treatment Links with Torah & Bible	
	Pilgrimage Festival Mosque Id-ul-Adha Ka'bah Shahadah statement of faith Salah Sawm Ramadan Sacred Hajj 5 Pillars Id-ul-Fitr Wudu Zakah Hajj Makkah	WORSHIP, SACRED PLACES & PILGRIMAGE	Hajj (links with Abraham) Worship in the mosque (importance of Friday) 5 Pillars of Islam Festivals, eg Id-ul-Fitr & Id-ul-Adha Status of Ka'bah	The average 11 year old should achieve L4
	Aqiqah ceremony A stage in life Rites of passage Death Shahadah Adhan	JOURNEY OF LIFE AND DEATH	Ceremonies to mark stages in a person's life Birth and death ceremonies	Refer to attainment level grid for details of each level
Star crescent Symbol	SYMBOLS & RELIGIOUS EXPRESSION	Symbols – star & crescent		

ISLAM – KS2 (Continued)

Skills	Key Words /Concepts	Themes	Content	AT1 – AT2
Applying Analysing Interpreting Questioning Evaluating Empathising Reflecting Expressing Researching Enquiring  Refer to guidance for detailed description of skills	Star crescent Symbol	<b>SYMBOLS &amp; RELIGIOUS EXPRESSION</b>	Symbols – star & crescent	The average 7 year old should achieve L2
	Arabia                  Muhammad Pbih = peace be upon him The Night of Power Messenger              Revelation Reflection              Role model Life-changing experience	Chapter 4 INSPIRATIONAL PEOPLE	Muhammad	
	Islam                  Muslim Submission              Prayer Mosque                  Imam Worship                  Respect Qiblah                  Community Wudu	<b>RELIGION &amp; THE INDIVIDUAL</b>	Terms: Islam & Muslim Role & function of mosque Role of imam	The average 9 year old should achieve L3
	marriage              authority wedding              belonging imam                  family responsibility	<b>RELIGION, FAMILY &amp; COMMUNITY</b>	Home, family & extended family life, eg. responsibilities & duties of parent & child eg. respect for elders, teachers & the wise Local mosques as centres for worship and teaching Marriage Importance of honesty, greeting, visiting, respect to guests, hospitality, code of hygiene.	The average 11 year old should achieve L4
	faith commitment action authority obedience belief	<b>BELIEFS IN ACTION IN THE WORLD</b>	Importance of community to a Muslim Local Muslims who make a difference in their communities.	Refer to attainment level grid for details of each level

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

Time allocation – 5 terms minimum across the key stage

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

**JUDAISM KS2 (Continued)**

<b>Skills</b>	<b>Key Words /Concepts</b>	<b>Themes</b>	<b>Content</b>	<b>AT1 – AT2</b>
Applying Analysing Interpreting Questioning	commitment prayer            values lifestyle            faith	<b>RELIGION &amp; THE INDIVIDUAL</b>	Bar/Bat Mitzvah; aids to prayer – tefillin, tallith, prayer-book	The average 7 year old should achieve L2
Evaluating Empathising Reflecting Expressing Researching Enquiring	authority            rabbi belonging            Ark community            scroll Torah                    yad	<b>RELIGION, FAMILY &amp; COMMUNITY</b>	Synagogue	The average 9 year old should achieve L3
Refer to guidance for detailed description of skills	authority obedience inspiration commitment commandments rules	<b>BELIEFS IN ACTION IN THE WORLD</b>	The Ten Sayings	The average 11 year old should achieve L4  Refer to attainment level grid for details of each level

## **Sikhism Transition Unit**

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

### Aims

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

### Implementation

It is important to consider;

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

**SIKHISM KS2** (Year 6)

Time allocation- 2 terms (Subsidiary, Transition Unit)

