

The Dorset SACRE Agreed Syllabus for Religious Education

Asking the Big Questions: Faith, Religion and Belief

Dorset County Council



Enabling communities in Dorset to thrive,
now and for the future



Forward

Chair of Dorset SACRE (Standing Advisory Council on Religious Education)

Dorset teachers of Religious Education believe that Religious Education and Religious Studies are as important – if not more important - then ever before. With the plurality of beliefs trying to cohabitate the same society there is a growing clamour for certainty. With this clamour some people are claiming that with such certainty there cannot be any questioning or even room for other beliefs. Cultural diversity and multiculturalism are being questioned.

Religious Education helps give pupils the tools to examine all claims of belief. It provokes challenging questions about the ultimate meaning and purpose of life, it challenges pupils to learn from the experience of people from religions and from non religious believers and it helps them to rediscover and be confident in their own sense of identity.

Dorset children have the right to question their own beliefs, learn about them, see where they gained them and then internalise their finding so that they can face the uncertainties of their future adult life, knowing where their beliefs came from. No one can escape belief: the opposite of belief is not unbelief but another belief. Therefore Religious Education and Religious Studies are at the heart of a young person developing into being.

I can only hope that this new Dorset Agreed Syllabus will be used by professionals to help the children grow.

Dave Symmons
2011

Forward

Director of Children's Services

I am delighted to have the opportunity to welcome you to the new agreed syllabus for Religious Education.

We remain committed to Religious Education being a crucial part of the curriculum entitlement for all pupils in Dorset Schools. The subject has a vital part to play as a leading subject in the curriculum for provision of opportunities of pupils Spiritual, Moral, Social and Cultural development.

This syllabus provides a systematic and coherent process through which all learners can develop their understanding of the religious traditions of our increasingly diverse society. It will help teachers in working with the young people of Dorset the skills and attitudes that will help them develop respect, discernment and the ability to challenge and critique the religious and moral ideas they are presented with and enable them to explore their own views on religious and spiritual matters.

I would like to thank the officers, teachers, pupils and SACRE members that have been involved in the production of this syllabus. I warmly commend the new syllabus to our schools and believe that it will have a major contribution to make in raising further the standards of teaching and learning in RE in this county

John Nash

Bishop of Sherborne

I am delighted that the Diocese of Salisbury has once again been able to support the Local Authority in the development of its new agreed syllabus for Religious Education. I would like to congratulate the members of Dorset SACRE and all those involved in producing this syllabus.

Religious Education remains a vital entitlement in any child's education. It develops the skills needed to enable young people to engage with the spiritual and moral issues that they will be faced with all their lives. It enables them to develop their own spirituality and will contribute to their own personal growth and formation. They will learn to appreciate what it means to have a religious faith and to respect, understand and dialogue with those of other faiths and of none.

The teaching of Religious Education in schools is a rewarding but demanding task and this syllabus will support busy teachers to develop a coherent and thorough approach to teaching RE to those in their care.

Religious Education in Dorset Schools is a dynamic process so developments such as this are never finished, and I know that the work of curriculum innovation and development will continue apace. We look forward to being partners in this continuing process

Dr Graham Kings

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Asking Big Questions: The Principal Aim of Religious Education in Dorset

Vision

The principal aim of RE in Dorset is to engage pupils in enquiring into big questions arising from the study of religion, belief, philosophy and ethics. In so doing Religious Education will support pupils' own personal moral, philosophical, ethical and spiritual development and promote respect for others.

