

RELIGIOUS EDUCATION

AGREED SYLLABUS

2000 - 2005

CHAIRMAN'S INTRODUCTION

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Why a new agreed syllabus when the present one has only been in use for five years? The simple answer is that the law requires it to be reviewed, but not necessarily changed, every five years.

The evidence is that the syllabus issued in 1995 has been very well received in schools and has had a real impact in raising standards of Religious Education teaching. This is a tribute to the dedication of teachers. The message they sent us in responding to a detailed survey was that the syllabus did not need to be changed in a radical way. There were small adjustments to be made, and the section providing for post-16 students has been revised to suggest more flexible ways of implementing it. We have also used this opportunity to introduce recent guidelines from the Qualifications and Curriculum Authority on a scale of levels of achievement.

Although responsibility for the new syllabus rests with the Conference, we could not have produced it without all the work done by teachers at many meetings after school to offer their experience and knowledge. Nor could they or we have performed the task without the professional advice and unstinting help of Jo Fageant from the Diocese of Oxford. Meanwhile Dave Cook has been a most conscientious and effective support from the Department of Education and Cultural Services. We are extremely grateful to them all.

Everyone involved in this enterprise has given their time because of their strong belief in the value of Religious Education in helping to prepare young people for life. The wisdom passed down to us by previous generations through their religious convictions and practices plays a vital part in the development of the whole person, and we neglect it at our peril. We offer this syllabus in the hope that it will help and encourage teachers to impart the stories of the Bible and the other great world religions with enthusiasm, so that children may be challenged to discover what they have to say to us as we enter the twenty-first century.

Colin James
Chairman of the Wokingham Agreed Syllabus Conference and SACRE

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THE BASIS OF THE AGREED SYLLABUS

The agreed syllabus should satisfy two key requirements

- the law (as set out in the Education Act 1996)
- the aims of religious education as defined by the local Agreed Syllabus Conference

The Legal Requirement

The Education Act (1996) requires that:

- 1 Religious education should be taught to all pupils in full time education in schools except for those withdrawn at the request of their parents (details to be found in DFE Circular 1/94, paragraph 44)
- 2 Religious education in community schools and foundation schools not of a religious character, should be taught in accordance with the locally agreed syllabus recommended by the Agreed Syllabus Conference to the LEA. In schools with a religious foundation, the RE curriculum offered is to be determined by the governing body in accordance with the trust deed. The governing body may recommend that the school follows the LEA's agreed syllabus.
- 3 As part of the curriculum, religious education should promote the 'spiritual, moral, cultural, mental and physical development of pupils'
- 4 An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in

Great Britain' (Education Act, 1996)

- 5 The Education Act (1944) requires that an agreed syllabus 'shall not include any catechism or formulary which is distinctive of any particular religious denomination' (The Education Act 1944 section 26(2) The DfEE Circular 1/94 emphasises this point and states that an agreed syllabus must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils' (DfEE circular 1/94 paragraph 32)

Status of religious education

The Wokingham agreed syllabus supports the DfEE guidance which states that '...RE has equal standing in relation to National Curriculum subjects...' (Circular 1/94, paragraph 20). It is the responsibility of the headteacher and the governing body to ensure that sufficient time and resources are given to religious education in schools to meet the statutory requirements (Circular 1/94, paragraph 19)

Time for religious education

Reflecting the guidance of Circular 1/94 and SCAA the Wokingham agreed syllabus has been based on the expectation that the following hours be devoted to religious education

- Key Stage 1 : 36 hours per year
- Key Stage 2 : 45 hours per year
- Key Stage 3 : 45 hours per year
- Key Stage 4 : 40 hours per year

THE AIMS OF RELIGIOUS EDUCATION

The following aims of religious education have been agreed by Wokingham's Agreed Syllabus Conference

Religious education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain
- enhance their spiritual, moral, social and cultural development by:- developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them – responding to such questions with reference to the teachings and practices of religions and to their understanding and experience – reflecting on their own beliefs, values and experiences in the light of their study
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions

Attainment targets

The following are the attainment targets of the Wokingham Agreed Syllabus

Attainment Target 1: Learning about Religions

This includes the ability to:

- identify, name, describe and give accounts, in order to build a coherent picture of each religion
- explain the meanings of religious language, stories and symbolism
- explain similarities and differences between, and within, religions

Attainment Target 2: Learning from Religion

This includes the ability to:

- give an informed and considered response to religious and moral issues
- reflect on what might be learnt from religions in the light of one's own beliefs and experience
- identify and respond to questions of meaning

SKILLS AND PROCESSES IN RELIGIOUS EDUCATION

Skills and processes in Religious Education

Progress in religious education is dependent upon the application of general educational skills and processes, which in turn will themselves be strengthened through this application. The following skills are central to religious education and should be reflected in learning opportunities:

a) Investigation – this includes

- asking relevant questions
- knowing how to use different types of sources as a way of gathering information
- knowing what may constitute evidence for understanding religion(s)

b) Interpretation – this includes

- the ability to draw meaning from artefacts, works of art, poetry and symbolism
- the ability to interpret religious language
- the ability to suggest meanings of religious texts

c) Reflection – this includes

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices

d) Empathy – this includes

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- the ability to see the world through the eyes of others, and to see issues from their points of view

e) Evaluation – this includes

- the ability to debate issues of religious significance with reference to evidence and argument
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience

f) Analysis – this includes

- distinguishing between opinion, belief and fact
- distinguishing between the features of different religions

g) Synthesis – this includes

- linking significant features of religion together in a coherent pattern
- connecting different aspects of life into a meaningful whole

h) Application – this includes

- making an association between religions and individual, community, national and international life
- showing an appreciation of the similarities and difference of religious and secular values

i) Expression – this includes

- the ability to explain concepts, rituals and practices
- the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media

ATTITUDES IN RELIGIOUS EDUCATION

Attitudes in Religious Education

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following should be reflected in the learning opportunities:

a) Commitment – this includes

- understanding the importance of commitment to a set of values by which to live one's life
- willingness to develop a positive approach to life
- the ability to learn, while living with certainty

b) Fairness – this includes

- listening to the views of others without prejudging one's response
- careful consideration of other views
- willingness to consider evidence and argument
- readiness to look beyond surface impressions

c) Respect – this includes

- respecting those who have different beliefs and customs to one's own
- recognising the rights of others to hold their own views
- avoidance of ridicule
- discerning between what is worthy of respect and what is not
- appreciation that peoples' religious convictions are often deeply felt
- recognising the needs and concerns of others

d) Self-understanding – this includes

- developing a mature sense of self-worth and value
- developing the ability to recognise the personal relevance of religious issues

e) Enquiry – this includes

- curiosity and a desire to seek after the truth
- developing a personal interest in metaphysical questions
- an ability to live with ambiguities and paradox
- the desire to search for the meaning of life
- being prepared to reconsider existing views
- being prepared to acknowledge bias and prejudice in oneself
- willingness to value insight and imagination as ways or perceiving reality

Appropriate provision should be made for pupils who need to use

- a means of communication other than speech, including computers, technological aids, signing or lip reading
- non-sighted methods of reading, such as Braille, or the need to acquire information in a non-visual or non-aural way
- computers and technological aids in producing written work
- aids to allow access to practical activities within and beyond the school

**PLANNING
AND
ASSESSMENT
OF
RELIGIOUS
EDUCATION**

In order to improve the consistency and effectiveness of assessment in RE this syllabus includes the 8 level scale of achievement published by the Qualifications and Curriculum Authority in its 'Non-statutory guidance on RE' in 2000.

The scale is structured around the two attainment targets, 'Learning about religions' and Learning from religion'. Each attainment target has been given three strands:

Attainment target 1: Learning about religions

- knowledge and understanding of religious beliefs and teachings
- knowledge and understanding of religious practices and lifestyles
- knowledge and understanding of ways of expressing meaning

Attainment target 2: Learning from religion

- skill of asking and responding to questions of identity and experience
- skill of asking and responding to questions of meaning and purpose
- skill of asking and responding to questions of values and commitments

The scale is made up of eight level descriptions of increasing difficulty, plus a description of exceptional performance. Each level description describes the types and range of performance that pupils working at a particular level should characteristically demonstrate. The level descriptions can provide the basis for making judgements about pupils' performance at the end of key stages 1,2 and 3. At key stage 4, teachers may continue to use the scale if students are following units of the agreed syllabus. Alternatively, the criteria for national qualifications (such as GCSE full and short

course) may be used as the basis for assessment of attainment in RE.

In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside the descriptions for adjacent levels.

It is expected that the majority of pupils will work within the following range of levels:

Key Stage 1: levels 1-3

Key Stage 2: levels 2-5

Key Stage 3: levels 3-8

The expected attainment of the majority of pupils is as follows:

At age 7 - level 2

At age 11 - level 4

At age 14 - level 5/6

Using the scale

The scale has three purposes:

- To help in assessment for learning – formative assessment of pupils' achievements, so that teachers and pupils can plan more precisely for progress to a higher level of achievement;
- To help in assessment of learning – summative assessment of pupils' achievements, so that teachers can identify more consistently the standards that pupils achieve, using a 'best-fit' approach;
- To help teachers describe pupils' achievements to parents in annual reports using the wording of the level descriptions to explain the nature of attainment in the subject.

A SUMMARY OVERVIEW OF PROGRESSION IN RELIGIOUS EDUCATION

AT1 Learning about religions ie: Knowledge and understanding of beliefs and teachings, practices and lifestyles, expression and language	LEVEL	AT2 Learning from religion ie: Response, evaluation and application of questions of identity and experience, meaning and purpose, values and commitments
Recounting stories; recognising features	1	Identifying aspects
Identifying and knowing some things are characteristic of more than one religion; suggesting meanings	2	Responding sensitively
Describing aspects; making links with language and expression	3	Comparing own and other people's experiences and ideas
Describing and comparing key aspects; giving meanings in different forms	4	Asking questions and suggesting answers in light of teachings of religion studied
Explaining the difference that beliefs, teachings and features make to individuals and communities and their use	5	Making informed response in light of learning
Using knowledge and understanding to explain, in context of different groups, denominations and traditions; using different forms; using correct terminology	6	Explaining and relating to own lives
Relating religious beliefs, teachings practice and forms of expression to historical and cultural contexts	7	Evaluating religious and other views; using appropriate evidence and examples
Analysing and accounting for influence, diversity and different interpretations, with appropriate evidence and examples	8	Giving an informed and well-argued account of own views in light of different religious views and others' views and feelings
Distinguishing and actively exploring different interpretations of the nature of religious belief, teaching, lifestyle, practice and language; giving a balanced analysis of their significance and diversity	EP	Placing religious, non-religious and own views within comprehensive religious and philosophical context; making well-informed and reasoned judgements about their significance

**LEVEL
DESCRIP-
TIONS IN
TEXT
FORM**

Level 1

AT1 Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words.

AT2 They identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.

Level 2

AT1 Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories.

AT2 They respond sensitively to the experiences and feelings of others, including those with a faith, and to other people's values and concerns in relation to matters of right and wrong. They realise that some questions that cause people to wonder are difficult to answer.

Level 3

AT1 For the religions studied, pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves.

AT2 They compare aspects of their own experiences and ideas about questions that are difficult to answer with the experiences and ideas of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Level 4

AT1 Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions. They show understanding of what belonging to religions involves. They show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology.

AT2 They ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues, and suggest answers from their own and others' experiences, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

Level 5

AT1 Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions. They explain how these make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion.

**LEVEL
DESRIP-
TIONS IN
TEXT
FORM
(CONT)**

AT2 They make informed responses to questions of identity, experience, meaning and purpose, and to people's values and commitments (including religious ones) in the light of their learning.

Level 6

AT1 Pupils use their knowledge and understanding of the religions studied to explain how the principal beliefs and teachings, belonging to a faith community and religious expression vary among different groupings, denominations and traditions, correctly using technical terminology.

AT2 They respond to the teachings and experience of inspirational people, and religious perspectives on questions of meaning and purpose and on a range of contemporary moral issues by relating these to their own and others' lives.

Level 7

AT1 Pupils relate religious beliefs, teachings, practices, lifestyles and the forms of religious expression, including texts, figurative language and symbolism, to their historical and cultural contexts.

AT2 They evaluate religious and other views on human identity and experience, on questions of meaning and purpose and on values and commitments, using appropriate evidence and examples.

Level 8

AT1 Pupils analyse and account for the varying influence of religious beliefs and teachings on individuals, communities and society, different views of religious practices and lifestyles and different interpretations of religious expression in texts, figurative language and symbolism, using appropriate evidence and examples.

AT2 They give an informed and well-argued account of their own and others' views, values and commitments regarding identity and experience, questions of meaning and purpose and contemporary moral issues in the light of different religious views and other views and feelings.

Exceptional performance

AT1 Pupils distinguish and investigate different interpretations of: the nature of religious belief and teaching, giving a balanced analysis of their sources, validity and significance; the importance for believers of religious practices and lifestyles and of the issues raised by their diversity within a plural society; and the meaning of language in religion in the light of philosophical questions about its status and function.

AT2 Pupils place religious, non-religious and their own views of human identity and experience, the nature of reality, and religious and ethical theories concerning contemporary moral issues, within a comprehensive religious and philosophical context, and make independent, well-informed and reasoned judgements about their significance.

LEVEL DESCRIPTIONS IN GRID FORM

	AT1 Learning about religions involves knowledge and understanding of:			AT2 Learning from religion involves response, evaluation and application of questions of:		
Level	beliefs and teachings (what people believe)	practices and lifestyles (what people do)	expression and language (how people express themselves)	identity and experience (making sense of who we are)	meaning and purpose (making sense of life)	Values and commitments (making sense of right and wrong)
	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils
1	recount outlines of some religious stories	recognise features of religious life and practice	recognise some religious symbols and words	identify aspects of own experience and feelings, in religious material studied	identify things they find interesting or puzzling, in religious materials studied	identify what is of value and concern to themselves, in religious material studied
2	retell religious stories and identify some religious beliefs and teachings	identify some religious practices, and know that some are characteristic of more than one religion	suggest meanings in religious symbols, language and stories	respond sensitively to the experiences and feelings of others, including those with a faith	realise that some questions that cause people to wonder are difficult to answer	respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong
3	describe some religious beliefs and teachings of religions studied, and their importance	describe how some features of religions studied are used or exemplified in festivals and practices	make links between religious symbols, language and stories and the beliefs and ideas that underlie them	compare aspects of their own experiences and those of others, identifying what influences their lives	compare their own and other people's ideas about questions that are difficult to answer	make links between values and commitments, including religious ones, and their own attitudes or behaviour
4	describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	show understanding of the ways of belonging to religions and what these involve	show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues

5	explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	explain how selected features of religious life and practice make a difference to the lives of individuals and communities	explain how some forms of religious expression are used differently by individuals and communities	make informed responses to questions of identity and experience in the light of their learning	make informed responses to questions of meaning and purpose in the light of their learning	make informed responses to people's values and commitments (including religious ones) in the light of their learning
6	use their knowledge and understanding to explain the principal beliefs and teachings of religions studied in the context of different groupings, denominations and traditions	use their knowledge and understanding to explain what it means to belong to a faith community in the context of different groups denominations and traditions within religions studied	use their knowledge and understanding to explain how religious beliefs and ideas can be expressed in a variety of forms, using technical terminology correctly	respond to the teachings and experience of inspirational people by relating these to their own and others' lives	respond to religious perspectives on questions of meaning and purpose by relating them to their own and others' lives	respond to religious perspectives on a range of contemporary moral issues by relating these to their own and others' lives
7	relate religious beliefs and teachings to their historical and cultural contexts	relate religious practices and lifestyles to their historical and cultural contexts	relate the forms of religious expression, including texts, figurative language and symbolism to their historical and cultural contexts	evaluate religious and other views on human identity and experience, using appropriate evidence and examples	evaluate religious and other views on questions of meaning and purpose, using appropriate evidence and examples	evaluate religious and other views on values and commitments, using appropriate evidence and examples
8	analyse and account for the varying influence of religious beliefs and teachings on individuals, communities and society, using appropriate evidence and examples	analyse and account for different views of religious practices and lifestyles, using appropriate evidence and examples	analyse and account for different interpretations of religious expression in texts, figurative language and symbolism, using appropriate evidence and examples	give an informed and well-argued account of their own and others' views on human identity and experience in the light of different religious views and other views and feelings	give an informed and well-argued account of their own and others' views on questions of meaning and purpose in the light of different religious views and other views and feelings	give an informed and well-argued account of their own and others' values and commitments in the light of different religious and other views on contemporary moral issues
EP	distinguish and investigate different interpretations of the nature of religious belief and teachings, giving a balanced analysis of their sources, validity and significance	distinguish and investigate different interpretations of the importance for believers of religious practices and lifestyles, and of the issues raised by their diversity within a plural society	distinguish and investigate different interpretations of the meaning of language in religion in the light of philosophical questions about its status and function	place religious, non-religious and their own views of human identity and experience within a comprehensive religious and philosophical context, and make independent, well-informed and reasoned judgements about their significance	place religious, non-religious and their own views of the nature of reality within a comprehensive religious and philosophical context, and make independent, well-informed and reasoned judgements about their significance	place religious and ethical theories concerning contemporary moral issues within a comprehensive religious and philosophical context, and make independent, well-informed and reasoned judgements about their significance

PROGRAMME OF STUDY

FOUNDATION & KEY STAGE 1

Across the key stage, the programme of study will focus on Christianity and the other principal religions represented in this country. In addition, the programme of study includes issues related to pupils' spiritual and moral development.

