Believing and Belonging

RE Agreed Syllabus 2024-2029

City of BRADFORD METROPOLITAN DISTRICT COUNCIL

Calderdale Council

Kirklees COUNCIL

Leeds CITY COUNCIL

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Introduction

This is a comprehensive syllabus for Religious Education at all key stages. It is supported by optional detailed planning for use in schools. The title, *Believing and Belonging*, reflects the twin aims that RE must stimulate interest and nurture understanding of religion/worldviews, while also contributing to pupils' awareness of and sensitivity to diversity in our communities and world.

This edition, approved for teaching from 2024-29 has evolved over years of experience and builds on many previous features. However, it also strengthens sequencing of knowledge and offers a structure for ensuring learning is both broad and deep.

Key features

The syllabus is designed around **six learning pathways.** These have been developed from **'Big Ideas'**[1] and act as the framework for sequencing learning in religion and worldviews at all key stages from age 5 to 18.

While organising the curriculum along these pathways, learners concurrently develop **substantive knowledge of specific religions/worldviews**.

The syllabus requires a school curriculum to both:

- achieve a **broad**, but rigorous, understanding of religions/worldviews in the context of our local communities and our country;
- provide for **deeper** focused study of specific topics and questions.

To support teachers, an optional compendium of **detailed planning is available**, made-to-measure by expert writers to match the syllabus content. This includes:

- **core** units which develop the broad overview and context;
- **focus** units which entail deeper, concentrated exploration of specific areas.

The syllabus draws on, and is indebted to, the Big Ideas project (https://bigideasforre.org). It is also reflects the National Content Standard (REC July 2023) https://bigideasforre.org/big-ideas-and-the-re-councils-national-statement-of-entitlement/

[1] Wiggins, Grant and McTighe, Jay (2005). *Understanding by Design* (expanded 2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
Cush, Denise (2023). 'But are you religious yourself? Being non-binary between 'religious' and 'non-religious' *Professional REflection* in *RETodaY,* Vol. 40 (2), pp.53-58.

What's different?

This syllabus has been developed from previous versions used in West Yorkshire. The name *Believing and Belonging* has been retained as this encapsulates the aims of RE in our area. Many of the features of the previous syllabus from 2019 have been retained and developed, including charts of substantive knowledge that could be taught in key stages.

Content taught through pathways
Learning is arranged through six broad pathways based on the *Big Ideas* project. Many of the units of work will appear similar to suggested units from the 2019 syllabus, but it is important to note that the focus of the units has moved from a more traditional religious studies approach to a curriculum sequenced through these pathways.

Coverage of religions/worldviews
The syllabus no longer specifies that certain religions should be taught at specific key stages. Rather, teachers should introduce and develop understanding of specific faiths incrementally so that all learners build substantive knowledge sequentially. Schools have choice about which religions/worldviews they include in specific topics but it is essential that pupils are taught about all the main religious traditions during the course of their RE.

Lived experience
The syllabus emphasises the importance of pupils and students encountering the lived experience of people in order to understand diversity within religions and worldviews.

Changes to EYFS, SEND and Sixth Form
This syllabus takes into account changes to the EYFS, incorporating the EYFS Framework (2020/2021) and Development Matters 2021. The SEND section also recognises the Engagement Model. Pupils may be introduced to content from the RE syllabus through the five areas of engagement: exploration, realisation, anticipation, persistence and initiation. The model for engagement in the sixth form (KS5) now includes suggested topics and themes for use and offers links to exemplar planning from the Big Ideas project.

Units of Work
The optional units of work have been substantially rewritten and new ones have been added. They now link with the pathways of substantive knowledge and allow for flexibility in the religions/worldviews covered. Details are from page 61.

Purpose and Value of Religious Education

Purpose and Value of Religious Education

'Schools should, through their RE programmes, aim systematically to prepare students for the spiritual and intellectual challenges of living in a world with diverse religions and beliefs as well as non-belief"

Big Ideas for Religious Education, Wintersgill 2017

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

Commission on RE, September 2018

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

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

Specifically, RE:

a. Enables learners to develop a broad and balanced understanding of religions/worldviews.

RE's primary purpose is to give learners a broad understanding of Christianity, other religious traditions and non-religious beliefs, and understand how these are woven into human experience and applied to life and decisions.

b. Empowers learners to develop and use critical thinking skills.

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

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

Specifically, RE will:

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

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

d. Develop their own personal worldview, identity, values and spirituality.

The role of RE is neither to promote nor undermine organised religion. But part of its purpose is to provide structured opportunity for consideration of the non-material aspects of life. RE can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. It can support their own discovery of their personal journeys of meaning, purpose and value, whether or not they identify with a specific, organised worldview.

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

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

It enhances spiritual, moral, social and cultural education by:

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

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

Principles and Requirements

Drawings provided by: Hovingham Primary and Gledhow Primary

Principles and Requirements

Learning Pathways

The syllabus is based around six threads or 'pathways' through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews.

The syllabus therefore aims to:

- develop progressive understanding of the 'pathways' and
- build rich and profound knowledge of religions/worldviews.

Pathway 1: The Nature of Religion and Belief

Religions/worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments. *(Based on Big Idea 1: Continuity, Change and Diversity)*

Pathway 2: Expressing Belief

It is often difficult to express deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, people may use a variety of different approaches including figurative language and a range of literary genres. In addition, people sometimes use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences.
(Based on Big Idea 2: Words and Beyond)

Pathway 3: A Good Life

Many people, whether religious or not, strive to live according to what they understand as a good life. Religious and non-religious communities often share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. The ideal is usually presented in the lives and character of exemplary members. There are points of agreement and disagreement over the interpretation and application of moral principles both across and within different religions and worldviews.
(*Based on Big Idea 3: A Good Life)*

Pathway 4: Personal Journey

Human beings have deeply felt experiences, which they may refer to as being 'religious' or 'spiritual' or simply part of what it means to be human. These experiences can take place in both religious and non-religious contexts and may produce a heightened sense of awareness and mystery, or of identity, purpose and belonging. The experience is sometimes so powerful that it transforms people's lives. As a result, people may change their beliefs and allegiances and on rare occasions the experience of a single person has led to the formation of a new religion or worldview.
(Based on Big Idea 4: Making Sense of Life's Experiences)

Pathway 5: Influence and Authority

Religious and non-religious communities interact with wider society and cultures. These communities affect societies by shaping their traditions, laws, political systems, festivals, values, rituals and arts. The patterns of influence vary significantly in different societies and at different points in time. Some societies are influenced predominantly by one religion or worldview, others by several or many. Religions and worldviews often appeal to a highly respected authority or vision, and this can have significant impacts on societies and cultures, whether positive or negative.
(Based on Big Idea 5: Influence and Power)

Pathway 6: The Big Picture

Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways.
(Based on Big Idea 6: The Big Picture)

Substantive Knowledge

Within the rich conceptual understanding developed through the learning pathways, the syllabus also requires a school curriculum to build **subject-specific substantive knowledge** of faiths and beliefs. This knowledge will grow throughout a learning career and will be appropriate to the age and local context.

The law on agreed syllabuses (1988) refers to 'principal religions represented in Great Britain'. This has normally been interpreted as six: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. In this syllabus each of these traditions and a non-religious worldview will be studied in all key stages, and this will incrementally grow substantive knowledge in each. **Although schools have flexibility about the particular religions/worldviews included in many topics, they must ensure that all pupils are taught about the range of faiths and beliefs mentioned above in a balanced and thorough way.** In addition, **schools are free to study other religions/worldviews, as well as groups *within* traditions**, as they judge appropriate for the context of the school and pupils. Examples might include Jainism, Zoroastrianism, Baha'i, Latter-Day Saints (Mormons), Jehovah's Witnesses, Rastafari and contemporary Paganism.

Study of a specific faith is not restricted to a particular key stage. Rather, **any curriculum should introduce and develop understanding of specific faiths incrementally** so that all learners build their substantive knowledge sequentially. In this way, all learners will experience the breadth of faiths and beliefs in this country. This is not the same as 'blanket coverage' of every faith in every key stage and care must be taken to root learning in the conceptual pathways and to be very careful with transition and sequencing.

To assist teachers **grids of suggested content** is provided in the appendices. This is intended to be a guide rather than a checklist so that schools will be able to see they have a balance of the topics and religions included. **Schools are not required to include every topic listed but to ensure they have this good overall balance and sequence.**

The optional **exemplar units** provide resources that integrate the pathways with sequenced learning about specific religions and beliefs. These are the core and focus units written to support the syllabus.

It is important that the **curriculum reflects the local context** and schools have flexibility and responsibility to do so. This may also mean recognising the importance of curriculum coverage for traditions that will *not* be experienced locally, for that very reason.

Teaching should **explicitly include study of both religious and other worldviews** at every key stage. This recognises that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that many people do not adhere to formal religious structures.

Disciplinary and Personal Knowledge

Alongside subject specific substantive knowledge, the syllabus is designed to enrich other forms of learning. An education in religion and worldviews will be rooted in **several distinct, but complementary, academic disciplines**, including study of religions, theology, philosophy, history, sociology, psychology, literary criticism, creative arts, media studies and natural sciences. There will be an emphasis on a particular disciplinary approach depending on the area of study or key question concerned.

RE also provides rich and varied opportunities to develop **personal knowledge** and perspectives, both reflecting on the context of a pupil's own background and offering space to evaluate and learn from the views and experiences of others.

Breadth and Depth

The syllabus requires a school curriculum to:

- achieve a **broad**, but rigorous, understanding of religion and worldviews and the context within communities and our country;
- provide for **deeper** focused study of specific topics and questions, as well as providing pupils with the tools to navigate the complex world of religion and belief.

A curriculum should be rich in knowledge but should not promote indigestion. The subject, Religion and Worldviews, has vast scope and it is impossible to cover everything so the aim must be to provide a broad understanding of religion and worldviews with deep learning of selective elements. In this way, learners will develop 'cumulative sufficiency' of knowledge which they can apply to different contexts and situations.

To do this, the syllabus provides exemplar units of work covering the learning pathways and coverage of world religions and beliefs. However, schools may wish to adapt these or to develop their own sequence.

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

Units of Work

The syllabus provides exemplar core and focus units of work based on key questions:

Pupils will study **core** units of work based on the pathways. Within these pathways, the programme of study must enable pupils to accumulate sufficient knowledge of the religions and worldviews studied. This will enable them to have a broad general understanding of these, enriched and extended by deeper exploration of selected aspects.

Other **focus** units will be added to deepen knowledge and enrich the experiences of pupils in each key stage. These are essential to maintain depth as well as breadth in learning.

Outlines of core units are contained in the syllabus and these, or the school's own iteration of the themes, must be included in a curriculum. A selection of focus units must also be studied.

Detailed planning for both core and focus units is also available through subscription to the Believing and Belonging Detailed Planning Folder. Schools may use or edit these schemes or devise their own. They are intended as supporting material not as compulsory lessons.

Details about the units of work are found from page 61.

Assessment

Assessment should be based on progress towards the end of key stage statements. To help teachers, the syllabus also offers some interim expectations for the end of lower key stage 2. Assessment should be based on progress children and students make throughout each of the units of work.

The syllabus provides statements for each pathway against which to assess pupils progress. Pupils do not need to be assessed formally after every unit of work. But, as a minimum, schools need to:

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

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

Guidance on assessment is provided from page 47.

Additional Considerations

Lived Experience

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

Serious engagement with narratives and texts from different traditions is foundational for understanding of faiths. Skills of interpretation and analysis (hermeneutics) can be developed in a progressive way from the very earliest stage in the curriculum. Care should be given to select a variety of texts and narratives to reflect aspects of religious experience.

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

Many schools find it invaluable to arrange such engagement to help students to broaden their understanding and experience of our communities and world. Opportunities can also be developed and exploited online. Examples and resources are suggested in both the units of work and in the section 'Enriching RE through engagement with faith communities' on page 94.

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

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

Diversity in Religion and Worldviews

Diversity between and within traditions must be recognised. The law requires schools following agreed syllabuses to teach about Christianity and other-principal religions represented in Great Britain. This normally includes three 'Abrahamic' faiths: Judaism, Christianity and Islam, and three 'Dharmic' faiths: Hindu Dharma, Buddhism and Sikhi, commonly referred to as Hinduism, Buddhism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study other faiths and

traditions beyond these six. Schools have discretion in this and should reflect the community and context within which they work.

It is also important to recognise that official systems of religion and belief are often determined by the powerful and there may be other forms and expressions that have their own integrity and value.

Systematic Knowledge and Thematic Application

The curriculum should both develop systematic knowledge of individual traditions and apply this to appropriate themes. Pupils need to gain broad knowledge of specified religions/worldviews. As in all education, the task is to provide a learning pathway combining clarity with depth, avoiding the twin pitfalls of confusion and oversimplification. Any curriculum plan needs to balance two elements within or between units of work:

1. Discrete study of specific religions ~~/~~worldviews allowing pupils to develop an overview of the beliefs, practices and context of particular traditions, such as Christianity, Hindu Dharma or Humanism. This requires systematic and progressive development of content and knowledge.
2. Application of this knowledge to significant, engaging and relevant questions about human life. Here, pupils will investigate key questions and topics which are influenced by religions / worldviews. They may be questions that relate to individuals or more universal topics.

The exemplar units of work cover this combination but schools can also develop their own.

Which syllabus should schools use?

This syllabus is authorised for use in maintained schools by the Standing Advisory Councils for RE (SACREs) in the participating local authorities for five years from 1st September 2024. It may also be used by other schools within these areas.

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

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

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

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

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

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

Maintained community, foundation and voluntary controlled (VC) schools

The law provides that:

- in maintained community, foundation or voluntary controlled schools, RE is taught in accordance with the local Agreed Syllabus;
- the requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';

Maintained community schools should use this syllabus as a basis for their own curriculum development and may be supported by the comprehensive resources and detailed schemes of work provided in the Believing and Belonging Detailed Planning Folder. However, these resources are non-statutory and schools are encouraged to adapt and develop their own programmes based on the framework of this syllabus. Resources are also available on the Big Ideas website at https://bigideasforre.org/

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

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

The syllabus is supported by the West Yorkshire detailed Planning folder which includes revised content requirements and comprehensive schemes of work for Christianity in every year group. SACREs also very strongly advise all schools to ensure their curriculum includes robust coverage of the variety of religious and non-religious worldviews and diversity within them.

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

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

Curriculum time and provision

It is a legal requirement that all pupils aged 5-18 are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity. In maintained schools the curriculum is defined by this local syllabus. Academy schools must teach RE according to the requirements of their trust deed or funding agreement, which will in practice mean following either this syllabus or an alternative one.

To deliver RE with integrity, schools will need to allocate at least the equivalent of an hour a week. This should apply to all learners at all key stages including those in KS4 who are not entered for a public examination. Organisation of this time is a matter for schools. It can be helpful to combine some aspects of RE with other subjects for some topics in a cross-curricular pattern, particularly in primary schools. This will suit some topics but other aspects of the syllabus may need to be delivered in discrete time.

Half or full day blocks may also be used to deliver aspects of the curriculum. This has the advantage of enabling sustained study and a variety of learning opportunities, particularly if linked to visits outside school. However schools choose to organise the timetable and teaching of RE, the integrity of the curriculum must be maintained. The RE content should be clear, rigorous and identifiable.

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

Curriculum Information

Drawings provided by: Hovingham Primary

Early Years and Foundation Stage

RE is a legal requirement for all pupils on the school roll, including all those in the reception year. The Early Years Foundation Stage framework is organised across seven areas of learning rather than individual subject areas. The EYFS curriculum allows for flexible planning to respond to current interests and needs of the children in school, including learning about religious and cultural communities and the celebrations and places associated with them.

Children in EYFS should use all their senses to begin to learn about religion and worldviews through special people, books, times, places, and objects. Opportunities for children to gain first-hand experience of religious beliefs and practices should be woven into the curriculum by handling religious artefacts, meeting people from faith communities and visiting places of worship.

They should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value themselves and others, recognising and celebrating diversity.

Children should be encouraged to ask questions and talk about their own feelings and experiences, using subject-specific vocabulary as it is introduced to them. They should listen to and talk about stories from a range of different religions and world views.

Planning for RE in EYFS

In line with the EYFS Framework (2023), a well-considered RE offer, woven into an existing early years curriculum, should provide a wide range of purposeful and meaningful activities based on the characteristics of effective teaching and learning, namely:

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

Practitioners should reflect on the different rates at which children are developing and adjust their practice appropriately. Understanding of the backgrounds and experience of young children is important, including whether or not they come from a faith background.

Material should be drawn from Christianity and at least one other religious tradition. Traditions/ religions represented in the class or setting (including non-religious worldviews) offer a good starting point for first-hand learning.

The Early Learning Goals (ELGs) for Understanding the World

Although all areas of the EYFS goals are relevant, RE particularly supports development in Understanding the World and PSED. The table below offers some suggested activities to support Early Learning Goals (ELGs) using RE content:

Children will be learning to:	***Examples of how to support this using RE content***	***Pathway links***
Talk about members of their immediate family and community **Name and describe people who are familiar to them** **ELG: Talk about the lives of the people around them and their roles in society**	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. Talk about special or precious objects found in their homes – including religious objects and pictures. Learn about and handle some religious artefacts. Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them. Encourage the children to talk about any religious or non-religious members of the local community with whom they are familiar and know of the work that they do. e.g. Vicar, Sunday School teacher, Jewish rabbi, Muslim imam or madrassa teacher, humanist celebrant. Arrange visits from some of these people so that children can meet them and ask questions.	Pathway 2: Expressing Beliefs Pathway 4: Personal journey
Compare and contrast characters from stories, including figures from the past **ELG: Understand the past through settings,**	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures, religions and times in storytelling, listen to what children say about them. Draw out common themes from stories, parables and fables such as bravery, difficult choices and kindness,	Pathway 2: Expressing Beliefs Pathway 6: The Big Picture

characters and events encountered in books read in class and storytelling.	and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods. Begin to understand that some books and stories such as sacred texts are of particular importance to some people, that they contain guidance and rules for life, and are used and handled in special ways. Introduce simple stories from different religions and cultures so that children become familiar with them.	
Understand that some places are special to members of their community **ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;**	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Explore these special places using all the senses. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.	Pathway 1: Nature of Religion and Belief
Recognise that people have different beliefs and celebrate special times in different ways **ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;**	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. Develop knowledge of when celebrations occur by displaying a calendar of special events. Mark the special events relevant to children in the class. As appropriate, provide opportunity for children to explore and experience activities associated with festivals whilst being mindful of protocol and sensitivities. Provide opportunity for children to respond creatively to the celebration of festivals through art music, dance, writing.	Pathway 5: Influence and Authority

Explore the natural world around them **ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants;**	Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. Hear and become familiar with stories, messages, actions and thoughts from different faith traditions about the natural world e.g. creation stories, stories about care for living things.	Pathway 6: The Big Picture
See themselves as a valuable individual **ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly**	Listen to stories and parables from different religious traditions as a starting point to think about and reflect on their own feelings and experiences. Draw out themes such as kindness, forgiveness, love. Use role-play and other activities to explore and become familiar with well-known stories. Talk about the words and actions of characters in religious and non-religious stories.	Pathway 3: Good Life
Express their feelings and consider the feelings of others **ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly**	Explore rules and the concept of right and wrong. Think about how their behaviour affects others. Use stories and real-life examples to explore behaviour and think about how people learn to live well together and make good choices.	Pathway 3: Good Life
Think about the perspectives of others **ELG: Show sensitivity to their own and to others' needs.**	Talk about some of the people who care for them, including friends and family. Talk about ways that people show love and concern for others and why this is important. Explore examples of how people help each other. Invite visitors from different religious and cultural communities into the classroom to talk about how they put their beliefs into practice by helping others.	Pathway 3: Good Life

Key Stage 1

Teaching should be built around developing knowledge and understanding along the six pathways for learning. This should be linked to substantive knowledge about religions/worldviews. There is further detail of this content in Appendix 1 and in the non-statutory units of work.

The following descriptors are devised from the age-related statements in Book 2 of the Big Ideas for RE Project (Putting Big Ideas into Practice in Religious Education, 2nd edition, 2022, pp.55-73). See also https://bigideasforre.org/pos/

Pathway 1

Through investigating the **Nature of Religion and Belief**, pupils should learn that:

- We are surrounded by distinctive things that are very important. Some of these are called 'precious', 'sacred' or 'holy'.
- People belonging to the same religion/worldview may have different 'holy' or important things and express their beliefs in different ways.

Teachers could teach this content through Core Unit C1.1 which includes:

- How people show they belong to a community, including using symbols and objects e.g. candles, prayer mats, murtis.
- Examples of what happens in different places of worship, including different denominations within Christianity.

Pathway 2

Through investigating **how Beliefs are Expressed**, pupils should learn that:

- People often give words different meanings when they are trying to express their priorities.
- Many people also use symbols to express these ideas.
- We need to interpret these words and symbols to find their meaning.

Teachers could teach this content through Core Unit C1.2 which includes:

- How people welcome a baby by giving meaningful gifts.
- How Christians, Muslims, Sikhs and Humanists welcome a baby by using special words and symbolic actions.
- How the choice of names for a baby can be important and meaningful for some people.

Pathway 3

Through investigating what is meant by a **Good Life**, pupils will learn that:

- Most religions/worldviews tell stories from the lives of exemplary people as inspiration about qualities and characteristics of a good life.
- They also teach about specific actions that are right and wrong and about good and bad attitudes.

Teachers could teach this content through Core Unit C1.3 and Focus Units F1.11, F1.12 and F1.15, which include:

- Examples of rules followed by different religions/worldviews.
- Moral stories and parables used by religions/worldviews to help people make choices.
- Examples of the way different religions/worldviews care for others.

Pathway 4

Through exploring what is meant by a **Personal Journey**, pupils will learn that:

- Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life.
- There are many stories about people's experiences and encounters that have made them change their lives.

Teachers could teach this content through Core Unit C1.4 and Focus Unit F1.9 which include:

- Examples of how prayer helps some people make sense of life's experiences
- Why prayer is an important part of daily life for some people
- How people make decisions about how to live their lives e.g. caring for the environment.

Pathway 5

Through studying **Influence and Authority**, pupils should learn that:

- There is evidence of the influence of religions/worldviews on our community all around us.
- Religion does not influence everyone's life in the same way.

Teachers could teach this content through Core Unit C1.5 which includes:

- Examples of celebrations and traditions that can be both religious and cultural e.g Eid, Christmas, Diwali.
- Why people celebrate festivals in different ways – including religious and non-religious.

Pathway 6

Through considering the **Big Picture**, pupils should learn that:

- Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life.
- Many of these stories are well-known as they have been handed down over generations.

Teachers could teach this content through Core Unit C1.6 and focus Units F1.11, F1.10 and F1.11 which include:

- Books and stories that are important or holy for some religions/worldviews.
- Stories that help people to make moral choices.
- Stories and teachings of religious leaders such as Abraham, Moses, Jesus, Guru Nanak.

Key Stage 2

Teaching should be built around developing knowledge and understanding along the six pathways for learning. This should be linked to substantive knowledge about religions/worldviews. There is further detail of this content in Appendix 1 and in the non-statutory units of work.

The following descriptors are devised from the age-related statements in Book 2 of the Big Ideas for RE Project (Putting Big Ideas into Practice in Religious Education, 2nd edition, 2022, pp.55-73). See also https://bigideasforre.org/pos/

Pathway 1

Through investigating the **Nature of Religion and Belief**, pupils should learn that:

- The terms 'religion' or 'worldview' represent an overall approach to life including beliefs, practices, values and identity.
- Within each there is diversity in beliefs and practices.
- There are reasons why some aspects have stayed the same and others have changed.

Teachers could teach this content through Core Units CL2.1 and CU2.1 which include:

- Examples of different religions/ worldviews found locally and nationally, including practices and places of worship.
- Exploration of what religions/worldviews believe about God and how this affects their practices.

Pathway 2

Through investigating **how Beliefs are Expressed**, pupils should learn that:

- People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement.
- These creative forms of expression also play important roles in most religions and cultures.

Teachers could teach this content through Core Units CL2.2, CU2.2 and Focus Unit FU2.13 which include:

- How religions/worldviews use art, dance, pattern, poetry and music to express belief in creative ways E.g. Islamic pattern, Sikh kirtan, Christian icons.
- How religions/worldviews use symbols and actions to express beliefs e.g in Sikhi – wearing the 5Ks and taking Amrit; Hindu 'Aum'.

Pathway 3

Through investigating what is meant by a **Good Life**, pupils will learn that:

- Most religions share stories of moral exemplars from the past and more recently, guiding followers on leading virtuous lives.
- Religions/worldviews provide guidance for their followers on how to live a good life.
- There are both differing opinions and agreement on what is meant by a 'good life' and what is right and wrong.

Teachers could teach this content through Core Units CL2.3, CU2.3 and Focus Units FL2.12, FU2.12 which include:

- How religions/worldviews help people to make moral choices e.g 5 pillars of Islam.
- Examples of codes for living followed by religions/worldviews e.g. Hindu Dharma.
- How the lives of leaders such as Moses, Jesus and Mohammed act as examples for religious believers.

Pathway 4

Through exploring what is meant by a **Personal Journey**, pupils will learn that:

- Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above
- They may see these as beyond or within the material world and may claim they have given new insights into life.

Teachers could teach this content through Core Units CL2.4, CU2.4 and Focus Unit FU2.14 which include:

- Mysterious and life-changing encounters such as Guru Nanak's enlightenment.
- How pilgrimages can be life-changing for some people.
- How people gain new insights into life e.g Buddhist meditation and the life of the Buddha.

Pathway 5

Through studying **Influence and Authority**, pupils should learn that:

- Communities worldwide are shaped by traditional beliefs from religions/worldviews.
- Some are influenced by a single source and others by many.
- In some communities, the influence of a religion/worldview is largely limited to its followers.

Teachers could teach this content through Core Units CL2.5, CU2.5 and Focus Unit FL2.13 which include:

- Festivals and celebrations evident in worldwide religions/worldviews e.g Passover, Diwali, Christmas.
- Religious aspects of celebration e.g. Holy week, Hajj.
- Secular/cultural approaches to celebrations e.g Friday night dinner.

Pathway 6

Through considering the **Big Picture**, pupils should learn that:

- People tell different stories to communicate important teachings and these stories often form part of longer narratives.
- Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world.

Teachers could teach this content through Core Units CL2.6, CU2.6 and Focus Units FL2.11, FL2.14, FU2.11 which include:

- Covenant stories linked to celebrations in Judaism e.g. Passover.
- Stories used in Holy Week and beyond to explain the significance of the life of Jesus.
- Creation/origin stories in Judaism, Christianity, Islam, Hindu Dharma and Sikhi.

Key Stage 3

Teaching should be built around developing knowledge and understanding along the six pathways for learning. This should be linked to substantive knowledge about religions/worldviews. There is further detail of this content in Appendix 1 and in the non-statutory units of work.

The following descriptors are devised from the age-related statements in Book 2 of the Big Ideas for RE Project (Putting Big Ideas into Practice in Religious Education, 2nd edition, 2022, pp.55-73). See also https://bigideasforre.org/pos/

Pathway 1

Through investigating the **Nature of Religion and Belief**, students should learn that:

- Religions/worldviews involve interconnected patterns of beliefs, practices and values.
- There are important differences but also close connections between some of them.
- Many of these similarities and differences relate to their history and changing cultural context.

Teachers could teach this content through Core Units C3.1, C3.2 and Focus Unit F3.11 which include:

- Personal worldviews which accept parts of the institutional view while rejecting others.
- Different geographical/contextual expressions and interpretations of religion such as Theravada Buddhism in Sri Lanka or Zen Buddhism in Japan.
- The reality of Hindu lived experience in Britain compared with India and the USA.

Pathway 2

Through investigating **how Beliefs are Expressed**, students should learn that:

- People convey their beliefs, values, commitments and identities in a range of ways.
- They can also be interpreted differently, with some regarding them as divinely inspired.

Teachers could teach this content through Core Unit 3.3 and Focus Units F3.11, F3.12 and F3.14, which include:

- Liturgical and non-liturgical expressions of Christian worship.
- Pure Land Buddhism and the centrality of Amitabha Buddha.
- Weddings and ceremonies across different traditions and worldviews e.g. Islam, Judaism and Humanism.