To achieve this Religious Education in Dorset aims to:

- Provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- Develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and secular world-views¹. It develops pupils' awareness and understanding of beliefs, teachings, practices, and forms of expression, helps pupils understand how belief can contribute to some people's identity and sense of belonging, can raise questions of meaning, purpose and truth and challenges pupils to reflect and respond to issues of values and of commitment
- Encourage pupils to develop their sense of identity and belonging, to enable them to flourish individually within their communities, to act with personal responsibility and as citizens in a pluralistic society and global community.
- Promote opportunities to share, explore and value religious belief and non-religious belief and in this way seeks to make a major contribution to our pupils' spiritual and philosophical development.
- Encourage pupils to develop the ability to be still, to think deeply, to reflect and to appreciate times of stillness and of silence.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, values, faith and ethics as informed by religious and secular worldviews and then to be able to communicate their responses.
- Have an important role in preparing pupils for adult life, employment and lifelong learning as it enables them to develop respect, empathy and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to challenge prejudice, negative discrimination and racism.
- Have an important role in developing philosophical thinking and in developing in pupils the capacity for critical thinking.

¹ Such as Humanism or Atheism

The Structure of the Dorset Agreed Syllabus for Religious Education



This syllabus sets out what pupils should study in Religious Education from the ages of 3 to 19. It is organised in three main sections.

This syllabus is built on the assumption that schools will ensure that students will receive their proper entitlement to Religious Education and will therefore ensure that at each key stage 5% of a student's overall curriculum experience will be focused on Religious Education.

- **The foundation stage (Ages 3-5)**

The curriculum guidance for the foundation stage sets out expectations of what pupils will learn in the early learning goals. Examples of how children might demonstrate attainment through work related to Religious Education are given in chart form in the accompanying exemplars of planning.

- **Key stages 1-3 (Ages 5-14)**

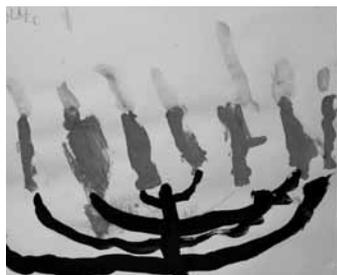
The curriculum guidance for key stages 1-3 sets out expectations of what pupils will study. Examples of how this might be organised are given in the accompanying exemplars of planning.

- **14-19 entitlement**

For 14-19, schools are reminded that it is an entitlement for all students to study Religious Education and to have their learning accredited. Schools must provide Religious Education to every pupil, except those withdrawn by their parents. (From the age of 16 upwards students may withdraw themselves from Religious Education)

The Dorset Agreed Syllabus doesn't specify a particular programme of study for this age range but does require Religious Education to be taught at this age through an accredited qualification course, so that schools provide for all students 14-19 at least one opportunity to undertake a course in Religious Education or Religious Studies leading to a qualification approved under Section 96 of the Learning and Skills Act 2000.

The Law and Religious Education



Governing bodies and head teachers must:

- Ensure that RE is provided as part of the school's basic curriculum, following the locally agreed syllabus, unless they are schools with a religious character which are free to determine their own syllabus
- Provide an annual report to parents or carers giving brief particulars of progress and achievements in all subjects including RE.

Religious Education must be taught in accordance with the Dorset Agreed Syllabus in all:

- Community schools and
- Foundation and Voluntary Controlled schools (SSFA 1998 paras 2(1) and 2(2) Schedule 19)

For Voluntary Aided schools with a religious character, the RE offered is to be determined by the governors in accordance with the trust deed. (SSFA 1998 Schedule 19.4)
This syllabus has been written in conjunction with the Diocese of Salisbury, and is recommended to all Diocesan VA schools.

All academies are required, through their funding agreements, to teach RE.

- For academies without a religious character, this will be the locally agreed syllabus
- For denominational academies with a religious character (Church of England or Roman Catholic – but also Muslim and most Jewish academies), this will be in line with the denominational syllabus.
- For non-denominational (such as Christian) faith academies this can be either of the above, depending on the wishes of the sponsor and what is agreed by Ministers.

DCSF Guidance on religious education in English Schools, 2010

Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (s 71 SSFA 1998). This will include school children in Reception classes as well as Post 16 students (but not those at Sixth Form colleges). Special schools should comply as far as is practicable.

The Education Act (2002 Section 80 (1)(a) ; (2) (a) (b)

Curriculum status and time allocation for Religious Education

- Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum).
- This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998.
- The legal requirements for the provision of RE in maintained schools do not specify any particular time allocation or how the curriculum should be organised. However given the requirement that RE is a core curriculum subject the Agreed Syllabus expects that the equivalent of a minimum of 5% of curriculum time be allocated to RE

This Agreed Syllabus has been written on these assumptions.