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

## SIKHISM KS2 (Continued)

SKILLS	CONCEPTS & KEY WORDS	THEMES	CONTENT	AT1 - AT2
Question Synthesise Empathise	Reincarnation Funeral Pyre Cremation Amrit Gurpurb	<b>JOURNEY OF LIFE &amp; DEATH</b>	<ul style="list-style-type: none"> <li>Reincarnation – Cycle of Life</li> <li>Funerals-</li> <li>Ceremonies to mark stages in a persons life e.g Birth, Amrit, Death, Gurpurbs</li> </ul>	<p>The average 7 year old should achieve L2</p> <p>The average 9 year old should achieve L3</p>
Explore Empathise Evaluate	Khanda Kesh Kirpan Kara Kangha Kachera	<b>SYMBOLS &amp; RELIGIOUS EXPRESSION</b>	<ul style="list-style-type: none"> <li>Khanda- What does it represent?</li> <li>The five Ks- What are they and Why are they important?</li> <li>The turban</li> <li>Nishan Sahib- Look at this in connection with the Gurdwara.</li> </ul>	<p>The average 11 year old should achieve L4</p> <p>Refer to attainment level grid for details of each level</p>
Respond Reflect	Khalsa Sewa	<b>RELIGION &amp; THE INDIVIDUAL</b>	<ul style="list-style-type: none"> <li>Commitment – Khalsa. Look at this in connection with worship and the 5ks.</li> <li>Lifestyle – apply Religious teachings to life situations eg wearing the 5ks, visiting the Gurdwara.</li> </ul>	

## SIKHISM KS2 (Continued)

SKILLS	CONCEPTS & KEY WORDS	THEMES	CONTENT	AT1 - AT2
Research Apply Respond	Anand Karaj Lavan Equality	<b>RELIGION FAMILY &amp; COMMUNITY</b>	<ul style="list-style-type: none"> <li>• Marriage- Look at general elements of the purpose of marriage and the marriage ceremony.</li> <li>• Gurdwara as a centre of community</li> </ul>	The average 7 year old should achieve L2
Explore Evaluate Explore Apply Reflect Respond	Mool Mantar	<b>BELIEFS IN ACTION THE WORLD</b>	<ul style="list-style-type: none"> <li>• Respect for all creation- Connected to Sikh beliefs about the nature of God</li> </ul>	The average 9 year old should achieve L3  The average 11 year old should achieve L4
Reflect Research Respond		<b>INSPIRATION AL PEOPLE</b>	<ul style="list-style-type: none"> <li>• Guru Nanak- Explore why Guru Nanak is important. Look at connection to 'Authority'</li> <li>• Guru Gobind Singh</li> </ul>	Refer to attainment level grid for details of each level

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

**SIKHISM – KS3** (School yrs 7-9)

Time Allocation 3 terms minimum across the key stage

<b>SKILLS</b>	<b>CONCEPTS &amp; KEY WORDS</b>	<b>THEMES</b>	<b>CONTENT</b>	<b>AT1 - AT2</b>
Analyse Question Interpret Express Investigate Apply Reflect Evaluate Synthesise	Belief / faith All Pervading Spirit Satnam Waheguru IK Onkar	<b>BELIEFS &amp; QUESTIONS</b>	<ul style="list-style-type: none"> <li>• God – As one, Creator, Sustainer,</li> <li>• Nature of God – Mool Mantar.</li> <li>• Pupils to explore Sikh beliefs about the nature of God through analysis of the Mool Mantar.</li> <li>• How do Sikh beliefs about God effect their Daily lives.</li> </ul>	The average 11 year old should achieve L4
Investigate Research Evaluate	Authority Guru Religious Experience. Reveal Khalsa Amrit	<b>AUTHORITY</b>	<ul style="list-style-type: none"> <li>• Guru Nanak- Brief look at Guru Nanak’s life and what was its significance to people at the time and today. (Possible consideration of typology of religious experiences, Indian Culture and ideas about equality).</li> <li>• Guru Granth Sahib as a living Guru how it is used and why it has authority.</li> </ul>	The average 14 year old should achieve L6
Research Investigate Apply Respond Reflect	Gurdwara Nishan Sahib Takht Langar Granthi Ragi Kirtan	<b>EXPRESSIONS OF SPIRITUALITY</b>	<ul style="list-style-type: none"> <li>• The role of the Gurdwara, design, decorations and features.</li> <li>• Festivals e.g. Baisakhi, Divali, Holi Mohalla.</li> <li>• Worship – Gurdwara and its function in the community. Worship in the Home Centred on the Guru Granth Sahib Meditation</li> </ul>	Refer to attainment target grid for details of each level