Pathway 3

Through investigating what is meant by a **Good Life**, students will learn that:

- Many of the rules of religions/worldviews are very old and may need interpretation before they can be applied today.
- Some religions/worldviews distinguish between rules revealed by God and those developed through human reason or customs and traditions. This matters because people need to know the origin of a 'rule' before deciding how far it can be changed.
- All our moral actions have consequences for ourselves and others. Some believe that the consequences extend beyond this life.

Teachers could teach this content through Core Units 3.4, C3.5 and Focus Unit F3.16, which include:

- Religion in relation to community cohesion (how it contributes to it and the challenges it brings).
- The Qur'an as a guide to living a good life.
- The importance of Sewa in Sikhi.

Pathway 4

Through exploring what is meant by a **Personal Journey**, students will learn that:

- People find deep meaning in mystical, religious, or spiritual moments. Rituals connect them to the divine and each other.
- Some believe key individuals have had extraordinary insights.
- Some believe human beings have a spiritual dimension which may or may not be religious. Others deny humans have a spiritual nature, believing that a human being is a complex, highly evolved animal.

Teachers could teach this content through Core Unit C3.6 and Focus Units F3.12, F3.13, which include:

- Key transformative experiences such as those of Guru Nanak, St Paul or Moses.
- Important rituals that mark important points in life such as marriage or death ceremonies.
- Extraordinary experience suggesting the existence of an afterlife.

Pathway 5

Through studying **Influence and Authority**, students should learn that:

- Religions/worldviews are influential at individual, local, national and global levels.
- They will exert different levels of influence in different places and at different times.

Teachers could teach this content through Core Unit C3.7 and Focus Unit 3.14, which include:

- Religion and the way it has impacted society concerning gender and sexuality over time.
- The authority of religious leaders in the Church.
- Christianity and the realisation of the Kingdom of God.

Pathway 6

Through considering the **Big Picture**, students should learn that:

- Many religions/worldviews provide a coherent account (or 'grand narrative') of what the universe is like and why it is as it is.
- For many religious people the most important source of this lies in sacred texts, often believed to have been divinely inspired.
- Other people believe that science and reason can explain everything and that there is no need for religious explanations.

Teachers could teach this content through Core Unit C3.8 and Focus Units F3.13, F3.15, which include:

- The existence of evil and how this impacts an individual's worldview.
- The possibility of the afterlife and the soul from a religious and scientific perspective.
- Buddhist responses to the reality and nature of existence.

Key Stage 4

Teaching should be built around developing knowledge and understanding along the six pathways for learning. This should be linked to substantive knowledge about religions/worldviews. There is further detail of this content in Appendix 1 and in the non-statutory units of work.

The following descriptors are devised from the age-related statements in Book 2 of the Big Ideas for RE Project (Putting Big Ideas into Practice in Religious Education, 2nd edition, 2022, pp.55-73). See also https://bigideasforre.org/pos/

Pathway 1

Through investigating the **Nature of Religion and Belief**, students should learn that:

- There is no consensus on the meaning of the word 'religion' or 'worldview'.
- Both religious and nonreligious worldviews have faced challenges from a range of moral, philosophical, political and social issues.

Teachers could teach this content through Units 4.10 and 4.13 which include:

- Diversity of thought, belief and practices within Christianity such as the Quakers and the Church of Latter-Day Saints.
- Diversity of thought, belief and practices within Islam such as Sufism and the Ahmadiyya school of thought.

Pathway 2

Through investigating **how Beliefs are Expressed**, students should learn that:

- It is very difficult to describe metaphysical or abstract concepts using everyday language, so people have attempted to express these in 'religious language', metaphor and analogy.
- Artists and musicians have created works to express views on moral or religious issues.
- People of all beliefs and none can be moved by creative works with a religious message but will interpret them very differently.
- In more recent times, people are able to explore traditions other than their own.

Teachers could teach this content through Unit 4.7, 4.10 which include:

- The methods Christians use to tackle extremism.
- The way in which Buddhists respond to violent actions.
- The significance of Ramadan for the Muslim community.

Pathway 3

Through investigating what is meant by a **Good Life**, students will learn that:

- There are agreements and disagreements on moral issues within and between religious and non-religious groups.
- Religious and non-religious organisations have tried to identify universal rules and principles. These often contain teachings about the character and virtues needed to lead a 'good' life.
- Some religions/worldviews have different expectations for different groups of people.

Teachers could teach this content through Units 4.2, 4.3, 4.4, and 4.8, which include:

- The arguments Hindus and Christians use to justify the sanctity of life.
- The nature of pacifism and how people work around the world to support peaceful objectives.
- The way that Christians, Muslims and Hindus approach modern ethical challenges like animal testing, genetic engineering and the use of AI.

Pathway 4

Through exploring what is meant by a **Personal Journey**, students will learn that:

- Consciousness is seen by some as uniquely human, linked to a sense of spirituality.
- Spirituality can be viewed as an inner, personal aspect, separate from traditional religion.
- Not everyone identifies with religion or spirituality, but group membership can enhance awareness and bring transformation.

Teachers could teach this content through Units 4.4, which include:

- The different views on enlightenment across the dharmic faiths.
- The methods that the dharmic faiths use to access enlightenment.

Pathway 5

Through studying **Influence and Authority**, students should learn that:

- Religions/worldviews impact diverse aspects of life with varying degrees of influence.
- Influence often aligns with the power exercised by a religion.
- Authoritative elements can justify actions with outcomes ranging from positive change to increased intolerance and violence.

Teachers could teach this content through Units 4.6, 4.9, which include:

- The role that the Church of England plays in British constitutional arrangements.
- How charitable organisations work to support human rights around the world.
- The balance of the right to freedom of religion vs the right to free speech or freedom from discrimination.

Pathway 6

Through considering the **Big Picture**, students should learn that:

- Religions/worldviews often create a 'grand narrative' explaining the nature of God, humans, and the universe.
- Narratives claim authority, yet within traditions, these beliefs vary.
- Some reconcile science and religion, while others see them as mutually exclusive.

Teachers could teach this content through Units 4.1, 4.13, which include:

- The methods Christians use to describe truth.
- The way that religious practices can develop spirituality.
- How conscience is important to moral decision making.

Key Stage 5 (Sixth Form)

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

These skills include:

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

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

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

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

Below are some examples of how this might be done. Each exemplar could be taken as an individual unit or could be adapted to meet the needs of a specific programme. Each core question is supplemented by further questions. Some of these may be given a greater emphasis while some may be explored more briefly.

Key Stage 5 Summary Exemplar Units

Pathway and core question	*Summary of component questions*	*Conclusion*
Pathway 1 Nature of Religion **Are science and religion mutually exclusive?**	**Did God cause the world?** • Do arguments from causation prove that God made the world? • Is God the only possible first cause? • What are some institutional worldviews on this matter? What are the counter arguments? • Did God design the world? **Do arguments from design provide sufficient proof God is responsible for creating life?** • What are the issues with this approach? • What are the main counter arguments? • What are the scientific explanations for existence? **Do arguments from science sufficiently disprove religious attempts?** • Is evidence from evolution enough to refute the claims of believers? • Do theories such as the Big Bang offer a more plausible explanation? **Are science and religions mutually exclusive?** • Why do some religious believers choose faith over evidence? Why might some believers accept elements of the scientific worldview? How might the personal views of a believer differ from their official institutional worldview? How have the views of institutions changed to embrace science over time? Is this issue more polarized than in previous decades?	**Debate** Students should be prepared on how to conduct a proper debate. They should be given sides, and time to prepare their opening statements and counter arguments, with a view to a final live debate. Additional research could be included. **Concluding activity** Debate

Pathway 2 Expressing Beliefs **Is freedom of religion more important than other human rights?**	**What are religious sources of authority?** • Where do religious people get their rules for living? • Do some sources of authority matter more than others? • Can sources of authority be changed or adapted? • What are the consequences of failing to follow authority for religious believers? • Are some rules for a certain time and others for all time? • Why are there tensions between religion and sexuality? **What are some religious teachings on human sexuality?** • Do these teachings pose a problem to individual human rights? • Can tensions be resolved through differences between personal and institutional worldviews? • Can religious rights and rights surrounding human sexuality coexist? **Does evangelisation cause issues?** • What are religious teachings on the need to spread the faith? Why is it important to believers to share their worldview? When might this become a problem? • What examples are there of when regulation has been attempted? • Was this a help or a hindrance? • How has this issue been addressed historically? • How have approaches changed? **How far must the need for corporate worship be upheld?** • The pandemic included the shutting of places of worship. Was this right? • Is it acceptable for requirements to be put on expressions of worship? Is this right? • What might the conflicts be between teachings from religious authority and the needs of society?	**Research/essay session** Students should choose one of the core questions to explore in a written piece. Students should spend time researching and planning their piece. **Concluding activity** Completion of written piece in class

Pathway 3 **A Good Life** **How are food and morality connected?**	**Does our diet need to change?** • How does eating certain food impact our planet? • Are vegan/vegetarian diets better for the environment? • Is there room for compromise? • Should certain foods be banned? **What can be learned from religious dietary rules?** • Do religious teachings on food support a positive effect on the environment? • If our diets need to change, can we ask religious people to alter their diets? • Is fasting helpful? • Do religious diets promote health? **How far should the treatment of animals in food production impact on our choices?** • Is intensive farming ethical? • Are local farms better? • Should the government have stricter regulations on farming practices with livestock? **How do farming and livestock standards differ across the globe?** • How do livestock practices differ in Europe/developing countries? • How do these practices impact upon the planet? • Do practices across the globe render our environmental aims meaningless?	**Research/essay session** Students should choose one of the core questions to explore in a written piece. Students should spend time researching and planning their piece. **Concluding activity** Completion of written piece in class

Pathway 4 Personal Journey **Does faith matter?**	**Why do people have belief beyond the physical world?** • What evidence is there that there is more to this life? • What experiences could stand as proof to the individual? • How important is religious upbringing to belief? **What are the benefits of belief?** • What are the psychological/sociological benefits of belief? • What are the positives about being a person with faith? • How important is a sense of belonging and how critical are faith communities in providing this? **What are the advantages of living a life of empiricism?** • Is it better to exclude fantasy for fact? • Are there positive sociological/scientific elements of excluding faith? **Would being a more secular society be beneficial for Britain today?** • Does faith have a positive impact for all people in the UK? • What are some areas of conflict caused by differing worldviews? • Is faith a barrier to these being resolved?	**Creative project** Students should create an artistic expression of their view on faith/non-belief. They could choose the media to showcase their thoughts along with explanatory text to accompany the piece. **Concluding activity** Completion of artistic project.

Pathway 5 Influence and Authority **How does the media affect religion?**	**How is religion presented in the media?** Is religion presented positively or negatively? Are media representations fair? Have representations changed over time? How? How might a believer be impacted? **How has social media changed the way people believe?** Have social media 'echo chambers' contributed to a polarisation of belief? Has social media given a voice to previously unheard/lesser heard religious/non-religious voices? What is the overall impact of social media on belief in the UK? Does social media promote secularisation? **Does the media undermine religious belief?** Does having access to media create stronger believers or does it propagate apostasy? What is the impact of restricting media access including the use of phones? **How are religious communities making use of social media?** How are religious groups and those of other word views using the media as a promotional tool? Is social media an effective tool for proselytisation and evangelism? What effect might this have for the UK in the future?	**Research session** Students should choose one of the core questions to explore in greater depth. They should gather more information including a case study. **Concluding activity** Finding should be presented and assessed.

Pathway 6 **The Big Picture** **How are compassion, suffering and religion connected?**	**What is suffering?** • How is suffering caused by humans? • How is suffering caused by nature? • What are some recent examples of large-scale suffering? • What are the major examples of suffering in the UK today? **Why is compassion so critical?** • What is compassion? • How does compassion impact people globally? • How does compassion move people to impact local communities? • How does compassion impact on the quality of life for human animals and non-human animals? **Is compassion an exclusive religious value?** • What do religious people believe about compassion? • What might move them to compassion? • What ideas and motivations do non-religious people have? • Does your worldview lead to greater authenticity regarding compassion? **Does modern media promote or hinder compassion?** • How does social media promote compassionate causes and organisations? • Does social media increase traction for action and response? • Does social media reduce the perceived value of some causes? • Can the use of social media lead to a lack of authenticity (virtue signalling)? • Is this such an issue?	**Project** Students should identify a need (globally or locally) and should plan an initiative to alleviate suffering and provide aid. **Concluding activity** Analysis of project actions including next steps.

The Big Ideas website uses the age-range **14-18** and contains some exemplars for this age group which may be particularly suited for non-exam post-16 students. Examples include:

BI1: CONTINUITY, CHANGE AND DIVERSITY: EXEMPLAR 1: Religion and Worldviews: Past Changes and Current Challenges

BI2: WORDS AND BEYOND: EXEMPLAR 1: Depicting the Divine also EXEMPLAR 2: MINI-UNIT: Depicting the Dharma

BI3: A GOOD LIFE: EXEMPLAR 1: Keeping People Out of Bad Lives

BI4: MAKING SENSE OF LIFE'S EXPERIENCES: EXEMPLAR 1: Strange & Mysterious

BI5: INFLUENCE AND POWER: EXEMPLAR 1: Religion, Worldviews, Change and Conflict

BI6: THE BIG PICTURE: EXEMPLAR 1: Life, the Universe and Everything

RE and Special Educational Needs

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
• achieve their best
• become confident individuals living fulfilling lives, and
• make a successful transition into adulthood

(SEND code of practice 2015)

'Sustainable learning can occur only when there is meaningful engagement. The process of engagement is a journey which connects a child and their environment (including people, ideas, materials, and concepts) to enable learning and achievement.'

(Carpenter et al, 2011)

In Religious Education, as with all curriculum subjects, **good teaching for pupils with SEND is good teaching for all**. Teachers are skilled in adapting their teaching to the needs of learners. Good RE is informed by knowledge of and engagement with pupils as individuals, taking account of emotional and learning needs as well as religious and cultural backgrounds.

The SEND Code of Practice (2015) groups needs into four broad areas to support schools to plan the provision that they offer:

- cognition and learning
- communication and interaction
- social, emotional, and mental health
- sensory and physical needs.

Strategies that can be used to make RE more accessible to pupils with SEND in mainstream schools include:

- Giving pupils first-hand experiences, for example, inviting visitors into school, visits to places of worship and taking part in celebrating festivals.
- Organising activities to give personal experiences which can include dance, drama and visits to a range of environments.
- Using sensory materials and resources through sight, touch, sound, taste or smell. These can include music, use of tactile artefacts or engaging pupils in visiting a sensory garden.
- Using a wide range of communication strategies in lessons to suit different personalities, including active and creative approaches and quieter, more reflective activities.
- Paying attention to the layout of displays so that information is clear but not overwhelming.
- Helping pupils to understand and appreciate their world and its diversity.
- Use IT to increase pupils' knowledge of religions and elements in them.

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

Religious Education in Special Schools

Special schools have a legal requirement to provide Religious Education 'so far as is practicable' (School Standards and Framework Act 1998 section 71 (7)). The local agreed syllabus will need to be adapted to suit the needs and abilities of pupils.

Pupils and students within National Curriculum ranges will be able to access lessons based on the RE syllabus. The teacher may need to look at an earlier key stage for learning objectives, but this should always be in consultation with colleagues and taking into account the whole school scheme of work, to ensure there is adequate progression through the time pupils are in the school.

For pupils working at Pre-Key Stage Standards, content from the local agreed syllabus may be adapted to suit the needs of learners and taught as a discrete subject. Many aspects of religious education could be included within cross curricular planning alongside other subjects, e.g. music, drama, history and PSHE. There may be a greater focus on sensory experiences and activities rather than written tasks.

Pupils and students who have Complex Multiple Learning Needs will be supported and assessed using the Engagement Model. Pupils may be introduced to content from the RE syllabus through the 5 areas of engagement: exploration, realisation, anticipation, persistence and initiation. This child-centred model is focused on the individual responses of pupils; the multi-sensory and experiential aspects of the RE curriculum may be used imaginatively to provide worthwhile and relevant learning using artefacts, visits and other relevant experiences.

Assessing the Impact of Teaching and Learning

Drawings provided by: Hovingham Primary

Assessment and End of Key Stage Statements

Assessment in RE should be manageable and systematic, in line with school assessment practices in other foundation subjects. Assessment of pupils' skills and knowledge will be against the school's own curriculum design. It is important to note that assessment in RE should be based on clear understanding of what pupils are learning and how they are learning on a day-to-day basis.

Day-to-day formative assessment should build a picture of pupil's:

- Substantive knowledge – what do they know/understand?
- Disciplinary knowledge – what skills have they learned?
- Personal knowledge – expressing ideas about how the RE has shaped them

Each unit of work developed, because of careful curriculum planning, should allow pupils to make progress through these key stages of Remembering, Understanding, Applying, Analysing, Evaluating and Creating.

The journey through a unit of work for pupils and students

As pupils progress through these stages in a unit of work, the teacher can then make a summative assessment at the end of the unit. In the examplar planning that supports the syllabus, we have used a mastery model including the Expected standard, Working towards the expected standard and Working deeper within the expected standard. This can then be used as a model to report on progress and achievement for the next teacher/ key stage.

The table below outlines the skills and key outcomes required to achieve the end of key stage expectations. This may be helpful in assessing progress and to support teachers in developing learning objectives. Each sentence stem needs to be applied to a particular task or knowledge content.

Key outcomes to support assessment for Remembering, Understanding, Applying, Analysing, Evaluating and Creating.

	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**
KS1	Recognise Name Talk about	Retell Notice details	Express ideas Respond sensitively	Sort Respond to questions	Suggest meanings Recognise similarities and differences	Teachers may use the following stems at any stage to assess age-appropriate outcomes: **Create** an object or picture to show understanding **Design and make** using new/learned ideas. **Plan and produce** an outcome to demonstrate learning. **Generate and synthesise ideas** as part of a project.
LKS2	Recall information Describe Re-tell Recognise	Give an example Make links Respond thoughtfully	Ask questions Give a presentation Express ideas	Demonstrate understanding Give reasons Explain	Describe similarities and differences Give opinions	
UKS2	Define Describe and give examples Identify and explain	Summarise ideas Compare and contrast Make connections Discuss	Choose appropriate questions (e.g an interview) Give a considered response Apply ideas	Explain a range of opinions Organise material (e.g most relevant) Find meanings	Weigh up different points of view Give reasons for differences	
KS3	Explain and interpret a range of views	Show coherent understanding of and appraise reasons	Enquire into differences and explain how and why they are different,	Evaluate and analyse,	Explore and express insights, Make a judgement	
KS4	Research and interpret texts and sources…	Investigate and explain different interpretations	Investigate and evaluate….	Analyse forms of …. Analyse the influence of	Examine and critically evaluate varied perspectives	

End of Key Stage Statements adapted from the Big Ideas Framework

The following End of Key Stage Statements help schools to assess the pupils working at the Expected Standard in each of the pathways and for their year group. The following statements are taken from Wintersgill, B; Cush, D; Francis, D. (2019, 2nd edition 2022). *Putting Big Ideas into Practice in Religious Education,* pp.74-76. Available from https://bigideasforre.org/Big-Ideas-Publications/

	Nature of Religion and Belief	**Expressing Beliefs**	**A Good Life**	**Personal Journey**	**Influence and Authority**	**The Big Picture**
Key Stage 1 Pupils:	Can tell the difference between ordinary everyday things and things that some 'people call 'sacred', 'holy' or 'special'. Understand that many people belong to religions/worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with.	Can recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. Can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs.	Can identify characteristics in the lives of people who are held as examples by religions/worldviews. Can identify and suggest meanings for the teachings about right and wrong from different religions/worldviews.	Can give examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life. Can retell a story about someone whose experience or encounter changed their life.	Can identify evidence of religions/worldviews in their community. They understand that religions/worldviews do not have the same importance for all people and all places.	Can identify some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions. Can tell the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.

	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
Lower Key Stage 2 Pupils:	Can identify some shared characteristics of some religions e.g. Creator God. Beginning to recognise different traditions within religions/worldviews.	Can describe and explain how some people express their feelings through art, music and dance. Can give examples of music, art and dance from different traditions.	Know some role models/ leaders of religions and worldviews. Know how values of right and wrong are shared across different religions/worldviews.	Can give examples of amazing, puzzling or mysterious experiences from a wider range of religions/worldviews. Can compare stories about people whose experience or encounter changed their lives.	Explain how and why festivals and seasons are celebrated and how these may be celebrated in different countries.	Recall stories from different traditions and explain how these affect people's lives.
Upper Key Stage 2 Pupils:	Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices.	Can show how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.	Explain how certain people who are regarded as role models put their teachings and values into practice. They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life.	Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.	Give examples to show how communities are influenced by their traditional religions/worldviews. They understand that different religions/worldviews, in different combinations, are influential in different countries.	Explain how people from different religions/worldviews express what they understand about the world through stories.

	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
Key Stage 3 Students**:**	Understand that religion is a world-wide phenomenon. They explain why in some ways each religion/worldview is quite different while in other ways there are close connections between some of them. They understand that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.	Show how people communicate complex ideas using many media. They account for the fact that people have different opinions about whether the arts have a place within religion. Suggest interpretations of selected expressions of faith and belief.	Explain why people have different opinions about what it means to live a good life. Compare guidance for living found in different religions/worldviews and can show how different consequences can follow from different moral decisions.	Compare experiences that people have had, which they thought of as 'mystical', 'religious', 'spiritual' or 'peak' experiences. They compare different meanings for 'spirituality' and different opinions about its importance in people's lives.	Compare the influence of religions/worldviews in different contexts; individual, local, national and global. Demonstrate understanding of the influence of one or two religions/worldviews in different places and at different times.	Compare the view of the universe in contrasting grand narratives. They are able to explain the difference between scientific and traditional narratives and that there are different views on whether these can be compatible. Are able to explain that there are different ways of understanding the claims of religious texts.

	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
Key Stage 4 and 5 Students:	Understand that the word 'religion' means different things to different people and that it is often hard to say what is 'religious' and what is not. Suggest ways in which religions/worldviews are both similar and different. They understand the importance of recognising that religions/worldviews are diverse and that they respond in different ways to contemporary global, political and social issues.	Distinguish what makes 'religious language' different. Understand why the ability to interpret non-verbal forms of religious expression and its importance for religions can be valuable for all people today.	Consider different theories about how and why humans ought to live a good life. They show awareness that religious and non-religious groups agree on some moral issues and disagree on others, both across and within religions/worldviews. Understand that people may argue that there are some moral rules that should apply universally, or that some rules only apply to some groups of people in particular circumstances.	Compare religious and non-religious understandings of 'spirituality'. Understand why many people today prefer to be thought of as spiritual rather than religious while others do not want to be thought of as either. Understand why many people like belonging to groups that share their beliefs and values. Understand that joining a group can affect a person's sense of identity and bring about a transformation in their lives.	Make links between ideas in religions/worldviews and certain social and political actions. Compare the use of power by different religious and non-religious groups, which have resulted in social improvement or intolerance and violence.	Compare different interpretations of a grand narrative from within a religion/worldview. They are able to explain the difference between scientific and traditional narratives, and the relevance of different literary forms. Compare the views of members of a religion who believe that their narrative is compatible with scientific accounts and those who do not and explain reasons for this difference of opinion.

Planning a Curriculum

Drawings provided by: Hovingham Primary

Creating an RE Curriculum

Using the exemplar units of work

Summaries of the core units of work from KS1-3 can be found from page 65. These include component questions, assessment outcomes and pathway links. The Detailed Planning Folder contains detailed planning for all the core and focus units of work. These are listed from page 61. Taken together these units would fulfil the requirements of the syllabus and offer a broad and balanced entitlement to RE. Some of these could be delivered as cross-curricular units of work. Schools are not required to use these; they are free to adapt them or to develop their own units of work as an alternative.

Many of the units can be studied through a variety of religions/worldviews. In the interests of progression of knowledge and skills for all pupils, schools should note the guidance given about the balance of religions/worldviews and pathway concepts at each key stage. Curriculum planning should ensure depth and breadth over time rather than covering too many religions/worldviews in a single unit, especially in the earlier key stages.

Constructing a curriculum

Schools are encouraged to develop their own RE curriculum, selecting units of work to create a balance of the subject content outlined in this syllabus. Content should be carefully sequenced to build breadth and depth of knowledge as pupils progress through the key stages following the pathways. The RE curriculum should enable pupils to develop substantive, disciplinary and personal knowledge. Schools may also wish to write their own units or adapt and develop those provided.

General principles

A good curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). This is more important than including every individual phrase in the content tables.

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

A school's RE curriculum must be built around progression of learning in all of the six pathways upon which the syllabus is based. Within these pathways, the programme of study must enable pupils to accumulate sufficient knowledge of the religions and worldviews studied. This will enable them to have a broad general understanding of these, enriched and extended by deeper exploration of selected aspects.

Appendices 1 and 2 summarise the main areas that would need to be studied for a comprehensive understanding of the different faiths and beliefs. In constructing the curriculum, schools need not cover every aspect outlined here but should include sufficient material to ensure robust understanding. This selection may also reflect the context of the school community and should:

- Be cumulatively sufficient.
- Enable development of transferable skills and understanding.
- Reflect the local context.

Diversity

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

It is also critical to recognise that there are many other faiths and systems of belief besides Christianity and the other religions/worldviews specifically identified in RE curriculum guidance. Schools should recognise and acknowledge this diversity. The purpose of RE is not to restrict study to an authorised and official collection of religions.

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

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

Enquiry and Investigation

Enquiry and investigation should be at the heart of learning in RE. Schools which decide to write a unit should focus on a key question related to the knowledge content of the syllabus and linked to one or more of the pathways. Enquiry models such as 'Philosophy for Children', or 'Community of Enquiry' can be applied to these questions to engage pupils in their own learning and develop critical and dialogical skills.

Enquiry questions should be sufficiently focused and appropriate for study in RE. They should:

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

A Model for Enquiry

One enquiry model used in many exemplar units of work follows a three-part enquiry.

Analyse the question

Explore the issues and human experience involved in the question. What do we know? What are the issues? All units start from concepts understood by pupils. For young children this will mean focusing on practical ideas that can later be applied to thinking and religious questions. For all pupils it will involve considering practical and meaningful issues around the key question (unit title) as a starting point for the main content of the unit.

Investigate the relevant beliefs, practices and ways of life

Investigate beliefs and values from the chosen religions/worldview(s), evaluating different perspectives and responses to the key question. There is no need to cover multiple religions/worldviews in a single unit, as long as the curriculum as a whole provides a balance of religions/worldviews across the pathways over the course of each key stage. Remember to acknowledge variation between and within traditions. What do people believe? Which religious texts, stories or traditions are relevant? What do they do? How do they celebrate? What difference does it all make?

Offer reasoned and critical responses

Assemble, evaluate and explain possible conclusions and express a considered personal response to the question. The concluding lesson(s) enable pupils to consider and apply some of the concepts learned. Are there elements of personal reflection to gain from this unit? Can the transferable question be applied and linked to previous learning? This opportunity to develop personal knowledge is critical for all pupils, not only those from a religious tradition. For example, pathway concepts such as 'personal journey' or 'living a good life' can be applied in a secular or religious way.

Planning a unit of work

Here are five steps in planning a unit of work, based on an enquiry and investigation into a key question:

1. **Choose the key question**
   This is the 'composite' question and should be based on one or more of the pathways and should be linked to the knowledge content in the relevant key stage. See the curriculum information from page 21. Look at the examples of learning linked to pathways in Appendix 1 for suggestions about how to develop key questions within each pathway.

2. **Look at the learning outcomes**
   The aim of the unit is for pupils to be able to answer the key question like a 'good RE student'. Choose content that will address the end of key stage pathway statements (page 49) for the appropriate key stage.

3. **Compile component questions within each part of the enquiry cycle**
   These help to construct the overall composite enquiry. Group these within each of the three elements of enquiry.
   - *Analyse: What is the question about?*
   - *Investigate: What are the relevant beliefs and practices?*
   - *Apply and reflect: What responses can be made?*

4. **Write learning objectives to fit the component questions**
   These component questions inform the learning objectives for sections within the scheme of work, building towards a creative, assessable task towards the end of the unit to demonstrate understanding. Use sentence starters from the skills progression grid for the appropriate key stage (page 49) to ensure that objectives are assessable and observable.