For more information on the Right of withdrawal see appendix

The Breadth of Study



Religions and Beliefs studied

An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain.' (s375 (3) Education Act 1996) In order to provide a broad and balanced Religious Education curriculum and to ensure statutory requirements are met:

- Christianity must be studied in depth at each key stage.
- The other principal religions, other religious traditions as represented in the United Kingdom and secular worldviews should be studied in the course of key stages 1-3.
- As well as Christianity across the Primary Phase schools must focus on Hinduism, Islam and Judaism, but can also include material from the study of Buddhism, Sikhism and Secular Worldviews such as Humanism as appropriate to their curriculum or context.
- As well as Christianity across KS3 schools must focus on Buddhism, Sikhism and Secular Worldviews such as Humanism but can also include material from Hinduism, Islam and Judaism as appropriate to their curriculum or context.
- Schools are also encouraged to include material from other religious traditions represented in Dorset. This could include the Baha'i faith and Pagan traditions as appropriate to the school's curriculum and context.
- The Traveller Community is a significant part of Dorset's community and a study of the beliefs and worldviews of this community would be appropriate in Religious Education.

Across 14-19 Schools are encouraged to focus on Christianity and at least one other religious tradition, religion or secular worldview.

It will be vital that teachers at the secondary phase maintain contacts with their feeder schools to ensure that there is appropriate progression in learning and to avoid unnecessary duplication.

It is important to ensure that during their school life pupils encounter all of the principal religions and a secular worldview e.g. Humanism.

It may be necessary for Special Schools to adapt this pattern to suit the needs of their students. The principle for this adaptation must remain the professional judgement of the school's RE co-ordinator. It is expected that these judgements will be based on the principle of providing a broad and balanced RE curriculum and one that introduces their students to an encounter with as many of the principal religions represented in the United Kingdom as possible. It is recommended that the pattern of beliefs studied be stated in the school's RE policy and that this be reviewed by the governors of the school on a regular basis.

Statutory Attainment Targets



The Six Areas of Enquiry

Introduction

The six areas of enquiry have been renamed to reflect national guidance in RE. It is essential that both attainment targets feature in planning and delivering lively, imaginative and balanced RE.

Attainment Target (AT1) is concerned with human experience as well as the study of key beliefs, teachings, sources, practices and forms of expression.

Attainment Target (AT2) is much more than just the personal response of pupils to their learning as it requires an increasing depth of knowledge and understanding as pupils develop their learning.

Good RE effectively balances learning about and learning from Religion and Beliefs.

Attainment Target 1: Learning about Religion and Belief

A. Beliefs, Teachings and Sources

- i) Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.
- ii) Understanding and responding critically to beliefs and attitudes.

Religious and non-religious ideas of ultimate questions.

Aspects for investigation could focus on God, gods, gurus, teachers, philosophers, scriptures, key texts, philosophical works, enlightenment, truth, prophecy, the nature of evidence, soul, consciousness and life after death.

Key question for RE: how do religions and philosophies understand and develop beliefs and teachings within their traditions?

Related disciplines: **metaphysics, epistemology and textual analysis.**

B. Practices and Ways of Life

- i) Exploring the impact of religions and beliefs on how people live their lives.
- ii) Understanding and responding critically to beliefs and attitudes.

Religious and non-religious practices and ways of life.

Aspects for investigation could focus on worship, prayer, meditation, celebration and pilgrimage, as well as the religious artefacts, holy times and festivals associated with them.

Key question for RE: how do people practise their faith/philosophy?

Related discipline: **phenomenology.**

C. Forms of Expressing Meaning

- i) Appreciating that individuals and cultures express their beliefs and values through many different forms.

The many different ways in which prophets, artists, poets, writers, architects, theologians, philosophers, composers, performers and story-tellers have attempted to express their beliefs and values.