All aspects of the programme of study should involve the development of skills and attitudes as well as knowledge and understanding. Pupils come from a variety of cultural, religious and secular backgrounds. Some will come from overtly religious homes, some will have occasional experience of religion, others none at all. All children need to be valued whatever their backgrounds or belief systems. It is important that teachers take this variety of experience into account when devising schemes of work.

USE OF THE KEY STAGE 1 SECTIONS IN THE WOKINGHAM AGREED SYLLABUS

By the end of Key Stage 1 pupils should have studied the following core units

Myself
Buildings
Celebrations

and also at least TWO from the following optional units

Artefacts
Caring for Each Other
Exploring Beliefs
Giving and Receiving
Journeys
Moral Stories
Seasons and Change
Water

or school devised units or units published in schemes of

work for RE from the Qualifications and Curriculum Authority which do not substantially reflect existing syllabus units, up to a maximum of two (no more than one per year)

Schools wishing to design their own school based units must submit them for approval to the Agreed Syllabus Conference. The Conference has delegated this task to a nominated link officer to the SACRE from Education and Cultural Services at Wokingham District Council who will consult, where necessary, an RE consultant approved by the SACRE. The SACRE will be regularly informed about the approval of any such units.

Proposed units should be presented in the same format as the units of the syllabus. When writing them, teachers should consider the issue of continuity and progression and take account of the religious background of the pupils they serve.

Flexibility in the Syllabus

Although there is a recommended time allocation for RE per year for each key stage, teachers need not spend an equal amount of time teaching each unit. This also applies to the components of the core content within each unit. It is entirely at the discretion of the school and individual teachers whether these units are taught separately or within cross-curricular themes. It is also possible for schools to rearrange the contents of units under different topics, the only stipulation being that over a key stage the core content from the required number of core and optional units must be covered.

Achievement in the Foundation Stage

Whilst the same units are provided for use with pupils in the foundations stage as Key Stage 1, achievement up to the end of the reception year should be measured against the Early Learning Goals.

**PROGRESSION
AND LEVELS OF
ATTAINMENT
FOR
KEY STAGE 1**

PROGRESSION WITHIN KEY STAGE 1
Throughout Key Stage 1, pupils should have opportunities to

LEARN ABOUT RELIGIONS BY

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain through
 - encountering and learning the names of some of the important places and objects connected with the religions studied, and becoming familiar with stories about the lives of religious leaders and teachers
 - recognising that some ideas and practices, such as festivals, are shared by more than one religion but expressed differently among religions
 - talking about the meanings of stories and symbols where possible, meeting people who belong to the religious community that is being studied

LEARN FROM RELIGION BY

- enhancing their own spiritual and moral development by
 - realising that stories from religious traditions often deal with concerns and feelings similar to their own
 - talking and thinking about puzzling questions which arise from the study of religions
 - talking about things that matter to them and listening to what others have to say
 - exploring the sense of belonging to a community
 - exploring the difference between right and wrong; fair and unfair
 - expressing themselves creatively in art, drama, dance, etc
 - using times of quiet to reflect on a story or other experience
 - responding to the wonder and beauty of the natural world
- developing positive attitudes towards other people and their right to hold different beliefs, for example by
 - feeling confident about their own religious non-religious and cultural background

- exploring the beliefs, values and practices of others in their class
- enjoying stories from different religious traditions
- recognising the similarities and differences of beliefs and points of view among their friends
- seeing diversity and difference as potentially positive rather than necessarily threatening

Likely levels of attainment at Key Stage 1

Level 1

AT1 Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words.

AT2 They identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.

Level 2

AT1 Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories.

AT2 They respond sensitively to the experiences and feelings of others, including those with a faith, and to other people's values and concerns in relation to matters of right and wrong. They realise that some questions that cause people to wonder are difficult to answer.

Level 3

AT1 For the religions studied, pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves.

AT2 They compare aspects of their own experiences and ideas about questions that are difficult to answer with the experiences and ideas of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.

KEY STAGE: 1

CORE UNIT: MYSELF

Focus Statement:

Pupils should have the opportunity to develop a sense of their own identity as individuals and members of communities. They should be encouraged to celebrate the similarities and difference of individuals. This unit should encourage feelings of self-worth and respect for others

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Celebration of new life:</p> <ul style="list-style-type: none"> - Ways in which birth is marked and celebrated in Christianity and other religious traditions - represented in the class, or at least one other religion <p>Belonging:</p> <ul style="list-style-type: none"> - being a young member of the Christian family and the other religious traditions represented in the class - churches and places of worship of other religions represented in the class <p>Examples we follow: Learn about the lives of important people in faith traditions e.g.</p> <ul style="list-style-type: none"> - Jesus - Gotama Buddha - Krishna - The Prophet Muhammad (pbuh) - Moses - Guru Nanak <p>Signs of identity e.g.:</p> <ul style="list-style-type: none"> - wearing a cross or crucifix - the Sikh 5Ks – five symbols worn by Sikhs 	<p>Find out about the customs of Christianity and other religious and secular naming traditions</p> <p>Visit a local place of worship or look at pictures or a film about a place of worship</p> <p>Discuss how members of faith communities studied respond to the influence of leading people in their tradition</p> <p>Find out about ways in which people identify themselves as members of faith communities</p> <p>Find out why Sikhs wear the Kirpan (sword), Kesh (uncut hair), Kara (bracelet), Kachera (shorts) and Kangha (comb)</p>	<p>Discuss the significance of names and look up their own names in a dictionary of first names Explore ways in which children's own births were marked and celebrated</p> <p>Talk about what it means to belong to a family, class, school, group of friends and community</p> <p>Talk about people whom they admire</p> <p>Talk about what they are good at and what they want to be</p> <p>Talk about what is special to them and how they share this with others</p> <p>Talk about clothes and/or symbols they wear that identify them with particular groups</p>

KEY STAGE: 1**CORE UNIT: BUILDINGS****Focus Statement:**

Pupils should have the opportunity to learn about the main features of some places of worship. Where possible pupils should be given the opportunity to visit places of worship in their local area

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>A place of worship within the Christian tradition and at least one other religion eg</p> <ul style="list-style-type: none"> - Buddhist temple - Hindu mandir - Jewish synagogue - Muslim mosque - Sikh gurdwara <p>In each case the focus should be on the buildings and at least one main object or symbol</p>	<p>Visit a place of worship and learn the names of the key features</p> <p>Look at different styles of some places of worship</p>	<p>Talk about the building, the atmosphere and why people like to go there</p> <p>Talk about the differences and similarities between the buildings</p> <p>Talk about things that people throughout the world have in common</p> <p>Explore their own special places and the significance they hold for them</p> <p>Talk about places they like to visit</p>

KEY STAGE: 1

CORE UNIT: CELEBRATIONS

Focus Statement:

Pupils should have the opportunity to develop their understanding of how people celebrate

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>What do we celebrate?</p> <p>Christian celebration of Christmas and its symbols Jesus' birth</p> <p>Celebrations in at least two other religions e.g.</p> <ul style="list-style-type: none"> - Divali and stories about Rama and Sita - Id-ul-Fitr - Hanukkah 	<p>Talk about times and occasions special to them</p> <p>Encounter Christmas celebrations and share the experience</p> <p>Listen and respond to stories about the birth of Jesus</p> <p>Listen to the story of Divali and the triumph of good over evil</p> <p>Find out that Id-ul-Fitr celebrates the end of the fast of Ramadan</p> <p>Read the story of Hanukkah and the tradition of lighting the Hanukiah</p>	<p>Talk about special rituals, meals, actions, dress associated with special occasions</p> <p>Talk about how the Christmas stories relate to experiences and feelings in their own lives eg the birth of a baby and giving and receiving gifts</p> <p>Think about the meaning of stories which are familiar to them</p> <p>Talk about times and occasions which are special to them</p>

KEY STAGE: 1

OPTIONAL UNIT: ARTEFACTS

Focus Statement:

Pupils should have the opportunity to develop their understanding of symbolism as a way of expressing meaning and learn about religious symbols. Pupils should be helped to understand that people communicate in different ways

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>That religious artefacts often symbolise key beliefs eg the main symbols of each religion represented in the classroom</p> <p>That religious artefacts are often used to remind people about the key beliefs of their faith</p> <p>Christian artefacts e.g.</p> <ul style="list-style-type: none"> - cross, crucifix, crib, fish <p>Artefacts from at least two other religions e.g.</p> <p>Judaism</p> <ul style="list-style-type: none"> - the mezuzah (a decorative case containing a passage from the Torah, placed on door posts of Jewish homes) - features of Shabbat and the Friday night meal (Shabbat is the Jewish day of rest, beginning Friday sunset and terminating at nightfall on Saturday) <p>Islam</p> <ul style="list-style-type: none"> - prayer mat <p>Sikhism</p> <ul style="list-style-type: none"> - kara 	<p>Find out about all the religions represented in the classroom or school</p> <p>Look at and talk about a mezuzah and its contents, and why they are important</p> <p>Look at and talk about, some of the items associated with the Friday night meal</p> <p>Look at / handle artefacts and ask questions about the objects / symbols</p>	<p>Look at the use of symbols in daily life</p> <p>Share feelings about things that are important or special in their own home</p> <p>Talk about times and occasions that are special in their homes</p> <p>Through stories and the children's own experiences talk about precious objects such as blankets and toys which have special meaning to them</p>

KEY STAGE: 1**OPTIONAL UNIT: CARING FOR EACH OTHER****Focus Statement:**

Pupils should have the opportunity to learn about people who help them in their daily lives. They should be introduced to ways in which people help others because of their religious convictions

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>What is meant by 'Treat others as you would like them to treat you'?</p> <p>Ways in which Christians care for others and why they believe it is important to do so</p> <p>Ways in which members of two other faith communities care for others and why they believe it is important to do so e.g.</p> <ul style="list-style-type: none"> - Buddhist stories about caring for others - The Sikh Langar (both the gurdwara dining hall where food is served to everyone and the food itself) - Charitable giving in religious communities 	<p>Talk about the advice, 'Treat others as you would like them to treat you'</p> <p>Find out how local churches and/or Christian charities care for people and talk about why</p> <p>Hear what the Buddha taught about the way people should treat one another</p> <p>Visit/watch a film to see the dining area (Langar) and see how people are treated as equals and how people share together</p> <p>Talk about the ways in which people give money to help others in the religious traditions studied</p>	<p>Talk about how and why we care for others and share things with each other</p> <p>Share ideas about how they care for other people and how other people care for them</p> <p>Talk about how people show kindness to one another</p> <p>Consider the questions that are raised about sharing, why we sometimes like to share and when it is hard to share</p>

KEY STAGE: 1**OPTIONAL UNIT: EXPLORING BELIEFS****Focus Statement:**

Pupils should have the opportunity to learn that people have a variety of beliefs and to explore some beliefs about God

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Stories about the natural world</p> <p>Christian beliefs about God e.g.</p> <ul style="list-style-type: none"> - songs and poems about God as 'Father' <p>Beliefs about God in at least two other religions eg</p> <ul style="list-style-type: none"> - stories about Hindu deities - Muslims' name for God is Allah - stories from the Tenakh (Jewish scriptures) 	<p>Listen, and respond to stories about the natural world and creation</p> <p>Read or listen to songs and poems which describe God as 'Father' and talk about what this means</p> <p>Look at artefacts or posters about Hindu deities and listen to stories about some of them</p> <p>Learn that Muslims believe there is no God but Allah and that Muhammad (pbuh) is his prophet</p> <p>Listen to stories and poems from the Tenakh which refer to God as the Creator eg: Genesis 1, Psalm 8, Psalm 148</p>	<p>Describe their response to the natural world sharing feelings related to experiences of awe, wonder and mystery. Recognise that some questions can be answered in different ways</p> <p>Distinguish between what is made by people and what belongs to the natural world</p> <p>Experience and talk about the care of living things</p> <p>Make their own response to the beauty of the natural world</p> <p>Make their own response to religious stories</p> <p>Think about their many qualities and different aspects to their character</p>

KEY STAGE: 1**OPTIONAL UNIT: GIVING AND RECEIVING****Focus Statement:**

Pupils should have the opportunity to explore the feelings associated with giving and receiving. They should be introduced to the significance of gifts in different religions

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Occasions when we give and receive</p> <p>Reasons for giving</p> <p>Religious customs associated with giving gifts in Christianity and at least two other religions</p>	<p>Listen to stories from religious traditions about giving and receiving</p> <p>Find out about customs of gifts eg</p> <ul style="list-style-type: none"> - Christmas - presents - Easter - Easter eggs - Divali - presents and food - Id-ul-Fitr - giving to the needy - Purim - presents and sweets 	<p>Listen to everyday stories associated with the giving of gifts</p> <p>Consider the variety of things that can be given as gifts eg time, a listening ear, help etc</p> <p>Share experiences and feelings about birthdays and other celebrations</p> <p>Talk about the importance of giving and receiving different types of gifts at different times and how time and help can be gifts</p>

KEY STAGE: 1

OPTIONAL UNIT: JOURNEYS

Focus Statement:

Pupils should have the opportunity to develop an understanding that people journey for different reasons. They should be given the opportunity to explore stories about journeys from religious traditions

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>That journeys can provide new and learning experiences e.g.</p> <ul style="list-style-type: none"> - holidays and other important journeys <p>At least one Christian story associated with journeys eg</p> <ul style="list-style-type: none"> - St Paul's journeys - Journeys to Bethlehem <p>At least two other religious stories associated with journeys e.g.</p> <ul style="list-style-type: none"> - The Prophet Muhammad's (pbuh) journeys to Makkah and Medina - Moses, the Exodus - Jonah - Lot - Rama and Sita 	<p>Discuss some characteristics of these journeys.</p> <p>What makes some journeys ordinary and some special</p> <p>Find out about journeys of religious significance</p>	<p>Talk about different journeys they have been on eg: short regular journeys, important journeys etc</p> <p>Listen and talk about stories associated with important journeys</p>

KEY STAGE: 1**OPTIONAL UNIT: MORAL STORIES****Focus Statement:**

Pupils should have the opportunity to develop a sense of understanding about moral issues through stories from a variety of religious traditions

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Moral stories from the life and teaching of Jesus eg parables of the Good Samaritan, The Prodigal Son</p> <p>Moral stories from at least two other religions e.g.</p> <ul style="list-style-type: none"> - from the lives of Gotama Buddha - from the life of the Prophet Muhammad (pbuh) - from Jewish writings - from the lives of Guru Nanak and Guru Gobind Singh 	<p>Listen to some stories from the Bible</p> <p>Listen to some moral stories from Buddhism</p> <p>Listen to stories about the life of the prophet Muhammad (pbuh)</p> <p>Listen to stories from Jewish writings eg Esther, Joseph, Moses, Noah, Ruth</p> <p>Listen to stories about Guru Nanak and Guru Gobind Singh</p> <p>Retell some of the stories through acting or puppetry</p> <p>Make a class booklet about some of the stories encountered</p>	<p>Discuss their meaning and importance for today</p> <p>Consider qualities of the heroes in stories they have read</p> <p>Talk about characters in stories, and reflect on what sort of examples they give others to follow</p> <p>Consider what the stories about Guru Nanak and Guru Gobind Singh have to say to Sikhs today</p> <p>Discuss appropriate religious and/or secular stories</p>

KEY STAGE: 1**OPTIONAL UNIT: SEASONS AND CHANGE****Focus Statement:**

Pupils should have the opportunity to develop their understanding of the seasons and the pattern of birth, growth, decay and death. They should begin to understand that there are some festivals associated with different seasons

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Cycles of nature, growth, decay, loss and rebirth</p> <p>Harvest festivals</p> <p>Easter The theme of 'new life' and the symbols of Good Friday and Easter eg</p> <ul style="list-style-type: none"> - Cross - Paschal candle - Easter Garden <p>Pesach (Passover)</p>	<p>Find out when the festivals occur including those which do not follow a seasonal calendar</p> <p>Discuss ways in which harvest is celebrated in some faith communities</p> <p>Encounter Easter celebrations</p> <p>Listen and respond to stories about Easter</p> <p>Talk about the meanings of some of the symbols associated with Good Friday and Easter</p> <p>Encounter the Pesach celebrations</p> <p>Listen and respond to stories about Pesach</p> <p>Talk about the meanings of some of the symbols associated with Pesach</p> <p>Present a visual interpretation through collage of the festivals</p>	<p>How do things change? In what way do people change? Why do all living things die? Why do things change? Discover that there are puzzling questions</p> <p>Talk about signs of new life in the world around them in spring, and talk about new beginnings</p> <p>Express/explore the symbolism of colours and their connection with moods and feelings</p>

PROGRAMME OF STUDY

KEY STAGE 2

Teaching at Key Stage 2 should focus upon Christianity and other world religions in greater depth. In addition, the programme of study includes issues that relate to pupils' spiritual and moral development. Teachers should also refer to, and build upon, what pupils have already learnt at Key Stage 1.