## SIKHISM – KS3 (Continued)

SKILLS	CONCEPTS & KEY WORDS	THEMES	CONTENT	AT1 - AT2
Research Synthesise Reflect Analyse Evaluate	Tolerance	<b>INTERFAITH DIALOGUE</b>	The Sikh attitude of tolerance and response to other world faiths. <ul style="list-style-type: none"> <li>• Respect and tolerance for all religions and the belief that all religions contain truth.</li> <li>• Sikh heritage from Hinduism and Islam e.g. Muslim and Hindu writings in the Guru Granth Sahib. Beliefs shared with Hinduism i.e. reincarnation. Beliefs shared with Islam i.e. The Oneness of God.</li> </ul> Compare attitudes towards moral issues e.g. Women, War and Violence, Animals and the Environment.	The average 11 year old should achieve L4  The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

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

**CHRISTIANITY KS3** (school yrs 7 – 9)  
 Time allocation – 9 terms minimum across the key stage

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

**CHRISTIANITY KS3 (Continued)**

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



**CHRISTIANITY KS3 (Continued)**

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



## BUDDHISM KS 3 (Continued)

Skills	Key Words and Concepts	Themes	Content	AT1 – AT2
Evaluate Apply Analyse Investigate Question Synthesise Respond Research Express Interpret Reflect Empathise	Community Sangha Justice/injustice Sacrifice Human rights	<b>RIGHTS &amp; RESPONSIBILITIES</b>	The Buddhist ideas of service. <ul style="list-style-type: none"> <li>• <u>The Sangha</u> e.g. the life as a monk/nun</li> <li>• Life in the community.</li> <li>• The challenges facing Buddhists in a secular or non-Buddhist society.</li> <li>• Protesting and speaking out against injustice in society.</li> <li>• The different groups with Buddhism e.g. Theravada, Zen, Mahayana.</li> <li>• Concept of self</li> </ul>	The average 11 Year old should achieve L4.  The average 14 Year old should achieve L6.  Refer to Attainment Targets Grid for details of each level.
Investigate Interpret Apply Evaluate Question Reflect Synthesise Respond Express Analyse	Karuna Respect Sacrifice Conviction Commitment Martyrdom	<b>GLOBAL ISSUES</b>	Respect for life e.g. <ul style="list-style-type: none"> <li>• The environment and Animal rights</li> <li>• War &amp; Peace</li> <li>• Wealth &amp; Poverty</li> </ul>	

## BUDDHISM KS 3 (Continued)

Skills	Key Words and Concepts	Themes	Content	AT1 – AT2
Research Synthesise Reflect Analyse Evaluate	Tolerance	<b>INTERFAITH DIALOGUE</b>	<p>The Buddhist attitudes of tolerance and response to other world faiths.</p> <ul style="list-style-type: none"> <li>• Relationships with other world religions i.e. with the World council of Churches.</li> <li>• A look at the similarities and differences in the life &amp; teaching of the Buddha with other significant religious figures.</li> <li>• A study of the different attitudes to suffering between Buddhism and another world faiths i.e. Christianity.</li> <li>• Compare attitudes towards moral issues, e.g. women, war and violence and animals and the environment.</li> </ul>	<p>The average 11 Year old should achieve L4.</p> <p>The average 14 Year old should achieve L6.</p> <p>Refer to Attainment Targets Grid for details of each level.</p>