5. **Devise learning activities**
   Devise age-appropriate activities to answer each component question. Use the knowledge content grids in the appendices to select age-appropriate content about religions/worldviews. Include tasks that support remembering, understanding, applying, analysing, evaluating and creating. It is not necessary for each element to follow another in a strict order; they may be woven into the pattern in different ways. The important thing is for the learning to include all elements during the course of the unit to balance the retention of knowledge with critical thinking and personal reflection. The learning activities should support the learning objectives and the overall aims of the unit. It would be useful to provide an initial stimulus at the beginning of the unit to engage the pupils in the new unit.

Cross curricular opportunities

Many schools use cross curricular units of work to fulfil programmes of study. Much of the subject content outlined in this syllabus may be delivered in this way, always ensuring that the aims and content, including the six pathways, are delivered comprehensively and with integrity. Some aspects of the syllabus will still need some discrete RE time, such as a study of a particular world faith.

Exemplar Units of Work

Alongside the syllabus there is a wide range of detailed units of work. These are not statutory but, taken together, they will fulfil syllabus requirements. It is expected that schools designing their curriculum choose three core units of work and one or two focus units per year group. However, schools are encouraged to develop their own curriculum based on the statutory requirements and other guidance in this syllabus. The exemplar units of work may be used, adapted or supplemented as appropriate.

Schools can subscribe to the planning folder with **online access to all the units of work** and resources. A summary of the core units at Key Stages 1-3 is included in this syllabus from page 65. For more information about access please contact business.solutions@kirklees.gov.uk

Also in development is a **comprehensive package of additonal resources** including PowerPoint presentations and knowledge organisers. These will allow schools to access expert locally produced materials that have been especially written just for this syllabus. These can be confidently used 'off-the-peg' or adapted for their own preferences. These resources will be available by an economical additional subscription; to enquire, email enquiries@penninelearning.com.

Schools are also free to use other resources which support or enhance the teaching of RE with this syllabus, such as the 'Understanding Christianity' units and other resources produced by RE Today Services Ltd and also exemplar planning from the Big Ideas website. However, they are advised to be careful in their selection.

Core and Focus Units of Work

Early Years and Foundation Stage

There are no specific core and focus units in EYFS as the units will be taught across the year and through provision.

E.1 Which places are special to members of our community? (Pathway 1)

E.2 Why are some objects special? (Pathway 2)

E.3 Who cares for me and how do I help others? (Pathway 3)

E.4 Who belongs in my family and community? (Pathway 4)

E.5 How do people celebrate special times? (Pathway 5)

E.6 How do we understand and care for the world? (Pathway 6)

Key Stage 1 (Years 1 and 2)

Core Units

C1.1 What does it mean to belong a community of belief? (Pathway 1)

C1.2 How are symbols used to welcome new life? (Pathway 2)

C1.3 How can we make good choices? (Pathway 3)

C1.4 How and why do some people pray? (Pathway 4)

C1.5 Why are festivals important in a community? (Pathway 5)

C1.6 Which books and stories are important? (Pathway 6)

Focus Units

F1.11 How do Hindu Stories help believers live their lives? (Pathways 3 and 6)

F1.12 How and why do we care for others? (Pathway 3)

F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)

F1.14 How do Bible stories show that God keeps promises? (Pathway 6)

F1.15 What did Jesus teach and how did he live? (Pathways 3 and 6)

Lower Key Stage 2 (Years 3 and 4)

Core Units

CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1)

CL2.2 How do different people express their spirituality? (Pathway 2)

CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)

CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)

CL2.5 How do ancient stories influence modern celebrations? (Pathway 5)

CL2.6 How do Jews use stories to remember God’s covenant? (Pathway 6)

Focus Units

FL2.11 How do creation stories help people understand the world? (Pathway 6)

FL2.12 How does the Bible help Christians to live a good life? (Pathway 3)

FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)

FL2.14 How are the stories of Holy Week important to Christians? (Pathway 6)

Upper Key Stage 2 (Years 5 and 6)

Core Units

CU2.1 What do Hindu people believe about God? (Pathway 1)

CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)

CU2.3 What values do people live by? (Pathway 3)

CU2.4 Why do some people go on pilgrimage? (Pathway 4)

CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5)

CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)

Focus Units

FU2.11 What is the significance of Easter, Ascension and Pentecost? (Pathway 6)

FU2.12 Should we forgive others? (Pathway 3)

FU2.13 Why are rites of passage important? (Pathways 2 and 4)

FU2.14 How do Buddhists live a meaningful life? (Pathways 1 and 4)

Key Stage 3 (Years 7, 8 and 9)

Core Units

As KS3 covers three years, there are eight units and some pathways are covered more than once.

C3.1 What is religion? (Pathway 1)

C3.2 How do Hindus see life? (Pathway 1)

C3.3 How do Christians worship in diverse ways? (Pathway 2)

C3.4 What does it mean to live in multi faith Britain? (Pathway 3)

C3.5 What do Muslims believe about a good life? (Pathway 3)

C3.6 Can spiritual experience be transformative? (Pathway 4)

C3.7 Does religion promote or prevent equality? (Pathway 5)

C3.8 How do beliefs grapple with evil and suffering? (Pathway 6)

Focus Units

F3.11 How do Buddhists express their beliefs in different ways? (Pathways 1 and 2)

F3.12 What is marriage and how is it celebrated? (Pathways 4 and 2)

F3.13 Do humans have a soul? (Pathways 6 and 4)

F3.14 How do Christians see the Kingdom of God? (Pathways 5 and 2)

F3.15 Should human beings use animals? (Pathway 3)

F3.16 What do Jews and Sikhs believe about charity and service? (Pathway 3)

Key Stage 4 (Years 10 and 11)

At KS4 a variety of options are provided for non-examined students providing material for a coherent course of RE.

4.1 What is meant by truth and spirituality (Pathway 6)

4.2 What does it mean to say that life has value? (Pathways 3 and 4)

4.3 How do people work for peace around the world? (Pathway 3)

4.4 What can make our world a fairer place for all? (Pathway 3)

4.5 Does God exist? (Pathway 6)

4.6 What are Human Rights and what do religious groups have to say about them? (Pathway 5)

4.7 How can people work together to tackle extremism? (Pathway 5)

4.8 What are the ethical questions of the future? (Pathway 3)

4.9 Is there a connection between religion, citizenship and the state? (Pathway 5)

4.10 What can we learn from the diversity of faith and belief? (Pathway 1)

4.11 What is the significance of Ramadan? (Pathway 2)

4.12 What is the search for Enlightenment? (Pathway 4)

4.13 How is diversity evident in Christian and Muslim thought? (Pathway 1)

Overview Plans for the Core Units of Work

In this section are the overview or medium-term plans for the Core units of work in each pathway. These have been carefully crafted to ensure that there is a progression in understanding of the pathways and are planned towards end of key stage statements. It is expected that schools study 3 core units a year group and then include a choice of one or two focus units depending on your school circumstances and curriculum design. A full list of core and focus units can be found from page 61.

Many of the units can be studied through a variety of religions/worldviews. In the interests of progression of knowledge and skills for all pupils, schools should note the guidance given about the balance of religions/worldviews and pathway concepts at each key stage. Curriculum planning should ensure depth and breadth over time rather than covering too many religions/worldviews in a single unit, especially in the earlier key stages.

A school's RE curriculum must be built around progression of learning in all of the six pathways upon which the syllabus is based. Within these pathways, the programme of study must enable pupils to accumulate sufficient knowledge of the religions and worldviews studied. This will enable them to have a broad general understanding of these, enriched and extended by deeper exploration of selected aspects.

Appendices 1 and 2 summarise the main areas that would need to be studied for a comprehensive understanding of the different faiths and beliefs. In constructing the curriculum, schools need not cover every aspect outlined here but should include sufficient material to ensure robust understanding. This selection may also reflect the context of the school community.

- They should be cumulatively sufficient.
- They should enable development of transferable skills and understanding.
- They should reflect the local context.

C1.1 What does it mean to belong to a community of belief?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway One: Nature of religion and belief We are surrounded by distinctive things that are very important to people. Some of these are called ‘precious’, 'sacred' or 'holy'. People belonging to the same religion/worldview may have different 'holy' or important things and express their beliefs in different ways. **Other Units in this pathway:** E.1 Which places are special to members of our community CL2.1 What faiths and beliefs can be found in our country and community? **Transferable Questions:** What do you think is important to religious people? How do people show they belong? **Religions/worldviews studied:** Choose a selection from Christianity, Hindu Dharma, Islam, Judaism and Sikhi.	**Good RE students (KS1):** can tell the difference between ordinary everyday things and things that some 'people call ‘sacred', 'holy' or 'special'. They understand that many people belong to religions/worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with. They will: Name some ‘precious’, 'sacred' or 'holy' objects and places. Recognise some religions / worldviews represented in the school, locality and elsewhere in the UK. Express ideas about 'holy' or important objects and places.	What does it mean to belong? How do signs and symbols show we belong? What makes a place special? What is similar and different between belonging to school and belonging to a community of belief? Why do people choose to belong to a community of belief? What do Christians do in Church to show they belong? What is a Mandir? What features would you find inside a Mandir? What might you see inside a mosque? How do Muslims worship and pray there? What might you see inside a synagogue? What happens there? What might you see outside a Gurdwara? What happens inside a Gurdwara?	Pupils should talk about what it means to belong. Name some symbols, logos, clothes etc that show belonging. Talk about how some places are special to different people. Compare an ordinary place with a ‘sacred’ or ‘holy’ place. Learn about some different faith and belief communities, including what happens in a sacred building e.g. label key features. Name and handle some special objects and symbols e.g. describe Hindu murtis or design a prayer mat using Islamic patterns. Talk about the actions and rituals that take place and say why they are meaningful to the worshippers e.g. music and prayer at the Gurdwara. Talk about some of the differences within communities, such as different Christian denominations e.g font/baptistry; music. Find out about worship at home and in a place of worship e.g compare Hindu worship in the mandir and at home; compare Shabbat rituals with reading the Torah in a synagogue. Summarise the learning by reflecting on why people join communities and how they show that they belong.

C1.2 How are symbols used to welcome new life?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway Two: Expressing Beliefs People often give words different meanings when they are trying to express what is most important to them. Many people also use symbols to express important ideas. We need to interpret these words and symbols to find out what they mean. **Other Units in this pathway** E.2 Why are some objects special? CL2.2 How do different people express their spirituality? **Transferable Question:** How do people use symbols and actions to express beliefs? **Religions/worldviews studied:** Christianity, Humanism, Islam, Sikhi.	**Good RE students (KS1):** can recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. They can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs. They will: Recognise and name some symbols used to welcome a new baby. Express ideas about symbols they would use to welcome a baby. Recognise some similarities and differences between different welcoming ceremonies.	Why is important to make someone feel welcome? How do you welcome a baby into your family? What gifts would you like to give to a new baby? What do names mean and why are they important? How do some Christians/Muslims/Sikhs welcome a new baby? How might humanists welcome a new baby? How are symbols used to welcome new life? What special promises/words are used? Why? What is the same about how babies are welcomed into the world? What is different?	Pupils should talk about what it means to make someone welcome. Talk about how a baby is welcomed into a family, including preparations, celebrations and gifts. Learn about Naam Karan, the Sikh naming ceremony meaning 'name making' held at the gurdwara around two weeks after the birth of the child. Learn about Christian baptism and the promises made by parents and godparents. Find out about some of the symbols and objects such as the sign of the cross, candles Bible. Learn about Humanist naming ceremonies and how parents make it special to them by choosing music and symbolic actions. Summarise the learning by comparing the different ceremonies and inviting children to share their own ideas about how best to welcome a baby. Learn about what happens when a new baby is born into a Muslim family, including the adhan (statement of faith) whispered in the baby's right ear as soon after birth as possible, Aqiqah ceremony on the seventh day and choice of name.

C1.3 How can we make good choices?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway Three: A good life Most religions / worldviews introduce children to stories from the lives of their exemplary people as examples of the qualities and characteristics they might try to achieve. They also teach about specific actions that are right and wrong and about good and bad attitudes. **Other Units in this pathway** E.3 What makes a good helper? CL2.3 How do the 5 pillars help Muslims to lead a good life? FL2.12 How does the Bible help Christians to live a good life? **Transferable Question:** How do we know the right thing to do? **Religions/worldviews studied:** Choose selection from Buddhism, Christianity, Hindu Dharma, Judaism, Sikhi and non-religious approaches.	**Good RE students (KS1):** can recognise that people can identify characteristics in the lives of people who are held as examples by religions/worldviews. They can identify and suggest meanings for the teachings about right and wrong from different religions/worldviews. They will: Notice characteristics in the lives of people (past or present) who are held as examples by religion / worldviews. Talk about and suggest meanings for teachings about right and wrong from different religion / worldviews.	How do our school rules make our school a happy place? What do we do to show that we are keeping to the rules? Does it matter if we keep to the rules? What are the Ten Commandments? What rules do Christians have? How do believers (in other faiths you are studying) make good choices? What do religious stories say about rules and guidelines? What do non-religious stories say about rules and guidelines? How do people know the right thing to do?	Pupils should talk about what makes a happy school. Think about why we need rules. talk about the consequences of not following rules. Discuss who is affected when rules are broken. Learn about karma: actions have consequences in the future; this is why Buddhists and Hindus show kindness to all living things. They could learn about the ten commandments – important rules for Jews, Christians and Muslims and Jesus' teaching to love God and love your neighbour e.g the story of the rich young ruler (Matthew 19). Notice how Jesus' two rules sum up the 10 commandments. Talk about the five pillars of Islam: practices such as prayer (salah), and giving (zakat) that support Muslims' wish to live a good life. Compare Shahadah and zakat with Jesus' two commands. Learn about Sikh service to others as exemplified by the langar at the Gurdwara. Read some moral tales and parables and discuss how different people learn from them and follow these principles.

C1.4 How and why do some people pray?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway Four: Personal journey Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life. There are many stories about people's experiences and encounters that have made them change their lives. **Other Units in this pathway** E.4 Where do we live and who lives there? CL2.4 How do the lives of the Gurus inspire Sikh believers? CU2.4 Why do some people go on pilgrimage? **Transferable Question:** How do people make sense of their experiences? **Religions/worldviews studied:** Choose selection from Buddhism, Christianity, Hindu Dharma, Judaism, Sikhi and non-religious approaches.	**Good RE students (KS1):** can give examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life. They can retell a story about someone whose experience or encounter changed their life. They will: Talk about how prayer makes people wonder at the world and ask big questions about life. Retell a story about someone whose experience or encounter changed their life. Notice what someone might do or say when they pray.	What is prayer? Why do people pray? How do Christians pray? What is the Lord's Prayer? What actions, positions or symbols help in prayer? How do Buddhists meditate? How do Buddhists follow the example of the Buddha? How do Hindus pray at home and at the Mandir? How do Jews pray at home and at the synagogue? How do Muslims pray? How do Muslims prepare to pray? How and why do Sikhs pray at the Gurdwara? What does prayer/reflection mean to us?	Pupils should define prayer and talk about why some people might choose to pray. Draw around their hand and write 5 things they are thankful for or concerned about. Explore Christian prayer at home and in church, private and in a group. Read prayers from the Bible such as the Lord's Prayer or the story of Daniel in the lions' den. Listen to the call to prayer at the mosque. Visit a mosque or watch a film to learn how Muslims prepare for prayer and what they do and say when they pray. Read selected words from a Sikh prayer such as the Ardas, asking for help and giving thanks. Compare these words with things pupils are thankful for or need help with. Find out about prayer at the Gurdwara. Tell the story of the enlightenment of the Buddha. Use stilling exercises to explore how modern-day Buddhists meditate. Explore puja rituals at home and at the Mandir by looking at pictures or handling artefacts. Explore Jewish ritual prayers such as the Shema, or regular blessings e.g before food. Pupils could make up a final prayer or reflection about what is important to them.

C1.5 Why are festivals important in a community?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway Five: Influence and authority All around us there is evidence of the influence of religions/worldviews on our community. Religion does not influence everyone's life in the same way. **Other Units in this pathway:** E.5 How do we celebrate special times? CL2.5 How do ancient stories influence modern celebrations? CU2.5 How and why are Jewish festivals celebrated today? **Transferable Question:** Are religions/worldviews important to everyone? **Religions/worldviews studied:** Choose selection from Christianity, Hindu Dharma, Islam, Judaism and non-religious approaches to life.	**Good RE students (KS1):** can identify evidence of religions/worldviews in their community. They understand that religions/worldviews do not have the same importance for all people and all places. They will: Name some celebrations and talk about how these are celebrated. Talk about their experiences and feelings connected to celebrations or customs. Notice what happens and respond to questions about the meanings of religious celebrations	What do we mean by celebration? How do we celebrate special occasions? How do believers celebrate thanksgiving? What happens at a Harvest festival? Why is it important to Christians? How do Hindus celebrate Diwali? What happens during the holy month of Ramadan? What happens at Eid? What happens at Sukkot? Why is this important to Jews? Why and how do non-religious people celebrate? What are we thankful for? How could we celebrate this?	Talk about celebrations such as birthdays, weddings, special achievements. Think about what happens and how it feels. Talk about the concept of gratitude or thanksgiving. Make a list or collage of things to be thankful for. Learn about Harvest festival and how it might be celebrated in the church or community. Learn about the Hindu festival of Diwali. Focus on the courage of Rama and Sita and thankfulness and celebration at their safe return. Introduce the idea of fasting during Ramadan as a sign of commitment and to remember those less fortunate. Find out about how Eid is celebrated as the end of the fast. Learn about the Jewish festival of Sukkot and the stories of Moses and his people in the desert. Find out how Jewish people make simple shelters to remember this story. Summarise learning by planning and participating in a class celebration to show gratitude using words, music and actions.

C1.6 Which books and stories are important?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway Six: The big picture Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life. Many of these stories are well-known as they have been handed down over generations. **Other Units in this pathway** E.6 How do we understand and care for the world? CL2.6 How do Jews use stories to remember God's covenant? F1.10 How do Bible stories show that God keeps promises? **Transferable Question:** Why do people tell stories? **Religions/worldviews studied:** Choose selection from Christianity, Islam, Judaism and Sikhi.	**Good RE students (KS1):** will identify some of the big questions that people might ask about life and be able to explain how some favourite stories, including stories from religions / worldviews, might help people answer these questions. They will be able to tell the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years. They will: Express ideas about how some stories, including stories from religions / worldviews give people a message on how to live. Recognise the difference between contemporary stories and stories that have become traditional. Suggest meanings for some special stories.	Why are some books special? How are special books treated? Why are some stories well-known? How do we know that the Bible is a special book for Christians? What is the message of a parable that Jesus told? How do we know the Torah is a special book for Jewish people? What is the message of a story found in the Torah? How do we know that the Qur'an is a special book for Muslims? What is the message of a story found in the Qur'an? How do we know the Guru Granth Sahib is a special book for Sikhs? What is the message of a story found in the Guru Granth Sahib? Can we answer any of life's big questions from stories?	Pupils should talk about special and favourite books. Think about how we use and look after precious books. Read some stories with big moral themes such as fables, myths and legends. Ask questions about these stories and work creatively with them through art or drama. Learn about the Bible as a special book for Christians. Read the story of the Good Samaritan and talk about the message. Learn about the Torah as a special book for Jews. Talk about how it is read and understood. Read the story of the birth of Moses as an example of an important ancient story still told by Jews today. Learn about the Qur'an as a special book for Muslims. Talk about how it is treated. Read the story of 'The Prophet and the ants' as an example of a story with a message. Learn about the Guru Granth Sahib as a special book for Sikhs. Talk about how it is treated at the Gurdwara. Read the story of 'The milk and the jasmine flower' as an example of a story with a message. Read some moral tales and parables and discuss how people learn from them and use them to answer life's big questions.

CL2.1 What faiths and beliefs can be found in our country and community?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway One: Nature of religion and belief The name 'religion' or 'worldview' is commonly given to an overall approach to life which includes beliefs, practices, values and a sense of identity. In each religion/worldview there are people who believe different things and practise in different ways. There is a variety of reasons why some aspects have changed over time and why some have stayed the same. **Other Units in this pathway** C1.1 What does it mean to belong to a community of belief? CU2.1 What do Hindu people believe about God? C3.1 What is religion? **Transferable Question:** What is meant by 'religion', 'faith' or 'belief'? **Religions/worldviews studied:** Choose selection from Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi.	**Good RE students (UKS2):** can recognise some shared characteristics of religions, including practices, words and beliefs. They can recognise some different practices and traditions within religions and worldviews. They will: Describe and give examples of some characteristics of religions/worldviews and their places of worship. Recognise that each religion/worldview is made up of several groups of people and compare some of the different beliefs and practices.	What does belonging mean? How do we help people feel welcome? Which religions/worldviews are found in our local area? What religions are found in Yorkshire and the UK? How is this different from our local community? What other beliefs do people hold in our country? How do different denominations within a faith relate to the national and international community of faith? What are the key features and artefacts in a place of worship? What do these features and objects mean, and how are they used? How do different faiths and believers get on together?	Pupils should discuss the communities they belong to and how they demonstrate this by actions, symbols and dress. Describe how a new person is welcomed to join the group. Go on a walk or use maps/streetview to see what religions are present in the local area. Note that buildings can be used for religious and community purposes – look for clues. Look at census data for Yorkshire and the UK. Compare national and local information. Express and evaluate ideas about diversity locally and nationally. Explore one of the minority religions or a denomination within a major religion. Formulate questions and do some research using child-friendly websites such as BBC or REonline to discover some of their beliefs and practices. Or research expressions of religion around the world e.g global Christianity, the Ummah in Islam. Investigate selected artefacts/images from two or three different places of worship. Compare and contrast them and discuss what they say about the believers that use them. Explore Interfaith activities e.g Interfaith week locally or nationally.

CL2.2 How do different people express their spirituality?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway Two: Expressing beliefs People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement - both creating and observing/ performing. These creative forms of expression also play important roles in most religions and cultures. **Other Units in this pathway** C1.2 How are symbols used to welcome new life? CU2.2 How do Sikhs symbolise their commitment?? **Transferable Question:** How do people express their deepest feelings? **Religions/worldviews studied:** Choose selection from Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi and non-religious approaches.	**Good RE students (LKS2):** can describe and explain how some people express their feelings through art, music and dance. They can give examples of music, art and dance from different traditions. They will: Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms. Express their beliefs and values through creating a piece of expressive art.	What is spirituality? How can you show what you believe? What do symbols tell us about beliefs? How do Buddhists use art to express their beliefs? How do Christians use visual arts? How can words and ideas be expressed through art? Why do some people say you should not picture God? How are beliefs represented symbolically or through art? How do Muslims use calligraphy and pattern to express beliefs? How can music inspire believers? How can dance express faith? How could I express my beliefs through art/drama/ creativity?	Explore the concept of 'spirituality' – including meditation, worship, prayer and creative arts. Recognise that spirituality does not have to be religious. Discuss how beliefs might be represented through the arts. Pupils could create images to represent what is important to them. Express a range of ideas about Christian imagery e.g icons, stained glass, artistic images of Jesus/ Bible stories etc. Explore Islamic patterns and calligraphy. Discuss the symbolism and beauty of the patterns. Explore how Buddhists use transient forms of art e.g sand mandalas to represent impermanence. Explore how music is used in worship e.g. Sikh kirtan, Jewish and Christian hymns and songs. Listen to different styles. Explore dance used in worship e.g. Sufism (Islam), classical Indian dance (Hindu), Jewish celebration or liturgical dance (Christianity). Pupils might create and explain their own meaningful piece of art/dance/music.

CL2.3 How do the five pillars help Muslims to live a good life?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway Three: A good life Most religions/worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. Religions/worldviews provide guidance for their followers on how to live a good life. There are different ideas about why people should aim to live a good life and considerable agreement and disagreement over desirable virtues and qualities, what is right and wrong, good and bad, between and within groups. **Other Units in this pathway:** C1.3 How can we make good choices? CU2.3 What values do people live by? **Transferable Question:** Why do people think it is important to live a good life? **Religions/worldviews studied:** Islam	**Good RE students (LKS2):** can give examples of some role models/leaders of religions and worldviews. They can explain how values of right and wrong are shared across different religions and worldviews. They will: Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers. Express ideas about how Muslim beliefs have an impact on the life of believers. Explain how a Muslim might follow the example of the Prophet Mohammed.	What do we already know about Islam? What are some of the most important features of Islam? How did Islam start? Who is the Prophet Muhammad (pbuh) and why is he important to Muslims? What are the 5 pillars of Islam? What do Muslims believe about God? What is the Shahadah? What is Salaah? What is Sawm? What is Zakaah? Why do Muslims go on Hajj? What have we learned in this unit about Islam?	Pupils gather information they already know about Islam on a mindmap. Explore and handle Islamic artefacts/ pictures or watch an introductory film about Islam. Find Saudi Arabia on the world map and introduce the Prophet Mohammed. Use a feelings graph to identify and describe key moments in his life. Explore the five pillars of Islam, beginning with a general overview and then taking each one in turn. Look at calligraphy or listen to a nasheed (Islamic song) to reflect on the central importance of Muslim belief in one God. Choose some questions to ask a Muslim about daily prayer, including the times and preparation for prayer. Write a short diary extract for a young person observing the fast (sawm) in Ramadan. Give reasons to explain why Muslims give to charity; explore some Islamic charities. Learn about the Hajj pilgrimage and explain how this pillar shows commitment. Summarise learning by creating an 'Islam box' to explain the five pillars for younger Children.

CL2.4 How do the lives of the Gurus inspire Sikh believers?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway Four: Personal journey Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above, beyond or within the material world, and which they may claim has given them new insights into life. **Other Units in this pathway** C1.4 How and why do some people pray? CU2.4 Why do some people go on pilgrimage? C3.4 Can spiritual experience be transformative? **Transferable Question:** How do people make sense of their experiences and feelings? **Religions/worldviews studied:** Sikhi	**Good RE students (LKS2):** can give examples of amazing, puzzling or mysterious experiences from a wider range of religions and worldviews. They can give examples of stories about people whose experience or encounter changed their lives. They will: Give examples of Sikh beliefs and stories about their Gurus. Describe Sikh practices relating to the Guru Granth Sahib. Explain and give reasons for Sikh values e.g. equality, honesty.	What is a teacher? How does a teacher help you to understand something new? What is a guru? Where and when was Guru Nanak born? What sort of person was Guru Nanak? Why was Guru Nanak's 3-day disappearance so significant? What values did Guru Nanak teach? What words are important to Sikhs? What do Sikhs believe about God? What happened when Guru Nanak died? Why is the Golden Temple at Amritsar important to Sikhs? How do Sikhs treat their scripture, Guru Granth Sahib? How do the teachings of Guru Nanak and the other Gurus still inspire Sikhs today?	Pupils should consider what makes a good teacher and how it feels to learn something new. 'Guru' means 'from dark to light' Find the Punjab on a map and explore stories of Guru Nanak and his early life and interest in spiritual things. Learn about Guru Nanak's enlightenment and discuss how this encounter with God changed him. Use some Sikh stories to explore Guru Nanak's values e.g. Bhai Lalo and the chapattis, the milk and the jasmine flower. Read and discuss the words of the Mool Mantar. Listen and reflect on some musical settings. Learn that Sikhs believe in one God – Ik Onkaar means 'God is one'. Learn about Gurus that followed Guru Nanak, e.g Guru Arjan who collected the writings of the Adi Granth at the Golden temple; Guru Gobind Singh who nominated the Guru Granth Sahib as his successor. Find out how the Guru Granth Sahib is treated at the Gurdwara – like a human Guru with rich clothes and a bedroom. Summarise the learning by observing how modern Sikhs follow the teachings of the Gurus.