Aspects for investigation could focus on worship, music, pictures, symbols, metaphors, poetry, parables, stories, myths, jokes, sculpture, carving, dance, drama, buildings, creeds, prayers, meditations, rituals, calligraphy, and philosophical writings.

Aspects for investigation could focus on attitudes, behaviour and lifestyles of religious and non-religious people.

Key question for RE: how do people communicate their beliefs and values to others?

Related discipline: **language**.

Attainment Target 2: Learning from Religion and Belief

D. Identity, Diversity and Belonging

- i) Understanding how individuals develop a sense of identity and belonging through faith or belief.
- ii) Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.

Religious and non-religious ideas about human individuality and society.

Aspects for investigation could focus on: relationships, experiences, local / national / global / virtual communities, individuality, personality, feelings, preferences, faith, philosophy, causes of conflict, dialogue between faiths and philosophies.

Key question for RE: what do people say about human nature?

Related disciplines: **anthropology, psychology, sociology**.

E. Meaning, Purpose and Truth

- i) Exploring some of the ultimate and philosophical questions that confront humanity, and responding imaginatively to them.

The challenges of life's journey.

Aspects for investigation could focus on:

- Religious and non-religious views about suffering, life's wonders, its triumphs and tribulations.
- The place and role of human beings within the natural world, their rights, responsibilities and freedoms.
- The search for meaning, purpose and truth in philosophy, religion and science.

Key question for RE: how do people tackle the big questions of life?

Related discipline: **ontology**.

F. Values and Commitments

- i) Understanding how moral values and a sense of obligation can come from beliefs and experience.

- ii) Evaluating their own and others' values in order to make informed, rational and imaginative choices.

Moral issues in today's world.

Aspects for investigation could focus on: religious and non-religious influences on values, commitments, laws, attitudes, behaviour, and moral guidelines, and study of the sources of moral guidance which might influence decision making.

Key question for RE: How do I decide the best possible way of life for me?
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Related discipline: **ethics**.

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The Dorset Agreed Syllabus is not seeking to impose a methodology on schools but to be a resource that will inform and infuse the school's chosen approach to learning. We do recognise that teachers need a structure if they are to plan effectively

In particular they need clarity about

- The core purpose of RE
- How to define attainment and progress
- The place of concepts and questions in RE
- How to secure continuity and progression
- How to structure a clear process of learning into RE topics
- The place of genuine openness and critical enquiry into religious and non-religious belief

This syllabus is structured to help provide that clarity.

Planning process (based on 'RE Today'): Supported by exemplars

Theme	This theme . . .
Key Questions for RE	Raises these important questions . . .
Six areas of enquiry (conceptual strands) (At least two from a to f)	So we've selected this concept and content in order to address the question . . . Content may be taken from more than one religious tradition
Skills and Attitudes From the syllabus list and more generic i.e. ICT Links to SEAL	Skills and attitudes can be taken from the key RE skills and attitudes on page and from approaches such as: PLTS (Personal Learning and Thinking skills) , SEAL (Social Emotional Aspects of Learning) , RRS (Rights Respecting Schools), Critical Thinking as appropriate to your school's curriculum context
Levelled learning outcomes taken from the 'I can' statements	Specifically we want them to be able to . . . Pupils will have the opportunity to demonstrate these skills when...
Teaching and learning activities A good balance in planning between AT1 and AT2 will ensure an interaction of religious and secular views This series of lessons is designed to last for x hours approx	And we have devised these engaging teaching and learning activities to enable pupils to explore questions of religions and beliefs . . . <div data-bbox="555 1160 1382 1599" data-label="Diagram"> <pre> graph TD A[Expressing our own beliefs and values] --> B[Engaging with questions of religion and belief] B --> C[Investigating questions of religion and belief] C --> D[Evaluating questions of religion and belief] D --> A </pre> </div> <p>Eg. P4C, TASC Wheel, Mantle of the Expert, Etc Etc</p>

Planning Themes in RE



If RE is being delivered as a discrete subject (perhaps one lesson a week or maybe as a focus day or week), themes in RE must be drawn from the syllabus

If RE is being integrated into a cross-curricular learning approach, the RE content of a cross-curriculum theme needs to be identified. RE may form a substantive part of such learning or perhaps a smaller aspect of that theme. If the school cross-curricular theme for a term doesn't lend itself

to an educationally valid RE link, then the planning theme could be drawn from subject specific content and RE delivered as a stand alone subject for that term. Alternatively it could be taught through a focused RE theme day or days.