Pupils come from a variety of cultural, religious and secular backgrounds. Some will come from overtly religious homes, some will have occasional experience of religion, others none at all. All children need to be valued whatever their backgrounds or belief systems. It is important that teachers take this variety of experience into account when devising schemes of work.

Teachers should help pupils develop their awareness of the place of religion in human life by enabling them to understand that some ideas and practices are characteristic of most religions. These would include belief, festival, community, worship, morality, and service to others. **It is important that this is taught in such a way that pupils maintain a coherent understanding of each faith, and know what is distinctive about individual religions.**

USE OF THE KEY STAGE 2 SECTIONS IN THE WOKINGHAM AGREED SYLLABUS

By the end of Key Stage 2 pupils should have studied the following core units

- Christianity
- Hinduism
- Judaism
- Sikhism

and also at least FOUR from the following optional units

- Birth and Death Ceremonies
- Creation Stories
- Food, Feast and Fasting
- Holy Writings

- Key Religious Figures
- Ourselves / Our Community
- Pilgrimage
- Rules and Codes
- Signs and Symbols
- Spring Festivals
- The Roles of Religious Leaders
- Winter Festivals
- Worship

or school designed units, or units published in schemes of work for RE from the Qualifications and Curriculum Authority which do not substantially reflect existing syllabus units, up to a maximum of 4 (no more than one per year)

Schools wishing to design their own school based units must submit them for approval to the Agreed Syllabus Conference. The Conference has delegated this task to a nominated link officer to the SACRE from Education and Cultural Services at Wokingham District Council who will consult, where necessary, an RE consultant approved by the SACRE. The SACRE will be regularly informed about the approval of any such units. Proposed units should be presented in the same format as the units of the syllabus. When writing them, teachers should consider the issue of continuity and progression and take account of the religious background of the pupils they serve.

Flexibility in the Syllabus

Although there is a recommended time allocation for RE per year for each key stage, teachers need not spend an equal amount of time teaching each unit. This also applies to the components of the core content within each unit. It is entirely at the discretion of the school and individual teachers whether these units are taught separately or within cross-curricular themes. It is also possible for schools to rearrange the contents of units under different topics, the only stipulation being that over a key stage the core content from the required number of core and optional units must be covered.

**PROGRESSION
WITHIN
KEY STAGE 2**

Throughout Key Stage 2 pupils should have increasing opportunities to

LEARN ABOUT RELIGIONS BY

- developing their knowledge and understanding of Christianity and other principal religions through
 - learning about the historical context of religions
 - encountering key objects, people, places and activities associated with the religions studied, and discussing their purposes and functions
 - extending their awareness that certain features, eg festivals, worship, a sense of community, are shared by more than one religion, although expressed differently between religions
 - considering the meaning of symbols, stories and symbolic language for members of faith communities
 - encountering the key beliefs of the religions studied
 - studying the lives of people who are held by members of their faith to be examples to others, looking particularly at how these people have lived out the beliefs and values of their faith
- developing an understanding of the influence of religions by
 - looking for evidence of religion in the world around them
 - considering the impact of religious beliefs on individuals and their local community

LEARN FROM RELIGION BY

- enhancing their own spiritual and moral development through
 - considering the value of certain religious practices in their own lives, eg prayer, celebrations of turning points in life, periods of silence
 - talking about stories which focus on values, relationships or religious teachings, and considering the relevance of these teachings to their own lives
 - exploring questions of the meaning and mystery of life
 - evaluating answers to those questions by supporting their own points of view, and referring to, and showing consideration of, views expressed by others
 - relating what they learn in religious education to other areas of the curriculum and their general knowledge of the world
 - developing an understanding of what it means to belong to a community
 - discussing the differences between fairness and unfairness, right and wrong, and the nature of individual responsibility
 - expressing ideas and innermost thoughts and feelings in the forms of art, music, drama, etc
 - exploring times of stillness, in order to reflect quietly on what has been studied
- developing positive attitudes towards other people and their right to hold different beliefs by
 - developing confidence to express their own views and beliefs
 - exploring beliefs, practices and issues
 - recognising and respecting the right to hold different views and beliefs
 - showing readiness to accept and learn from diversity

**LEVELS OF
ATTAINMENT
FOR
KEY STAGE 2**

The following level descriptions describe the types and range of performance that pupils in key stage two should characteristically demonstrate. The scale can be found in full in the 'Planning and Assessment' section of this syllabus'.

The scale can be used to help teachers plan for pupils to make progress and to assess their levels of achievement at a given time. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance.

Level 2

AT1 Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories.

AT2 They respond sensitively to the experiences and feelings of others, including those with a faith, and to other people's values and concerns in relation to matters of right and wrong. They realise that some questions that cause people to wonder are difficult to answer.

Level 3

AT1 For the religions studied, pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves.

AT2 They compare aspects of their own experiences and ideas about questions that are difficult to answer with the experiences and ideas of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Level 4

AT1 Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions. They show understanding of what belonging to religions involves. They show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology.

AT2 They ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues, and suggest answers from their own and others' experiences, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

Level 5

AT1 Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions. They explain how these make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion.

AT2 They make informed responses to questions of identity, experience, meaning and purpose, and to people's values and commitments (including religious ones) in the light of their learning.

KEY STAGE: 2**CORE UNIT: CHRISTIANITY****Focus Statement:**

Pupils should have the opportunity to develop their knowledge and understanding of Christianity

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Christian understanding of God</p> <ul style="list-style-type: none"> - language, symbols, stories and creeds which describe God as Father, Son and Holy Spirit <p>The life and teaching of Jesus</p> <ul style="list-style-type: none"> - events in Jesus' life as told in the Gospels and put into an historical context - baptism and temptations - teaching about the kingdom of God in parables and acts of healing - followers - the celebration of key events in Jesus' life <p>Observance of faith</p> <ul style="list-style-type: none"> - worship e.g. prayer, hymns, songs, Bible reading, bread and wine - Christians and Christian organisations who follow the example of Jesus, eg TEAR Fund, Christian Aid, CAFOD, NCH Action for Children, Christian Community Action 	<p>Explore some ways in which Christians respond to belief in God</p> <p>Place the life of Jesus in an historical context</p> <p>Talk about, and discuss, the meaning of stories that Jesus told and stories about his life, eg the Lost Son, the Widow's Mite, and Zaccheus</p> <p>Explore the festivals which celebrate events in Jesus' life, and understand how they relate to those events.</p> <p>Consider what Christians believe about Jesus and the importance of these beliefs to them</p> <p>Explore a variety of ways in which Christians worship individually and in community</p> <p>Investigate the lives of key figures within Christianity. Explain how Christian beliefs made/make a difference to these people's lives</p>	<p>Consider feelings of being lost and found, and talk about feelings of being accepted</p> <p>Talk about giving up something precious, and giving to charity</p> <p>Discuss the answers offered by Christianity to questions of meaning and purpose in life</p> <p>Suggest reasons why people are held to be examples to others. Talk about people whom they respect and look up to as 'role models'</p> <p>Discuss the principle, 'we should share what we have with others'</p>

KEY STAGE: 2

CORE UNIT: HINDUISM

Focus Statement:

Pupils should have the opportunity to develop their knowledge and understanding of Hinduism

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Hindu understanding of God</p> <ul style="list-style-type: none"> - one God in many forms: stories about different forms of God in Hinduism e.g. Krishna, Rama, Ganesha <p>Hindu teaching</p> <ul style="list-style-type: none"> - respect for all living things and the individual soul (atman) - Hindi belief in non-violence (ahimsa) and reincarnation <p>Origins of the community</p> <ul style="list-style-type: none"> - Hinduism was originally an Indian religion <p>Hindus in Great Britain today</p> <p>Observance of faith e.g.</p> <ul style="list-style-type: none"> - how Hindus worship at home and in a mandir - some festival celebrations e.g. Raksha Bandhan, Divali 	<p>Read, listen to, or watch films or stories about forms of God in Hinduism eg from the Ramayana and Mahabharata</p> <p>Discuss what Hindus mean by a 'soul'</p> <p>Listen to Hindus talking about the meaning and importance of ahimsa</p> <p>Find out how Gandhi used non-violence in his life</p> <p>Explain the 'moral', or values, expressed through stories from Hindu traditions</p> <p>Draw a diagram to show the different traditions within Hinduism</p> <p>Listen to Hindus talking about their religion and their families</p> <p>Visit a mandir to see how the Deities are shown respect through puja (worship)</p> <p>Explore ways in which Hindu festivals are celebrated and stories associated with them</p>	<p>Consider how people have different sides to their personality, and how they have different roles in their lives</p> <p>Consider the implications that respecting the cow and all forms of life has on Hindu lifestyles</p> <p>Consider why many people believe the use of violence is wrong</p> <p>Think why some people are vegetarians</p> <p>Discuss what it must be like to have relations in other parts of the world</p> <p>Talk about why people worship and why it is important to them</p> <p>Consider the importance of annual celebrations in people's lives</p>

KEY STAGE: 2**CORE UNIT: JUDAISM****Focus Statement:**

Pupils should have the opportunity to develop their knowledge and understanding of Judaism

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>God and the idea of God's involvement in history eg</p> <ul style="list-style-type: none"> - events celebrated at Pesach (Passover) <p>Beliefs about God e.g. as expressed through</p> <ul style="list-style-type: none"> - the Shema (mezuzah, tallit) - psalms, songs and prayers - the Ten Commandments - stories from the Torah e.g. Abraham, Moses - other stories from the Tenakh (Jewish Scriptures) <p>Judgement and forgiveness seen through</p> <ul style="list-style-type: none"> - Rosh Hashanah (Jewish New Year) - Yom Kippur (Day of Atonement, fasting) <p>Special times in the synagogue and the home including</p> <ul style="list-style-type: none"> - Shabbat and the Friday night meal - Sukkot (pilgrim festival, celebrated in the autumn) 	<p>Find out about the importance of the Torah</p> <p>Give meanings of some songs and prayers, and commandments which refer to God</p> <p>Listen to stories about God's involvement in human history</p> <p>Find out about how Rosh Hashanah and Yom Kippur are observed, and why they are important to Jewish people</p> <p>Find out about the importance of the synagogue and the home in the celebration of special occasions</p> <p>Watch and listen to a Jewish family preparing for Shabbat and explore the symbolism involved</p> <p>Find out how and why Sukkot is celebrated</p>	<p>Discuss their own beliefs about God</p> <p>Talk about any objects, songs or prayers known to them, which help to remind people of their faith</p> <p>Discuss the importance of community rules</p> <p>Consider the feelings associated with guilt, forgiving and being forgiven</p> <p>Share experiences of trying to make a new start or 'turning over a new leaf'</p> <p>Compare important family occasions</p> <p>Identify festivals in their own lives, and talk about the similarities and differences between festivals</p>

KEY STAGE: 2

CORE UNIT: SIKHISM

Focus Statement:

Pupils should have the opportunity to develop their knowledge and understanding of Sikhism

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Belief in God as described in the Mool Mantra</p> <p>Sikh values</p> <ul style="list-style-type: none"> - Nam Simran – meditation on the Sikh idea of God - Kirat karna – supporting oneself by honest means - Vand chhakna – helping others <p>The lives of the Gurus with special reference to</p> <ul style="list-style-type: none"> - Guru Nanak - Guru Gobind Singh – formed the Sikh brotherhood (Khalsa) <p>Worship</p> <ul style="list-style-type: none"> - is led by the Granthi - consists of kirtan (hymns), ardass (prayer) and langar (a shared meal) - respect is shown to the Guru Granth Sahib, shoes are removed, heads are covered, offerings are made <p>Sikh symbols</p> <ul style="list-style-type: none"> - Ik Onkar – there is only one God - Khanda – double edged sword used as an emblem on Sikh flag and in initiation ceremonies <p>The Golden Temple or Harimandir (House of God)</p>	<p>Listen to, or watch a video of, a Sikh talking about God and the meaning of the Mool Mantra</p> <p>Interview a Sikh about Sikh values and how these are translated into daily life</p> <p>Listen to stories about the Sikh Gurus</p> <p>Act out a story from the lives of the Gurus</p> <p>Observe Sikh worship in the Gurdwara</p> <p>Read translations of Sikh prayers</p> <p>Listen to Sikh hymns and music</p> <p>Make a Nishan Sahib (Sikh flag), and find out about its meaning and about ceremonies associated with it</p> <p>Look at pictures of the Golden Temple, and listen to a Sikh talking about why it is special</p>	<p>Explore the meaning of the belief that every human being is equal through drama, role play and stories</p> <p>Discuss what values are important in their own lives and within the school community, and how these are expressed</p> <p>Talk about earning a living by honest means (kirat karna), and about jobs that could and could not be done as a consequence</p> <p>Talk about the significance of teachers/heroes, and give examples from their own lives</p> <p>Discuss ways in which people demonstrate respect, and how it feels to be respected</p> <p>Consider why worshipping together is seen to be important in many religions</p> <p>Design their own symbol(s) to express something about themselves</p> <p>Consider why so much effort, time and resources are put into making places like the Golden Temple so beautiful</p>

KEY STAGE: 2 OPTIONAL UNIT: BIRTH (AND DEATH) CEREMONIES

Focus Statement:

Pupils should have the opportunity to develop their understanding of ceremonies associated with birth (and death)

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>The celebration of new life particularly in ceremonies associated with birth in</p> <ul style="list-style-type: none"> - Christianity - Hinduism - Islam - Judaism <p>This unit may also explore views of life after death and ceremonies marking death in the above religions</p>	<p>Find out about the ceremonies and/or celebrations that take place in these religions to mark a new life</p> <p>Design a poster to illustrate some of the symbols associated with birth (and death) traditions</p> <p>Find out about the traditions associated with the naming of children in these religions</p> <p>Talk with people of faith about ceremonies associated with birth (and death)</p>	<p>Compare notes on the meaning of names and why people choose names for their children</p> <p>Discuss feelings and emotions associated with birth (and death)</p> <p>Consider how rituals might help in understanding the changes which occur throughout life</p> <p>Consider how rituals and ceremonies might bring comfort to the bereaved</p>

KEY STAGE: 2**OPTIONAL UNIT: CREATION NARRATIVES****Focus Statement:**

Pupils should have the opportunity to encounter creation narratives from a number of different religions and consider the impact of such stories on believing communities

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Christian and Jewish creation narratives found in the book of Genesis</p> <p>Muslim creation narratives found in Surah 16: 1-21, 66-70, 77-83</p> <p>Secular views of creation</p> <p>A creation narrative from an indigenous native population e.g.</p> <ul style="list-style-type: none"> - First North American - First Australian 	<p>Listen to the narrative and sequence the events</p> <p>Listen to Surah 16: 1-21, 66-70, 77-83, on the wonders of Creation</p> <p>Read and discuss the secular view of creation and produce a frieze depicting the story</p> <p>Express the creation narrative through drama, narration with sound effects or a poem</p> <p>Compare some of the similarities and differences in the creation narratives studied</p>	<p>Use magazines to make a collage about creation</p> <p>Become aware of their dependence on the natural world for food, light, heat etc</p> <p>Experience the natural world directly, or through films, and discuss their feelings and thoughts about it</p> <p>Discuss how they think the world began and if science has an answer for everything</p> <p>Do science and religion conflict?</p> <p>Discuss ways in which they show responsibility to the world</p> <p>Consider and discuss what creation narratives reveal about the cultures from which they came ie how their beliefs affect the ways in which they treat their environment</p> <p>Discuss the beliefs reflected in the creation narratives about the relationship between a divine power or beings and the natural world and humankind</p>

KEY STAGE: 2**OPTIONAL UNIT: FOOD, FEAST AND FASTING****Focus Statement:**

Pupils should have the opportunity to develop their understanding of the religious symbolism of food and the place of feasts and fasting in religious life.