CL2.5 How do ancient stories influence modern celebrations?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway Five: Influence and authority Many communities around the world are influenced at several levels by their traditional religions/worldviews. In some communities, one religion/worldview is influential; other communities are influenced by many different religions/worldviews living alongside each other. In some communities, religions/worldviews have little influence apart from among their followers. **Other Units in this pathway** C1.5 How are festivals celebrated? CU2.5 How and why are Jewish festivals celebrated today? **Transferable Questions:** Are religions a thing of the past? **Religions/worldviews studied:** Choose among Christianity, Hindu Dharma, Judaism, Paganism, Sikhism and ancient civilisations.	**Good RE students (LKS2):** Can explain how and why festivals and seasons are celebrated and how these may be celebrated in different countries. They will: Explain how festivals and seasons are celebrated and how these may be celebrated in different countries, making links between them. Explain and give reasons for the celebration of each festival including ancient stories behind them. Express ideas and opinions about what light represents.	Why is light sometimes used to symbolise goodness and hope? Why is the light of Hanukkah so important to Jews? How is light important to Sikhs during Bandi Chor Divas? How is the theme of freedom shown in the Sikh story of Guru Hargobind and the Jewish story of the Maccabees? Why is light important in the Hindu celebration of Diwali? Why is advent an important time for Christians? What does light symbolise during advent? Why has light been used in festivals of ancient civilisations? Why are the solstices important to Pagans and others? How do ancient stories influence how people celebrate today? What does light represent for religious and non-religious people?	Pupils should discuss the symbolism of light and dark. Aim to move beyond simple themes: what aspects of darkness are positive? Is light always good? Learn how advent is celebrated with light e.g. Advent candles, St Lucia's Day (Sweden) Use props or shadow puppets to re-tell the Hindu Diwali story of Rama and Sita. Bring out the themes of light and goodness. Tell the story of Hannukah using images and artefacts. Learn how Jewish people remember this story using symbolic food and actions. Bandi Chor Divas celebrates the day Guru Hargobind was released from prison. Explore this Sikh Diwali story and discuss its themes of freedom, including religious freedom and justice. Compare the Sikh and Jewish stories. Research ancient celebrations of light/sun worship e.g Ancient Egypt, Rome, Greece – link to historical study. Explore pagan symbolism linked to summer solstice e.g at Stonehenge in the past and present. Summarise learning by discussing many ways in which light is used symbolically.

CL2.6 How do Jews use stories to remember God's covenant?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway six: The big picture People tell different stories to communicate important teachings and these stories often form part of longer narratives. Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world. **Other Units in this pathway** F1.10 How do Bible stories show that God keeps promises? CU2.6 What do Christians believe about old and new covenants? C3.6 How do beliefs grapple with evil and suffering? **Transferable Question:** How have practices changed/ stayed the same over time? **Religions/worldviews studied:** Judaism	**Good RE students (LKS2):** Can give examples of important stories from different religions/ worldviews and suggest how these help people to ask big questions or find meaning. They will: Re-tell some Jewish stories and consider their importance. Discover how Jews express their faith through rituals and actions. Express ideas about the rituals and practices which demonstrate belonging to a community.	What is a promise? Why are promises important? What is a covenant? How does the story of Noah symbolise covenant? Who was Abraham? Why is he an important figure for Jewish people? Why is the story of Moses important to Jewish people today and what do they learn from it? What happened at the first Pesach? How do Jews celebrate Pesach today? Why is Shabbat a special time for Jewish people? Why do Jewish people rest on the seventh day? How do modern day Jews remember and celebrate Shabbat?	Pupils should talk about promises and how they demonstrate intention to keep them. Is it easy to keep a promise? Read or tell the story of Noah in the Bible. This challenging story is about God's promise/ covenant symbolised by the rainbow. Learn about Abram/Abraham as a key figure for Jewish people. The story of God's covenant with Abraham is in Genesis 18. Tell the story of the life of Moses including his birth and his calling at the burning bush. Imagine some questions Moses might have wanted to ask God. Tell the story of the Exodus and the first Passover (Pesach). Learn how Jews today re-tell this story using the symbolic foods at the Seder meal. Recall the creation story from Genesis and focus on the seventh day – a day of rest. Learn how Jews keep this day special by celebrating Shabbat each week. Find out how modern Jews celebrate, including the Shabbat meal or 'Friday Night Dinner'

CU2.1 What do different Hindu people believe about God?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway One: Nature of religion and beliefs In each religion/worldview there are people who believe different things and practise in different ways. There is a variety of reasons why some aspects have changed over time and why some have stayed the same. **Other Units in this pathway** CL2.1 What faiths and beliefs can be found in our country and community? **Transferable Question:** How do people express and symbolise their beliefs? **Religions/worldviews studied:** Hindu Dharma	**Good RE students (UKS2):** can identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices. They will: Describe some examples of what different Hindus do to show their faith. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with.	Can I describe how people show different aspects of their life? Can I describe how Hindus believe in one God who has many aspects? Can I describe how Hindu murti show different aspects of God? How do Hindus use different murti in puja? How do different Hindus worship? What do Hindus believe about living a good life? How do many Hindus show sewa or service? What are the similarities and differences between being a Hindu and following other beliefs?	Describe how people show different aspects of their life. Describe how Hindus believe in one God who has many aspects. Examine different murtis and why some Hindus use different murtis in puja. Know some of the more well-known Hindu deities, such as Vishnu, Shiva, Ganesha, Lakshmi, Durga and the avatars of Vishnu, such as Krishna and Rama. Compare home worship and worship in a mandir. Maybe use a Venn diagram to record these ideas. Explain and examine the concepts of karma, moksha and dharma through a circle of life activity. Investigate the work of sewa.uk and explain how this helps a Hindu live a good life. Compare the lives and experiences of Hindu children with their own or others they have studied. Describe the similarities and differences of belief.

CU2.2 How do Sikhs symbolise their commitment?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway Two: Expressing beliefs People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement - both creating and observing/ performing. These creative forms of expression also play important roles in most religions and cultures. **Other Units in this pathway** CL2.2 How do different people express their spirituality? C3.2 How do Christians worship? **Transferable Question:** How do people express and symbolise their beliefs? **Religions/worldviews studied:** Sikhi	**Good RE students (UKS2):** can show how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and cultures. They will: Describe and give examples of how Sikhs express their beliefs through story, symbols and actions. Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today. Weigh up a range of opinions about wearing the 5Ks and taking amrit.	What values are important? How do Sikhs show commitment to their faith through religious practice? What symbols are important to Sikhs? How do Sikhs show commitment to their faith through the use of symbols? How are Sikh beliefs about commitment represented in their teachings? How do Sikhs show commitment to their faith through rites of passage? What difference to daily life does Sikh belief and teaching make? How do Sikhs show commitment by putting faith into action? What can be learned from Sikh beliefs and ways of life?	Pupils should discuss and weigh up the importance of different values such as friendship, love, equality. Explore Sikh daily practice by reading texts such as the Ardas prayer, or the Mool Mantar. Explain why the words and actions are important. Handle Sikh artefacts or look at pictures of the 5Ks. Identify and explain the symbolism of each symbol; give reasons to explain why they are worn by some Sikhs. Explore the symbolism of the Khanda symbol. Investigate the story of Guru Gobind Singh and the origins of the Sikh Khalsa. Imagine how characters in the story might have felt. Find out about the commitment represented by taking Amrit and wearing the 5Ks. Compare different points of view discuss why some Sikhs choose to make this commitment. Describe and explain the three aspects of sewa – physical (e.g. helping in the langar), mental (e.g. studying the Guru Granth Sahib) and material (e.g. giving money to charity). Summarise and apply ideas about Sikh service and commitment.

CU2.3 What values do people live by?			
Context	**Learning outcomes**	**Suggested component questions**	**Suggested learning content**
Pathway Three: A good life Most religions / worldviews introduce children to stories from the lives of their exemplary people as examples of the qualities and characteristics they might try to achieve. They also teach about specific actions that are right and wrong and about good and bad attitudes. **Other Units in this pathway** CL2.3 How do the 5 pillars help Muslims to lead a good life? C3.4 What does it mean to live in Multifaith Britain? **Transferable Question:** How do we know the right thing to do? **Religions/worldviews studied:** Choose a selection from Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi and non-religious approaches.	**Good RE students (UKS2):** explain how certain people who are regarded as role models for people of particular religions / worldviews put their teachings and values into practice. They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, about what is good and bad, and about what is desirable in life. They will: Identify and explain some of the moral teachings practised by religious communities and make connections between them. Compare religious ideas about right and wrong with non-religious worldviews. Apply ideas about values and how religious and non-religious people choose to live their lives.	Do rules matter? What is a code for living? What codes for living do people who are not religious use? What codes for living do Buddhists try to follow? What codes for living do Christians try to follow? What codes for living do Hindus try to follow? What is the importance of 'ahimsa' to Hindus? How do commandments (mitzvot) inform Jewish values today? How do Jews live by the principles of Tikkun Olam? Where do Muslims find their inspiration to live a good life? What codes for living do Sikhs try to follow? Why is 'sewa' important to Sikhs? How do codes for living help people to live well? What values do I think are important?	Pupils should discuss the importance of rules and codes using examples from films, stories and daily life. Introduce the non-religious worldview of Humanism and explore the idea of being 'good without god'. Compare Humanist values with some religious codes they already know. Explore how daily meditation focuses Buddhists on their moral choices as they follow the noble eightfold path. Revise Christian codes using teaching such as the Beatitudes (Matthew 5). Discuss Hindu beliefs about care and compassion using stories such as the Camel and the Jackal. Investigate how Jews follow daily commandments, and 'heal the world' by following the principle of 'Tikkun olam'. Revise Muslim codes using Surah (chapter) 17 of the Quran as an example. Find out how Sikhs serve their community at the Gurdwara and beyond (sewa). Summarise learning evaluate codes and decide on their own values in life.

CU2.4 Why do some people go on pilgrimage?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway Four: Personal journey Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power beyond the material world, and which they may claim has given them new insights into life. These encounters may be highly affecting, changing peoples' lives in a positive way and sometimes giving them a sense of destiny. **Other Units in this pathway** CL2.4 How do the lives of the Gurus inspire Sikh believers? C3.4 Can spiritual experience be transformative? **Transferable Question:** How do people make sense of their experiences? **Religions/worldviews studied:** Choose among Christianity, Hindu Dharma, Islam, Judaism and Sikhi.	**Good RE students (UKS2):** explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others. They will: Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage. Suggest reasons why special places and journeys make people ask big questions about life. Express ideas about new insights pilgrims might gain from their journey	What special places do we have in our lives? How does the act of pilgrimage and the place help believers to reflect? Which places or journeys are special to Christians, and why? What is it like to visit the Western Wall if you are Jewish? What pilgrimages do Hindus make? Why is the River Ganges important to Hindus? What is it like to visit Makkah if you are Muslim? How might it inspire you? What do Sikhs consider more important than pilgrimage? Why is Amritsar important? Why are some places special to more than one religion? How might pilgrimage change someone's life?	Consider what makes a place special or meaningful. Define pilgrimage and demonstrate understanding of how it differs from a holiday. Explore the importance of the Western wall to Jews. Use a clip (e.g. BBC Teach) to hear and reflect on a first-hand experience of a visit. Explore the commitment involved in Hajj. Write a reflective diary to show understanding of the rituals and experiences involved. Research the stories linked to some different places of Christian pilgrimage e.g. Canterbury, Iona, Rome, Lourdes, Bethlehem. Explain why Sikhs consider daily practice more important than pilgrimage. Find out about Amritsar and summarise why a Sikh might want to go there. Make notes about experiences of Hindu pilgrimage using film clips (e,g,BBC Teach). Compare a Hindu pilgrimage with a tourist trip to the Ganges. Compare two places of pilgrimage and note the similarities and differences.

CU2.5 How and why are Jewish festivals celebrated today?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway Five: Influence and authority Many communities around the world are influenced at several levels by their traditional religions / worldviews. In some communities, one religion / worldview is influential; other communities are influenced by many different religions / worldviews living alongside each other. **Other Units in this pathway** CL2.5 How do ancient stories influence modern celebrations? C3.5 Does religion promote or prevent equality? **Transferable Questions:** Why do people of the same faith have different practices? How and why have practices changed over time? **Religions/worldviews studied:** Judaism	**Good RE students (UKS2):** give examples to show how communities are influenced by their traditional religions / worldviews. They understand that different religions / worldviews, in different combinations, are influential in different countries. They will: Summarise ideas about Jewish festivals and how and why they are commemorated. Give a considered response to how and why Jewish people follow the commandments set out in the Torah Choose appropriate questions for an interview.	When and why do people make new resolutions and promises? What happens at Rosh Hashanah? Why is this day important to Jews? Why is Yom Kippur such a solemn and holy day? Why are the commandments so important to Jews? How is the giving of the Torah remembered at Shavuot? What happens at Simchat Torah? Why is this celebrated? How does the festival of Sukkot remind Jewish people of their ancestors' journey in the desert? How is Sukkot celebrated today? What does the story of Esther teach? How is the festival of Purim celebrated? How do Jewish festivals show what is important to Jewish communities today?	Pupils should discuss the idea of making resolutions and solemn promises – and how difficult it is to keep them. Read the story of Jonah in the Bible. Discuss the themes of listening to God and repenting of sins. Make links with the solemn symbolism of Rosh Hashanah and Yom Kippur. Explore how Jews celebrate and remember, using symbolic food and objects. Learn about the harvest festival of Shavuot and make links with the giving of the Torah (books of law) to Moses at Sinai. Make links with Simchat Torah which marks the completion of the annual reading of the Torah in the synagogue. Learn about Sukkot and how it is celebrated in modern Jewish homes. Make links with stories from the Torah about the people of Israel wandering in the desert. Read the story of Esther and discuss how it teaches about standing up for what is right and describe how this is remembered through the festival of Purim. Interview a Jewish person to find out how they celebrate and remember.

CU2.6 What do Christians believe about the old and new covenants?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway Six: The big picture People tell different stories to communicate important teachings and these stories often form part of longer narratives. Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world. **Other Units in this pathway** F1.10 How do Bible stories show that God keeps promises? CL2.6 How do Jews use stories to remember God's covenant? C3.6 How do beliefs grapple with evil and suffering? **Transferable Question:** How do humans relate to God? **Religions/worldviews studied:** Christianity (with links to Islam, Judaism)	**Good RE students (UKS2):** explain how people from different religions / worldviews express what they understand about the world through stories. They will: Define the word 'covenant' and give an example. Summarise narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.	What do we understand about the word 'covenant'? Why is Abraham important to Christians? What do Jews and Muslims believe about Abraham from writings in the Torah and the Quran? What do we know about Moses, the escape from slavery and the Ten Commandments? Why is Moses important to Christians and Jews? Why is King David important to Jews and Christians? What do the stories of Jesus' birth tell us about Christian beliefs about him? What does 'incarnation' mean to Christians? What titles did Jesus use about himself? What titles have Christians given to Jesus?	Pupils should demonstrate understanding of the word 'covenant' from previous learning. These stories show God's covenants with key figures in the Bible. Read or tell the story of Abraham in the Bible. Discuss why he was chosen by God to be 'father of many nations, and what this means. Dramatise Abraham's feelings about leaving home. Learn about how the Abrahamic faiths share this story. Compare where understanding differs between the faiths. Recap the story of Moses and show his importance to Jews and Christians. Compare the ten commandments and Jesus' commandments to love God and neighbour. Read some stories about David and some of his psalms. Discuss how God made a covenant with David. Make links between David and Jesus – they shared a family line. Read the birth stories of Jesus and discuss how they demonstrate Christian beliefs such as 'incarnation'. Explore how Jesus' 'I am' statements are used to summarise Christian beliefs about him.

C3.1 What is religion?			
Context	**Learning outcomes**	**Suggested Component Questions**	**Suggested learning content**
Pathway One: Nature of religion and belief Religions/worldviews involve interconnected patterns of beliefs, practices and values. There are important differences but also close connections between some of them. **Other Units in this pathway** CU2.1 What do Hindu people believe about God? C3.2 How do Hindus see life? 4.1 What are the different ways we can use to prove God's existence? **Transferable Question:** How is belief beneficial? **Religions/worldviews studied:** Choose among Atheism, Buddhism, Christianity, Humanism and Paganism.	**Good RE students (KS3):** Understand that religion is a world-wide phenomenon. They explain why in some ways each religion / worldview is quite different while in other ways there are close connections between some of them. Understand that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.	What is meant by religion and worldviews? Why is there diversity within belief? How do worldviews change? Why do some worldviews change less? What differences are there in non-religious worldviews? How do worldviews impact our reality?	Students should discuss what they think might be meant by the term religion and worldviews. The teacher may provide a selection of images to stimulate discussion. Students could be guided to create a piece of artwork that represents the idea we all see the world through a range of lenses. Students could be encouraged to select a particular worldview and research it further focussing on how that worldview might be expressed differently by different people. Students could be encouraged to research their local area and see what changes have happened since the last census. Students could be tasked with creating a one-page research slide on one of the rising 'smaller worldviews.' Students could reflect on atheistic philosophies such as Nietzsche, considering how a nihilistic belief could impact on living a good life. Other thinkers could be selected.

C3.2 How do Hindus see life?			
Context	**Learning outcomes (Linked to end of Key Stage Statements)**	**Suggested Component Questions**	**Suggested learning content**
Pathway One: Nature of religion and belief Religions and worldviews involve interconnected patterns of beliefs, practices and values. There are important differences but also close connections between some of them. **Other Units in this pathway** CU2.1 What do Hindu people believe about God? C3.1 What is Religion? F4.1 What are the different ways we can use to prove God's existence? **Transferable Question:** Why is there diversity within belief? **Religions/worldviews studied:** Hindu Dharma	**Good RE students (KS3):** Understand that religion is a world-wide phenomenon. They explain why in some ways each religion/worldview is quite different while in other ways there are close connections between some of them. Understand that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.	What do Hindus believe about the divine? How do Hindus show devotion? What do Hindus believe about sources of authority? What do Hindus believe about life after death? How do Hindus live a good life? How might expressions of Hinduism look different?	Students could be challenged to create a piece of artwork to represent the complexity of the divine in Hinduism. The Mundaka Upanishad could serve as the inspiration. Students may be set an investigative task to research Smartism (a smaller Hindu sect). Students could create a batch of flashcards to help them recall teachings about samsara, karma, and moksha. Learners could be presented with a section of the Ramayana. Students could then be asked 'what is meant by doing your dharma?' Learners could be shown a range of images of Hinduism around the world. They could note down how things seem to be expressed differently.

C3.3 How do Christians worship in diverse ways?			
Context	**Learning outcomes (Linked to end of Key Stage Statements)**	**Suggested Component Questions**	**Suggested learning content**
Pathway Two: Expressing beliefs People convey their beliefs, values, commitments and identities through different media. Some things are regarded by some as divinely created or inspired. All works are subject to different interpretations. **Other Units in this pathway** CU2.2 How do Sikhs symbolise their commitment? 4.3 How is diversity evident in Christian and Muslim thought? **Transferable Question:** How do imagery and figurative language convey ideas? **Religions/worldviews studied:** Christianity	**Good RE students (KS3):** Show how people communicate complex ideas using many media. They account for the fact that people have different opinions about whether the arts have a place within religion. Suggest interpretations of selected expressions of faith and belief.	What is worship? Why is worship important to Christians? What is liturgical worship? What is non-liturgical worship? What is prayer? Why do Christians pray? How do Christians worship at Christmas? What aids to worship might a Christian make use of? What is pilgrimage? Where do Christians go on pilgrimage and why? How are Christians influenced by their worship?	Learn that most Christians will worship both privately and corporately. Consider why this might be the case. Learn the key parts of a service that follows the liturgical worship template e.g. a Catholic mass. Examine how some Christians will worship exclusively in one style, and others will vary their worship. Explore the different purposes of prayer and how Christians use the Lord's Prayer today. Listen to a selection of Christmas carols that tell specific parts of the Christmas story and describe how Christians might use carols in their worship. Discuss why some Christians might enjoy using particular aids, and why others might use nothing to help them. Explore various pilgrimage sites and ask why Christians might want to travel there and why. Examine what it means to be 'influenced' by something and explore the concept of 'faith into action'.

C3.4 What does it mean to live in multi faith Britain?			
Context	**Learning outcomes (Linked to end of Key Stage Statements)**	**Suggested Component Questions**	**Suggested learning content**
Pathway Three: A good life Many of the rules of religions/worldviews were created a long time ago. All our moral actions have consequences for ourselves and others. Some believe that the consequences extend beyond this life. **Other Units in this pathway** CU2.3 What values do people live by? C3.5 What do Muslims believe about a good life? **Transferable Question:** How can we work together for good? **Religions/worldviews studied:** Any religions/worldviews may be chosen for this unit, perhaps reflecting the local and regional context.	**Good RE students (KS3):** Explain why people have different opinions about what it means to live a good life. Compare guidance for living found in different religions/worldviews and can show how different consequences can follow from different moral decisions. Compare guidance for living found in different religions / worldviews and can show how different consequences can follow from different moral decisions.	What is identity? What is respect? What does it mean to live together with respect? What do statistics tell us about the plurality of Yorkshire, the UK, and the world? Who makes a key contribution to respect? How and why? Why and how is religion in our region changing? What contributions are believers making to improve our society? How are different groups working together to promote harmony? What issues can be caused with plurality? How can these be overcome?	Identify aspects that make up individual identity. Explain similarities and differences between individuals in Britain. Learn about the nature of the UK as a multi-ethnic society, including issues of inter-faith dialogue and cooperation, prejudice, discrimination, and racism. Gather information and ideas about the religious makeup of the world, the UK, and the local area. Describe how groups and individuals contribute to respectful behaviour and society. Describe some key facts about the history of religious communities, using simple information. Explain the concepts of pluralism and exclusivism. Evaluate whether pluralism and exclusivism can work in a multi-faith society.

C3.5 What do Muslims believe about a good life?			
Context	**Learning outcomes (Linked to end of Key Stage Statements)**	**Suggested Component Questions**	**Suggested learning content**
Pathway Three: A good life Many of the rules of religions/worldviews were created a long time ago. All our moral actions have consequences for ourselves and others. Some believe that the consequences extend beyond this life. **Other Units in this pathway** CU2.3 What values do people live by? C3.4 What does it mean to live in multi faith Britian? **Transferable Question:** How do our beliefs affect our actions? **Religions/worldviews studied:** Islam	**Good RE students (KS3):** Explain why people have different opinions about what it means to live a good life. They compare guidance for living found in different religions / worldviews and can show how different consequences can follow from different moral decisions. Compare guidance for living found in different religions/worldviews and can show how different consequences can follow from different moral decisions.	What is the Qur'an and how was it revealed? Why is the Qur'an important to Muslims? What do we mean by 'a good life'? How do we lead a good life? What can we learn from the stories found in the Qur'an? How can we learn to care for others and be kind to others? How can we be patient? How does the belief in God influence a Muslim life? How does zakat help a Muslim live a good life? Why is marriage and family life important to Muslims? How easy is it to live a good life?	Learn from accounts of Muslims explaining why the Qur'an is important to them. Describe and express how the Qur'an might guide a Muslim today. Investigate stories from the Qur'an about patience and kindness and explain how this can be a guide to all people. Describe the concept of Tawhid and be aware of how belief in Allah can affect how a person lives their life. Understand the importance of charity and equality and connect the story of Islamic Relief to Muslim beliefs. Explain and describe Muslim teachings on family life and marriage. Consider the implications of striving to live a good life as a Muslim and also as themselves.

C3.6 Can spiritual experience be transformative?			
Context	**Learning outcomes (Linked to end of Key Stage Statements)**	**Suggested Component Questions**	**Suggested learning content**
Pathway Four: Personal journey Many people find profound meaning at some points in their lives in mystical, religious, spiritual or peak experiences. **Other Units in this pathway** CU2.4 Why do some people go on a pilgrimage? 4.8 What is the search for enlightenment? **Transferable Question:** Can spiritual experience be transformative? **Religions/worldviews studied:** Choose selection from Buddhism, Christianity, Hindu Dharma, Humanism, Islam, Judaism and Sikhi.	**Good RE students (KS3):** Compare experiences that people have had, which they thought of as 'mystical', 'religious', 'spiritual' or 'peak' experiences. Compare different meanings for 'spirituality' and different opinions about its importance in people's lives.	What is meant by a spiritual experience? To what extent are spiritual experiences life-changing? What does a spiritual life look like? Can a person with an atheistic or humanist worldview have a spiritual experience? How do spiritual experiences provide a context to deal with the challenges and difficulties of life?	Be able to explain fully, specific examples of spiritual experience. E.g. conversion of St Paul, Moses and the burning bush. Be able to explain how spiritual experiences lead to changes in worldview, e.g. religious conversion. Understand how spiritual experience can equip people to deal with challenges and difficulties. e.g the practice of yoga and meditation in Hindu Dharma; e.g. the life of the Buddha. Be able to explain how everyday spiritual experiences can bring people closer to the divine. e.g. worship and daily prayers. Be aware that peak spiritual experience is exceptional in most circumstances. Understand and describe how a person can advance on their personal journey without the need for religion.

C3.7 Does religion promote or prevent equality?			
Context	**Learning outcomes (Linked to end of Key Stage Statements)**	**Suggested Component Questions**	**Suggested learning content**
Pathway Five: Influence and authority Religions/worldviews are influential at several levels: individual, local, national and global. They will exert different levels of influence in different places and at different times **Other Units in this pathway** CU2.5 How and why are Jewish festivals celebrated today? 4.9 Is there a connection between religion, citizenship and the state? **Transferable Question:** How far does belief impact on society and culture? **Religions/worldviews studied:** Christianity, Humanism, Islam and Sikhism.	**Good RE students (KS3):** Compare the influence of religions/worldviews in different contexts; individual, local, national and global. Demonstrate understanding of the influence of one or two religions/worldviews in different places and at different times.	What does it mean to be equal? What do some religious teachings say about equality and inequality? How have religious teachings on equality impacted people individually, locally, nationally, and globally? How has the religious impact on equality/inequality shifted/changed over time? How have teachings changed? How might some religious teachings cause tension with regard to equality? What do religious teachings say about same-sex relationships? What do religious teachings say about the role of men and women?	Explore the concepts and experiences of equality and inequality e.g. looking at hate crime figures. Evaluate the role that religion plays in conflict. Identify Humanist beliefs about equality. Investigate examples of religious stories that promote equality e.g. Guru Nanak, Bhai Lalo and Malik Bhago. Evaluate examples of how people have used their religion to bring about greater equality in society. Examine specific changes in the rights of women in the UK. Examine changes in the ordination of women in different Christian denominations. Investigate beliefs and teachings on same-sex relationships, marriage, and adoption. Evaluate beliefs and practices about gender equality that arise from holy writings.

C3.8 How do beliefs grapple with evil and suffering?			
Context	**Learning outcomes (Linked to end of Key Stage Statements)**	**Suggested Component Questions**	**Suggested learning content**
Pathway Six: The big picture Many religions/worldviews provide a coherent account of what the universe is like and why it is as it is. These accounts may be called 'grand narratives'. **Other Units in this pathway** CU2.6 What do Christians believe about the old and new covenants? 4.13 What is meant by truth and spirituality? **Transferable Question:** Why is the world as it is? **Religions/worldviews studied:** Choose selection from Christianity, Hindu Dharma, Humanism, Islam, Sikhism.	**Good RE students (KS3):** Compare views of the universe in contrasting grand narratives. Can explain the difference between scientific and traditional narratives and realise that there are different views on whether these can be compatible. Can explain that there are different ways of understanding the claims of religious texts.	Why is there evil and suffering? What is the Problem of Evil? How do Christians respond to evil and suffering? How do Muslims respond to evil and suffering? How do Buddhists respond to evil and suffering? How does the philosophy of karma help Hindus to understand or reflect on suffering? How do non-religious worldviews comprehend evil and suffering? How do individuals come to terms with evil and suffering? How might spirituality/belief help them deal with these challenges?	Define 'evil' and 'suffering' and give a range of examples. Explain the difference between natural and moral evil. Explain how the Problem of Evil might be solved with Divine Mystery. Evaluate religious evidence and how it supports believers to understand why evil and suffering exists in a variety of religions. Discuss ways in which believers might solve the Problem of Evil. Explain how believers act in light of evil and suffering. Explain the Humanist perspective on how to live a good life and how Humanists act in the light of evil and suffering. Explore an example or examples of someone who has 'fought' against an evil in our world.

Support for Religious Education

Drawings provided by: Hovingham Primary

Support for RE in West Yorkshire

Continuing Professional Development

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

- Leading RE in a Primary School
- Subject Knowledge of World Faiths
- Assessment
- Creative Teaching of RE
- Collective Worship

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

Details can be accessed through local authorities or via enquiries@penninelearning.com. www.penninelearning.com.

Other useful sources of professional development include:

RE Hubs	https://www.re-hubs.uk/
RE Online	https://www.reonline.org.uk/
National Association of Teachers of RE	https://www.natre.org.uk/

Guidance

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

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

Half day reviews of religious education can be arranged.