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

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



**ISLAM KS3 (Continued)**

<b>SKILLS</b>	<b>CONCEPTS &amp; KEY WORDS</b>	<b>THEMES</b>	<b>CONTENT</b>	<b>AT1 – AT2</b>
Apply Question Evaluate Investigate Synthesise Express Analyse Reflect Respond Empathise	ethics Islam, Muslim good & evil authority obedience, judgement, Akhirah halal / haram	<p style="text-align: center;"><b>ETHICS &amp; RELATIONSHIPS</b></p>	Examples include – <ul style="list-style-type: none"> <li>• How we make ethical decisions &amp; what influences us?</li> <li>• Obedience to Allah Should you study issues which contradict your faith / belief system?</li> <li>• Origins of good &amp; evil</li> <li>• Moral choices * e.g. courtship, marriage &amp; family life e.g. food rules, modesty,</li> </ul>	<p>The average 11 year old should achieve L4</p> <p>The average 14 year old should achieve L6</p>
Research Investigate Apply Question Evaluate Express Interpret Reflect Empathise Respond Analyse Synthesise	service, sacrifice conviction martyrdom, faith Umma commitment equality prejudice, justice / injustice obedience judgement, Akhirah human rights Tawhid sadaqah	<p style="text-align: center;"><b>RIGHTS &amp; RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>• Muslim idea of service &amp; self-sacrifice to the community (Umma)</li> <li>• Shariah law</li> </ul> Examples include – <ul style="list-style-type: none"> <li>• Moral choices* - crime, social injustice e.g. racism, sexism / women’s rights</li> <li>• Protesting &amp; speaking out v. injustice in society*</li> </ul>	<p>Refer to attainment target grid for details of each level</p>

**ISLAM KS3 (Continued)**

SKILLS	CONCEPTS & KEY WORDS	THEMES	CONTENT	AT1 – AT2
Apply Reflect Express Investigate Evaluate Question Interpret Empathise Respond Analyse	service, sacrifice conviction commitment justice / injustice martyrdom Jihad Umma Tawhid Khalifah	<b>GLOBAL ISSUES</b>	Muslim responses* to global issues Examples include - <ul style="list-style-type: none"> <li>• Animal rights &amp; the environment</li> <li>• Jihad</li> <li>• Islam in Britain e.g. how Islam is adapting to a non-muslim country, the tension/pressures young muslim teenagers face</li> </ul>	The average 11 year old should achieve L4  The average 14 year old should achieve L6  Refer to attainment target grid for details of each level
		<b>INTERFAITH DIALOGUE</b>	Comparing – <ul style="list-style-type: none"> <li>• beliefs about Allah / God with Hinduism or Christianity</li> <li>• beliefs about prophets with Christianity e.g. Ibrahim (Abraham), Isa (Jesus)</li> <li>• Attitudes towards moral issues e.g. women’s rights, war, animal rights &amp; the environment. Compare to at least 1 other religion studied (Christianity, Buddhism, Sikhism, Hinduism)</li> </ul> See also the scheme of work on interfaith dialogue for more information	The average 11 year old should achieve L4  The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

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

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

Time allocation – 3 terms across the key stage

<b>SKILLS</b>	<b>CONCEPTS &amp; KEY WORDS</b>	<b>THEMES</b>	<b>CONTENT</b>	<b>AT1 – AT2</b>
Research Analyse Question Express Apply Reflect Respond Evaluate Investigate Synthesise	Brahman, Avatar Atman, samsara, moksha, Karma reincarnation	<b>BELIEFS &amp; CONCEPTS</b>	Exploring <ul style="list-style-type: none"> <li>• God in diverse forms - Brahman, trimurti (Brahma, Shiva, Vishnu), avatars of Vishnu. God as female.</li> <li>• Life after death – reincarnation, samsara, karma, atman, moksha.</li> </ul>	The average 11 year old should achieve L4  The average 14 year old should achieve L6
Investigate Research Synthesise Evaluate Respond	Authority	<b>AUTHORITY *</b>	<ul style="list-style-type: none"> <li>• Importance of the Vedas, Bhagavad Gita, the Mahabharata</li> <li>• Teachings in the Vedas, Bhagavad Gita, the Mahabharata</li> </ul>	
Reflect Respond Apply Evaluate Empathise Investigate Interpret	spirituality worship yoga symbol rite of passage pilgrimage	<b>EXPRESSIONS OF SPIRITUALITY</b>	Examples include – <ul style="list-style-type: none"> <li>• Worship (puja, arti)</li> <li>• Art e.g. mandalas &amp; poetry</li> <li>• Music (bhajans)</li> <li>• Pilgrimage</li> <li>• Meditation, yoga</li> <li>• Festivals</li> <li>• Rites of passage</li> </ul>	Refer to attainment target grid for details of each level