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Christianity</p> <ul style="list-style-type: none"> - Lent - Bread and wine <p>Islam</p> <ul style="list-style-type: none"> - Ramadan and the night of Qadar - Id-ul-Fitr - Id-ul-Adha <p>The place of food, feast and fasting within any other religious tradition</p>	<p>Explain the idea and use of food in Christianity and its symbolism</p> <p>Discuss why some Christians fast during Lent</p> <p>Listen to Muslims talking about the importance of fasting and find out about stories associated with these festivals</p> <p>Consider the place of food, feast and fasting within any religious tradition</p>	<p>Prepare or taste food or a dish that is special to each of the three religions studied</p> <p>Prepare a special meal or dish that relates to a specific Christian festival</p> <p>Talk about self-discipline and why it is important and how might it be achieved</p> <p>Consider the feelings associated with guilt and the idea of forgiving and being forgiven</p> <p>Share experiences of trying to make a new start or 'turning over a new leaf'</p> <p>Discuss attitudes towards food, feast and fasting within their own lives</p> <p>Think about the use of fasting as a means of cleansing the body</p> <p>Discuss how it feels to go without food</p>

KEY STAGE: 2

OPTIONAL UNIT: HOLY WRITINGS

Focus Statement:

Pupils should have the opportunity to appreciate that most religions have special writings. They should be given the opportunity to examine the nature of holy writings and similarities and differences between them

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>An exploration of the holy writings of Christianity and at least two other religions to include:</p> <ul style="list-style-type: none"> - how these writings are believed to have been revealed/written - the ways in which these holy writings are treated and what this shows about believers' views of them - how holy writings are used in worship - some teachings from these holy writings <p>Additionally this unit could consider the following:</p> <p>Christianity</p> <ul style="list-style-type: none"> - different parts of the Bible - how the Bible is used as a basis for modern songs, stories and films <p>Islam</p> <ul style="list-style-type: none"> - stories from the Sunnah, Hadith and Sirah - other prophets associated with written revelation <p>Judaism</p> <ul style="list-style-type: none"> - the design of the Sefer Torah - the work of the scribe - study of the Tenakh (Jewish scriptures) - the Hebrew text <p>Sikhism</p> <ul style="list-style-type: none"> - contributions of Gurus to the Guru Granth Sahib (Sikh scriptures) - Hindu and Muslim contributions 	<p>Compare some similarities and differences in the Holy writings studied</p> <p>Find out how the writings studied were revealed or written</p> <p>Find out how holy writings are cared for and how believers show respect for them</p> <p>Watch a video showing the use of holy writings in worship</p> <p>Discuss some teachings found in the holy writings studied</p> <p>Encounter songs, poems, stories and illustrations that take their ideas from holy writings</p> <p>Compare different translations of short Bible passages</p> <p>Read stories about the prophets Ibrahim (Abraham), Musa (Moses), Dawyd (David) and Isa (Jesus), and consider their importance in Islam</p> <p>Examine the work of the scribe and the design of the Sefer Torah</p> <p>Find out how Jewish children learn to read and study the Tenakh</p> <p>Learn some examples of the language and script of the holy writings studied</p>	<p>Read passages in the holy writings that give guidance on issues such as jealousy, friendship and honesty, and discuss the message of the passages in relation to their own experiences</p> <p>Consider the importance of keeping records of people's heritages and traditions and texts in the original language</p> <p>Talk about books and people which have a special importance for them and for other people</p>

KEY STAGE: 2

OPTIONAL UNIT: KEY RELIGIOUS FIGURES

Focus Statement:

Pupils should have the opportunity to gain knowledge and understanding of the impact made by key religious figures and how their faith has influenced their lives. Where appropriate, pupils should study the relevant historical situation, and the calling, teachings, followers and legacy of the people studied

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>From Judaism and Christianity, stories about key religious figures in Jewish and Christian scriptures and their importance to believers e.g.</p> <ul style="list-style-type: none"> - Abraham - David - Isaiah - Moses - St Peter - St Paul <p>From Buddhism, stories from the life and traditions of Gotama Buddha and his importance to Buddhists</p> <p>From Hinduism, stories associated with Krishna and other avatars of Vishnu and his importance to Hindus</p> <p>From Islam, stories from the life and traditions of Muhammad and his importance to Muslims</p>	<p>Find out about the experiences and teachings of the people chosen</p> <p>Listen to, or read about Gotama's childhood, and discuss the reasons why he abandoned life as a prince</p> <p>Read some famous Buddhist stories eg Gotama and the Swan</p> <p>Explore a variety of images showing Buddha as the 'Enlightened One'</p> <p>Listen to some of the stories associated with Krishna and other avatars of Vishnu</p> <p>Listen to and talk about stories from the life of the prophet Muhammad</p>	<p>Discuss what it would be like to give away all one's wealth and possessions</p> <p>Consider the causes of suffering of all kinds</p> <p>Talk about the consequences of being selfish and greedy</p> <p>Share feelings about what 'compassion' means and how it may be demonstrated</p> <p>Talk about heroes and heroines in their own lives, and the qualities they admire in them</p> <p>Consider why the prophet Muhammad is held to be an example for people to follow</p>

KEY STAGE: 2**OPTIONAL UNIT: OURSELVES / OUR COMMUNITY****Focus Statement:**

Pupils should have the opportunity to consider themselves in relation to their community and the importance of community in religious life

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Religious groups in the local community</p> <p>How Christians celebrate and live out their beliefs in the community</p> <p>How members of at least two of the following faith communities live out their beliefs in the community</p> <ul style="list-style-type: none"> - Muslims - Jews - Sikhs 	<p>Look at the work of individuals or organisations in the Christian community</p> <p>Listen to stories which convey messages about accountability and responsibility, God and humanity and the qualities of fairness and love</p> <p>Find out about Muslim family life and what a Muslim means by Ummah ie the brotherhood of Islam</p> <p>Find out what part the synagogue plays in Jewish life, and consider any institutions in their lives that play similar roles</p> <p>Consider the concept of Vand chhakna (sharing)</p> <p>Find out about positive female contributions to faith communities, today and in the past</p>	<p>Individuals and families: Who is responsible for me? Who am I? Whom am I responsible to? How has my role in the family changed?</p> <p>Consider the importance of values to themselves and others. Identify the key values which lie at the heart of each religion studied and talk about the values which they share with their friends and family</p> <p>Discuss the meaning of respect and why people believe it is important to treat other, especially older, people with respect</p> <p>Identify groups to which they belong, activities of these groups and any places which are special to them</p> <p>Talk about why people get together for worship and how this might help them</p> <p>Investigate the importance of meals in the community</p>

KEY STAGE: 2**OPTIONAL UNIT: PILGRIMAGE****Focus Statement:**

Pupils should have the opportunity to learn about pilgrimages in different religions. They should be introduced to the reasons for pilgrimage and the practices and ceremonies that occur at places of pilgrimage

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Special journeys and special places</p> <p>The place of pilgrimage in Christianity e.g.</p> <ul style="list-style-type: none"> - Israel (Bethlehem, Jerusalem) - Canterbury - Lourdes - Rome - Taize - Walsingham <p>The place of pilgrimage in Hinduism e.g.</p> <ul style="list-style-type: none"> - Varanasi (Benares) - Gangoti (source of the Ganges) - Ayodhya (Puri and Vrindaban) <p>The place of pilgrimage in Islam</p> <ul style="list-style-type: none"> - Makkah 	<p>Interview someone who has visited a place of pilgrimage</p> <p>Write a newspaper report about the events and activities surrounding a place of pilgrimage</p> <p>Consider the importance of a place of pilgrimage within a religion studied</p> <p>Make a travel booklet for pilgrims depicting some of the most important places for a variety of religions</p> <p>Locate and find out about important places of pilgrimage for Hindus</p> <p>Listen to Muslims talking about their Hajj and what takes place at this pilgrimage</p>	<p>Discuss where they would like to visit and explain why</p> <p>Discuss the difference between a sightseer and a pilgrim</p> <p>Discuss the idea of holy places becoming too commercialised</p> <p>Suggest reasons why some people think of life as a pilgrimage</p> <p>Talk about feelings of achievement and how Muslims might feel after completing Hajj</p>

KEY STAGE: 2

OPTIONAL UNIT: RULES AND CODES

Focus Statement:

Pupils should have the opportunity to discuss the place of rules and codes in their own lives. They should be introduced to some key rules and codes in the world faiths and their similarities and differences

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Some Christian teachings e.g.</p> <ul style="list-style-type: none"> - Ten Commandments and Jesus' summary of the law <p>Some teachings from at least two of the following religions:</p> <p>Buddhism e.g.</p> <ul style="list-style-type: none"> - the Five Precepts – Buddhist promises not to: <ul style="list-style-type: none"> harm living things take what is not given misuse senses e.g. over indulgence use wrong speech take drugs or drink - Eightfold Path - teachings through Buddhist stories such as Nalagiri the Elephant <p>Islam</p> <ul style="list-style-type: none"> - Five pillars of faith <p>Judaism e.g.</p> <ul style="list-style-type: none"> - Leviticus 19:1-19 - The teachings of famous teachers eg <ul style="list-style-type: none"> Rabbi Akiva Rabbi Hillel Maimonides 	<p>Listen to Christians talking about what the teachings of their faith mean to them</p> <p>Find out about Buddhist teachings or rules and make a poster to illustrate them</p> <p>Read or listen to stories that illustrate Buddhist values and discuss their meaning</p> <p>Find out about the Muslim five pillars of faith</p> <p>Find out about aspects of Jewish teachings</p>	<p>Talk about issues surrounding Christian beliefs of being special, but not perfect and of wrong doing, needing forgiveness, destiny, purpose in life</p> <p>What is important in their own lives? What are values? Why are they important? The difference between right and wrong</p> <p>Discuss the need for rules and how rules affect them</p> <p>Write their own stories around animal characters that express important values</p> <p>Discuss the idea of reward and punishment. What good manners are, how they would describe someone who behaves badly</p>

KEY STAGE: 2

OPTIONAL UNIT: SIGNS AND SYMBOLS

Focus Statement:

Pupils should have the opportunity to explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures, and should be able to show understanding of the intended meaning they have for believers

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Understanding the complexity of symbols used in religion e.g.</p> <ul style="list-style-type: none"> - how symbols help people remember the past - metaphoric language - symbolic actions - how symbols and sounds are used in worship and places of worship <p>Some symbols which might be considered include</p> <p>Christianity bread and wine, Cross, Crucifix, fish, dove</p> <p>Buddhism images of the Gotama Buddha, wheel, lotus flower, Zen garden</p> <p>Hinduism Puja, the many forms of God</p> <p>Islam the crescent (moon and star), calligraphy</p> <p>Judaism Magen David (popularly called the star of David), Menorah (seven branched candelabrum)</p> <p>Sikhism 5Ks (five objects/symbols worn by Sikhs beginning with the letter K)</p>	<p>Find out about the symbolism of the Seder meal at Pesach</p> <p>Explore examples of religious metaphor e.g. God is my rock (Psalm 182), The Lord is my shepherd (Psalm 23), Jesus is the light of the world (John 8:12)</p> <p>Find out about gestures and actions used in worship eg Hindu puja, Islamic prayer</p> <p>Make a 'symbols trail' book of symbols used in places of worship</p> <p>Explain the symbolic idea of the bread and wine, Cross, Crucifix, fish, dove and special actions and gestures</p> <p>Identify Buddhist symbols and their meanings</p> <p>Design a poster to illustrate some of the symbols associated with Hindu worship</p> <p>Find out about the meaning of the crescent and star in Islam</p> <p>Give the meanings and importance for Jewish people of the Magen David and the Menorah</p> <p>Find out about the meaning of the Sikh 5 Ks</p>	<p>Talk about ways in which outward signs and symbols demonstrate inward belief and commitment</p> <p>Hear stories about how memories are evoked by objects</p> <p>Explore examples of words and phrases which can have non-literal meanings eg it's raining cats and dogs, I must fly</p> <p>Consider the significance of gesture in communication</p> <p>Discuss how different forms of symbolism communicate meaning</p> <p>Understand how symbols communicate complex ideas such as truth, freedom, justice, in different ways using everyday familiar situations</p> <p>Discuss ways in which feelings and ideas are communicated through drama</p> <p>Talk about any symbols or badges with which they are familiar, and talk about their meaning</p>

KEY STAGE: 2**OPTIONAL UNIT: SPRING FESTIVALS****Focus Statement:**

Pupils should have the opportunity to develop further their understanding of festivals through the study of spring festivals and yearly cycles of festivals

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Festival cycles including how Muslim festivals move in relation to seasons as they follow a lunar calendar</p> <p>Spring festival of Christianity:</p> <ul style="list-style-type: none"> - Easter - Ascension (40 days after the resurrection when Jesus 'ascended into heaven') - Pentecost (Whitsun, on this day followers of Jesus received the gift of the Holy Spirit) <p>Spring festivals of at least two of the following religions:</p> <p>Hinduism</p> <ul style="list-style-type: none"> - Holi (festival of colour celebrated in the spring) <p>Judaism</p> <ul style="list-style-type: none"> - Pesach (Passover) - Shavuot (one of the three pilgrim festivals, celebrated in the summer) <p>Sikhism</p> <ul style="list-style-type: none"> - Baisakhi (a major Sikh festival celebrating the formation of the Sikh brotherhood) 	<p>Find out when festivals occur, names for seasons or months and learn about different dating systems</p> <p>Listen to stories associated with the festivals</p> <p>Design a poster outlining the three festivals</p> <p>Present a visual interpretation of Holi through a collage</p> <p>Find out about how and why Pesach and Shavuot are celebrated</p> <p>Observe some of the celebrations of Baisakhi on video/slides</p>	<p>Think about stories from their own lives that are important or meaningful</p> <p>Make a collage to show what new life means to them</p> <p>Talk about how Easter has become commercialised and some of the commercial symbols eg the Easter bunny and Easter eggs</p> <p>Identify festivals in their own lives and talk about the similarities and differences between festivals</p> <p>Discuss what they do on special occasions</p> <p>Share ideas about important stages in life and how these are celebrated</p>

KEY STAGE: 2**OPTIONAL UNIT: WINTER FESTIVALS****Focus Statement:**

Pupils should have the opportunity to develop their understanding of festivals and the symbols related to them

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
Different uses and symbolism of light	How the symbol of light is used in Divali, Christmas and Hanukkah	Explore the symbolism of light/darkness in everyday life
What Christmas and its story and customs mean to Christians	Describe the main events of the Christmas narrative and illustrate using Christmas cards	Talk about how Christmas has become commercialised and how they feel about this
What Divali and its story and customs mean to Hindus	Explore the ways in which Hindus celebrate Divali in different parts of the world and the stories associated with it	Write a modern day story about good triumphing over evil
What Divali and its story and customs mean to Sikhs	Explore the ways in which Sikhs celebrate Divali and the story associated with it	Consider the importance of annual celebrations in people's lives
What Hanukkah and its story and customs mean to Jews	Make a poster to illustrate the underlying theme and the traditional activities involved in celebrating the festival	