Local Contacts

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

Bradford	Adele Rowley	adele.rowley@bradford.gov.uk
Calderdale	Ian Ross	ian@penninelearning.com
Kirklees	Ian Ross	ian@penninelearning.com
Leeds	Helen Rivers	helen.rivers@leeds.gov.uk
General		enquiries@penninelearning.com

Enriching RE through engagement with faith communities

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

These occasions can:

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

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

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

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

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

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

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

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

- It is good practice to ask to discuss such an issue face to face. There may be specific reasons why a parent is reluctant to allow consent. A meeting gives the opportunity to reassure and for the parent to think through what is best.

- Be very clear about the facts – communicate the nature, purpose and content of the visit at an early stage and continue to do so.

- Be clear about the value of the visit – how and why it will be helpful for pupils and how it links to the curriculum.

- Celebrate the event through displays and information on newsletters, website or parents' evenings. Use last year's pictures to help promote this year's event.

- Link it into a wider school context, for example as part of a sequence of visits or events that engage with diversity or as a contribution to a wider antibullying or tolerance agenda.

- Communicate the enjoyment and participation involved. It's a shame if a child misses out on the experience shared by others in the class.

- Involve parents – as helpers or through sharing what is happening.

List of Contacts and Opportunities

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

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

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

Although due care has been taken to check that individuals and organisations are appropriate and bona fide, it is neither apt nor possible to conduct safeguarding or quality assurance checks in a comprehensive way. Please be clear that is the responsibility of individual schools to undertake normal safeguarding and quality assurance procedures for themselves.

Education and Faith Project

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

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

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

For more details please contact helen@penninelearning.com.

Bradford Interfaith and Diversity Education

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

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

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

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

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

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

RE Quality Mark

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

Appendices

Drawings provided by: Gledhow Primary

Appendix 1
Possible Subject Content by Pathway

A summary of knowledge and understanding for the specified religions/worldviews is included in this section. Content is organised into the six ‘pathways’ so that key themes can be straightforwardly linked across different faiths where appropriate. In applying this, schools are free to adapt it to a ‘best fit’ model. The descriptors are taken or adapted from the Big Ideas project.

Please note that these tables are provided as a guide for schools, not a list of mandatory content. There should be overall balance of areas of study, but schools are not required to, and certainly should not try to, include every topic here.

Key Stage One

Pathway 1: Nature of Religion and Belief

We are surrounded by distinctive things that are very important to people. Some of these are called ‘precious’, 'sacred' or 'holy'. People belonging to the same religion/worldview may have different 'holy' or important things and express their beliefs in different ways.

	Suggest how different Buddhists might **meditate** at home and what artefacts might be included in a shrine.
	Talk about how Christians see **God as the Creator** (Genesis 1:1-2:3) and as a loving God. Talk about how Christians believe Jesus is special and call him the ‘Son of God’. Notice how the Christian beliefs about God and Jesus are based on a promise or **‘covenant’** between God and people. Notice and recall how the Bible is important for Christians, including: how it is seen as a special ‘holy’ book inspired by God; how it may be read at home and in church; different ways in which it guides Christians’ lives; how it has an **Old and New Testament.** Recognise key features of a **church building**, such as a font, altar and lectern noting that different churches have different features.

	Talk about Hindu belief in One God called **Brahman** (who may be known as Parmaatma) and who takes many forms. Talk about how many Hindus believe **God is everywhere** so they can pray at home or at the **mandir.** Recognise that the **River Ganges** is a place of pilgrimage to take blessings and purify the mind.
	Name the **Qur'an** as the holy book for Muslims and recognise that it is treated with respect. Name the key features of a **mosque**, including the dome, minaret and prayer hall. Talk about the role of the imam and some of the items used in **worship** including a prayer mat and beads. Talk about the **five pillars of Islam** especially noticing daily **prayer**.
	Talk about how Jews believe **God is the Creator** of the world and all life. Talk about promises and explore how they are important in these stories. Relate this to the concept of **covenant.** Notice how Jews recognise the **Torah** as a special book from God that guides their lives. Name the **synagogue** as a place of worship for Jews and begin to talk about what happens there, recognising that there are different types of synagogues.
	Talk about how Sikhs believe **God is the Creator** of the world and all life. Talk about **Sikh rites of passage** with reference to the **Guru Granth Sahib,** eg baby-naming and how the Guru Granth Sahib is allowed to fall open with the first letter of the top left page being the first letter of the baby's name.
Non-religious worldviews	Non-religious people may have their own **'precious' things**, photos of family members past and present which help them explain how they belong.

Pathway 2: Expressing Beliefs

People often give words different meanings when they are trying to express what is most important to them. Many people also use symbols to express important ideas. We need to interpret these words and symbols to find out what they mean.

	Suggest how and why some Buddhists create and use **mandalas** as objects for meditation, reflecting how nothing stays the same. Name some symbols used by some Buddhists to help them **meditate.**
	Talk about **prayer**, noticing how people can pray in church or at home. Recall the **Lord's Prayer** and recognise how this was taught by Jesus to his disciples (Matthew 6:9-15) and is used today. Name **symbols** used by Christians and suggest meanings for these, such as the cross, candle and fish. Talk about the ideas and symbols represented in a eucharist/communion service.
	Recall that **Om or Aum** is the symbol or sound which means God and name other symbols that some Hindu people might use in prayer.
	Talk about Muslim **symbols** such as those contained in calligraphy and architecture and name some common symbols, e.g. crescent moon and star.
	Suggest why **Shabbat** is an important day for Jews and how this is linked to the Creation story. Name some **symbols** used by Jews at Shabbat.
	Name some symbols used by Sikhs including the **Khanda.**
Non-religious worldviews	Talk about how beliefs may not be religious and what is meant by 'humanist'. Name the Happy Human as a **symbol** of Humanism.

Pathway 3: Good Life

Most religions/worldviews introduce children to stories from the lives of exemplary people, showing the qualities and characteristics they might try to achieve. They also teach about specific actions that are right and wrong and about good and bad attitudes.

	Notice how Buddhists show **compassion (karuna)** to themselves and the World and practice **non-violence (Ahimsa).** Retell some stories from the **life of the Buddha**, e.g. Devadatta and the Swan.
	Name some of the **early figures** in the Old Testament, retelling stories and talking about Noah, Abraham, Isaac, Jacob and Joseph. Talk about and respond to questions about **stories from the life and teachings of Jesus,** such as: his baptism (Matthew 3:13-17); the calling of the first disciples (Matthew 4:18-22); the command to love one another and the washing of feet (John 13:1-17); forgiveness and generosity (Luke 15). Talk about how Christians see a **code for living** in stories from the Bible, such as parables like the Good Samaritan (Luke 10:25-37) The Sower (Mark 4:1-20). Talk about how beliefs affect **how Christians live**, including fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today.
	Know that most Hindus believe everyone is born with the **divine (soul) (atmaa/atman)** and so they respect all creatures and follow a path of **non-violence (ahimsa).**
	Recall some of the **early prophets** of Islam and recognise similarities with Christianity and Judaism, e.g: Adam, Nuh (Noah), Ibrahim (Abraham), Musa (Moses). Talk about their lives and example. Talk about Muslims' **commitment** to five daily prayers and how they prepare to pray including, call to congregational prayers **(Adhaan)** and Washing **(Wudu).** Notice how Muslims may pray in the mosque **(Masjid**) or at home and that special prayers **(Jummah)** are said on Friday.
	Name some of the **key figures** in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob, Joseph and Moses and talk about their lives and example.

	Name some of the **key figures** such as **Guru Nanak** and talk about his teaching and example. Suggest why **langar** is an important duty for Sikhs and how this is linked to **sewa.**
Non-religious worldviews	Recognise the importance of human relationships and the need to give and receive for **love and support** from other people. Suggest reasons for **being good to one another**; for promoting happiness and avoiding doing harm; for considering the consequences of our actions. Talk about the **Golden Rule** and the importance of empathy; taking care of other living creatures and the natural world.

Pathway 4: Personal Journey

Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life. There are many stories about people's experiences and encounters that have made them change their lives.

	Talk about the life of **Siddhartha** especially the story of the four sights.
	Talk about how a church is a **community** of people and not just a building, and how it is important for Christians to belong. Talk about and respond to questions about **initiation ceremonies**, including baptism and dedication, recalling the main symbols and sequence of events and suggesting reasons why such ceremonies may be important.
	Understand that Hindus have a **personal journey** and a duty or **dharma** which shapes their choices and decisions and name some rituals connected with babies and young children.
	Talk about the life of **Prophet Muhammad** especially the story of the revelation of the Qur'an. Explain how this guides Muslims in life today. Talk about Islamic **welcoming ceremonies**, including the **adhaan** (call the prayer), shaving the hair, and **aqiqah** (naming for new-borns).
	Talk about the story of **Moses and the Burning Bush** and how this changed his life. Explain how this guides Jewish people in life today.
	Talk about the story of **Guru Nanak** and/or other Gurus. Explain how these guide Sikh people in life today. Talk about Sikh ceremonies to welcome and name babies.
Non-religious worldviews	Notice how people, including humanists, may **celebrate special events**, such as the birth of a baby, with ceremonies that are not religious. Talk about how happiness includes relationships, exploration, and achieving our goals.

Pathway 5: Influence and Authority

All around us there is evidence of the influence of religions/worldviews on our community. Religion does not influence everyone's life in the same way.

	Retell the stories of **Wesak** as a special celebration. Explain the role of **monks and nuns** in some Buddhist traditions.
	Recall and name some of the **main festivals** and seasons including Advent, Christmas, Lent, Holy Week and Easter. Explore some other festivals, such as Harvest and name some of the symbols and practices linked to these. Know some of the roles the **vicar/priest/minister** in church.
	Retell the stories of **Holi and Diwali** as special celebrations. Describe the role of a priest in a **mandir.**
	Notice how Muslims fast during the lunar month of **Ramadan** and celebrate at Eid ul Fitr (which takes place at the end of the month), suggesting reasons for this observance. Know the role of the **imam** in a mosque.
	Talk about some **Jewish festivals and celebrations** such as: Shavout (Harvest) and Sukkot (Tabernacles) (Leviticus 23:42) Describe the role of **community religious leaders**, especially a rabbi.
	Talk about some **Sikh festivals** and celebrations such as Vaisakhi and Guru Nanak's birthday, including some of the associated traditions. Understand the role of the **granthi** and other leaders in a Gurdwara.
Non-religious worldviews	Recognise how human beings can improve our quality of life and our understanding of the world. Consider human achievements in science, medicine, art, and society. Know some of the roles of **Humanist celebrants.**

Pathway 6: The Big Picture

Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life. Many of these stories are well-known as they have been handed down over generations.

	Retell some **Buddhist stories** and suggest reasons why they might be a good starting point for asking big questions.
	Retell and suggest meanings for stories about the **birth of Jesus,** (Luke 1:26-38, Matthew 1:18-2:12). Name and retell key events in the **final days of Jesus ministry**, including: his arrival in Jerusalem on a donkey (John 12:12-15); the last meal with his disciples (Mark 14: 12-26); his death on the cross (Luke 23:26-56) and his friends finding the empty tomb (Luke 24:1-12). Recall how these are remembered in **Holy Week and Easter.**
	Retell some **Hindu stories** and suggest reasons why they might be important in people's lives, e.g Mother Ganga comes to Earth.
	Retell and suggest meanings for some stories in the **Qur'an** such as Al Fatiha (The Opening), Yusuf (Joseph), Al Nahal (Bee), Maryam (Mary).
	Retell in simple form the first **Creation story** (Genesis 1:1-2.3) and explore the meanings of the story such as an orderly creation and the special seventh day (shabbat). Re-tell the stories of **key figures** in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob, Joseph and Moses, and suggesting reasons why these stories might be important.
	Retell some **Sikh stories** and suggest reasons why they might be a good starting point for asking big questions.
Non-religious worldviews	Talk about why **human beings are special**; what we share with other animals and what makes us unique. Notice our ability **to question, to reason, to empathise** and to be creative.

Key Stage Two

Pathway 1: Nature of Religion and Belief

The name 'religion' or 'worldview' is commonly given to an overall approach to life which includes beliefs, practices, values and a sense of identity. In each religion/worldview there are people who believe different things and practise in different ways. There is a variety of reasons why some aspects have changed over time and why some have stayed the same.

	Understand that Buddhism is the religion based on the teachings **of Siddhartha Gautama**, known as Buddha. Explain that there are many traditions in Buddhism for example **Theravada** and **Mahayana** Buddhism. Give examples of how a **shrine** is used at home and a place of worship.
	Describe and show understanding of how Christians believe God to be an **all-powerful Creator** as well as eternal, loving and righteous. Explore how God is seen by most Christians as the **Holy Trinity**, Father, Son and Holy Spirit. Explore and weigh up **different titles used by and of Jesus**, such as Son of Man, Servant, Rabbi, Messiah, Christ. Describe and **explain a range of churches**, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic, Orthodox and free churches. Notice how **leadership differs** in churches from bishops and clergy to leadership by lay people. Make links between the church in our region and Christian communities worldwide, responding to work for charities at home and abroad. Describe how the **Bible** is made up of **many different books** with different purposes (narratives, poetry, letters, law, etc) and how there are different translations and interpretations. Show understanding of the importance of the **New Testament (Covenant)** and how it includes: **gospels** (stories, teachings and beliefs about Jesus); accounts of the early church including Paul (Acts of the Apostles) and letters to churches.

	Show understanding that Hindus believe there are **many aspects of Brahman** (who may be known as Parmaatma) and that three of these are referred to as the **Trimurti:** Brahma (creator), Vishnu (preserver) and Shiva (destroyer). Understand that Hindu Dharma has many books as sources of authority including the **Vedas and Bhagavad-Gita.** Know some of the more well-known **Hindu deities**, such as Vishnu, Shiva, Ganesha, Lakshmi, Durga and the avatars of Vishnu, such as Krishna and Rama.
	Understand the **meaning of Islam** (peace, submission). Notice that Muslims believe there is one God (not a trinity) who is the creator and is known in Arabic as Allah. Understand that in Islam, **God is a universal God**. Describe and show understanding of Muslim belief in one God, who has **many attributes** (the 99 Names of God). Summarise the five pillars of Islam, noticing how the **Shahadah** (testimony of faith) is the foundation. Consider how the **Qur'an** was revealed to the Prophet and is seen as the direct word of God. Reflect on its importance for Muslims and how it is read in Arabic. Give a considered response why prayer is important to Muslims, noting why there are five daily prayers, the direction of prayer towards **Mecc**a and the positions used in prayer. Know that there are **different groups** in Islam who may practice their religion in different ways.
	Suggest reasons why the **Torah** is a sacred text to Jewish people. Explain what happens at the **synagogue** and give reasons why the synagogue is an important place of worship and **community** in Judaism. Describe and show understanding of the meaning and significance of Moses as a key figure in Judaism past and present. Know that there are **different groups** in Judaism who may practice their religion in different ways.

	Know that **Guru Nanak** taught there is one God, and that God is eternal, non-corporeal and omni-present. Give some reasons how the **Mool Mantar** is the statement of faith for Sikhs. Know that the tenth guru, Guru Gobind Singh, nominated the Adi Granth as the final Guru, which then became known as the **Guru Granth Sahib.** Understand that the Guru Granth Sahib is the Sikh scripture. Explain how scripture is different to other types of religious writing in religions. Know that the Guru Granth Sahib is kept at the **gurdwara.** Describe the typical layout of a gurdwara. Explain the protocols for entry. Explain, giving reasons, the treatment of the Guru Granth Sahib. Know that the tenth guru, **Guru Gobind Singh**, instigated the **Khalsa** (meaning 'pure'), and **Amrit**. Give reasons why **Amritsar**, is a special place of pilgrimage for Sikhs. Explain why Sikhs, from all over the world, want to visit the **Harmandir** (Golden Temple).
Non-religious worldviews	Show understanding of how Humanists believe that **human reason and evidence** rather than sacred texts and revelation are the key sources of knowledge. Describe what is meant by **atheism and agnosticism** and how Humanists believe that Humanism is a **positive philosophy** enabling people to live good and happy lives without the need for a god or gods. Know that there are **different groups of Humanists**, who have different interests and may support different causes, and that not all non-religious people are Humanists.

Pathway 2: Expressing Beliefs

People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement, creating, observing and performing. These creative forms of expression also play important roles in most religions and cultures.

	Give reasons why Buddhists **meditate** and spend time thinking deeply and being peaceful. Explain some of the **symbolism** used in Buddhism including the **wheel of life, lotus flower and images of the Buddha.**
	Compare and contrast different **expressions of spirituality** including individual and collective worship. Describe and evaluate how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance. Look at some of the Psalms as examples. Explain the content and meaning of the **Lord's Prayer** (Matthew 6:9 -15). Explore how Christians use and **study the Bible** in different ways. Make links between **symbols** and their meanings, looking at the use of artefacts and decorations.
	Explain how Hindus **worship** through **puja** at home. Describe some of the **artefacts** (such as diya, coconut, shankha, conch) and explore the symbolism behind these. Understand some of the **symbols** used in Hindu Dharma, Aum and lotus flower, swastika, bindi/tilak and bhagwa dhwaj (saffron flag). Understand that **murtis** are symbolic representations used as devotional aids in homes and temples. Recognise this is different from worshipping a statue itself.
	Give reasons why visual representation of God and the prophets is **haram** (forbidden) in Islam. Compare and contrast how some Muslims show expressions of love and connection with God in a variety of ways, such as Sufi dance, Islamic songs (poetry of praise and Madeeh) and Islamic art/calligraphy.

	Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of **Pesach** (Passover) today. Know some other **Jewish symbols** from different traditions including the menorah and Star of David.
	Give reasons why Sikh people use the 5 Ks as symbols of their faith. Understand and explain the **symbolism of each of the 5 Ks.** Recognise and explain the **Ik Onkar symbol.** Reflect on how a Sikh person might decide they want to initiate as a **Khalsa Sikh** and understand that not all Sikhs take initiation. Describe what happens during **Amrit** initiation. Know that the poems in the Guru Granth Sahib are sung (known as **kirtan**), rather than spoken. Explain why Sikhs do not make or worship statues of the Ten Gurus, though they do have two dimensional **images** of the gurus. Recognise, name and explain the different components of the **Khalsa symbol.** Explain why Sikh surnames are normally either Singh (meaning lion) for men, or Kaur (meaning princess) for women.
Non-religious worldviews	Compare and contrast how non-religious people mark **key moments** in people's lives such as namings, weddings and funerals.

Pathway 3: Good Life

Most religions/worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. Religions/worldviews provide guidance for their followers on how to live a good life. Within each there are different ideas about why people should aim to live a good life, what are desirable virtues and what is right and wrong or good and bad.

	Read and understand the story of the Buddha and the Wounded Swan and explore Buddhist views on **animal rights.** Explain why Buddhists believe in animal rights and why they **respect all living things** including humans and how they show this in their daily lives. Explore Buddhists beliefs about **karuna** (compassion), **ahimsa** (doing no harm) and interdependence.
	Explain how Christian teachings represent a **code for living,** derived from texts such as the Ten Commandments (Exodus 20) and the Golden Rule (Love God, Love your neighbour). Explore how these may be applied or interpreted in different ways. Compare and contrast stories about Jesus and explore the meaning of these, such as: the Feeding of the Five Thousand (Matthew 14: 13-21); the Healing of the Blind Man (John 9:1-12), the Call of Zacchaeus (Luke 19:1-10) or the Raising of Lazarus (John 11). Explore the **concept of miracle** and weigh up different ideas about how these might be interpreted. Give a considered response to how Christians express their beliefs through working for ideas such as **forgiveness and reconciliation,** social justice and equality, charity and lifestyle choices. Reflect on local or national examples.
	Understand that **karma** (a person's actions) affects how they may be reborn in another life, and that the ultimate hope is to be united with Brahman **(moksha).** Give reasons why Hindus follow **ahimsa** (the law of non-injury). Understand that **dharma** (duty) is very important for Hindus. Know about individuals who set a good **moral example** such as Rama or Gandhi.

	Understand that the **5 pillars** are essential to being a Muslim and make a believer a more godly, spiritual and caring citizen of the world. Explain how the **Prophet Muhammad** is seen as the final prophet and how Muslims look to his teachings and leadership. Know that there is a **range of expressions** of worship beside ritual prayer and fasting, such as helping the needy, giving charity, being kind and looking after the planet. Explore how Muslims observe the lunar month of **Ramadan** and see this as an important time for spiritual cleansing and building good habits. Explain how observance includes the recitation of the Qur'an, **Qiyam** or night prayer, the night of destiny, **iftar** (breaking the fast) and **zakat** (charity). Understand that **Hajj** emphasises equality (everyone dresses in the same way), rejecting worldly advantage and acknowledging that Muslims are judged by their deeds, not by their worldly status. Give a considered response to Muslim **teachings about life** and decisions, such as forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad (inner self-development) and halal (food, drink, money and conduct).
	Understand and describe how the **Shema** is an important commandment and how this affects daily life in prayer and the significance of the **mezuzah**. Explore how the **Ten Commandments** help Jews to live their lives. Research and respond to other obligations and instructions such as those about **kosher** (eating) and **Tikkun Olam** (repairing the world).
	Understand that **Guru Nanak** is very important to Sikhs because his teachings and example are the foundation of Sikhism. Summarise his teaching as devotion to God, selflessness and equal treatment for everyone. Explain **the langar** and how this is an expression of **sewa** and inclusivity, e.g. by cultivating a sense of community and universal welcome. Reflect on why Sikhs begin each day with a **reading (vak)** from the Guru Granth Sahib, which is the '**divine command of the day' (hukam),** and how this might make them feel throughout the day.

Non-religious worldviews	Weigh up the humanist principle of **respecting different ways of finding happiness** if they cause no harm to others. Explain and show understanding of Humanist beliefs in **shared human moral values**: kindness, compassion, fairness, justice, honesty. Weigh up the belief that **human beings alone** can make the world a better place for everyone. Explore how the **Golden Rule** is a shared ethical principle, present in a wide variety of cultures throughout history and is a result of human evolution as a social animal.

Pathway 4: Personal Journey

Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above, beyond or within the material world, and which they may claim has given them new insights into life.

	Explore daily life and practice of a Buddhist. Consider the **Eightfold Path** and the story of the **Buddha's Enlightenment** as fundamental parts of the tradition. Give reasons why some Buddhists become monks or nuns as a path to **Enlightenment.**
	Explain the meaning of a **variety of ceremonies and rituals** including eucharist/communion, infant baptism/dedication and believer's baptism. Consider the practice and value of **pilgrimage.** Know the stories of some Christians who had **visionary experiences**, e.g. St Paul, the Lady Richeldis of Walsingham, Bernadette of Lourdes.
	Consider the practice and value of pilgrimage, e.g. **Ganges, Kumbh Mela.** Investigate **samskaras** (rites of passage), e.g. looking at the Sacred Thread ceremony. Learn about some amazing, puzzling or mysterious experiences, e.g. when Krishna revealed his true nature to Arjuna.
	Understand that Muslims use **Allah's 99 names** to reaffirm their belief, glorify God and nurture these traits as part of their own development. Reflect how Muslims may **express their faith** in a variety of ways, exploring the difference between culture and religious belief, for example in wearing a head covering. Know the story about Prophet Muhammad's experience of **revelation** and origin of the Qur'an. Recognise that fasting is not solely abstaining from food but is also a journey of **self-discipline** and spiritual growth. Ramadan is an opportunity to refuel the heart and soul for the rest of the year.

	Compare and contrast worship at home with worship in the synagogue, considering **Shabbat and daily prayers.** Describe and understand what happens during **Bar** and **Bat Mitzvah.**
	Summarise the story of **Guru Nanak's** three-day disappearance and his encounter with God. Explain why this encounter makes Guru Nanak extra-special for Sikhs. Understand the meaning of the word **guru** (light overcoming dark, i.e. wisdom overcoming ignorance) and explain how it applies to God, Guru Nanak, the Ten Gurus and the Guru Granth Sahib. Reflect on what it might be like to wear a **kara** (steel bangle) as a reminder of God's presence. Describe and understand/explain what happens during **Amrit** initiation and its connection to the story of the origins of the Khalsa, the **Panj Pyare** which is believed by many Sikhs to be a miraculous event.
Non-religious worldviews	Explore the **absence of belief in an afterlife** and the implication that the time to seek happiness and meaning is in this life.

Pathway 5: Influence and Authority

Many communities around the world are influenced by their traditional religions/worldviews. In some communities, one religion/worldview is influential. Others are influenced by many different religions/worldviews living alongside each other. In some communities, such beliefs and traditions have little influence beyond their followers.

	Explore the significance of the **three jewels** in the life and practice of a Buddhist. These are **Buddha** (His Example), **Dharma** (teaching), **Sangha** (community). The role of the **monastery** in Buddhist majority countries such as Sri Lanka, Thailand and Cambodia or in countries where Buddhism is a significant influence, such as Japan or Vietnam. In the UK, investigate Buddhist **chaplaincy** and prison visiting.
	Explain how festivals and seasons are celebrated, including **Ascension and Pentecost.** Explain the importance of churches as a places of **belonging and community,** noting diversity of use and significance across different Christian traditions. Explore the role of chaplains in various contexts. Understand the role of the **established churches** (Church of England, Church of Scotland) in parts of the UK and their place in the Coronation, Remembrance Day, and festivals.
	Know that **Raksha Bandhan** is a Hindu festival for brothers and sisters and understand its wider significance for promoting a sense of unity and belonging to the wider national and human family. For example, Hindus in the UK pay respect to members of the emergency services during Raksha Bandhan.
	Explore similarities and differences between Muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and giving reasons why **Jerusalem** is a holy site for all these faiths. Distinguish the difference between Islamic teachings that are agreed and considered universal, and others which are open to **interpretation** or based on cultures and traditions. Describe and show understanding of the key features and purposes of a mosque, including the **Ummah (Muslim community**), its place in the local community (e.g. weddings, funerals, adult classes), its role in education **(madrassah)** and its charitable work, including chaplaincy and prison visiting.

	Reflect about later stories in **Jewish history** such as Esther, Daniel and Jonah and explore how these are remembered today, including through festivals such as **Purim.** Describe and express ideas about **festivals and commemorations**, knowing why and how they are celebrated including Rosh Hashanah, Yom Kippur, Hannukah, Purim and Pesach. Describe the place of the **rabbi** in guiding and supporting the Jewish community. Explain the role of **Jewish communities in wider British society**, e.g. charitable work including chaplaincy and prison visiting.
	Know that **Punjab** is a province in northern India and a neighbouring province in Pakistan. Be able to explain that the region is special to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there. Understand the role of **Sikh communities** in wider British society, e.g. charitable work/sewa, including chaplaincy and prison visiting.
Non-religious worldviews	Consider how human beings are responsible for their own **personal and communal destiny**. Understand **humanist influences** on the wider community, e.g. campaigning for human rights, Humanist chaplains and prison visitors.

Pathway 6: The Big Picture

People tell different stories to communicate important teachings and traditions. Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world.

	Understand that the **Buddha** often taught through telling stories and how these stories illustrate important Buddhist teachings, such as **impermanence and compassion.**
	Recall the **stories in the Old Testament** about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. Explore the narratives about Moses, the Ten Commandments and the Kingdom, including David, making links between stories and the idea of a **covenant** between God and the people. Describe and apply ideas about their meaning to accounts of Jesus' birth. Reflect on narratives such as: Mary, Joseph, the shepherds and angels (Luke 1:26 -38, 2:1-20; the magi (Matthew 1:18-2:12). Compare **traditional stories and celebrations** with biblical accounts. Show understanding of the meaning of the word **incarnation,** how Jesus is seen as fully human and fully divine. Explore and summarise how Christians understand the significance of **Jesus' death and resurrection,** considering narratives such as: Palm Sunday and the link to kingship (John 12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of **forgiveness and salvation.** Show understanding of these terms and weigh up what they mean for Christians today.
	Explore how stories in Hinduism e.g. those in the Ramayana, Mahabharata and the Puranas address meaningful themes such as the **nature of the divine** and the human self, **karma and samsara**, devotion to **dharma** and attaining good character and right conduct.