**HINDUISM KS3 (Continued)**

SKILLS	CONCEPTS & KEY WORDS	THEMES	CONTENT	AT1 – AT2
Apply Question Evaluate Investigate Synthesise Express Analyse Reflect Respond Empathise	ethics dharma, reincarnation, samsara karma	<b>ETHICS &amp; RELATIONSHIPS</b>	Examples include – <ul style="list-style-type: none"> <li>• Way of Dharma</li> <li>• Causes of evil &amp; suffering</li>   <li>• Moral choices * e.g. arranged &amp; assisted marriage, the 4 stages of life, attitudes towards the elderly</li> </ul>	The average 11 year old should achieve L4
Research Investigate Apply Question Evaluate Express Interpret Reflect Empathise Respond Analyse Synthesise	Varna & Jati service, sacrifice conviction commitment equality prejudice, justice / injustice ahimsa satyagraha	<b>RIGHTS &amp; RESPONSIBILITIES</b>	Examples include – <ul style="list-style-type: none"> <li>• Moral choices* - social injustice e.g. the caste system, sexism / women’s rights</li>   <li>• Protesting &amp; speaking out v. injustice in society*</li> <li>• Ahimsa &amp; satyagraha</li> <li>• Gandhi</li> </ul>	The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

**HINDUISM KS3 (Continued)**

SKILLS	CONCEPTS & KEY WORDS	THEMES	CONTENT	AT1 – AT2
Apply Reflect Interpret Synthesise Express Investigate		<b>GLOBAL ISSUES</b>	Hindu responses* to global issues Examples include - <ul style="list-style-type: none"> <li>• Animal rights e.g. vegetarianism &amp; the environment</li> <li>• Hinduism in Britain e.g. how Hinduism in Britain is different to that found in India, the tension/pressures young hindu teenagers face</li> </ul>	The average 11 year old should achieve L4
Evaluate Question Empathise Respond Analyse		<b>INTERFAITH DIALOGUE</b>	Comparing – <ul style="list-style-type: none"> <li>• beliefs about God with Islam or Christianity</li> <li>• beliefs about life after death with Christianity</li> <li>• Attitudes towards moral issues e.g. women’s rights, war, animal rights &amp; the environment.</li> </ul> Compare to at least 1 other religion studied (Christianity, Buddhism, Sikhism, Islam)  See also the scheme of work on interfaith dialogue for more information	The average 14 year old should achieve L6  Refer to attainment target grid for details of each level

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

## **Attainment Targets for Religious Education**

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

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

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

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

Within this target the intention is to help pupils to:

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

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

Within this target the intention is to help pupils to:

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

## The Statutory Eight Level Scale of Attainment

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

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

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

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

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

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

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

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

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

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

### Level 1

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

### Level 2

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

### Level 3

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

### Level 4

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

**Level 5**

**AT1** pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions

**AT2** pupils ask and suggest answers to questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion

**Level 6**

**AT1** pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression

**AT2** pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments

**Level 7**

**AT1** pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression

**AT2** pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples

**Level 8**

**AT1** pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression

**AT2** pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others

**Exceptional Performance**

**AT1** pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression

**AT2** pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments. They give independent, well informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions

## 'P' (pre) Levels of Attainment

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

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

The P levels are set out as follows:

- **P levels 1 – 3:** expected early development across the curriculum generally
  - **P levels 4 – 8:** expected development related to RE
- P1** children are beginning to show awareness of self and give physical attention to carer/teacher; beginning to demonstrate sensory awareness in relation to everyday objects, materials and activities eg. smile, show pleasure, reflex responses to sensory stimuli
- P2** children show reactive responses to familiar people and objects eg. reaching and holding objects, smiling, reacting to own name or familiar voices. They make sounds or gestures to express simple needs, wants and feelings to familiar people in response to their immediate environment
- P3** children respond appropriately using senses, body language, facial expression and gesture to familiar people, routines, activities and actions and to their 'self' eg. reflection. They explore or manipulate objects, toys and artefacts and respond to stimuli eg. changing facial expression or body language in response to music, light, scents and objects

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