KEY STAGE: 2

OPTIONAL UNIT: WORSHIP

Focus Statement:

Pupils should have the opportunity to develop their understanding of the places of worship. Where possible, pupils should be given the opportunity to visit places of worship in their local area

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>What is meant by worship?</p> <p>Reasons why communities have places of worship</p> <p>An exploration of Christian places of worship and those of at least two other religious communities</p> <p>In each case consideration should be given to aspects of the following list:</p> <ul style="list-style-type: none"> - the overall design of the building and any significance this may have - features within the building, their design, significance and function - how art, decoration and colour are used in the place of worship - ways in which the building is used - what the place of worship reveals about the beliefs of the community which uses it 	<p>Look up and agree a definition of worship</p> <p>Brainstorm suggestions and draw up a chart of reasons why places of worship are important within faith communities</p> <p>Find out about the shapes of purpose built places of worship and their significance</p> <p>Explore the ways in which some places of worship have been established in buildings converted for the purpose</p> <p>Identify significant features of the buildings studied and examine their design, significance and function</p> <p>Make connections between the design of the buildings, their features and the beliefs of the faith community</p> <p>Make an annotated display which shows an understanding of how art, decoration and colour are used in the buildings studied</p> <p>Speak with, or write to, a member of the worshipping community to find out all the things the building is used for</p> <p>Visit or see pictures of worship and discover its importance for the believing community</p>	<p>Explore what it is that students consider to have worth</p> <p>Talk about why people worship and why it is important to them</p> <p>Consider the value of setting aside a time for self-discipline and reflection</p> <p>Discuss the reasons why some people prefer very plain places of worship whilst others like them to be highly decorated</p> <p>Think of examples of buildings that have important roles in community life and consider what makes them significant</p> <p>Share experiences and feelings of visiting places of worship</p> <p>Share their own reflections on experiences of worship within faith communities and school collective worship</p>

PROGRAMME OF STUDY

KEY STAGE 3

Teaching at Key Stage 3 will focus upon Christianity and other principal faiths. Teachers should refer to, and reinforce, previous learning. The diversity of religious and non-religious beliefs should be reflected in the planning of a religious education programme.

At this stage, pupils should be consolidating their understanding of the key issues shared by the religions they encounter. These key elements are likely to include belief, morality, deity, values, worship, and beliefs about the nature of humanity. This should be considered in a way that preserves the integrity of faith and ensures that pupils acquire a coherent knowledge and understanding of each religion.

USE OF THE KEY STAGE 3 SECTIONS IN THE WOKINGHAM AGREED SYLLABUS

By the end of key stage 3 pupils should have studied the following core units

- Christianity
- Buddhism
- Islam

and also at least FIVE of the following optional units

- Christianity in History
- Faith and Vision
- Festivals
- Food and Drink
- Holy Writings
- Religion and the Environment
- Religion in a Multifaith Society
- Religious Belief
- Rites of Passage

or school designed units, or units published in

schemes of work for RE from the Qualifications and Curriculum Authority which do not substantially reflect existing syllabus units, to a maximum of three (no more than one per year).

Schools wishing to design their own school based units must submit them for approval to the Agreed Syllabus Conference. The Conference has delegated this task to a nominated link officer to the SACRE from Education and Cultural Services at Wokingham District Council who will consult, where necessary, an RE consultant approved by the SACRE. The SACRE will be regularly informed about the approval of any such units.

Proposed units should be presented in the same format as the units of the syllabus. When writing them, teachers should consider the issue of continuity and progression and take account of the religious background of the pupils they serve.

Flexibility in the Syllabus

Although there is a recommended time allocation for RE per year for each key stage, teachers need not spend an equal amount of time teaching each unit. This also applies to the components of the core content within each unit. It is entirely at the discretion of the school and individual teachers whether these units are taught separately or within cross-curricular themes. It is also possible for schools to rearrange the contents of units under different topics, the only stipulation being that over a key stage the core content from the required number of core and optional units must be covered.

To allow schools additional flexibility, it is possible for some units recommended at Key Stage 4 to be taught at Key Stage 3. Schools must ensure that over the two key stages all the core units must be studied together with the required number of optional units.

**PROGRESSION
WITHIN
KEY STAGE 3**

Throughout Key Stage 3, pupils should have increased opportunities to:

LEARN ABOUT RELIGIONS BY

- extending their knowledge and understanding of Christianity and other principal religions through for example:
 - researching a key period in the history of religions studied
 - acquiring a coherent and broad coverage of individual religions in terms of their principal beliefs, literature, practices and moral codes
 - identifying the key elements shared by religions, eg worship, moral values, and being clear as to the different ways in which these elements are expressed in different religions
 - finding out about the historical relationships that exist between some religions
 - exploring a variety of means of expressing and interpreting religious belief, eg drama, music, art, symbolism, architecture
- extending their understanding of the influence of religions by comparing the impact of religions on societies, values and cultures in different parts of the world

LEARN FROM RELIGION BY

- enhancing their own spiritual and moral development by for example:
 - considering the value of silence and reflection in their own lives
 - reflecting on the experiences of others, which might be described as spiritual
 - considering questions of meaning, eg the existence of God and the problem of suffering, what characterises these questions, and why they are difficult to answer
 - evaluating religious responses to ultimate questions and ethical issues in relation to their own beliefs and values showing sensitivity to the beliefs and views of others
 - relating their knowledge of religions to other curricular areas and their general knowledge of the world
 - developing a sense of responsibility in relation to the community, and relationships within the community
 - beginning to recognise the limitations of human language and the value of other ways of expressing ideas and feelings
- developing positive attitudes towards other people and their right to hold different beliefs by for example:
 - developing an understanding of how beliefs and values contribute to personal identity
 - exploring religious and philosophical questions, and developing critical awareness of the issues involved
 - recognising the right of others to hold and practise different beliefs

LEVELS OF ATTAINMENT FOR KEY STAGE 3

The following level descriptions describe the types and range of performance that pupils in key stage three should characteristically demonstrate. The scale can be found in full in the 'Planning and Assessment' section of this syllabus'.

The scale can be used to help teachers plan for pupils to make progress and to assess their levels of achievement at a given time. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance.

Level 3

AT1 For the religions studied, pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves.

AT2 They compare aspects of their own experiences and ideas about questions that are difficult to answer with the experiences and ideas of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Level 4

AT1 Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions. They show understanding of what belonging to religions involves. They show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology.

AT2 They ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues, and suggest answers from their own and others' experiences, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

Level 5

AT1 Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions. They explain how these make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion.

AT2 They make informed responses to questions of identity, experience, meaning and purpose, and to people's values and commitments (including religious ones) in the light of their learning.

Level 6

AT1 Pupils use their knowledge and understanding of the religions studied to explain how the principal beliefs and teachings, belonging to a faith community and religious expression vary among different groupings, denominations and traditions, correctly using technical terminology.

AT2 They respond to the teachings and experience of inspirational people, and religious perspectives on questions of meaning and purpose and on a range of contemporary moral issues by relating these to their own and others' lives.

Level 7

AT1 Pupils relate religious beliefs, teachings, practices, lifestyles and the forms of religious expression, including texts, figurative language and symbolism, to their historical and cultural contexts.

AT2 They evaluate religious and other views on human identity and experience, on questions of meaning and purpose and on values and commitments, using appropriate evidence and examples.

Level 8

AT1 Pupils analyse and account for the varying influence of religious beliefs and teachings on individuals, communities and society, different views of religious practices and lifestyles and different interpretations of religious expression in texts, figurative language and symbolism, using appropriate evidence and examples.

AT2 They give an informed and well-argued account of their own and others' views, values and commitments regarding identity and experience, questions of meaning and purpose and contemporary moral issues in the light of different religious views and other views and feelings.

KEY STAGE: 3

CORE UNIT: CHRISTIANITY

Focus Statement:

Pupils should have the opportunity to study the growth and development of the Christian Church worldwide and understand its unity and diversity

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>An overview of the major branches of the Church in Britain and worldwide (Orthodox, Catholic and Protestant) and beliefs and doctrines shared by Christians e.g. the grace of God, the Trinity, the authority of the Bible</p> <p>A study of the diversity of the Christian Church both in terms of</p> <ul style="list-style-type: none"> ▪ Denominational diversity ▪ Global diversity <p>This should include some elements from the following list:</p> <ul style="list-style-type: none"> - understanding of and response to the life of Jesus - response to and use of the Bible - how different denominations have developed as part of the Christian Church - important Christians past and present - leadership - styles of worship and festival celebration - music - art - architecture - language 	<p>Find out about some denominations of the Church, how and why they developed and how they relate to one another</p> <p>Make a bar chart to show the distribution of the Christian population throughout the world</p> <p>Find out about the World Council of Churches</p> <p>Explore how Christians from different cultures and nationalities relate to one another</p> <p>Learn about important people in the Church worldwide</p> <p>Find out about Church leaders</p> <p>Compare ceremonies and the celebration of festivals in different denominations, cultures and countries</p> <p>Discuss how different Christian groups express their beliefs in music and art</p> <p>Find out about language, eg translations of the Bible, hymns, songs and music</p>	<p>Talk about the advantages of belonging to an international community which is held together by common beliefs and values</p> <p>Discuss something that has made them feel very enthusiastic and which they have wanted to share with other people</p> <p>Explain when and why they want other people to come round to their way of seeing things</p> <p>Consider what might be achieved by churches around the world working together</p> <p>Discuss whether diversity of expression enriches or impoverishes their own lives</p>

KEY STAGE: 3

CORE UNIT: BUDDHISM

Focus Statement:

Pupils should have the opportunity to develop their knowledge and understanding of Buddhism and its diverse forms

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Gotama Buddha – stories from his life, showing</p> <ul style="list-style-type: none"> - his discovery of how to overcome suffering and unhappiness - his renunciation - his Enlightenment - his compassion and wisdom <p>Gotama Buddha’s teaching that all things have the potential for Enlightenment</p> <p>Festivals celebrating the birth, Enlightenment and passing away of Gotama Buddha</p> <p>Dhamma – wisdom and compassion in Buddhist teaching</p> <ul style="list-style-type: none"> - the Five Moral Precepts - the Four Noble Truths - the Noble Eightfold Path - the purpose of meditation <p>The geographical spread of Buddhism and the Buddhist community in different countries</p>	<p>Study the life of Gotama Buddha, with specific reference to the solution he found to the question of suffering in the world</p> <p>Find out what Buddhists mean by Enlightenment and how it can be achieved</p> <p>Write a play about the life of the Buddha</p> <p>Explore the links between some Buddhist festivals, and events in the life of the Buddha</p> <p>Consider Buddhist teachings on suffering, its causes and how it can be extinguished</p> <p>Examine the Four Noble Truths and the Noble Eightfold Path, and discuss their meaning</p> <p>Find out about why Buddhists meditate</p> <p>Plot on a map the spread of Buddhism throughout the world</p>	<p>Discuss the benefits and disadvantages of worldly wealth</p> <p>Identify people they would describe as ‘wise’, and discuss their qualities</p> <p>Discuss what people mean when they say that they have ‘seen the light’</p> <p>Discuss the importance of having values by which to live, and compare different people’s moral values</p> <p>Discuss the benefits of quietness, stillness and meditation</p> <p>Suggest reasons for suffering</p> <p>Make a collage to display the different forms of suffering in the world, and suggest how suffering might be overcome</p> <p>Explain the symbolism of the wheel and the lotus, with reference to Buddhist teachings</p> <p>Discuss the meaning and implications of greed, hatred and ignorance</p>

KEY STAGE: 3**CORE UNIT: ISLAM****Focus Statement:**

Pupils should have the opportunity to develop their knowledge and understanding of Islam

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Muslim belief in God – Allah</p> <ul style="list-style-type: none"> - Muslims believe that Allah is the One True God who has no partners, and nothing is comparable to Him (Shirk – to regard anything as being equal or a partner to Allah – is forbidden) - the attributes of Allah <p>Guidance and faith – sources of guidance include</p> <ul style="list-style-type: none"> - the Qur’an, the revealed book treated with respect – how the Qur’an was revealed - the unchanging nature of the Qur’an, its structure, compilation and commentaries - the Prophet Muhammad (pbuh) and his key role as the final Prophet and recipient of the final revelation 	<p>Consider what Muslims mean when they say that Allah has no partners</p> <p>Understand the meaning of ‘shirk’ and why it is unacceptable to Muslims (see Qur’an 112)</p> <p>Read passages of the Qur’an which describe Allah as the provider of all good things, eg Surahs 10: 5-6; 30:20-24; and 16:1-21: 66-70, 77-83</p> <p>Encounter language which expresses key beliefs about the Qur’an, eg ‘guidance’, ‘message’</p> <p>Find out how the Qur’an was recorded, organised and preserved</p> <p>Consider how and why the Qur’an is treated with respect</p> <p>Become familiar with the variety of Islamic texts, through the study of short passages in the Qur’an and Sirah</p>	<p>Discuss their own beliefs about God</p> <p>Identify modern equivalents to ‘idols’, and consider how people behave toward them</p> <p>Consider human limitations in understanding questions about the universe, and consider the answers given by Islam</p> <p>Discuss the guidance and teaching they have encountered which has made a lasting impact, and consider what distinguishes this guidance</p> <p>Discuss any people or writings which they believe have influenced them</p> <p>Consider the contribution of Islamic teaching to understanding of ‘respect’ and what this involves</p>

KEY STAGE: 3**CORE UNIT: ISLAM (cont)****Focus Statement:**

Pupils should have the opportunity to develop their knowledge and understanding of Islam

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Worship and belief in action – Shahadah and acts of worship</p> <ul style="list-style-type: none"> - Salah and wudu - Sawm and Id-ul-Fitr - Zakah and Khums - Hajj and Id-ul-Adha - Du'a - Sadaqah 	<p>Explain the postures of salah as a demonstration of the Islamic attitude to Allah</p> <p>Explore how the principles of equality are demonstrated by salah when it is performed in a group</p> <p>Understand the importance of sawm in relation to Islamic teaching on self-discipline</p> <p>Explain the importance of Zakah and Khums to the Islamic community</p>	<p>Discuss the importance of self-discipline and how this might be achieved in their lives</p> <p>Discuss the principles involved in giving to those in need, and the importance of Islamic teaching on this issue</p>
<p>Islamic conduct and ethics – activities and relationships in</p> <ul style="list-style-type: none"> - family life – distinctive features of the home, and the conduct of family members, including hygiene, diet, modesty and sexual relations - social life – the role of the Mosque, the importance of honesty and good manners, the Islamic concept of Ummah, social justice and equity 	<p>Understand the significance of Islam in the ordering of Muslim family life</p> <p>Visit or see pictures of a mosque, and understand its functions and importance for the Muslim community</p> <p>Study the health and social aspects of Islamic hygiene, dress and dietary habits</p>	<p>Discuss the value of a framework for relationships and interpersonal behaviour in the home</p> <p>Discuss the importance of religion, culture, family and social structures in maintaining social stability and an individual sense of identity</p>

KEY STAGE: 3**OPTIONAL UNIT: CHRISTIANITY IN HISTORY****Focus Statement:**

Pupils should have the opportunity to study the historical development of Christianity, and its diversity of belief and practice

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Some aspects of Christian history including</p> <ul style="list-style-type: none"> - Jesus in writings of the 1st and early 2nd centuries - episodes in the history of the Church - modern missionary movements - at least one individual who has made a contribution to the development of Christianity <p>Examples of how Christian beliefs, especially about God and Jesus, are expressed through</p> <ul style="list-style-type: none"> - creeds, e.g. the Apostles' Creed - statements of belief - hymns and songs - symbols and the arts <p>Writings of teachers and mystics</p>	<p>Investigate literature outside the Gospels, which contains references to the life and teachings of Jesus</p> <p>Learn about key episodes in the history and spread of the Early Church, eg Constantine</p> <p>Learn about the spread of Christianity beyond Europe, eg South America, India and Africa, and how Christianity affects these countries</p> <p>Find out about a contemporary missionary society, eg the Church Missionary Society (CMS)</p> <p>Study examples of creeds, writings, hymns and songs which illustrate key Christian beliefs</p> <p>Investigate the use of symbolism within classical Western art, and study the Christian beliefs it expresses</p>	<p>Discuss the most effective forms of Christian mission</p> <p>Discuss the universal nature of questions of meaning and purpose</p> <p>Explore responses to questions of meaning</p> <p>Consider examples of other ways of expressing belief and try expressing their own feelings and beliefs in ways other than verbal or written</p>