	Reflect on sayings and stories about the **Prophet Muhammad** and explain their meanings. Explore some important stories such as the night of power, the night of ascension and the story of **Eid ul Adha** (Ibrahim & Isma'eel). Explore the importance of the **Hajj** pilgrimage and the celebration of **Eid ul Adha** with the story of **Ibrahim & Isma'eel.** Understand how these stories and events illustrate central teachings of Muslim worldviews, such as belief in one **all-powerful God**, revelation, angels, and **the life hereafter.**
	Name some of the **key figures** in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob and Joseph, explaining these stories and giving reasons for their **importance to Jews.** Describe other stories in the Jewish Bible, reflecting the **Kingdom** (including David) and the Prophets (such as Jeremiah or Isaiah) and the messages about the **covenant** that Jews can find from these stories.
	Explain the meanings of stories such as **Duni Chand** and the silver needle, **Bhai Kanhaiya and the battlefield.** Explore central teachings of Sikhi such as belief in God, the Gurus including the Granth Sahib, the oneness of the **humanity, reincarnation and ultimate liberation.**
Non-religious worldviews	Describe and explain how Humanists believe that the **material world** is the only one that exists and that there is no supernatural cause for its existence. Explain how Humanists believe that **human beings have evolved**, as other animals, and that there is no need to explain human existence through a divine creation.

Key Stage Three

Pathway 1: Nature of Religion and belief

Religions/worldviews involve interconnected patterns of beliefs, practices and values. There are important differences but also close connections between some of them. They are often made up of several smaller groups, which similarities and differences which can relate to their history and changing cultural context.

	Explain the **diversity of Buddhist beliefs** with reference to samsara, karma, rebirth and nirvana. Consider Theravada and Mahayana understandings of Buddhas and bodhisattvas, as well as different practices in different countries and traditions. **Explore how Buddhism has changed and developed** as it spread to different countries and cultures, past and present. Look at Buddhism in Britain and in a country where Buddhists are in the majority or a large minority, for example Thailand.
	Explain and show understanding of Christian beliefs about God, including concepts such as **omnipotent, omniscient, omnipresent and benevolent**. Evaluate and analyse **beliefs about the person of Jesus**, his role and significance, including: the significance and meaning of incarnation (John 1, Luke 1); the crucifixion (Matthew 27); the resurrection and ascension (Luke 24). Explore the meanings of concepts such as sin, law, grace and salvation. Enquire how the **Bible can be interpreted in different ways**, such as literal and liberal responses, using stories such as the Feeding of the Five Thousand or the resurrection accounts. Explore whether and how the Bible is compatible with scientific or rational understanding, considering for example the creation accounts in Genesis 1-2. Explain what it means to be a Christian in contemporary Britain but also understand **some key differences of belief and practice** across different denominations or countries.
	Revisit some aspects of the **Trimurti:** Brahma (creator), Vishnu (preserver) and Shiva (also referred to as Mahesh) (destroyer) as well as other avatars. Explore how these inspire and inform Hindu worship and practice. Study the four main pursuits of Hindu Dharma: **dharma, aarth, kaam, moksha**. Know that in Hindu Dharma there are **three main sources of authority,** texts (oral and written), holy people (gurus) and personal insight.

	Explore the **main divisions of text**: **Shruti** (revealed in experience of enlightenment through yoga and meditation) and **Smriti** (remembered, practical experience and traditions). Know there are some key texts such as Vedas; Upanishads, [Vedanta-sutra], Ramayana, Mahabharata, Bhagavad-gita, Puranas. Investigate and study some examples. Understand that there is **diversity within Hindu Dharma**, e.g. Vaishnavism, Shaivism and Shaktism (centred on complexes of deities associated with Vishnu, Shiva and Shakti/Mahadevi/the goddess respectively). **Explore Hindu Dharma in different contexts**, for example, comparing Hindus in Britain today including influential new movements such as ISKCON (Hare Krishna) and Hindus in India. Identify similarities and differences of belief and practice in one or more other countries.
	Revisit **Muslim belief about the nature of God** including Tawhid (oneness), transcendence, immanence and his role as creator. **Understand the arguments for God's existence**, including the Design and First Cause arguments, and explore the respective counterarguments. **Enquire into diversity** including branches of **Sufism, Sunni, Shia** and identify their differences. Explore other groups such as the **Ahmadiyya.** **Distinguish between Islamic teachings and cultures** in relation, for example, to the role of women, human sexuality, segregation of the sexes, family planning and the use of contraception within marriage. Explore Islam in **different contexts and countries**, for example Muslims in the UK and Pakistan. Identify similarities and differences of belief and practice.
	Explain some of the differences between **Reform and Orthodox** Judaism and how these are expressed in beliefs, worship and lifestyle. Describe and explain **diversity within Judaism** including the differences between Tenakh (written word) and Talmud (oral histories) Explore Judaism in **different contexts and countries**, for example in the UK, USA and Israel.

	Understand that there is **diversity within Sikhi**, for example that not all Sikhs are initiated into the Khalsa and that there are those who follow particular living Sants. Explore Sikhi in **different contexts and countries**, for example in the UK and other places such as Punjab. Identify **similarities and differences** of belief and practice.
Non-religious worldviews	Understand that there is **diversity within non-religious worldviews**, for example that not all non-religious people are Humanists, and there are differences between atheism, agnosticism, secularism and the concept of being spiritual but not religious. Explore non-religious worldviews in **different contexts and countries**, for example Humanists in the UK and in a 'secular' state, such as France.

Pathway 2: Expressing Beliefs

People convey their beliefs, values, commitments and identities through different media and some may be regarded as divinely created or inspired. All works are subject to different interpretations.

	Explain the imagery of the **wheel of life** with reference to the three poisons and six realms of existence and describe how the wheel of life impacts on Buddhist belief. Enquire into different forms of **Buddhist iconography**, such as images of different Buddhas and bodhisattvas, and symbols such as the lotus, the stupa. Explore and express insights into different forms of **Buddhist meditation**, such as mindfulness and the Brahma Viharas.
	Enquire into **different expressions of worship and prayer**, such as liturgical, informal, structured, spontaneous, silence, meditation, music and the use of aids to worship such as icons and rosary beads. Explore the meaning and symbolism behind examples of Christian **art and architecture.** Explore and express insights into **how the Bible is used** in worship and private study and how it may influence Christian beliefs and lifestyles in a variety of ways.
	Explore the differences between individual **worship** at home and the communal experience in the mandir. Explore the meaning and symbolism behind some of the **Hindu deities** including Krishna, Ganesh and Lakshmi. Explore the meaning of different expressions of Hindu belief and practice, such as **mantras, music, dance and drama.** Explore how a **home shrine** expresses the unique faith and understanding of the individual worshipper, for example choice of murtis.
	Consider some **names of Allah** (Al Wahid, Al Hay, Al Samee', Al Baseer, Lasa ka mithlihi Sha') and understand their meanings. Explore the meaning of different expressions of Muslim belief and practice found in **architecture and calligraphy.** Explain why the use of **creative arts including music** can be controversial in Islam.

	Understand and give reasons for the **symbolism within the marriage ceremony**. This could be included in a comparative unit of study on marriage and partnership. Explore the meaning and symbolism behind examples of Jewish **art, music and architecture.**
	Know that the **Mul (Mool) Mantar** is the opening hymn of the Guru Granth Sahib, and that it summarises Sikh religious thought. Explain how the **Ik Onkar** symbol signifies the Mul Mantar. Recall that the phrase **Wahe Guru** is a typical expression of devotion and greeting and why this is important in prayer. Know that **Japji**, written by Guru Nanak, is the first prayer in the Guru Granth Sahib and that it summarises Sikh theological, philosophical and ethical thought. Know that the **Guru Granth Sahib** is the source of spiritual authority for Sikhs and understand why its presence is necessary to validate rites of passage. Explore the meaning and symbolism behind examples of **Sikh art, music and architecture.**
Non-religious worldviews	Explore the use of the **creative arts** to express the beliefs and values of Humanists and other people who identify as 'non-religious'. For example, how **art, music and poetry** may be used to express deeply held convictions about the value of human life and the natural world. This could include how the arts may be used in Humanist funerals as a celebration of life and an occasion for those still living to reflect on what matters most in life.

Pathway 3: Good Life

Many of the rules of religions/worldviews evolved a long time ago. Different interpretations of such rules may be needed for application to today's world. Some religions/worldviews distinguish between rules revealed by God, others developed through human reason, those that are longstanding customs and traditions and finally those that reflect the nature of the world. This matters because people need to know the origin of a 'rule' before deciding how far it can be changed. All our moral actions have consequences for ourselves and others. Some believe that the consequences extend beyond this life.

	Consider how Buddhists make **moral choices** on some contemporary ethical issues with reference to, for example, the **Eightfold Path**, the **Five Regular Precepts**, **karuna** (principles of compassion) and **prajna** (wisdom). Understand the notion of **upaya** (the ability to decide the best thing to do in particular circumstances, rather than rigidly following rules). Understand the law of **karma** and belief in rebirth as important ideas for Buddhist moral thinking. Understand the work of **charities** such as the Karuna Trust and how this is informed from Buddhist values.
	Explore and express insights into Jesus' teaching about the **Kingdom of God** through considering teachings such as the sayings collected in the Sermon on the Mount (Matthew 5:3-10) or other texts such as Jesus washing his disciples' feet and the command to love one another (John 13). Investigate Christian beliefs on **ethical issues**, such as environmental concerns, crime and punishment and world poverty. Understand how Christian belief in **life after death** and judgement may impact on moral decision-making.

	Discuss and describe how Hindu beliefs are part of everyday life, as in the practices of **sewa** and the greeting **namaste**. Understand the importance of **shreya** (making moral and correct long-term decisions) rather than **preya** (for short term convenience). Understand the law of **karma** and belief in reincarnation as important ideas for Hindu moral thinking. Consider Hindu perspectives on **contemporary ethical issues** such as world peace, the environment, and vegetarianism. Explore the notion of **Vasudhaiva Kutumbakam** (the world is one family). Discuss the importance of Hindu **environmental projects**, for example 'cow protection' and charities that promote well-being, social inclusion and women's rights.
	Investigate beliefs on **ethical issues**, such as the environment, peace and conflict, world poverty. Explore and express insights into **rights and responsibilities** towards others including ties of kinship, elders. Understand how the concepts of **modesty and sanctity of self,** apply to beliefs about sexual relationships before and outside marriage (as illustrated in nikah/marriage sermon). Understand how Muslim belief in **life after death** and judgment may impact on moral decision-making. Make well informed and reasoned responses about **lifestyle choices** based on Qur'an teachings, for example, **Shariah** (Islamic law), modesty (body coverings). Explain and interpret a range of views about **family structures**, views towards abortion in Islam, divorce, remarriage and polygamy.
	Explain **Tikkum Olam** as a way of healing the world and how this is linked to Rosh Hashanah and Yom Kippur. Give reasons for **Jewish Kosher laws** and how these have an impact on followers' daily lives. Explore the importance of **tzedkah (justice) and chesed (charity)** and the differences between them and how this is linked to Tikkun Olam. Study and respond to the teachings of **Moses Maimonides**.

	Explain the concept of **sewa** as service that cultivates community spirit and personal humility. Understand that equality and inclusivity are core to Sikh ethics. Explain the link between **sewa** and **hukam** (God's will) Reflect on the examples of the humanitarian and environmentalist **Bhagat Puran Singh** and **Ravi Singh**, founder of Khalsa Aid.
Non-religious worldviews	Express insights into Humanist beliefs in about **contributing to the common good**, freedom to choose how we live and the balance between individual autonomy and social responsibility. Evaluate the importance of **tolerance of different ways of living,** improving human welfare and respecting all people (UN Declaration of Human Rights, UN Declaration on the Rights of the Child). Make well informed responses to dealing with **conflicting ethical principle**s, exploring Utilitarianism (JS Mill) and morality as a human construct (Peter Singer). Discuss the difference **not believing in life after death** might make to Humanists' moral decision-making.

Pathway 4: Personal Journey

At some points in their lives, many people find profound meaning in mystical, religious, spiritual or peak experiences. Some individuals and groups say experience of religious rituals and other practices help them make a connection with God/gods, with each other or with their inner selves. Some key people are believed to have had extraordinary insights into the nature of reality through such experiences. Some people understand these to be rooted in a human spiritual dimension (religious or otherwise). Others deny humans have a spiritual nature, believing that a human being is no more than a complex, highly evolved animal.

	Understand how Buddhists are influenced by **Siddhartha's Enlightenment** and how it impacts on their own personal journey, such as becoming a monk or nun, or serious lay follower. The story of Angulimala is an example of someone who met the Buddha with life changing consequences. Understand the concept of **The Middle Way,** a path exactly between extreme asceticism and materialism that the Buddha advocated. Understand the goals of better rebirth, or becoming an Arhat or Bodhisattva, eventually achieving Nirvana. Consider the **different types of meditation** practice in relation to ideas of personal spiritual progress.
	Show understanding of **rituals, sacraments and ceremonies**, such as believer's baptism and confirmation. Explore how some are expressed differently, such as Eucharist and Mass. Appraise the reasons for, and value of, **pilgrimage** and special places in Christianity, such as Iona, Lourdes, Lindisfarne and Walsingham, including the religious experiences of the individuals associated with these places. Understand that some **religious experiences** have led to people transforming their lives, such as St Paul on the road to Damascus.
	Investigate some key **samskaras** (steps to life). These may include symbolism in the Hindu marriage ceremony and death rites and cremation. Explore the **ashramas** (life stages) as part of the personal journey undertaken by people in the ancient Hindu tradition, and the extent to which this is followed today. Consider the different types of **meditation and yoga** in relation to ideas of personal spiritual progress. Look at the lives of some Hindus, who have dedicated themselves to a religious path, such as ascetics, yogis, swamis and gurus.

	Understand that Muslims use **Allah's names** to glorify God or emulate these traits for their own self-development. Understand how Muslims will look to the **Prophet Muhammad** as a role model for their personal conduct with reference to the **Hadith and Sunnah**. Understand that Muhammad is, for Muslims, the final prophet of Allah, who received the revelation of the **Qur'an** over many years. Consider the role of **angels** in Islam. Revisit the **five pillars of Islam** especially regarding personal spiritual experience and development, including prayer, fasting and going on Hajj.
	Consider how personal engagement with **scripture** teaching, **family and community rituals and celebrations** can impact and shape the journey of the individual believer and community of followers. Understand the **role of an individual within the family,** for example through marriage and parenthood. Explore **end of life customs and funeral rites**, especially how these may have spiritual meaning for mourners.
	Know that Sikhs recite Japji at dawn. **Interpret sections of Japji** to understand Sikh belief about the nature of God. Understand how the practice of **Naam Japna** (repeating the name of God), praying and the playing and singing of hymns from the Guru Granth Sahib helps Sikhs to experience the presence of God in their lives.
Non-religious worldviews	Understand that some non-religious people deny that humans have a **spiritual nature**, believing that a human being is no more than a complex, highly evolved animal, whereas others accept that human beings have a spiritual dimension which may include experiences of awe and wonder at the natural world and human creative arts. Explore, apply and make reasoned responses to Humanist beliefs about **finding meaning, purpose and value in life** without the need for religion. Express insights into how non-religious people cope with, and strive to minimise, **suffering, pain, and injustice**, especially where there is no belief in any form of life after death.

Pathway 5: Influence and Authority

Religions/worldviews are influential at individual, local, national and global levels. They will exert different levels of influence in different places and at different times.

	Enquire into the **influence of Buddhists on British culture**, customs and politics, for example, popularity of Buddha images, peace movements, the Peace Pagoda in Battersea Park. Investigate some of the **sub-traditions** in British Buddhism and how these have changed over time. Understand the Pali canon as holding key texts for Theravadan Buddhists and the sutras as the key texts for Mahayana Buddhists. Understand that some Buddhists have **global influence**, such as the Dalai Lama.
	Understand there is a range of **sources of authority** for Christians, including the Bible, religious leaders and conscience and how different Christians may accord varying priority to each. Compare, for example Roman Catholics and Quakers. Explore and express insights into the meaning of the **church** as the 'body of Christ' and its role in the local community. Make well informed responses to questions about issues such as: denominational differences; the variety of venues; features and symbols reflecting particular beliefs and traditions; different models of leadership and the role of men and women; mission and evangelism. Enquire into the **influence** of the Church of England in particular, and Christianity in general, on British culture, customs and politics; for example, national events, government (such as bishops in the House of Lords), schools and family, rites of passage, including funerals and marriages. Compare and contrast different Christian views on **same sex marriage** and civil partnership.
	Research how the **Hindu festivals** of Navaratri and Holi have an impact on the lives of Hindus in India and in the UK. Enquire into the **influence** of Hindu Dharma on British culture, customs and politics (including Hindu political leaders) and the popularity of Diwali beyond the Hindu community). Investigate the role of **Mohandas Gandhi** in employing non-violent resistance as the way for India to gain independence from British rule.

	Make well informed responses to the **claim of authority** for the Qur'an and explore some stories from Muslim writings or traditions. Establish what is **Shariah law** and why it is important to Muslims. Understand the difference between Shariah (texts) and Fiqh (understanding of the texts). Explain and interpret how some people celebrate events such as Ashura: for Sunni Muslims this commemorates the exodus from Egypt in the time of Moses, while for Shi'a Muslims it is a day of mourning for Husayn ibn Ali, the grandson of the Prophet Muhammad and Mawlid. Consider Prophet Muhammad's birthday, which is celebrated by many Muslims, both Sunni and Shi'a, and is often a national holiday in Muslim majority countries, except in Saudi Arabia and Qatar, where the influential form of Islam disapproves. Enquire into the **influence** of Islam on British culture, customs and politics, and look at Muslim charities and artists.
	Research and analyse the importance of the **land of Israel** to Jews, and beliefs about a Jewish state, referring to Abraham and the covenant, and Moses and the Promised Land. Investigate the **different ways** in which this is understood today. Enquire into the **influence** of Jewish people on British culture, customs and politics, for example, local and national politicians; Jewish charities; artists.
	Know the term **sangat** means community of Sikhs. Understand that Sikhi celebrates family and community. Explain and interpret **marriage symbolism** (Anand Karaj) including why the bride and groom circle (lavan) the Guru Granth Sahib. Recall, explain and analyse some key **Sikh religious festivals** (often called gurparabs – 'day of the guru'), for example: Guru Nanak's birthday, Vaisakhi, Diwali. Reflect on reasons why Sikhs and Hindus both celebrate Diwali,but give different reasons for it. Enquire into the **influence** of Sikhs on British culture, customs and politics, e.g. local and national politicians, Sikh charities, artists. Appreciate the contribution of Sikh soldiers to the British Army in two world wars.

Non-religious worldviews	Explain and explore key **non-religious values** including democracy, human rights, rule of law, secularism, freedom of expression and tolerance. Investigate how Humanists and other non-religious people contribute to British society, such as: Humanist celebrants, Humanist pastoral support in prisons and hospitals, Humanist contributions to science and technology, the welfare state, the abolition of slavery, minority rights, abortion rights and charity work. Understand how this has changed over time, for example, more people in the UK are now choosing Humanist or non-religious ceremonies for family rites of passage.

Pathway 6: The Big Picture

Many religions/worldviews provide a coherent account of what the universe is like and why it is as it is. These accounts may be called ‘grand narratives'. For many religious people the most important source of their understanding is found in sacred texts, often believed to have been divinely inspired. Other people believe that science and reason can explain everything and that there is no need for religious explanations.

	Understand **major Buddhist teachings about human nature and destiny** and the material world, such as impermanence, no-self, karma, samsara and nirvana. Explain how Buddhism emphasises the need for spiritual progress. Explain how the teachings of Buddhism point towards the need for attaining **nirvana** rather than having all the answers, for example, the story of the Poisoned Arrow.
	Explain and express insights into **Christian beliefs** in the **Creation** and **‘Fall’**, expressed in the two creation stories in Genesis 1-2. Compare these with the interpretation in the prologue to John’s gospel (John 1). Enquire into beliefs about the **Trinity** and how this is seen as a mark of orthodox Christian belief. Reflect on how some Christians (such as Unitarians or Quakers) see this as unnecessary dogma and have different emphases on faith, conscience and beliefs. Explore and evaluate arguments about the problem of **evil and suffering** being compatible with the existence of such a God (theodicy). Enquire into arguments about the existence of God and make well-informed responses.
	Understand beliefs in the cycle of **Samsara** and Hindu goal of **Moksha.** Understand Hindu beliefs about the universal law of cause and effect **(karma)** and the **cycle of samsara** (sansar) that leads to the liberation of the soul **(atman)** in **moksha**. Explain the impact of these beliefs on **life and decisions**. Reference could be made to the story of Nachiketa in the Katha Upanishad.

	Express insights into Islamic belief on the **nature of life** including predestination and free will, the sanctity of life, suffering, good and evil, judgment and life after death (Akhirah, Jannah, Jahannam). Know the **importance of mind and intellect**, the distribution of wealth and ties of kinship. Make well informed and reasoned responses to Muslim approaches to: **conflict and violence**; war and peace; pacifism and the lesser Jihad (Kitaal); crime & punishment including the three aims of punishment, repentance (tawba), expatiation for mistakes/sins, the death penalty and blood money.
	Understand **major Jewish beliefs about God**, the Creation of the World, the place of human beings in God's plan, and how the Jewish people have a particular responsibility in that plan. Explore Jewish beliefs about the **Messiah** from studying texts such as Isaiah 1:2-3 and Micah 4:1 -9 and how these are interpreted.
	Investigate major Sikh beliefs about **God, human nature**, destiny and the material world. Explore how Sikh teachings help people to **understand the world** around them.
Non-religious worldviews	Explore what is meant by **atheism and agnosticism** and understand how these beliefs affect approaches to life and decisions. Understand beliefs about the **origin of the universe and life** on earth, comparing and contrasting religious and non-religious approaches. Explain and interpret the **scientific account of human evolution** and why this is important to Humanists. Explore the humanist belief that humans are material and mortal, with all the limitations that brings, but also have capacity as conscious and creative agents. Enquire into Humanist beliefs in the **centrality of science** and evidence rather than sacred texts and revelation. Explore how humanists believe that science can inform but not answer questions of meaning and value. Investigate the concept of **miracles** and make a considered response about different responses and interpretations of these.

Key Stages Four and Five

The aim is for students to have a good understanding of all six main faiths by the end of Key Stage Three. This will then allow students to continue to GCSE. The content for non-examined Key Stage Four will build on this understanding through thematic units based on the six pathways.

Detailed exemplar planning for units of work at KS4 is available to accompany this syllabus. Some outlines of units of work for KS5 are provided on page 38.

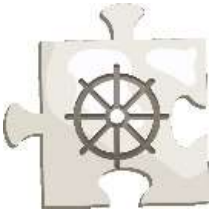
Other units of work to support Key Stage Four and Five can be found at:
https://bigideasforre.org/exemplar-units-of-learning/

Appendix 2

Subject Content by Religion/Worldview

The tables below are provided to support coordinators in mapping substantive knowledge through their curriculum. **Please note that these tables are provided as a guide for schools, not a list of mandatory content. There should be overall balance of areas of study, but schools are not required to, and certainly should not try to, include every topic here.**

Buddhism



Key Stage 1

General skills development In Key Stage 1 pupils should be able to: name, retell, talk about ideas, sort, respond to questions, suggest meanings, recognise similarities and differences.	
Nature of Religion and Belief	Suggest how different Buddhists might **meditate** at home and what artefacts might be included in a shrine.
Expressing Beliefs	Suggest how and why some Buddhists create and use **mandalas** as objects for meditation and discuss how nothing stays the same. Name some symbols used by some Buddhists to help them **meditate.**
Good Life	Notice how Buddhists show **compassion** (karuna) to themselves and the World and practice **non-violence** (ahimsa). Retell some stories from the **life of the Buddha**, e.g. Devadatta and the Swan.
Personal Journey	Talk about the life of **Siddhartha** especially the story of the four sights.
Influence and Authority	Retell the stories of **Wesak** as a special celebration. Explain the role of **monks and nuns** in some Buddhist traditions.
The Big Picture	Retell some **Buddhist** stories and suggest reasons why they might be a good starting point for asking big questions.
Key Vocabulary Buddha, shrine, meditate, Wesak, mandala, ahimsa, Buddhist.	

Key Stage 2

General skill development In Lower Key Stage 2 pupils should be able to: recall information, describe, give an example, make links, ask questions, give a presentation, demonstrate understanding, give reasons, describe similarities and differences. In Upper Key Stage 2 pupils should be able to: define, describe and give examples, summarise ideas, compare and contrast, choose appropriate questions, present a considered response, describe a range of opinions, weigh up different points of view, give reasons for differences.	
Nature of Religion and Belief	Understand that Buddhism is the religion based on the teachings **of Siddhartha Gautama**, known as Buddha. Explain that there are many traditions in Buddhism for example **Theravada** and **Mahayana** Buddhism. Give examples of how a **shrine** is used at home and a place of worship.
Expressing Beliefs	Give reasons why Buddhists **meditate** and spend time thinking deeply and being peaceful. Explain some of the **symbolism** used in Buddhism including the **wheel of life, lotus flower and images of the Buddha.**
Good Life	Read and understand the story of 'The Buddha and the Wounded Swan' and explore Buddhist views on **animal rights issues.** Explain why Buddhists believe in animal rights and why they **respect all living things** including humans and how they show this in their daily lives. Explore Buddhists beliefs about: Compassion (**Karuna**), doing no harm (**ahimsa**) and interdependence.
Personal Journey	Explore daily life and practice of a Buddhist e.g. the **Eightfold Path** and the story of the **Buddha's enlightenment** as fundamental experience behind the tradition. Give reasons why some Buddhists become monks or nuns as a path to **enlightenment.**
Influence and Authority	Explore the significance of the **three jewels** in the life and practice of a Buddhist. These are **Buddha** (His Example), **dharma** (teaching), **sangha** (community). The role of the **monastery** in Buddhist majority countries, e.g. Sri Lanka, Thailand, Cambodia or in countries where Buddhism is a significant influence, e.g, Japan, Vietnam. In the UK, chaplaincy and prison visiting.

The Big Picture	Understand that the **Buddha** often taught through telling stories and how these stories illustrate important Buddhist teachings, such as **impermanence and compassion.**
Key Vocabulary Buddha, Enlightenment, Theravada, Mahayana, shrine, meditate, sangha, monks, nuns, wheel of life, lotus flower, Siddhartha Gautama, karuna, ahimsa.	

Key Stage 3

General skill development By the end of Key Stage 3, students should be able to: explain and interpret a range of views, show coherent understanding of and appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make a judgment.	
Nature of Religion and Belief	Explain the **diversity of Buddhist beliefs** with reference to samsara, karma, rebirth and nirvana. Consider Theravada and Mahayana understandings of Buddhas and bodhisattvas, as well as different practices in different countries and traditions. **Explore how Buddhism has changed and developed** as it spread to different countries and cultures, past and present, including Buddhism in Britain and in a country where Buddhists are in the majority or a large minority, for example Thailand.
Expressing Beliefs	Explain the imagery of the **wheel of life** with reference to the three poisons and six realms of existence and describe how the wheel of life impacts on Buddhist belief. Enquire into different forms of **Buddhist iconography**, such as images of different Buddhas and bodhisattvas, and symbols such as the lotus, the stupa. Explore and express insights into different forms of **Buddhist meditation**, such as mindfulness and the Brahma Viharas.
Good Life	Consider how Buddhists make **moral choices** on some contemporary ethical issues with reference to, for example, the Eightfold Path, the Five Regular Precepts, and principles of compassion (karuna) and wisdom (prajna). Understand the notion of upaya, that is, the ability to decide the best thing to do in particular circumstances, rather than rigidly following rules. Understand the law of **karma and belief** in rebirth as important ideas for Buddhist moral thinking. Understand the work of **charities** such as the Karuna Trust and how this is informed from Buddhist values.

Personal Journey	Understand how Buddhists are influenced by **Siddhartha's Enlightenment** and how it impacts on their own personal journey such as becoming a monk or nun, or serious lay follower. The story of Angulimala might be relevant as an example of someone who met the Buddha and changed their life. Understand the concept of **'The Middle Way'** a path exactly between extreme asceticism and materialism that the Buddha advocated. Understand the goals of better rebirth, or becoming an Arhat or Bodhisattva, eventually achieving Nirvana. Consider the **different types of meditation** practice in relation to ideas of personal spiritual progress.
Influence and Authority	Enquire into the **influence of Buddhists on British culture**, customs and politics, for example, popularity of Buddha images, peace movements, the Peace Pagoda in Battersea Park. Investigate some of the **sub-traditions** in British Buddhism and how this has changed over time. Understand that some Buddhists have **global influence**, such as the Dalai Lama.
The Big Picture	Understand **major Buddhist teachings about human nature and destiny** and the material world, such as impermanence, no-self, karma, samsara and nirvana. Explain how Buddhism emphasises the need for spiritual progress. Explain how the teachings of Buddhism point towards the need for attaining **Nirvana** rather than having all the answers, for example, the story of the Poisoned Arrow.
Key Vocabulary Enlightenment, Middle way, Four Noble Truths, Five Precepts, Eightfold Path , Sangha, Samsara, Karma, Re-birth, Nirvana, Upaya, Theravada, Mahayana.	

Christianity

Key Stage 1

General skills development In KS1 Pupils should be able to: name, retell, talk about ideas, sort, respond to questions, suggest meanings, recognise similarities and differences.	
Nature of Religion and Belief	Talk about how Christians see **God as the Creator** (Genesis 1:1-2:3) and as a loving God. Talk about how Christians believe Jesus is special and call him the 'Son of God'. Notice how the Christian beliefs about God and Jesus are based on a promise or **'covenant'** between God and people. Notice and recall how the Bible is important for Christians, including: how it is seen as a special 'holy' book inspired by God; how it may be read at home and in church; different ways in which it guides Christians' lives; how it has an **Old and New Testament.** Recognise key features of a **church building**, such as a font, altar and lectern noting that different churches have different features.
Expressing Beliefs	Talk about **prayer**, noticing how people can pray in church or at home. Recall the **Lord's Prayer** and recognise how this was taught by Jesus to his disciples (Matthew 6:9-15) and look at how it is used today. Name **symbols** used by Christians and suggest meanings for these, such as the cross, candle and fish. Talk about the ideas and symbols represented in a eucharist/communion service.
Good Life	Name some of the **early figures** in the Old Testament, retelling stories and talking about Noah, Abraham, Isaac, Jacob and Joseph. Talk about and respond to questions about **stories from the life and teachings of Jesus, s**uch as: his baptism (Matthew 3:13-17); the calling of the first disciples (Matthew 4:18-22); the command to love one another and the washing of feet (John 13:1-17); forgiveness and generosity (Luke 15). Talk about how Christians see a **code for living** in stories from the Bible, such as parables like the Good Samaritan (Luke 10:25-37) The Sower (Mark 4:1-20). Talk about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today.

Personal Journey	Talk about how a church is a **community** of people and not just a building, and how it is important for Christians to belong. Talk about and respond to questions about **initiation ceremonies**, including baptism and dedication, recalling the main symbols and sequence of events and suggesting reasons why such ceremonies may be important.
Influence and Authority	Recall and name some of the **main festivals** and seasons including Advent, Christmas, Lent, Holy Week and Easter. Explore some other festivals, such as Harvest festival and name some of the symbols and practices linked to these. Know some of the roles the **vicar/priest/minister** in church.
The Big Picture	Retell and suggest meanings for stories about the **birth of Jesus,** (Luke 1:26-38, Matthew 1:18-2:12). Name and retell key events in the **final days of Jesus ministry**, including: his arrival in Jerusalem on a donkey (John 12:12-15); the last meal with his disciples (Mark 14: 12-26); his death on the cross (Luke 23:26-56) and his friends finding the empty tomb (Luke 24:1-12). Recall how these are remembered in **Holy Week and Easter.**
Key Vocabulary Christian, Christianity, God, Jesus, worship, font, altar, lectern, church, chapel, prayer, the Lord's Prayer, hymn, the Last Supper, vicar, priest, minister, Christmas, Lent, Holy Week, Good Friday, Palm Sunday, Easter, resurrection, Bible, Holy Communion, harvest, baptism, christening, parable, festival, symbol, Old Testament, New Testament, disciple.	

Key Stage 2

General skill development In Lower Key Stage 2 pupils should be able to: recall information, describe, give an example, make links, ask questions, give a presentation, demonstrate understanding, give reasons, describe similarities and differences. In Upper Key Stage 2 pupils should be able to: define, describe and give examples, summarise ideas, compare and contrast, choose appropriate questions, present a considered response, describe a range of opinions, weigh up different points of view, give reasons for differences.	
Nature of Religion and Belief	Describe and show understanding of how Christians believe God to be an **all-powerful Creator** as well as eternal, loving and righteous. Explore how God is seen by most Christians as the **Holy Trinity**, Father, Son and Holy Spirit. Explore and weigh up **different titles used by and of Jesus**, such as Son of Man, Servant, Rabbi, Messiah, Christ. Describe and **explain a range of churches**, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic, Orthodox and free churches. Notice how **leadership differs** in churches from bishops and clergy to leadership by lay people. Make links between the church in our region and Christian communities worldwide, responding to work for charities at home and abroad. Describe how the **Bible** is made up of **many different books** with different purposes (narratives, poetry, letters, law, etc) and how there are different translations and interpretations. Show understanding of the importance of the New Testament (Covenant) and how it includes: gospels (stories, teachings and beliefs about Jesus); accounts of the early church including Paul (Acts of the Apostles) and letters to churches.
Expressing Beliefs	Compare and contrast different **expressions of spirituality** including individual and collective worship. Describe and evaluate how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance. Look at some of the Psalms as examples. Explain the content and meaning of the Lord's Prayer (Matthew 6:9 -15). Explore how Christians use and **study the Bible** in different ways. Make links between **symbols** and their meanings, looking at the use of artefacts and decorations.

Good Life	Explain how Christian teachings represent a **code for living,** derived from texts such as the Ten Commandments (Exodus 20) and the Golden Rule (Love God, Love your neighbour). Explore how these may be applied or interpreted in different ways. Compare and contrast stories about Jesus and explore the meaning of these, such as: the Feeding of the Five Thousand (Matthew 14: 13-21); the Healing of the Blind Man (John 9:1-12), the Call of Zacchaeus (Luke 19:1-10) or the Raising of Lazarus (John 11). Explore the **concept of miracle** and weigh up different ideas about how these might be interpreted. Give a considered response to how Christians express their beliefs through working for ideas such as **forgiveness and reconciliation,** social justice and equality, charity, lifestyle choices. Reflect on local or national examples.
Personal Journey	Explain the meaning of a variety of ceremonies and rituals including **eucharist/communion**, infant baptism/dedication and **believer's baptism**. Consider the practice and value of **pilgrimage**, giving a considered response to their value and impact for believers. Know the stories of some Christians who had **visionary experiences**, e.g. St Paul, the Lady Richeldis of Walsingham, Bernadette of Lourdes.
Influence and Authority	Explain how festivals and seasons are celebrated, including **Ascension and Pentecost.** Explain the importance of churches as a places of **community.** Understand the role of the **established churches** (Church of England, Church of Scotland) in parts of the UK and their place in the Coronation, Remembrance Day, and festivals.
The Big Picture	Recall the **stories in the Old Testament** about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. Explore the narratives about Moses, the Ten Commandments and the Kingdom, including David, making links between stories and the idea of a covenant between God and the people. Describe and give a considered response to accounts of Jesus' birth, including his Jewish identity and family. Reflect on narratives such as: Mary, Joseph, the shepherds and angels (Luke 1:26 -38, 2:1-20); the Magi (Matthew 1:18-2:12). Compare **traditional stories and celebrations** with biblical accounts. Show understanding of the meaning of the word **incarnation;** how Jesus is seen as fully human and fully divine.

	Explore and summarise how Christians understand the significance of **Jesus' death and resurrection,** considering narratives such as: Palm Sunday and the link to kingship (John12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of **forgiveness and salvation.** Show understanding of these terms and weigh up what they mean for Christians today.
Key vocabulary All KS1 vocabulary and… Trinity, eternal, covenant, denomination, Roman Catholic, Orthodox, Protestant, charity, dedication, creation, salvation, incarnation, gospel, Messiah, Son of Man, Son of God, Kingdom of Heaven, ascension, communion, eucharist, crucifixion, reconciliation, forgiveness, sacrifice, ritual	

Key Stage 3

General skill development By the end of KS3 students should be able to: explain and interpret a range of views, show coherent understanding of and appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make a judgement.	
Nature of Religion and Belief	Explain and show understanding of **Christian beliefs about God**, including concepts such as omnipotent, omniscient, omnipresent and benevolent. Evaluate and analyse **beliefs about the person of Jesus**, his role and significance, including: the significance and meaning of incarnation (John 1, Luke 1); the crucifixion (Matthew 27); the resurrection and ascension (Luke 24). Explore the meanings of concepts such as sin, law, grace and salvation. Enquire how the **Bible can be interpreted in different ways**, such as literal and liberal responses, using stories such as the Feeding of the Five Thousand or the resurrection accounts. Explore whether and how the Bible is compatible with scientific or rational understanding, considering for example the creation accounts in Genesis 1-2. Explain what it means to be a Christian in contemporary Britain but also understand **some key differences of belief and practice** across different denominations or countries.
Expressing Beliefs	Enquire into **different expressions of worship and prayer**, such as: liturgical, informal, structured, spontaneous, silence, meditation, music and the use of aids to worship such as icons and rosary beads. Explore the meaning and symbolism behind examples of Christian **art and architecture.** Explore and express insights into **how the Bible is used** in worship and private study and how it may influence Christian beliefs and lifestyles in a variety of ways.
Good Life	Explore and express insights into Jesus' teaching about the **Kingdom of God** through considering teachings such as the sayings collected in the Sermon on the Mount (Matthew 5:3-10) or other texts such as Jesus washing his disciples' feet and the command to love one another (John 13). Investigate Christian beliefs on **ethical issues**, such as environmental concerns, crime and punishment and world poverty. Understand how Christian belief in **life after death** and judgment may impact on moral decision-making.

Personal Journey	Show understanding of **rituals, sacraments and ceremonies**, such as believer's baptism and confirmation. Explore how some are expressed differently, such as Eucharist and Mass. Appraise the reasons for and value of **pilgrimage** and special places in Christianity, such as Lourdes, Iona, Lindisfarne and Walsingham, including the religious experiences of the individuals associated with these places. Understand that some **religious experiences** have led to people transforming their lives, such as St Paul on the road to Damascus.
Influence and Authority	Understand different **sources of authority** for Christians, including the Bible, religious leaders and conscience. Study how Christians vary according to the priority given to each. Compare, for example Roman Catholics and Quakers. Explore and express insights into the meaning of the **church** as the 'body of Christ' and its role in the local community. Consider issues such as denominational differences, different buildings, features and symbols reflecting particular beliefs and traditions, different models of leadership including the role of women and men, mission and evangelism. Enquire into the **influence** of the Church of England in particular, and Christianity in general, on British culture, customs and politics; for example, national events, government (such as bishops in the House of Lords), schools and family, rites of passage, including funerals and marriages. Compare and contrast different Christian views on **same sex marriage** and civil partnership.
The Big Picture	Explain and express insights into **Christian beliefs** in the **Creation** and 'Fall', expressed in the two creation stories in Genesis 1-2. Compare these with the interpretation in the prologue to John's gospel (John 1). Enquire into beliefs about the **Trinity** and how this is seen as a mark of orthodox Christian belief. Reflect on how some Christians (such as Unitarians or Quakers) see this as unnecessary dogma and have different emphases on faith, conscience and beliefs. Explore and evaluate arguments about the problem of **evil and suffering** being compatible with the existence of such a God (theodicy). Enquire into arguments about the existence of God.
Key Vocabulary All KS1 and 2 vocabulary and… omnipotent, omniscient, omnipresent, omni-benevolent, righteousness, justice, theist, atheist, agnostic, liturgy, charismatic, pentecostal, transcendent, immanent, sacrament	

Hindu Dharma

Key Stage 1

General skills development In KS1 Pupils should be able to: name, retell, talk about ideas, sort, respond to questions, suggest meanings, recognise similarities and differences.	
Nature of Religion and Belief	Talk about Hindu belief in One God called **Brahman** (who may be known as Paramaatma) and who takes many forms. Talk about how many Hindus believe **God is everywhere** so they can pray at home or at the **mandir.** Recognise that the **River Ganges** is a place of pilgrimage to take blessings and purify the mind.
Expressing Beliefs	Recall that **Om or Aum** is a symbol and sacred sound of the entire universe which is **Brahman** and name other symbols that some Hindu people might use in prayer.
Good Life	Know that most Hindus believe everyone is born with the divine soul **(atmaa/atman)** and so they respect all creatures and follow a path of **non-violence (ahimsa).** **Dharma** is a moral code of living.
Personal Journey	Understand that Hindus have a **personal journey** and a duty or **dharma** which shapes their choices and decisions, This includes some rituals connected with babies and young children.
Influence and Authority	Retell the stories of **Holi and Diwali** as special celebrations. Can describe the role of a priest in a **mandir.**
The Big Picture	Retell some **Hindu stories** and suggest reasons why they might be important, e.g. Mother Ganga comes to Earth.
Key Vocabulary Hindu, Brahman/Parmaatma, Aum, Mandir, Ganges, Rama/Ram, Sita, Holi, Diwali, Atman/Aatma	

Key Stage 2

General skill development In Lower Key Stage 2 pupils should be able to: recall information, describe, give an example, make links, ask questions, give a presentation, demonstrate understanding, give reasons, describe similarities and differences. In Upper Key Stage 2 pupils should be able to: define, describe and give examples, summarise ideas, compare and contrast, choose appropriate questions, present a considered response, describe a range of opinions, weigh up different points of view, give reasons for differences.	
Nature of Religion and Belief	Show understanding that Hindus believe there are many aspects of Brahman (who may be known as Paramaatma) and that three of these are referred to as the **Trimurti:** Brahma (creator), Vishnu (preserver) and Shiva (destroyer). Learn about some of the avatars of the Trimurti (Ganesh, Krishna, Rama Hanuman, Sita) Understand that Hindus have many books as sources of authority including the **Vedas and Bhagavad-Gita.** Understand that in Hindu Dharma the Vedas are the central authority with other scriptures covering various areas.
Expressing Beliefs	Explain how Hindus **worship** through **puja** at home. Describe some of the **artefacts** (such as diya, coconut, shankha, conch) and explore the symbolism behind these. Understand some of the **symbols** used in Hindu Dharma including Aum and lotus flower, swastika, bindi/tilak and bhagwa dhwaj (saffron flag). Understand that **murtis** are symbolic representations used as devotional aids in homes and temples. Recognise this is different from worshipping a statue itself.
Good Life	Understand that a person's actions **(karma**) affect how they may be reborn in another life, and that the ultimate hope is to be united with Brahman **(moksha).** Give reasons why Hindus follow **ahimsa** (non-injury in mind, speech and action). Understand that duty **(dharma)** is very important for Hindus. Know about individuals who set a good **moral example** such as **Rama or Mohandas Gandhi.**

Personal Journey	Consider the practice and value of pilgrimage, e.g. **Ganges, Kumbh Mela.** Investigate **key rites of passage** (samskaras), e.g. Sacred Thread ceremony. Know examples of 'amazing, puzzling or mysterious experiences'? e.g. when Krishna revealed his true nature to Arjuna.
Influence and Authority	Know that **Raksha Bandhan** is a Hindu festival for brothers and sisters and understand its wider significance for promoting a sense of unity and belonging in the wider national and human family. For example, Hindus in the UK pay respect to members of the emergency services during Raksha Bandhan.
The Big Picture	Explore how stories in Hindu Dharma, e.g. those in the Ramayana, Mahabharata and the Puranas address meaningful themes such as the **nature of the divine** and the human self, **karma and samsara**, devotion to **dharma** and attaining good character and right conduct.
Key vocabulary Trimurti, Vedas, Avatar, Puja, Karma, Ahimsa, Aum, Lotus Flower, deity, murti, moksha, swastika, bindi/tilak, bhagwa dhwaj	

Key Stage 3

General skill development By the end of KS3 students should be able to: explain and interpret a range of views, show coherent understanding of and appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make a judgement.	
Nature of Religion and Belief	Revisit some aspects of the **Trimurti:** Brahma (creator), Vishnu (preserver) and Shiva (also referred to as Mahesh) (destroyer) as well as other avatars. Explore how these inspire and inform Hindu worship and practice. Study the four main pursuits of Hindu Dharma: dharma, aarth, kaam, moksha. Know that in Hindu Dharma there are **three main sources of authority**: texts (oral and written), holy people (gurus) and personal insight. Explore the **main divisions of text**: Shruti (revealed in experience of enlightenment through yoga and meditation) and Smriti (remembered, practical experience and traditions). Look at some key texts: Vedas; Upanishads; [Vedanta-sutra]; Ramayana; Mahabharata; [Bhagavad-gita]; Puranas. Investigate and study some examples. Understand that there is **diversity within Hindu Dharma**, e.g., Vaishnavism, Shaivism and Shaktism (centred on complexes of deities associated with Vishnu, Shiva and Shakti/Mahadevi/the goddess respectively). **Explore Hindu Dharma in different contexts**, for example, compare Hindus in Britain today including influential new movements such as ISKCON (Hare Krishna) with Hindus in India. Identify similarities and differences of belief and practice in one or more other countries.
Expressing Beliefs	Explore the differences between **individual worship at home and the communal experience** in the Mandir. Explore how a home shrine expresses the unique faith and understanding of the individual worshipper e.g. choice of Murtis, symbols and elements of puja. Explore the **meaning and symbolism behind some of the key Hindu deities** including Krishna, Ganesh and Lakshmi. Explore the meaning of different expressions of Hindu belief and practice, such as **mantras, music, dance and drama.** Explore how a home shrine expresses the unique faith and understanding of the individual worshipper, for example choice of murtis.

Good Life	Discuss and describe how Hindu beliefs are part of everyday life, as in the practices of **Sewa** and the greeting 'namaste'. Understand the importance of making **moral and correct long-term decisions** (shreya) rather than for short term convenience (preya). Understand the law of **karma and belief** in reincarnation as important ideas for Hindu moral thinking. Consider Hindu perspectives on **contemporary ethical issues** such as world peace, the environment, and vegetarianism. Explore the notion of Vasudhaiva Kutumbakam (the world is one family). Discuss the importance of Hindu environmental projects, e.g. 'cow protection', animal care and charities that promote well-being, social inclusion and women's rights.
Personal journey	Investigate some key **samskaras/sanskars** (steps to life). These may include the symbolism in the **Hindu marriage** ceremony and the death rites and cremation. Explore the **ashramas** (life stages) as part of the personal journey undertaken by people in the ancient Hindu tradition, and the extent to which this is followed today. Consider the different types of **meditation and yoga** in relation to ideas of personal spiritual progress, and the lives of some Hindus, who have dedicated themselves to a religious path, such as ascetics, yogis, swamis and gurus.
Influence and authority	Research how Hindu festivals of **Navratri and Diwali** have an impact on the lives of Hindus in India and the UK. Enquire into the **influence** of Hindu Dharma on British culture, customs and politics (including Hindu political leaders) and the popularity of Diwali beyond the Hindu community). Investigate the lives and impact of significant figures such as **Swami Vivekananda** and **Mohandas Gandhi.**
The Big Picture	Understand beliefs in the cycle of **Samsara** and Hindu goal of moksha. Understand Hindu beliefs about the universal law of cause and effect (karma) and the **cycle of samsara** (sansar) that leads to the liberation of the soul (atman) in **moksha**. Explain the impact of these beliefs on **life and decisions**. Reference could be made to the story of Nachiketa in the Katha Upanishad.
Key Vocabulary Trimurti, Avatar, Puja, Karma, Ahimsa, Aum, , Shruti, Smriti, Vedas; Upanishads; Vedanta-sutra; Ramayana; Mahabharata; Bhagavad-gita; Puranas, samskaras, Samsara, **dharma, aarth, kaam, moksha.** Vasudhaiva Kutumbakam, sewa, namaste, preya, Shreya	

Islam

Key Stage 1

General skills development In KS1 pupils should be able to: name, retell, talk about ideas, sort, respond to questions, suggest meanings, recognise similarities and differences.	
Nature of Religion and Belief	Name the **Qur'an** as the holy book for Muslims and recognise that it is treated with respect. Name the key features of a **mosque**, including the dome, minaret and prayer hall. Talk about the role of the imam and some of the items used in worship including a prayer mat and beads. Talk about the **five pillars of Islam** especially noticing **daily prayer** and how this promotes inner peace and mindfulness.
Expressing Beliefs	Talk about Muslim **symbols** such as those contained in calligraphy and architecture and name some common symbols, e.g. crescent moon and star.
Good Life	Recall some of the **early prophets** of Islam and recognise similarities with Christianity and Judaism, e.g. Adam, Nuh (Noah), Ibrahim (Abraham), Musa (Moses). Talk about their lives and example. Talk about Muslims' **commitment** to five daily prayers and how they prepare to pray including, call to congregational prayers **(adhaan)** and Washing **(wudu).** Discuss the impact of prayer beyond worship: the spiritual connection through prayer towards compassion, justness and fairness in daily interaction. Notice how Muslims may pray in the mosque **(Masjid**) or at home and that special prayers **(Jummah)** are said on Friday, fostering a sense of solidarity and community.
Personal Journey	Talk about the life of **Prophet Muhammad** especially the story of the revelation of the Qur'an. Explain how this guides Muslims in life today. Talk about Islamic **welcoming ceremonies**, including the **adhaan** (call the prayer), shaving the hair, and naming for new-borns **(aqiqah).**

Influence and Authority	Notice how Muslims fast during the month of **Ramadan** and consider its connection to spiritual discipline, self-purification and social harmony. Look at how Muslims celebrate at Eid ul Fitr (which takes place at the end of the month), suggesting reasons for this observance. Know the role of the **iman** in a mosque.
The Big Picture	Retell and suggest meanings for **some stories** in the **Qur'an** such as Al Fatiha (The Opening), Yusuf (Joseph), Al Nahal (Bee), Maryam (Mary).
Key Vocabulary Allah, Qur'an, Prayer, Masjid/Mosque, Dome, Minaret, Prayer hall, Prayer mat, The five pillars, Adhaan, Jummah, Eid ul Fitr & Ramadan, fasting.	

Key Stage 2

General skill development In Lower Key Stage 2 pupils should be able to: recall information, describe, give an example, make links, ask questions, give a presentation, demonstrate understanding, give reasons, describe similarities and differences. In Upper Key Stage 2 pupils should be able to: define, describe and give examples, summarise ideas, compare and contrast, choose appropriate questions, present a considered response, describe a range of opinions, weigh up different points of view, give reasons for differences.	
Nature of Religion and Belief	Understand the **meaning of Islam** (peace, submission). Notice that Muslims believe there is one God who is the creator and is known in Arabic as Allah. Understand that, for Muslims, God is universal and not to specific to a group or community. Describe and show understanding of Muslim belief in one God, who has **many attributes** (the 99 Names of God). Each name reflects a different attribute. It demonstrates the multifaceted nature of God and encourages believers to recognise and embody these qualities. Summarise the five pillars of Islam, noticing how the **Shahadah** (testimony of faith) is the foundation. Consider how the **Qur'an** was revealed to the Prophet and is seen as the direct word of God. Reflect on its importance for Muslims and how it is read in Arabic. Give a considered response why prayer is important to Muslims, noting why there are five daily prayers, the direction of prayer towards **Mecc**a and the positions used in prayer, emphasising the principles of humility and submission. Know that there are **different groups** in Islam who may practice their religion in different ways.
Expressing Beliefs	Give reasons why visual representation of God and the prophets is forbidden **(haram)** in Islam. This is to reinforce **Tawhid** (oneness of God) and avoid idolatry. Compare and contrast how some Muslims show **other expressions** of love and connection with God such as Islamic songs (poetry of praise and Madeeh) and **Islamic art/calligraphy,** which has deeper significance. Geometric designs symbolise order in the universe while calligraphy showcases verses from the Quran, promoting spiritual reflection and enhancing worship spaces with a sense of tranquillity and reverence.

	Sufism places its emphasis on the inner spiritual state, serving as a pathway for Muslims alongside other outwardly acts, fostering a connection with God. In essence, it focuses on purification of the soul.
Good Life	Understand that the **5 pillars** are essential in Islam and they are there to nurture godliness, spirituality and caring citizenship. Explain how **Prophet Muhammad** is seen as the final prophet and how Muslims look to his teachings and leadership and try to embody his kindness, honesty and humility. Know that there is a **range of expressions** of worship beside ritual prayer and fasting. These include helping the needy, giving charity, being kind and looking after the planet. Explore how Muslims observe the lunar month of **Ramadan** and see this as an important time for spiritual cleansing and building good habits. Explain how observance includes the recitation of the Qur'an, **Qiyam** or night prayer, the night of destiny, **iftar** (breaking the fast) and charity **(zakat)** Understand that **Hajj** aims to emphasise equality and the belief that Muslims are judged by their deeds, not by their worldly status. Consider Muslim teachings about life and decisions, forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad (inner self-development) and halal (food, drink, money and conduct).
Personal Journey	Understand that **Muslims use Allah's 99** names to either reaffirm their belief, glorify God or nurture these traits as part of their own development. Reflect on how Muslims may **express their faith** in a variety of ways, exploring the difference between culture and religious belief, for example in wearing a head covering. Recognise that fasting is not solely abstaining from food but is also a journey of **self-discipline** and spiritual growth. Ramadan is an opportunity to refuel the heart and soul for the rest of the year.
Influence and Authority	Explore similarities and differences between Muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and giving reasons why **Jerusalem** is a holy site for all these faiths. For Muslims, Al Aqsa was the first mosque Muslims prayed towards before Al Kabbah. The Western Wall is sacred for Jews and the church of the Holy Sepulchre is sacred to Christians (site of Jesus' crucifixion, burial and resurrection). Distinguish the difference between Islamic teachings that are agreed and considered universal, and others which are open to **interpretation** or based on cultures and traditions. Describe and show understanding of the key features and purposes of a mosque promoting social cohesion, including the **Ummah (community**), its

	place in the local community (e.g. weddings, funerals, adult classes) and its role in education **(madrassah)** and charitable work, including chaplaincy and prison visiting.
The Big Picture	Reflect on some sayings and stories about **Prophet Muhammad** and explain their meanings. Know the story about Prophet Muhammad's experience of **revelation** and origin of the Qur'an. Explore some important stories such as the night of power, the night of ascension and the story of **Eid ul Adha** (Ibrahim & Isma'eel) and how these link to spiritual growth and closeness to God. Explore the importance of the **Hajj** pilgrimage and the celebration of **Eid ul Adha** with the story of **Ibrahim & Isma'eel,** showing trust in God and compassion. Understand how these stories and events illustrate central teachings of Muslim worldviews, such as belief in one **all-powerful God**, revelation, angels, and **the life hereafter.**
Key vocabulary All KS1 vocabulary and… Prophet Muhammad, Shahadah, Sawm/fasting, Jihad, Zakat, Hajj, Makkah, Night of Destiny (Laylut Al Qadr), Eid ul Adha, Qiblah, Sadaqah, Halal, Haram, Iftar, Ummah, Kabah	

Key Stage 3

General skill development By the end of KS3 students should be able to: explain and interpret a range of views, show coherent understanding of and appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make a judgement.	
Nature of Religion and Belief	Revisit **Muslim belief about the nature of God** including Tawhid (oneness), transcendence, immanence and his role as creator. **Understand the arguments for God's existence**, including the Design and First Cause arguments, and explore the respective counterarguments, such as the problem of evil and how the concept of suffering aligns with an all-benevolent God. **Enquire into diversity** including branches of Sufism, Sunni, Shia and identify their differences. Explore other groups such as the Ahmadiyya. **Distinguish between Islamic teachings and cultures** in relation, for example, to the role of women, human sexuality, segregation of the sexes, family planning and the use of contraception within marriage. Explore Islam in **different contexts and countries**, for example Muslims in the UK and Pakistan. Identify similarities and differences of belief and practice.
Expressing Beliefs	Consider some of the **names of Allah** (Al Wahid, Al Hay, Al Samee', Al Baseer, Lasa ka mithlihi Sha') and understand their meanings. Explore the meaning of different expressions of Muslim belief and practice found in **architecture and calligraphy.** Explain why the use of **creative arts including music** can be controversial in Islam. Understand and give reasons for the **symbolism within the marriage ceremony**. Explore the meaning and symbolism behind examples of Muslim **art, music and architecture.**
Good Life	Investigate beliefs on **ethical issues**, such as the environment, peace and conflict, world poverty. Explore and express insights into **rights and responsibilities** towards others including ties of kinship, elders. Understand how the concepts of **modesty and sanctity of self,** apply to beliefs about sexual relationships before and outside marriage (as illustrated in nikah/marriage sermon). Describe the wedding as a cultural tradition, while

	highlighting that the nikah represents a sacred commitment between a husband and wife. The union marks the actual marriage. Understand how Muslim belief in **life after death** and judgment may impact on moral decision-making. Make well informed and reasoned responses about **lifestyle choices** based on Qur'an teachings, for example, Shariah (Islamic law), modesty (body coverings). Shariah is seen by Muslims as a comprehensive system that encompasses legal, moral and ethical guidelines. Explain and interpret a range of views about **family structures**, views towards abortion in Islam, divorce, remarriage and polygamy. Marriage is considered a sacred contractual bond between a husband and wife. Divorce, while permissible is viewed as a last resort and is discouraged unless efforts at reconciliation have been exhausted. The early cultural and historical context of polygamy served a specific purpose of caring for widows and orphans. It isn't widely practised among Muslims and varies across cultural and geographical practises. It is illegal in the UK.
Personal Journey	Understand that Muslims use **Allah's names** to glorify God or emulate these traits for their own self-development. Understand how Muslims will look to **Prophet Muhammad** as a role model for their personal conduct with reference to the **Hadith and Sunnah**. Understand that Prophet Muhammad is, for Muslims, the final prophet of Allah, who received the revelation of the **Qur'an** over many years. Consider the role of **angels** in Islam. Revisit the **five pillars of Islam** especially regarding personal spiritual experience and development, especially prayer, fasting and going on the Hajj.
Influence and Authority	Make well informed responses to the **claim of authority** for the Qur'an and explore some stories from Muslim writings or traditions. Establish what is **Shariah law** and why it is important to Muslims. Understand the difference between Shariah (texts) and Fiqh (understanding of the texts). Explain and interpret how some people celebrate events such as Ashura: for Sunni Muslims this commemorates the exodus from Egypt in the time of Moses, while for Shi'a Muslims it is a day of mourning for Husayn ibn Ali, the grandson of the Prophet Muhammad and Mawlid. Consider Prophet Muhammad's birthday, which is celebrated by many Muslims, both Sunni and Shi'a, and is often a national holiday in Muslim majority countries, except in Saudi Arabia and Qatar, where the influential form of Islam disapproves.