KEY STAGE: 3**OPTIONAL UNIT: FAITH AND VISION****Focus Statement:**

Pupils should have the opportunity to investigate how people of faith and vision have expressed, and continue to express religious commitment in their lives

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Choose a range of people of faith and vision and focus on the following areas</p> <ul style="list-style-type: none"> - background - belief and its impact on their lives - personality and leadership qualities - sayings or speeches and views about life - their impact on other people's lives 	<p>Through a variety of methods learn about various people</p> <p>Pupils should be able to give and account either through mime, drama, poster, newspaper, recording, play, diary of the person's life or selected events from it</p>	<p>Interview a local person who is active in the community in relation to their religious beliefs</p> <p>Discuss their own commitments, visions for change and principles which are important for them</p> <p>Discuss what makes a good leader and people they admire</p>

KEY STAGE: 3

OPTIONAL UNIT: FESTIVALS

Focus Statement:

Pupils should have the opportunity to explore ways in which key religious beliefs and teachings are expressed through festivals

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>At least one major Christian festival and a major festival from at least one other world faith</p> <ul style="list-style-type: none"> - some key religious beliefs and teachings associated with the festivals - ways in which these beliefs and teachings are expressed in festival stories, ceremonies and celebrations - meaning and impact of these beliefs and teachings in the faith communities 	<p>Consider the key religious teachings and beliefs expressed through the festivals chosen. The following is intended to be a helpful list to illustrate the range of possibilities</p> <p>Christian</p> <ul style="list-style-type: none"> - Christmas incarnation, the two natures of Jesus Christ, relationship between people and God, - Good Friday sacrifice and vicarious suffering - Easter resurrection, renewal, eternal life, salvation <p>Hinduism</p> <ul style="list-style-type: none"> - Janamashtami incarnation – Krishna <p>Muslim</p> <ul style="list-style-type: none"> - Id-ul-Adha sacrifice, submission <p>Jewish</p> <ul style="list-style-type: none"> - Shavuot) the importance of the - Simchat Torah) Torah - Pesach God at work in history <p>Sikhism</p> <ul style="list-style-type: none"> - Baisakhi the Khalsa <p>Interview members of the appropriate faith communities about the importance of these key beliefs and teachings and the festivals through which they are expressed</p>	<p>Discuss the value and significance of festivals in their lives</p> <p>Discuss their thoughts on the key religious beliefs and teachings they have studied</p>

KEY STAGE: 3**OPTIONAL UNIT: FOOD AND DRINK****Focus Statement:**

Pupils should have the opportunity to explore the origin and relevance of food laws and the moral issues concerning eating and drinking

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Dietary laws in religious traditions</p> <p>Rituals connected with the slaughter of animals for meat</p> <p>Ahimsa (not killing) and its implications</p> <p>Festival foods</p> <p>Ceremonies and prayers associated with food</p> <p>Laws/customs regarding alcohol and tobacco</p>	<p>Explore the dietary laws of a selection of religions</p> <p>Explore the significance of only eating meat that has been ritually slaughtered</p> <p>Investigate links between Buddhism, Hinduism and Jainism in relation to Ahimsa</p> <p>Discuss the role of shared meals in religious traditions</p> <p>Find out about religious ceremonies and prayers associated with food</p> <p>Discuss religious responses to issues related to food production, distribution, consumption and famine</p>	<p>Discuss the value of having absolute rules in life which can never be broken</p> <p>Reflect on the importance of keeping cultural and religious traditions alive</p> <p>Discuss the relationship between animal rights and religious practices relating to animal slaughter</p> <p>Discuss reasons for vegetarianism among their friends and compare these with the reasons a Hindu might give</p>

KEY STAGE: 3**OPTIONAL UNIT: HOLY WRITINGS****Focus Statement:**

Pupils should have the opportunity to explore the role, nature and importance of holy writings within a range of religious traditions

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>At least two of the following</p> <p>Christian Scriptures</p> <ul style="list-style-type: none"> - the structure and content of the Bible - different types of writing within the Bible and their uses - beliefs about revelation of scripture - the authority of the Bible and its central place in the Christian tradition <p>Hindu Scriptures</p> <ul style="list-style-type: none"> - explore the nature of the sacred texts and how they are used by adherents - the Bhagavad Gita - the Mahabharata - the Vedas 	<p>Find out how beliefs have been expressed through different types of writing eg historical writings, poetry, prophecy</p> <p>Discuss the belief that the Bible is revealed truth</p> <p>Consider reasons why many people value texts and how they show their value through reading in church, private study and devotion</p> <p>Explore some of Krishna's teachings on yoga within the Bhagavad Gita</p> <p>Investigate the different ways in which Hindu scriptures are used for personal and corporate devotion</p> <p>Compare the status of different Hindu scriptures</p>	<p>Explore the relationship between authority, rules, guidance and free will</p> <p>Discuss examples of literature which have meaning for them</p> <p>Discuss why yoga and meditation have become popular in the West</p> <p>Relate their own questions of meaning to teachings within the Bhagavad Gita</p> <p>Consider the importance of traditional narratives, literature and values to individuals and communities</p>

KEY STAGE: 3**OPTIONAL UNIT: HOLY WRITINGS (cont)****Focus Statement:**

Pupils should have the opportunity to explore the role, nature and importance of holy writings within a range of religious traditions

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Jewish Scriptures</p> <ul style="list-style-type: none"> - the Sefer Torah, its symbolism and the work of the scribe - contents of the Torah - the importance of the Torah seen through worship, Shavuot and the study of the Torah - the contents of the Tenakh - the Hebrew text – its use in Orthodox and Progressive traditions - the Mishnah and its significance <p>Sikh scriptures</p> <ul style="list-style-type: none"> - the Gurus - Guru Granth Sahib the revelation of God's message how it is cared for in the Gurdwara significance of non-Sikh contribution - installation of the Guru Granth Sahib every morning, and laying it to rest at night - the special status of the Japji Sahib 	<p>Explain the meaning of the symbolism of the Sefer Torah, its decoration and procession</p> <p>Suggest reasons why the Torah is important to Jewish people</p> <p>Find out about the work of a scribe</p> <p>Find out how Jewish children learn the Torah</p> <p>Examine beliefs and attitudes towards the Hebrew text in both the Orthodox and Progressive traditions</p> <p>Discuss what Sikhs mean by 'revelation' of 'God's message'</p> <p>Explain the importance of the Guru Granth Sahib for Sikhs</p> <p>Study key passages from the Guru Granth Sahib</p> <p>Read examples of hymns in the Guru Granth Sahib and consider their meanings</p> <p>Suggest what the ceremonies of installation and laying to rest say about the significance of the Guru Granth Sahib to Sikhs</p>	<p>Think about what could be learnt from the lives of prominent characters in the Torah and Tenakh eg Abraham and Ruth</p> <p>Share experiences about belonging to a group and the special characteristics of groups to which they have belonged</p> <p>Explore the quality of 'wisdom', and consider what makes a good teacher</p> <p>Share special prayers or sayings with the rest of the class</p>

KEY STAGE: 3 OPTIONAL UNIT: RELIGION AND THE ENVIRONMENT

Focus Statement:

Pupils should have the opportunity to develop an awareness of the links between religious beliefs and teaching and the environment. They should have the opportunity to explore different viewpoints and the moral implications of environmental issues

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Beliefs about the environment of at least one indigenous population eg</p> <ul style="list-style-type: none"> - Amazonian Indians - Inuit - First North Americans - First Australians <p>Teachings and beliefs of Christianity and at least one other religion about the environment and the responsibility of humans in relation to it</p> <p>The Assisi Declaration</p>	<p>Explore how the beliefs about the environment of the chosen group(s) are reflected in the day to day lives of the people</p> <p>Research and discuss the teachings and beliefs of Christianity and at least one other religion about the environment</p> <p>Explore the responses of religious communities to environmental issues</p> <p>Find out about the Assisi Declaration, how it came about and its impact</p>	<p>Discuss the implications for individuals and communities of a belief that human beings have a responsibility to care for the environment</p> <p>Discuss responses to environmental pressure groups eg Greenpeace, Friends of the Earth, Chipko Movement</p> <p>Make a group presentation that illustrates their feelings about the beauty of the natural world</p>

KEY STAGE: 3 OPTIONAL UNIT: RELIGION IN A MULTIFAITH SOCIETY

Focus Statement:

Pupils should have the opportunity to explore issues arising from living in the multifaith society found in Britain today

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>What is meant by 'multifaith society'</p> <p>The ways in which religious and cultural diversity have enriched British society</p> <p>Issues raised by life in a multifaith society</p>	<p>Explore the ways in which religious groups have an impact upon the community</p> <p>Consider laws relating to holy days, blasphemy</p> <p>Find out about the arguments for and against reaching religious education and having collective worship in schools</p> <p>Consider arguments for and against separate religious schools</p>	<p>Discuss their responses to learning about religions of the world and what they have found most interesting and any questions they want to ask</p> <p>Discuss responses to collective worship and plan some examples which enable pupils from a range of faiths and none to participate together</p> <p>Consider the value and some possible difficulties of living in a multifaith society</p>

KEY STAGE: 3**OPTIONAL UNIT: RELIGIOUS BELIEF****Focus Statement:**

Pupils should have the opportunity to recap on earlier work and develop an overview of some factors relating to the major world faiths

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>What is religion?</p> <p>Contexts in which major faiths developed, reference might be made to factors such as</p> <ul style="list-style-type: none"> - place and date of origin - key figures in development of belief systems - languages in which religions developed - geographical spread and worldwide distribution - estimated number of adherents <p>Representation of religions in Britain</p> <p>Central beliefs about God and the nature of life e.g.</p> <p>Christianity</p> <ul style="list-style-type: none"> - Belief in one God expressed as the Holy Trinity - God the Father (creator/sustainer), - Son (incarnation/redeemer) and - Holy Spirit (guide and comforter) 	<p>Consider some definitions of religion</p> <p>Consider briefly the contexts in which major religions developed. Illustrate information on charts, diagrams and annotated maps</p> <p>Explore the symbols associated with religions and their meanings</p> <p>Discover what religions are represented in Great Britain and the relative size of different faith communities</p> <p>Survey your local area to find out about the religious communities represented</p>	<p>Discuss ways in which religion and belief influence society</p> <p>Consider how religion has influenced dating systems. What issues does this raise in a world of improving communication and travel</p> <p>Discuss the extent to which a religion's influence is related to the number of its adherents</p> <p>Talk about their own belief or disbelief in God</p>

KEY STAGE: 3**OPTIONAL UNIT: RELIGIOUS BELIEF (cont)****Focus Statement:**

Pupils should have the opportunity to recap on earlier work and develop an overview of some factors relating to the major world faiths

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Buddhism</p> <ul style="list-style-type: none"> - No central teaching about God though some belief in heavenly beings who assist others in the achievement of enlightenment <p>Hinduism</p> <ul style="list-style-type: none"> - Supreme Lord (Bhagavan) is formless but often s/he is worshipped in diverse forms <p>Islam</p> <ul style="list-style-type: none"> - Belief in one God expressed in the Shahadah. God has no partners or equals. Nothing is comparable <p>Judaism</p> <ul style="list-style-type: none"> - Belief in one God expressed in the Shema <p>Sikhism</p> <ul style="list-style-type: none"> - Belief in one God without form and beyond time. Beliefs expressed in the Mool Mantra 	<p>Discuss some of the central beliefs about God and the relationship between human beings and God</p> <p>Explain what is distinctive about each religion's understanding of God</p> <p>Consider the purpose of life as taught by different belief systems</p>	<p>Discuss various ways in which people might show allegiance to a cause or set of values</p> <p>Examine the limitations of language in expressing religious truth</p> <p>Explore ways in which encounters with the natural world have inspired spirituality</p> <p>Discuss the question, 'What has replaced the worship of God in the secular society?'</p>

KEY STAGE: 3

OPTIONAL UNIT: RITES OF PASSAGE

Focus Statement:

Pupils should have the opportunity to develop their knowledge and understanding of rituals and ceremonies which mark important occasions and events in a persons life

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Christianity</p> <ul style="list-style-type: none"> - infant baptism/dedication/thanksgiving - ceremonies of commitment/believers' baptism - death <p>A study of some rites of passage in at least 2 other religions e.g.:</p> <p>Islam</p> <ul style="list-style-type: none"> - birth and naming ceremonies - funerals <p>Hinduism</p> <ul style="list-style-type: none"> - ashrams – four different stages of life and their associated duties - sacraments associated with birth - sacred thread ceremony - death rites <p>Judaism</p> <ul style="list-style-type: none"> - brit milah - bar/bat mitzvah - funerals, mourning <p>Sikhism</p> <ul style="list-style-type: none"> - naming ceremony - amrit (ceremony of commitment) - death ceremonies 	<p>Watch videos about birth and death rituals in these religious traditions</p> <p>Examine the rituals surrounding birth, initiation, death and mourning</p> <p>Consider the symbols used in ceremonies and rituals of birth, initiation and death and explore their meanings and the ways in which they demonstrate what is distinctive of each religion</p>	<p>Compare important changes that have happened in their own lives</p> <p>Talk about the marks/characteristics of being a baby/child/teenager/adult</p> <p>Examine the claim that rituals and ceremonies help people come to terms with significant times and changes in life</p> <p>Reflect on the importance of keeping cultural and religious traditions alive</p> <p>Compare any such rituals or ceremonies in their own lives with those in faith traditions</p> <p>Suggest how funeral rites may help people come to terms with death</p> <p>Suggest some of the questions raised by death about the meaning of life</p>

PROGRAMME OF STUDY

KEY STAGE 4

Teaching at Key Stage 4 should draw upon Christianity and, where appropriate, other religions and belief systems especially those that have adherents in the school. Teachers should also refer to, and reinforce, previous learning.

Teachers should

- find out what pupils have studied previously
- build on existing knowledge, understanding and skills
- develop knowledge of religions or aspects not previously studied, rather than repeating earlier work

At Key Stage 4, pupils' knowledge and understanding should focus particularly on the concepts, beliefs and values of religions in relation to their own. There should be less emphasis on knowing outward elements of religion – the objects used in worship, buildings, festivals, except with reference to a religion not previously encountered. Pupils should develop an understanding of how the beliefs, values and concepts are exemplified through the elements of religion. Pupils should also be comparing the teachings of religions and secular belief systems on key moral and metaphysical questions.

USE OF THE KEY STAGE 4 SECTIONS IN THE WOKINGHAM AGREED SYLLABUS

Pupils should be given the opportunity to study at least **FOUR** of the following units

Holy Writings
International & Moral Issues
Marriage
Moral Issues in the Community
Organisations Motivated by Religious and Moral Teachings
Personal Rights and Responsibilities
Religion and Politics
Religion in the Arts

The Gospels
The Holocaust

Or school designed units, (no more than one per year)

Schools wishing to design their own school based units must submit them for approval to the Agreed Syllabus Conference. The Conference has delegated this task to a nominated link officer to the SACRE from Education and Cultural Services at Wokingham District Council who will consult, where necessary, an RE consultant approved by the SACRE. The SACRE will be regularly informed about the approval of any such units.

Proposed units should be presented in the same format as the units of the syllabus. When writing them, teachers should consider the issue of continuity and progression and take account of the religious background of the pupils they serve.

Flexibility in the Syllabus

Although there is a recommended time allocation for RE per year for each key stage, teachers need not spend an equal amount of time teaching each unit. This also applies to the components of the core content within each unit. Units can be used as written or reorganised into different themes. However, the core content of the required number of units must be covered.

To allow schools additional flexibility, it is possible for some units recommended at Key Stage 3 to be taught at Key Stage 4. Schools must ensure that over the two key stages all the core units must be studied together with the required number of optional units. Some schools might want to consider using aspects of some post 16 units in Key Stage 4. Alternatively, pupils may follow an externally accredited course e.g. Full or Short course GCSE Religious Studies.

**PROGRESSION
WITHIN
KEY STAGE 4**

Throughout Key Stage 4, pupils should have increased opportunities to

LEARN ABOUT RELIGIONS BY

- deepening their knowledge and understanding of Christianity and at least one other principal religion through for example:
 - making comparisons between different religions, noting the similarities and differences between them in terms of their principal beliefs, practices and moral codes
 - extending their knowledge of the different denominations and traditions within religions
 - comparing interpretations of religious beliefs expressed through a variety of media, eg dance, drama, film, music, art, symbolism, architecture
 - considering the variety of views on religious issues held by people of different faiths and people within the same faith
- deepening their understanding of the influence of religion by
 - discovering the extent to which individuals and societies vary in their adherence to a faith
 - comparing the impact of religions on attitudes to contemporary issues

LEARN FROM RELIGION BY

- enhancing their own spiritual and moral development by for example:
 - considering the experiences which take people beyond the realm of everyday experience, and thinking about possible explanations given for these happenings
 - reflecting on moral and religious issues arising from the study of religion, and their relationship to their own beliefs and values, studying and evaluating different points of view
 - considering the value of silence, prayer, meditation and ritual for human life and for themselves
 - relating their knowledge and understanding of religions to other areas of the curriculum and to their general knowledge
 - showing sensitivity to the beliefs of others, and valuing the contribution of the different points of view to an overall debate
 - beginning to formulate their own responses to life's issues, and recognising that life poses questions which remain puzzling
- developing positive attitudes towards other people and their right to hold different beliefs by for example:
 - developing confidence in their religious/philosophical standpoint and cultural identity and extending their ability to defend their position
 - developing a readiness to explore and engage with religious ideas and questions
 - showing willingness to uphold and defend the rights of individuals and communities to practise their religions and hold their own beliefs
 - remaining open to the challenge and richness of diversity

LEVELS OF ATTAINMENT FOR KEY STAGE 4

The following level descriptions describe the types and range of performance that pupils in key stage four should characteristically demonstrate. The scale can be found in full in the 'Planning and Assessment' section of this syllabus'.

The scale can be used to help teachers plan for pupils to make progress and to assess their levels of achievement at a given time. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance.

Level 4

AT1 Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions. They show understanding of what belonging to religions involves. They show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology.

AT2 They ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues, and suggest answers from their own and others' experiences, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

Level 5

AT1 Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions. They explain how these make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion.

AT2 They make informed responses to questions of identity, experience, meaning and purpose, and to people's values and commitments (including religious ones) in the light of their learning.

Level 6

AT1 Pupils use their knowledge and understanding of the religions studied to explain how the principal beliefs and teachings, belonging to a faith community and religious expression vary among different groupings, denominations and traditions, correctly using technical terminology.

AT2 They respond to the teachings and experience of inspirational people, and religious perspectives on questions of meaning and purpose and on a range of contemporary moral issues by relating these to their own and others' lives.

Level 7

AT1 Pupils relate religious beliefs, teachings, practices, lifestyles and the forms of religious expression, including texts, figurative language and symbolism, to their historical and cultural contexts.

AT2 They evaluate religious and other views on human identity and experience, on questions of meaning and purpose and on values and commitments, using appropriate evidence and examples.

Level 8

AT1 Pupils analyse and account for the varying influence of religious beliefs and teachings on individuals, communities and society, different views of religious practices and lifestyles and different interpretations of religious expression in texts, figurative language and symbolism, using appropriate evidence and examples.

AT2 They give an informed and well-argued account of their own and others' views, values and commitments regarding identity and experience, questions of meaning and purpose and contemporary moral issues in the light of different religious views and other views and feelings.

Exceptional performance

Details of this level of attainment can be found in the 'Planning and Assessment' section of this syllabus

KEY STAGE: 4**OPTIONAL UNIT: HOLY WRITINGS****Focus Statement:**

Pupils should have the opportunity to explore holy writings in a variety of religious traditions

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>The authority of scripture within Christianity and at least one other religious tradition. This might include a consideration of</p> <ul style="list-style-type: none"> - origins - treatment - interpretations - uses - the extent to which they are a focal point for the faith community <p>How different scriptures have been credited with authority e.g.</p> <ul style="list-style-type: none"> - the canon of scripture in Christianity <p>Issues arising from the translation/non-translation of scriptures</p> <p>Some responses to the authority and importance of scriptures within Christianity e.g.</p> <ul style="list-style-type: none"> - missionary societies in Britain and worldwide including Bible societies - Gideons International 	<p>Research the status of the scriptures chosen</p> <p>Research how the scriptures chosen came to be seen as authoritative</p> <p>Research reasons for the translation or non-translation of scriptures</p> <p>Research some responses to the authority and importance of scriptures</p>	<p>Discuss thoughts on the use of scriptures for swearing oaths as in law courts</p> <p>Discuss what criteria might be used to judge the authority of scripture</p> <p>Discuss the issues arising from someone claiming a new set of scriptures</p> <p>Consider the advantages/disadvantages of reading scriptures translated from the language in which they were originally written</p> <p>Discuss thoughts on a range of responses to the authority and importance of scriptures</p>

KEY STAGE: 4	OPTIONAL UNIT: INTERNATIONAL MORAL ISSUES
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Focus Statement:

Pupils should have the opportunity to develop their understanding of ways in which faith traditions contribute to the debate on worldwide moral issues

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Pupils should study some global issues in relation to the teachings of Christianity and at least one other religion e.g.</p> <ul style="list-style-type: none"> - human rights - war and peace including international arms trading - world population - religious intolerance 	<p>Find out about the teachings of the religions chosen in relation to the issues studied</p> <p>Examine the implications of applying religious teachings to these issues</p>	<p>Discuss the concept of community, and how and why the world is said to be a 'global village'</p> <p>Consider ways in which societies are interdependent, and what happens to individuals when ethical parameters break down</p> <p>Discuss what they consider to be fundamental human rights and how these might be upheld (see UN Declaration of Human Rights)</p> <p>Collect newspaper articles which illustrate how human rights are being upheld and ignored</p>

KEY STAGE: 4**OPTIONAL UNIT: MARRIAGE****Focus Statement:**

Pupils should have the opportunity to develop their knowledge and understanding of rituals and ceremonies of marriage and to explore some of the moral issues associated with this area

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
Marriage within Christianity and at least two of the following: <ul style="list-style-type: none"> - Buddhism - Hinduism - Islam - Judaism - Sikhism 	Find out about ceremonies and rituals associated with marriage and explore their meanings Examine a variety of marriage ceremonies within each religion Explain what marriage ceremonies reveal about the attitude of each religion to marriage Explore religious attitudes to divorce Explore Muslim teaching allowing men to have more than one wife (polygamy)	Compose/devise and explain a marriage ceremony and its setting Consider the reasons for and against arranged/assisted marriage Discuss issues associated with mixed marriages Consider alternative marriage ceremonies Consider the choice of religious v secular/civil marriage for themselves and friends

KEY STAGE: 4 OPTIONAL UNIT: MORAL ISSUES IN THE COMMUNITY

Focus Statement:

Pupils should have the opportunity to develop their understanding of ways in which faith traditions respond to issues of morality within the community

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Pupils should study some community issues in relation to the key religious teaching of Christianity and at least one other religion e.g.</p> <ul style="list-style-type: none"> - medical ethics eg abortion, euthanasia, genetic engineering, fertility treatments, organ transplants - care of others - crime and punishment/law and order - work and leisure - attitudes to the elderly, disabled, homeless 	<p>Find out about the teachings of the religions chosen in relation to the community issues studied</p> <p>Examine the implications of applying religious teachings strictly to life in modern Britain</p> <p>Identify ways in which religious communities contribute to society</p>	<p>Consider the importance of the law for community and social stability</p> <p>Consider the extent to which laws are indebted to religious principles and traditions</p> <p>Reflect on the implications of being a member of a minority faith in a society dominated by different cultural norms</p> <p>Discuss the responsibilities individuals have to the community in which they live</p>

KEY STAGE: 4	OPTIONAL UNIT: ORGANISATIONS MOTIVATED BY RELIGIOUS WORKS AND TEACHINGS
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Focus Statement:

Pupils should have the opportunity to investigate a variety of groups in society motivated by religious teachings

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Pupils should have the opportunity to study at least two religiously motivated organisations. The following may be a helpful guide</p> <ul style="list-style-type: none"> - CAFOD - Karana Trust - Muslim Aid - Oxfam - Red Crescent - Red Cross - Magan David Adon - Samaritans - Shelter - Sisters of Charity - Tear Fund - Jewish Care - Tzedek - JCORE 	<p>Through research, find out about the organisations, their work and the religious principles which underpin them</p> <p>Pupils could discuss the relevance of religious teachings eg the parable of the sheep and goats Matthew 25:31-46, Zakah in Islam</p> <p>Learn about individuals/key figures who have made significant contributions to these organisations</p>	<p>Discuss and form their own ideas about the importance of the work of the organisations</p> <p>Pupils could consider why it is important to help people in need</p>

KEY STAGE: 4 OPTIONAL UNIT: PERSONAL RIGHTS AND RESPONSIBILITIES

Focus Statement:

Pupils should have the opportunity to develop their understanding of how people of faith live in the light of the teachings of their religion

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>How scriptures are used by people of faith in personal decision making</p> <p>Christian values as a response to Jesus' teaching about forgiveness, love, service to God, and repentance</p> <p>The ethics/morality of personal behaviour and family relationships in relation to the teachings of Christianity and at least one other belief system</p>	<p>Find out about ways in which scriptures are used to aid decision making and look at specific texts and their interpretations</p> <p>Explore how the teachings of Jesus are demonstrated in personal relationships, individual responsibility, roles within families and 'loving one's neighbour'</p> <p>Find out about codes of conduct advocated and taught within the traditions chosen. Discuss how these are implemented in the daily lives of individuals</p>	<p>Share experiences of how codes of family conduct are devised and implemented. Consider the basis for these codes</p> <p>Share experiences of making important decisions in their lives and what influenced their choices</p> <p>Draw up a list of personal rights and responsibilities – a list of principles for living</p> <p>Discuss the responsibilities associated with marriage and raising a family</p> <p>Give reasons why it is important to keep promises and carry through a decision</p> <p>Compare ideas about self discipline</p>

KEY STAGE: 4**OPTIONAL UNIT: RELIGION IN THE ARTS****Focus Statement:**

Pupils should have the opportunity to learn about ways in which religious beliefs and concepts are expressed through the arts

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Ways in which religious beliefs and concepts of Christianity and at least one other religion are expressed through some of the following:</p> <ul style="list-style-type: none">- art- architecture- drama- film- literature- music	<p>Explore ways in which religious ideas have been expressed through the arts</p> <p>Investigate the use of symbolism in various forms of art and study the religious beliefs expressed</p>	<p>Try expressing their own feelings and beliefs in ways other than verbal or written</p> <p>Explore how important religious beliefs/concepts are to some artists</p> <p>Discuss their responses to the works of art considered, particularly in terms of the ways in which they portray religious beliefs and concepts</p>

KEY STAGE: 4**OPTIONAL UNIT: THE GOSPELS****Focus Statement:**

Pupils should have the opportunity to study the Gospels to gain an understanding of their importance for Christians

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Passages of the Gospels which act as 'windows' into the Early Church's understanding of Jesus' identity</p> <p>Selected passages about Jesus, including his birth, baptism, temptations, transfiguration, relationships with people, suffering, death, resurrection and ascension</p> <p>How the writers portrayed Jesus as the fulfilment of Old Testament messianic prophecies</p> <p>The idea of the Gospels as Good News</p> <p>The different emphases of the Gospel writers</p>	<p>Compare different Gospels, eg the birth narratives in Matthew and Luke, and discuss the different emphasis of each writer</p> <p>Consider how the Early Church's understanding of Jesus is reflected in the different Gospel writings</p> <p>Explore the significance of miracles for the Early Church and for Christians today</p> <p>Consider the Gospels as sources of authority for Christians</p>	<p>Compare accounts of the same event witnessed, and written about, by different members of the class, and talk about why differences exist between accounts</p> <p>Collect examples of the use of the word 'miracle' today, and compare these with miracle stories in the Gospels</p> <p>Share experiences of being 'tempted' to do something they know is wrong, and talk about how such temptations might be resisted</p> <p>Look at different pictures of Jesus, and talk about their favourites and what the artist was trying to convey</p>

KEY STAGE: 4**OPTIONAL UNIT: THE HOLOCAUST****Focus Statement:**

Pupils should have the opportunity to learn about the Holocaust and develop their understanding of prejudice and persecution

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could
<p>Background of Jewish communities and anti semitism in Europe</p> <p>The concept of who is a Jew and diversity within Judaism</p> <p>The fate of Jews and other persecuted groups under the Third Reich</p> <p>Experiences of individual victims and the ways in which faith was challenged and strengthened</p> <p>Experiences of people who helped Jewish victims e.g. Schindler, Corrie Ten Boom</p> <p>Commemoration and memorial e.g. - Yad Vashem - National Holocaust Day</p> <p>The establishment of the state of Israel and its importance in Judaism</p>	<p>Discuss the concept of who is a Jew and the relationship between ethnicity and religion</p> <p>Through a variety of Holocaust literature, poetry and art find out about what took place</p> <p>Learn about some of the people who died during the Holocaust and those who tried to help them and their motives for doing so</p> <p>Find out about ways in which the Holocaust is commemorated</p> <p>Study the development of the modern state of Israel, and explore why the land has a historical importance for Judaism</p>	<p>Discuss feelings about bullying, name calling and exclusion from groups</p> <p>Consider whether they have a cultural identity and, if so, how it is preserved</p> <p>Consider questions raised by the Holocaust about God, suffering and the nature of humanity and a variety of answers to these questions</p> <p>Discuss the value of keeping memories and knowledge of the Holocaust alive and what might be learnt from the records of people's experiences</p> <p>Discuss examples of persecution in which religion and/or belief have played a part</p> <p>Identify factors that unite people who belong to the same community</p>

PROGRAMME OF STUDY

POST 16

Teaching with post 16 students should draw upon Christianity, other religions and secular belief systems. The course should build upon existing knowledge, understanding and skills. Planning should take account of the need for breadth and balance in religious education provision.

Students should be given the opportunity to study at least one unit of work per year from the following

Death and the afterlife
Evil and Suffering
Interfaith Dialogue
Reasons for belief in God
Religious diversity in the twenty-first century
Science and Religion
Sexuality and religion
Study of a religion or ideology

Or school designed units (no more than one per year)

Schools wishing to design their own school based units must submit them for approval to the Agreed Syllabus Conference. The Conference has delegated this task to a nominated link officer to the SACRE from Education and Cultural Services at Wokingham District Council who will consult, where necessary, an RE consultant approved by the SACRE.

Proposed units should be presented in the same format as the units of the syllabus. When writing them, teachers should consider the issue of continuity and progression and take account of the religious background of the students they serve.

Flexibility in the syllabus

To allow schools maximum flexibility, it is possible for aspects of units recommended at Key Stage 4 to be studied with post 16 students. Units focused on morality, ethical issues, politics and art will be particularly suitable for study and/or revisiting. Alternatively, students may follow an externally accredited course during this period.

Throughout post 16 years, students should have opportunities to LEARN ABOUT RELIGIONS BY

- extending their knowledge and understanding of religious traditions
- exploring the extent to which individuals and societies vary in their adherence to a faith
- considering the variety of views on religious issues held by people of different faiths and people within the same faith
- comparing the impact of religions on attitudes to contemporary issues

LEARN FROM RELIGION BY

- reflecting on moral and religious issues arising from the study of religion, and their relationship to their own beliefs and values, studying and evaluating different points of view
- showing sensitivity to the beliefs of others, and valuing the contribution of the different points of view to an overall debate
- formulating and being able to defend their own responses to life's issues, whilst being open to the challenge and richness of diversity and recognising that life poses questions which remain puzzling
- being ready to explore and engage with religious ideas and questions

ORGANISATION OF RE POST 16

The aims of Religious Education given at the beginning of this syllabus continue to apply with post 16 students. Students should still be encouraged to develop the skills and attitudes outlined in the introduction.