	Enquire into the **influence** of Islam on British culture, customs and politics, and look at Muslim charities and artists.
The Big Picture	Express insights into Islamic belief on the **nature of life** including predestination and free will; the sanctity of life; suffering, good and evil; judgment and life after death (Akhirah, Jannah, Jahannam). Know the **importance of mind and intellect**, the distribution of wealth and ties of kinship. Reflect on how the first verse to be revealed to the Prophet Muhammad was Iqra (Read or Recite) in Sarah Al Alaq (96: 1-5) begins with the command Iqra and establishes a precedent for the continual pursuit of knowledge. Make well informed and reasoned responses to Muslim approaches to: **conflict and violence**; war and peace, pacifism and the lesser Jihad (Kitaal); crime & punishment including the three aims of punishment, repentance (tawba), expatiation for mistakes/sins, the death penalty and blood money. Elaborate on the concept of **just war,** emphasising the importance of looking after such as avoiding harm to non-combatants such as elderly, women and children is strictly prohibited, protecting the environment such as the trees and water sources should be preserved etc.
Key Vocabulary All KS1 and 2 vocabulary and…Akhirah, Jannah, Tawba, Jahannam, Sunni. Shia, Sufi, Ashura, Jihad, Shariah (Islamic law), Ahmadiyya.	

Judaism

Key Stage 1

General skills development In KS1 pupils should be able to: name, retell, talk about ideas, sort, respond to questions, suggest meanings, recognise similarities and differences.	
Nature of religion and belief	Talk about how Jews believe **God is the Creator** of the world and all life. Talk about promises and explore how promises are important in these stories. Relate this to the concept of **covenant.** Notice how Jews recognise the **Torah** as a special book from God that guides their life. Name the **synagogue** as a place of worship for Jews and begin to talk about what happens there, recognising that there are different types of synagogues.
Expressing Beliefs	Suggest why **Shabbat** is an important day for Jews and how this is linked to the Creation story. Name some **symbols** used by Jews at Shabbat.
Good Life	Name some of the **key figures** in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob, Joseph and Moses and talk about their lives and example.
Personal Journey	Talk about the story of **Moses** and the **Burning Bush** and how this changed his life. Explain how this guides Jewish people in life today.
Influence and Authority	Talk about some **Jewish festivals and celebrations** such as: Shavout (Harvest) and Sukkot (Tabernacles) - see Leviticus 23:42 Describe the role of **community religious leaders**, especially a rabbi.
The Big Picture	Retell in simple form the first **creation story** (Genesis 1:1-2.3) and explore the meanings of the story such as an orderly creation and the special seventh day (shabbat). Re-tell the stories of **key figures** in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob, Joseph and Moses, and suggesting reasons why these stories might be important.
Key Vocabulary Torah, Jew, Synagogue, Shabbat, Creation, Rabbi	

Key Stage 2

General skill development In Lower Key Stage 2 pupils should be able to: recall information, describe, give an example, make links, ask questions, give a presentation, demonstrate understanding, give reasons, describe similarities and differences. In Upper Key Stage 2 pupils should be able to: define, describe and give examples, summarise ideas, compare and contrast, choose appropriate questions, present a considered response, describe a range of opinions, weigh up different points of view, give reasons for differences.	
Nature of religion and belief	Suggest reasons why the **Torah** is a sacred text to Jewish people. Explain what happens at the **synagogue** and give reasons why it is an important place of worship and **community** in Judaism. Describe and show understanding of the meaning and significance of Moses as a key figure in Judaism past and present. Know that there are **different groups** in Judaism who may practice their religion in different ways.
Expressing Beliefs	Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of **Pesach** today. Know some other **Jewish symbols** from different traditions including the menorah and Star of David.
Good Life	Understand and describe how the **Shema** is an important commandment and how this affects daily life in prayer. Explain the significance of the **mezuzah**. Explore how the Ten Commandments help Jews to live their lives. Research and respond to other obligations and instructions such as those about eating **(kosher)** and **Tikkun Olam,** repairing the world.
Personal journey	Compare and contrast worship at home with worship in the synagogue, considering **Shabbat and daily prayers.** Describe and understand what happens during **Bar** and **Bat Mitzvah.**

Influence and Authority	Reflect about later stories in **Jewish history** such as Esther, Daniel and Jonah and explore how these are remembered today, including through festivals such as **Purim.** Describe and express ideas about **festivals and commemorations**, knowing why and how they are celebrated including Rosh Hashanah, Yom Kippur, Hannukah, Purim and Pesach. Describe the place of the **rabbi** in guiding and supporting the Jewish community. Explain the role of Jewish communities in wider British society, e.g., charitable work including chaplaincy and prison visiting.
The Big Picture	Name some of the **key figures** in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob and Joseph, explaining these stories and giving reasons for their **importance to Jews.** Describe other stories in the Jewish Bible, reflecting the **Kingdom** (including David) and the Prophets (such as Jeremiah or Isaiah) and the messages about the **covenant** that Jews can find from these stories.
Key vocabulary KS1 vocabulary and… Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Prayer, belief, worship, Yom Kippur, Rosh Hashanah, Hannukah, Purim, tallit, kippah, scroll, shema.	

Key Stage 3

General skill development By the end of KS3 students should be able to: explain and interpret a range of views, show coherent understanding of and appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make a judgement.	
Nature of Religion and Belief	**Explain some of the differences between Reform and Orthodox Judaism** and how these are expressed in beliefs, worship and lifestyle. Describe and explain **diversity within Judaism** including the differences between Tenakh (written word) and Talmud (oral histories) Explore Judaism in **different contexts and countries**, for example in the UK, USA and Israel.
Expressing Beliefs	Understand and give reasons for the **symbolism within the marriage ceremony**. Explore the meaning and symbolism behind examples of Jewish **art, music and architecture.**
Good Life	Explain **Tikkum Olam** as a way of healing the world and how this is linked to Rosh Hashanah and Yom Kippur. Give reasons for **Jewish Kosher laws** and how these have an impact on followers' daily lives. Explore the importance of **Tzedkah (justice) and Chesed (charity)** and the differences between them and how this is linked to Tikkun Olam. Study and respond to the teachings of **Moses Maimonides**.
Personal Journey	Consider how personal engagement with **scripture** teaching, **family and community rituals and celebrations** can impact and shape the journey of the individual believer and community of followers. Understand the **role of an individual within the family,** for example marriage and parenthood. Explore **end of life customs and funeral rites**, especially how these may have spiritual meaning.
Influence and Authority	Research and analyse the importance of the **land of Israel** to Jews, and beliefs about a Jewish state, referring to Abraham and the covenant, and Moses and the Promised Land. Investigate the **different ways** in which this is understood today.

	Enquire into the **influence** of Jewish people on British culture, customs and politics, for example, local and national politicians; Jewish charities; artists.
The Big Picture	Understand **major Jewish beliefs about God**, the Creation of the World, the place of human beings in God's plan, and how the Jewish people have a particular responsibility in that plan. Explore Jewish beliefs about the **Messiah** from studying texts such as Isaiah 1:2-3 and Micah 4:1 -9 and how these are interpreted.
Key Vocabulary KS1 and 2 plus…Covenant, Mitvah/ Mitzvot, marriage, Tikkun Olam, omnipresent, omniscient, omnipotent, Tzedkah (justice) and Chesed (charity), Bar Mitzvah, Bat Mitzvah, Messiah, Tenakh, Talmud	

Sikhi

Key Stage 1

General skills development In KS1 pupils should be able to: name, retell, talk about ideas, sort, respond to questions, suggest meanings, recognise similarities and differences.	
Nature of Religion and Belief	Talk about how Sikhs believe **God is the Creator** of the world and all life. Talk about **Sikh rites of passage** with reference to the **Guru Granth Sahib,** eg baby-naming and how the Guru Granth Sahib is allowed to fall open with the first letter of the top left page being the first letter of the baby's name.
Expressing Beliefs	Name some symbols used by Sikhs including the **Khanda.**
Good Life	Name some of the **key figures** such as **Guru Nanak** and talk about his teaching and example. Suggest why **langar** is an important duty for Sikhs and how this is linked to **sewa.**
Personal Journey	Talk about the story of **Guru Nanak** and/or other Gurus. Explain how these guide Sikh people in life today and influence Sikh ceremonies to welcome and name babies.
Influence and Authority	Talk about some **Sikh festivals** and celebrations such as Vaisakhi and Guru Nanak's birthday, including some of the associated traditions. Understand the role of the **granthi** and other leaders in a Gurdwara.
The Big Picture	Retell some **Sikh stories** and suggest reasons why they might be a good starting point for asking big questions.
Key Vocabulary Sikhi, Guru, Gurdwara, Langar, Sewa (selfless service), Guru Nanak, Guru Granth Sahib.	

Key Stage 2

General skill development In Lower Key Stage 2 pupils should be able to: recall information, describe, give an example, make links, ask questions, give a presentation, demonstrate understanding, give reasons, describe similarities and differences. In Upper Key Stage 2 pupils should be able to: define, describe, and give examples, summarise ideas, compare and contrast, choose appropriate questions, present a considered response, describe a range of opinions, weigh up different points of view, give reasons for differences.	
Nature of Religion and Belief	Know that **Guru Nanak** taught there is one God, and that God is eternal, non-corporeal and omnipresent. Give some reasons how the **Mool Mantar** is the statement of faith for Sikhs. Know that the tenth guru, Guru Gobind Singh, nominated the Adi Granth as the final Guru, which then became known as the **Guru Granth Sahib.** Understand that the Guru Granth Sahib is the Sikh scripture. Explain how scripture is different to other types of religious writing in religions. Know that the Guru Granth Sahib is kept at the **gurdwara.** Describe the typical layout of a **gurdwara.** Explain the protocols for entry. Explain, giving reasons, the treatment of the Guru Granth Sahib. Give reasons why **Amritsar**, is a special place of pilgrimage for Sikhs. Explain why Sikhs, from all over the world, want to visit the **Darbar Sahib (Golden Temple).**
Expressing Beliefs	Give reasons why Sikh people use the 5 Ks as symbols of their faith. Understand and explain the **symbolism of each of the 5 Ks.** Recognise, name and explain the **Ik Onkar symbol.** Reflect on how a Sikh person might decide they wanted to initiate as a **Khalsa Sikh** and understand that not all Sikhs take initiation. Describe what happens during Amrit initiation. Know that the poems in the Guru Granth Sahib are sung (known as **kirtan**), rather than spoken. Explain why Sikhs do not make or worship statues of the Ten Gurus, though they do have two dimenional images of the gurus. Recognise, name and explain the different components of the **Khalsa symbol.** Explain why Sikh surnames are either Singh (meaning Lion) for men or Kaur (meaning princess) for women.

Good Life	Understand that **Guru Nanak** is very important to Sikhs because his teachings and example are the foundation of Sikhism. Summarise Guru Nanak's teachings as devotion to God, selflessness and equal treatment for everyone. Explain the **langar** and how this is an expression of **sewa** and inclusivity by cultivating a sense of community and hospitality. Reflect on why Sikhs begin each day with a **reading (vak)** from the Guru Granth Sahib, which is the '**divine command of the day' (hukam),** and how this might make them feel throughout the day.
Personal Journey	Summarise the story of **Guru Nanak's** three-day disappearance and his encounter with God. Explain why this encounter makes Guru Nanak so important for Sikhs. Understand the meaning of the word 'guru' ('light' overcoming 'dark', i.e. wisdom overcoming ignorance) and explain how it applies to God, Guru Nanak, the Ten Gurus and the Guru Granth Sahib. Reflect on what it might be like to wear a **kara** (steel bangle) as a reminder of God's presence. Describe and understand/explain what happens during **Amrit** initiation and its connection to the story of the origins of the Khalsa – the **Panj Pyare** which is believed by many Sikhs to be a miraculous event.
Influence and Authority	Know that **Punjab** is a province in northern India and a neighbouring province in Pakistan. Be able to explain that the region is special to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there. Understand the role of **Sikh communities** in wider British society, e.g. charitable work/sewa, including chaplaincy and prison visiting.
The Big Picture	Explain the meanings of stories such as **Duni Chand** and the silver needle, **Bhai Kanhaiya and the Battlefield.** Explore central teachings of Sikhi such as belief in God, the Gurus including the Granth Sahib, the oneness of the **humanity, reincarnation and ultimate liberation.**
Key vocabulary India, Panjab, Sikh, Guru Nanak, guru, eternal, non-corporeal, omnipresent, shishya (disciple), Ten Gurus, Guru Arjan, Adi Granth, Guru Granth Sahib, scripture, hukam, vak, kirtan, Guru Gobind Singh, Khalsa, Panj Pyare, 5 Ks, kara.	

Key Stage 3

General skill development By the end of KS3 students should be able to: explain and interpret a range of views, show coherent understanding of and appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make a judgement.	
Nature of Religion and Belief	Understand that there is **diversity within Sikhi**, for example that only those Sikhs who choose to abide by the Rehat Maryada go through the Khalsa initiation ceremony and that there are those who follow living Saints. Explore Sikhi in **different contexts and countries**, for example in the UK and other places such as Punjab. Identify **similarities and differences** of belief and practice.
Expressing Beliefs	Know that the **Mul (Mool) Mantar** is the opening hymn of the Guru Granth Sahib, and that it summarises Sikh religious thought. Explain how the **Ik Onkar** symbol signifies the Mul Mantar. Recall that the phrase **Wahe Guru** is a typical expression of devotion and greeting and why this is important in prayer. Know that **Japji**, written by Guru Nanak, is the first prayer in the Guru Granth Sahib and that it summarises Sikh theological, philosophical and ethical thought. Know that the **Guru Granth Sahib** is the source of spiritual authority for Sikhs and understand why its presence is necessary to validate rites of passage. Explore the meaning and symbolism behind examples of **Sikh art, music and architecture.**
Good Life	Explain the concept of **sewa** (selfless service) as service to the community that cultivates community spirit and personal humility. Understand that equality and inclusivity are core to Sikh ethics. Explain the link between **sewa** and **hukam** (God's will). Reflect on the examples of the humanitarian and environmentalist **Bhagat Puran Singh** and **Ravi Singh**, founder of Khalsa Aid.
Personal Journey	Know that Sikhs recite Japji at dawn. **Interpret sections of Japji** to understand Sikh belief about the nature of God. Understand how the practice of **Naam Japna** (repeating the name of God), praying and the playing and singing of hymns from the Guru Granth Sahib help Sikhs to experience the presence of God in their lives.

Influence and Authority	Know the term **sangat** means community of Sikhs. Understand that Sikhi celebrates family and community. Explain and interpret **marriage symbolism** (Anand Karaj) including why the bride and groom circle (lavan) the Guru Granth Sahib. Recall, explain and analyse some key **Sikh religious festivals** (often called gurparabs, day of the guru', for example Guru Nanak's birthday, Vaisakhi. Reflect on reasons why Sikhs and Hindus both celebrate Diwali/Bandi Chorr but give different reasons for it. Enquire into the **influence** of Sikhs on British culture, customs and politics, e.g. local and national politicians, Sikh charities and artists. Appreciate the contribution of Sikh soldiers to the British Army in two world wars.
The Big Picture	Investigate major Sikh beliefs about **God, human nature**, destiny and the material world. Explore how Sikh teachings help people to **understand the world** around them.
Key Vocabulary Mul Mantar, Ik Onkar, Japji, hukam, Wahe Guru, Bhagat Puran Singh, Ravi Singh, Khalsa Aid, seva, sangat, Anand Karaj (marriage), gurparab, Baisakhi (Vaisakhi), Divali.	

Non-Religious Worldviews

The outline of content here is adapted and incorporated into the pathways from suggestions in Understanding Humanism produced by Humanists UK. This is also available from www.understandinghumanism.org.uk

The outlines suggested here are examples of how to include non – religious worldviews and Humanism has been chosen as an example of an organised non- religious worldview.

Key Stage 1

General skills development In KS1 pupils should be able to: name, retell, talk about ideas, sort, respond to questions, suggest meanings, recognise similarities and differences.	
Nature of Religion and Belief	Non-religious people may have their own 'precious' things, such as photos of family members past and present, which help them explain how they belong.
Expressing Beliefs	Talk about how beliefs may not be religious and what is meant by 'Humanist'. Name the Happy Human as a **symbol** of Humanism.
Good Life	Recognise the importance of human relationships and the need to give and receive for **love and support** from other people. Suggest reasons for **being good to one another**; for promoting happiness and avoiding doing harm; for considering the consequences of our actions. Talk about the **Golden Rule** and the importance of empathy; taking care of other living creatures and the natural world.
Personal Journey	Notice how people, including Humanists, may **celebrate special events**, such as the birth of a baby, with ceremonies that are not religious. Talk about how happiness includes relationships, exploration, and achieving our goals.
Influence and Authority	Recognise how human beings can improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society. Know some of the roles of **Humanist celebrants.**
The Big Picture	Talk about why **human beings are special**; what we share with other animals and what makes us unique. Notice our ability to question, to reason, to empathise and to be creative.
Key Vocabulary Empathy, Golden Rule, Happy Human, Science, Happiness, Relationships, Humanist, Humanism	

Key Stage 2

General skill development In Lower Key Stage 2 pupils should be able to: recall information, describe, give an example, make links, ask questions, give a presentation, demonstrate understanding, give reasons, describe similarities and differences. In Upper Key Stage 2 pupils should be able to: define, describe and give examples, summarise ideas, compare and contrast, choose appropriate questions, present a considered response, describe a range of opinions, weigh up different points of view, give reasons for differences.	
Nature of Religion and Belief	Show understanding of how Humanists believe that **human reason and evidence** rather than sacred texts and revelation are the key sources of knowledge. Describe what is meant by **atheism and agnosticism** and how Humanists believe that Humanism is a **positive philosophy** enabling people to live good and happy lives without the need for a god or gods. Know that there are **different groups of Humanists**, who have different interests and may support different causes, and that not all non-religious people are Humanists.
Expressing Beliefs	Compare and contrast how non-religious people mark key moments in people's lives such as namings, weddings and funerals.
Good Life	Weigh up the Humanist principle of **respecting different ways of finding happiness** if they cause no harm to others. Explain and show understanding of Humanist beliefs in **shared human moral values**: kindness, compassion, fairness, justice, honesty. Weigh up the belief that human beings alone can make the world a better place for everyone. Explore how the **Golden Rule** is a shared ethical principle, present in a wide variety of cultures throughout history and is a result of human evolution as a social animal.
Personal Journey	Explore the **absence of belief in an afterlife** and the implication that the time to seek happiness and meaning is in this life.
Influence and Authority	Consider how human beings are responsible for their own **personal and communal destiny**. Understand humanist influences on the wider community, e.g. campaigning for human rights, Humanist chaplains and prison visitors.

The Big Picture	Describe and explain how Humanists believe that the material world is the only one that exists and that there is **no supernatural cause** for its existence. Explain how Humanists believe that **human beings have evolved**, as other animals, and that there is no need to explain human existence through a divine creation.
Key vocabulary Humanist, Humanism, Atheist, Agnostic, Afterlife, Secular, Compassion, Respect, Dignity, Ethics, Evolution, Human Rights	

Key Stage 3

General skill development By the end of KS3 students should be able to: explain and interpret a range of views, show coherent understanding of and appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make a judgement.	
Nature of Religion and Belief	Understand that there is **diversity within non-religious worldviews**, for example that not all non-religious people are Humanists, and there are differences between atheism, agnosticism, secularism and being spiritual but not religious. Explore non-religious worldviews in **different contexts and countries**, for example Humanists in the UK and in a 'secular' state, such as France.
Expressing Beliefs	Explore the use of the **creative arts** to express the beliefs and values of Humanists and other people who identify as 'non-religious'. For example, how **art, music and poetry** may be used to express deeply held convictions about the value of human life and the natural world. This could include how the arts may be used in Humanist funerals as a celebration of life and an occasion for those still living to reflect on what matters most in life.
Good Life	Express insights into Humanist beliefs in about **contributing to the common good**, freedom to choose how we live and the balance between individual autonomy and social responsibility. Evaluate the importance of **tolerance of different ways of living,** improving human welfare and respecting all people (UN Declaration of Human Rights, UN Declaration on the Rights of the Child). Make well informed responses to dealing with **conflicting ethical principle**s, exploring utilitarianism (JS Mill) and morality as a human construct (Peter Singer). Discuss the difference **not believing in life after death** might make to Humanists' moral decision-making.

Personal Journey	Understand that some non-religious people deny that humans have a **spiritual nature**, believing that a human being is no more than a complex, highly evolved animal, whereas others accept that human beings have a spiritual dimension which may include experiences of awe and wonder at the natural world and human creative arts. Explore, apply and make reasoned responses to Humanist beliefs about **finding meaning, purpose and value in life** without the need for religion. Express insights into how non-religious people cope with, and strive to minimise, **suffering, pain, and injustice**, especially where there is no belief in any form of life after death.
Influence and Authority	Explain and explore key **non-religious values** including democracy, human rights, rule of law, secularism, freedom of expression and tolerance. Enquire into how Humanists and other non-religious people contribute to British society, such as: Humanist celebrants, Humanist pastoral support in prisons and hospitals, Humanist contributions to science and technology, the welfare state, the abolition of slavery, minority rights, abortion rights and charity work. Understand how this has changed over time, for example, more people in the UK are now choosing humanist or non-religious ceremonies for family rites of passage.
The Big Picture	Explore what is meant by **atheism and agnosticism** and respond to questions about how this affect approaches to life and decisions. Understand beliefs about the **origin of the universe and life** on earth, comparing and contrasting religious and non-religious approaches. Explain and interpret the **scientific account of human evolution** and why this is important to Humanists. Explore the humanist belief that humans are material and mortal, with all the limitations that brings, but also have capacity as conscious and creative agents. Enquire into Humanist beliefs in the **centrality of science** and evidence rather than sacred texts and revelation. Explore how humanists believe that science can inform but not answer questions of meaning and value. Investigate the concept of **miracles** and make a considered response about different responses and interpretations of these.
Key Vocabulary Tolerance, Secularism, Democracy, Suffering, Freedom, Human Rights, Evidence, Empirical, Celebrant, Utilitarian, Soul, Material, Revelation, Sacred Texts, Miracles, Agnostic, Atheist, Theist.	

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Believing and Belonging

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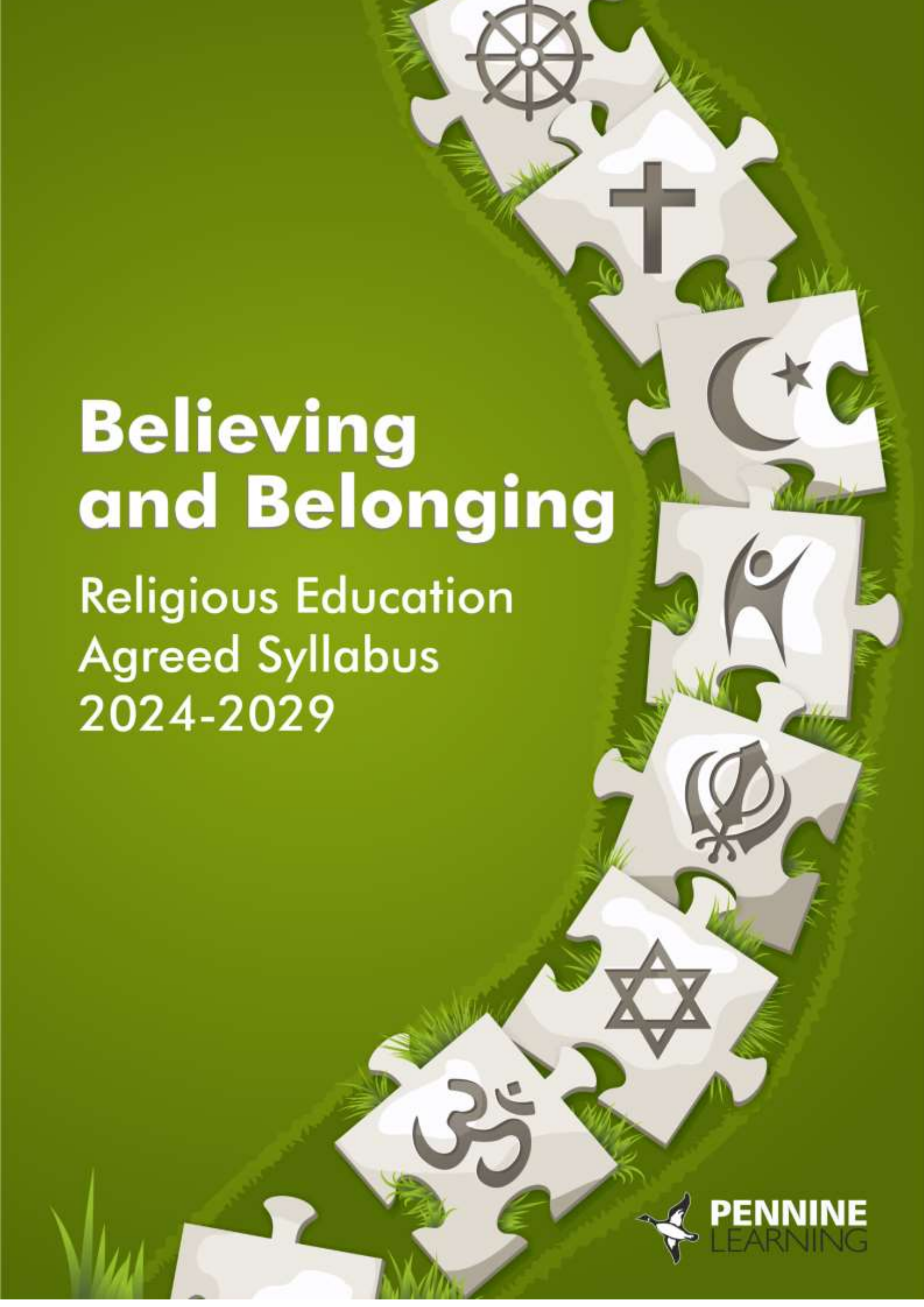

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