Students in the 16-19 age range will have a wide range of abilities, experiences and interests and account should be taken of the fact that they are in post-compulsory education. Courses will vary in nature and length which some students on one-year and others on two-year courses. There is great potential for Religious Education to enhance and broaden the post-16 curriculum and to support and complement other subjects. It should provide opportunities to the spiritual and moral development of students.

Schools could consider a variety of ways in which students' entitlement to Religious Education might be organised.

Some students will follow an externally accredited course e.g. GCSE Religious Studies, GCSE short course Religious Education, AS and/or A level course. GNVQ may also provide interesting possibilities for students' study of areas of the subject. To fulfil the requirements of this syllabus, students may follow one of these courses without being entered for the associated examination.

Schools may choose to timetable Religious Education as a discrete subject on a weekly/fortnightly basis.

Some schools will provide Religious Education as part of a general studies course. This might be through a modular arrangement with Religious Education contributing a number of units of study alongside modules from other subjects.

Other schools will prefer to offer day-long conferences focused on Religious Education. Keynote speakers can be selected for their specialist contributions. Such conferences should focus on aspects of units outlined in this syllabus.

An alternative arrangement is for students to have study days focused on identified areas of study selected from aspects of units outlined in this syllabus. The results of their research will need to be presented in some way which allows assessment of how their knowledge and understanding have been extended.

When deciding what aspects of the syllabus to incorporate in what the school offers to students, it will be necessary to take into account the interests and areas of expertise of staff involved. It might be appropriate and desirable to consult with students about their interests as well. Teachers should also consider the way in which the 8 level scale defines attainment and progress in the subject. Students should have the opportunity to build on and beyond what they have already achieved.

In response to any of the above options, it is desirable for schools to report on the Religious Education of post-16 students. Detailed assessment of their attainment and progress may be difficult, particularly if the conference option is adopted. However, it would be possible to report at least upon the experience provided and the participation of students including, for example, an analysis of feedback/response sheets.

POST 16

OPTIONAL UNIT: DEATH AND AFTERLIFE

Focus Statement:

Students should have the opportunity to develop their understanding of a variety of beliefs associated with death and immortality and reflect on the impact of bereavement on people’s lives

Core Content: Study of this unit must include aspects of the following	Learning experiences related to AT1, Learning about Religions. Students could	Learning experiences related to AT2, Learning from Religion. Students could
<p>A variety of beliefs about death and immortality e.g.</p> <ul style="list-style-type: none"> - heaven and hell - day of judgement - reincarnation/rebirth - humanist perspective 	<p>Explore different beliefs about death and what is beyond</p>	<p>Talk about their own ideas about death and what might be beyond</p>
<p>Rites and rituals associated with death</p>	<p>Find out about what is legally required when someone dies and the role of funeral directors</p> <p>Find out about a variety of religious and secular ceremonies to mark death</p>	<p>Reflect on different funeral arrangements and traditions</p>
<p>The impact of bereavement and ways in which religious faith can support people</p>	<p>Find out about ways in which people can be supported through bereavement by religious faith and/or counselling</p>	<p>Consider the benefits of a religious faith in helping people deal with bereavement</p>
<p>A variety of responses to</p> <ul style="list-style-type: none"> - suicide - martyrdom - voluntary euthanasia 	<p>Research religious teachings about the issues studied</p>	<p>Debate the issues studied and be able to explain their own views</p>
<p>‘Near death’ experiences</p>	<p>Find out about near death experiences and what different people believe about them</p>	<p>Survey views about near death experiences and give a well argued account of their views about them</p>
<p>Death in the media</p>	<p>Discuss religious and ethical responses to modern warfare</p>	<p>Consider ways in which death is portrayed and trivialised in the media</p>
<p>Technological warfare and genocide</p>		

POST 16

OPTIONAL UNIT: EVIL AND SUFFERING

Focus Statement:

Students should have the opportunity to develop their understanding of the responses of people of faith to suffering

Core Content: Study of this unit must include aspects of the following:	Learning experiences related to AT1, Learning about Religions. Students could	Learning experiences related to AT2, Learning from Religion. Students could
<p>Exploration of the problem of evil and suffering</p> <p>How the problems of evil and suffering can challenge religious belief</p> <p>A range of religious and non-religious responses to faith and suffering</p> <p>The above areas may include: The question – how can a loving, all-powerful God allow evil and suffering? The origin of evil Freewill and determinism Religious responses to suffering and the human condition e.g. Four Noble Truths, experience of Job Types of suffering</p>	<p>Explain the teachings of Christianity and at least one other religion about the reasons for and experience of suffering</p> <p>Explain why the existence of suffering can create a problem for religious belief</p> <p>Find out about the suffering experiences of some religious believers</p> <p>Encounter examples of literature, poetry and art produced by religious believers as a result of their experiences of suffering eg war poetry, works of Holocaust survivors</p>	<p>Consider causes and types of suffering</p> <p>Discuss whether or not good can come from suffering</p> <p>Discuss responses to ways in which people have dealt with suffering</p> <p>Discuss responses to works of art and literature produced in response to suffering</p> <p>Produce symbols, illustrations, poems on the theme of suffering</p>

POST 16

OPTIONAL UNIT: INTERFAITH DIALOGUE

Focus Statement:

Students should have the opportunity to develop their knowledge and understanding of interfaith initiatives and dialogue

Core Content: Study of this unit must include aspects of the following	Learning experiences related to AT1, Learning about Religions. Students could	Learning experiences related to AT2, Learning from Religion. Students could
<p>The relationships between religious faiths</p> <p>Attitudes of members of faith communities to followers of other religions</p> <p>Interfaith initiatives eg Council of Christians and Jews, Interfaith Network of the UK, World Congress of Faiths</p> <ul style="list-style-type: none"> - background and origins - aims - activities 	<p>Explore ways in which Christianity, and at least one other faith, has adapted to being part of a multifaith world</p> <p>Explore examples of exclusive and inclusive approaches to the meetings between faiths</p> <p>Discuss how religious communities maintain their identity in a range of multifaith situations</p> <p>Explore some of the religious teachings used by faith communities to justify and explain their relationship with other religions</p> <p>Find out about the current activities of a range of interfaith organisations and their purpose</p> <p>Talk to people involved in interfaith dialogue / worship about its significance and what it involves</p>	<p>Discuss how people with similar and different beliefs and values can learn to live peaceably together</p> <p>Consider the impact of groups in society which espouse an exclusive style of life</p> <p>Consider their own sense of personal identity as a basis for recognising how important this sense is to others, including those whose identity is grounded in a religion</p> <p>Discuss whether or not it is possible for people of different religions to worship together</p>

POST 16

OPTIONAL UNIT: RELIGIOUS DIVERSITY IN THE 21ST CENTURY

Focus Statement:

Students should have the opportunity to develop their knowledge and understanding of the diversity of religious traditions and consider the impact of the beliefs and practices of different groups on the lives of individuals and communities

Core Content: Study of this unit must include aspects of the following	Learning experiences related to AT1, Learning about Religions. Students could	Learning experiences related to AT2, Learning from Religion. Students could
<p>Students should have the opportunity to explore/study some religious groups In each case consideration should be given to the group's</p> <ul style="list-style-type: none"> - history and development - beliefs - rituals - lifestyle - main activities - membership and organisation <p>Groups for consideration might include:</p> <p>Modern Christian movements e.g.</p> <ul style="list-style-type: none"> - Ecumenism - house-church movement <p>Jehovah's Witnesses</p> <p>Paganism</p> <p>Some Eastern movements e.g.</p> <ul style="list-style-type: none"> - Transcendental Meditation <p>Sects/cults e.g.</p> <ul style="list-style-type: none"> - Moonies - Children of God 	<p>Through a variety of resources, including media reports, analyse some of the key teachings of the groups chosen</p> <p>Explore the responses of the groups studied to current moral issues</p>	<p>Consider whether media portrayal of the groups chosen is accurate and the ways in which people perceive these groups</p>

POST 16**OPTIONAL UNIT: SCIENCE AND RELIGION****Focus Statement:**

Students should have the opportunity to explore ways in which science and religion ask and seek to answer fundamental questions

Core Content: Study of this unit must include aspects of the following	Learning experiences related to AT1, Learning about Religions. Students could	Learning experiences related to AT2, Learning from Religion. Students could
Nature of scientific proof and religious belief	Explore some of the similarities and differences between religious and scientific ways of expressing meaning and making sense of experiences of life	Discuss whether science and religion ask the same questions
Theories of creation and evolution	Conduct a class debate about scientific and religious explanations about how the world began	Conduct a class survey about the students' belief in how the world began
Dialogue between science and religion	Discuss ways in which science and religion explain the following; belief, proof, nature of evidence, miracle, coincidence, laws of nature	Discuss the idea that without faith there would be no religion
Issues arising from the developments of science	<p>Discuss the kinds of questions science and religion ask about the world and human nature. Are the two perspectives in conflict?</p> <p>Discuss the significance of scientific developments for religious beliefs</p> <p>Discuss the concept of miracle</p>	Discuss whether science disproves some religious beliefs

POST 16

OPTIONAL UNIT: STUDY OF A RELIGION OR IDEOLOGY

Focus Statement:

Students should have the opportunity to extend their knowledge and understanding of religious traditions and/or secular ideologies

Core Content: Study of this unit must include aspects of the following	Learning experiences related to AT1, Learning about Religions. Students could	Learning experiences related to AT2, Learning from Religion. Students could
<p>Religions previously studied in response to this syllabus e.g.</p> <ul style="list-style-type: none"> - Christianity - Buddhism - Hinduism - Islam - Judaism - Sikhism <p>Religions not previously studied e.g.</p> <ul style="list-style-type: none"> - Zoroastrianism - The Baha'i faith - Taoism <p>Secular ideologies e.g.</p> <ul style="list-style-type: none"> - Humanism - Marxism <p>Study should include</p> <ul style="list-style-type: none"> - the history of the religion/ideology - key teachings and practices of the religion/ideology studied - impact of the religion/ideology studied on the lives of individuals and communities 	<p>Find out about and discuss key teachings and practices in the religions/ideologies studied</p> <p>Find out about the history of the religions/ideologies studied</p> <p>Consider the impact of the religions/ideologies on the lives of individuals and communities</p>	<p>Reflect on and justify beliefs and principles which guide their lives</p> <p>Listen to and explore beliefs of others which differ from their own</p>

**ACKNOWLEDGE
-MENTS**

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Syllabus Working Party 1999 - 2000

Liz Brown	Hawthorns Primary School
Rhona Black	Oaklands Junior School
Barbara Borsley	Robert Piggott CE Infant School
Hazel Brookbank	The Palmer CE Controlled Junior School
Jo Fageant	Religious Education Adviser, Oxford Diocesan Education Services
Hazel Flower	Maiden Erlegh Secondary School
Ruth Matthews	St Sebastian's CE Aided Primary School
Gillian Morgan	Shinfield St Mary's CE Junior School
Ann Samways	St Crispin's Secondary School
Elaine Stewart	Emmbrook Junior School
Gail Taylor	Rivermead Primary School
Roger Theobald	Woodley CE Primary School
Sarah Whitethread	The Forest Secondary School
Sue Wyvill	The Piggott CE Secondary
Dave Cook	Quality Development Officer, Wokingham District Council

ACKNOWLEDGE -MENTS

Membership of the Agreed Syllabus Conference for Religious Education

The conference comprised four groups of members as follows

Committee A

Members representing such Christian and other religious denominations as, in the opinion of the Authority, will appropriately reflect the principal religions of the area

Richard Norris	Free Churches
Phil Vellacott	Free Churches
Sue Cooper	Roman Catholic Church
Balvir Atkar	Sikh Community
Mahmood Fakher	Muslim Community
Cheryl Weale	Jewish Community
Maya Malhotra	Hindu Community

Committee B

Members representing the Church of England

Marion Morgan	St Nicholas CE Primary
Clive Sedgewick, replaced by Leslie Stephen	Diocesan Adviser for Oxfordshire, Oxford Education Services
Colin James	Chairman

Committee C

Members representing the Teacher Associations

Keith Atton	S HA
Lyn Field	NAHT
Hazel Flower	ATL
Ruth Matthews	PAT
Robert Wilkinson	NUT
Sue Wyvill	NAS/UWT

Committee D

Members representing the Local Education Authority

Pauline Helliar Symons	Conservative Group
Beth Rowland	Liberal Democrat Group

Every LEA has a duty to establish an occasional body which must be convened to produce and recommend an agreed syllabus for RE, called an agreed syllabus conference (circular 1/94 paragraph 89)

OFFICERS OF WOKINGHAM EDUCATION AND CULTURAL SERVICES DEPARTMENT

Frank Weeple	Quality and School Support
Dave Cook	Quality Development

Record of replies to Agreed Syllabus Review questionnaire

WOKINGHAM SCHOOLS ~ Autumn 1999					
School	RE contact	School	RE contact	School	RE contact
Addington Special School		Holt School (The)	Mrs Lyn Wilding	South Lake Infant & Nursery School	Sue Moynihan
Aldryngton Primary School		Keep Hatch Infant School		South Lake Junior School	
Arborfield Newland and Barkham CE Junior School	Claire Coster	Keep Hatch Junior School		Southfield Special School	Mr G J P Williams
Bearwood Primary School	Mrs S J Hollingbery	Lambs Lane Primary School		St Crispin's School	Ann Samways
Beechwood Primary School	Eileen Busby	Loddon Infant School (The)		St Dominic Savio R.C., V.A Primary School	
Bulmershe School (The)		Loddon Junior School	Mrs Gladman	St Nicholas CE Controlled Primary School	Marion Morgan
Colleton Primary School (The)	Jennie Felix	Maiden Erleigh School	Mrs Hazel Flower	St Paul's CE Controlled Junior School	
Coombes Infant & Nursery School (The)		Nine Mile Ride Primary School		St Peter's CE Aided Primary School	Margaret Elcock
Crazies Hill CE Controlled Primary School		Oaklands Infant School	Sally Blanke	St Sebastian's CE Aided Primary School	
Emmbrook Infant School	Emma Wigmore	Oaklands Junior School	Mrs R E Black	St Teresa's RC Primary School	
Emmbrook Junior School	Elaine Stewart	Palmer CE Controlled Junior School (The)	Mrs Hazel Brookbank	Waingel's Copse School	Ian Cottey
Emmbrook Secondary School (The)	Peter Joslin	Piggott School (The)		Walter Infant School & Nursery	Gloria Ryall
Farley Hill Primary School	Ruth Fillingham	Polehampton CE Infant School		Wescott Infant School	
Finchampstead CE Aided Primary School		Polehampton Junior School	Mary Selvester	Westende Junior School	
Forest School (The)	Sarah Whitethread	Radstock Primary School	Jan Whiteman	Whiteknights Primary School	Joy Hooper
Gorse Ride Infant School	Catherine Walke	Rivermead Primary School	Gail Taylor	Whitelocke Infant & Nursery School (GM)(R)	
Gorse Ride Junior School	Victoria McCarthy	Robert Piggott CE Controlled Infant School (The)	Barbara Borsley	Willow Bank Infant School	A.J. Stephens
Grazeley Parochial Primary School		Robert Piggott CE Controlled Junior School (The)	Lesley Turville	Willow Bank Junior School	
Hatch Ride Primary School		Ryeish Green School	Miss C Oswin	Winnersh Primary School	
Hawkedon Primary School		Shinfield Infant & Nursery School	Heather Roberson	Woodley CE Controlled Primary School	Roger Theobald
Hawthorns Primary School (The)		Shinfield St Mary's CE Junior School	Mrs G Morgan	Woodley Nursery	
Highwood Primary School		Sindlesham Special School			
Hillside Primary School		Sonning CE Aided Primary School	Lesley Green		

KEY STAGE:

OPTIONAL UNIT:

Focus Statement:

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Pupils could	Learning experiences related to AT2, Learning from Religion. Pupils could

KEY STAGE:

OPTIONAL UNIT:

Focus Statement:

Core Content: Study of this unit must include	Learning experiences related to AT1, Learning about Religions. Students could	Learning experiences related to AT2, Learning from Religion. Students could