At KS3 RE will normally be delivered as a discrete subject, but where RE forms part of an integrated curriculum, i.e. 'Skills led' or perhaps 'Humanities', then the same basic approach to planning RE should be taken.

The following case study should not be considered as an exemplar (see support material for these) but as an illustration of a common situation and the way in which the syllabus may be used in planning.

Case Study: St Anywhere in Dorset Primary School

Following its Ofsted inspection last year St Anywhere's Primary School has successfully developed subject links to enhance the interest and relevance of the curriculum through the provision of topics and themes. Each half term each class has a focused theme.

The theme for the half term for year 5 was 'Our Earth and beyond'. The class teacher immediately realised that there were some obvious links to creation stories from various faith traditions as well as scientific views on how the earth began. In such a topic RE, it was felt, could be one of the main subjects focused on. First the class teacher had to consider what key questions this would raise for pupils and locate this within the six areas of enquiry.

Theme	This theme . . . ' Our Earth and beyond' Year 5
Key Questions for RE	<p>Raises these important questions...</p> <p>What do eg. Christians/Muslims/Humanists believe about the origins of our world?</p> <p>How do people care for the environment and celebrate the world? (eg Harvest Festival)</p>
Six areas of enquiry (conceptual strands) (a to f at least two)	<p>So we've selected this concept and content in order to address the question. .</p> <p>From strand A (Beliefs teachings and sources) Christian beliefs about God as Creator: the Genesis creation story. Contrasted with stories from other faith and non-faith/ secular traditions</p> <p>From strand F (Values and commitments) Christian ideas of stewardship. How should we care for the environment?</p>

The theme for year 4 was more specific: 'The Tree' by Gustav Klimt. In this case the main focus was to be on Art, Design Technology (Designing Bird Feeders) Maths (creating 'Symmetrees'), but the RE coordinator working with the class teacher was able to identify RE content that might form a smaller part of this theme, by looking at the symbolism of the tree in religious thinking. As this was the term before Easter it was felt that it would be suitable to supplement this work with some focused work on Easter in the last week of term.

Theme	This theme... 'The Tree' By Gustav Klimt (Year 4)
Key Questions for RE	<p>Raises these important questions . . .</p> <p>Why is the tree an important symbol in Christianity?</p> <p>How have Christian artists used the tree as a symbol?</p>
Six areas of enquiry (conceptual strands) (At least two from a to f)	<p>So we've selected this concept and content in order to address the question...</p> <p>From Strand C (Forms of Expression) Christian symbolism in the Haitian Hunger Cloth</p> <p>From Stand E (Meaning purpose and truth) Are Jesus' teachings about justice relevant today?</p>

In year 3 the theme was 'Inventions'. After some discussion it was felt that an educationally valid link to RE couldn't be made so it was decided that for this half term RE would be delivered as a discrete subject culminating in inviting a Jewish visitor to come in and talk about how her family celebrates Shabbat.

Theme	This theme... Judaism and the Home (Year 3)
Key Questions for RE	<p>Raises these important questions . . .</p> <p>Why is the home so important to the Jewish Community?</p> <p>What does Shabbat tell us about the Jewish Faith?</p> <p>What makes our homes special?</p>
Six areas of enquiry (conceptual strands) (At least two from a to f)	<p>So we've selected this concept and content in order to address these questions.</p> <p>From Strand B (Practices and Ways of life): The keeping of Shabbat</p> <p>From Strand C (Forms of Expression): The symbols of Shabbat and the Shabbat meal, what do they mean?</p> <p>From Stand D (Identity and Belonging) The importance of home and family to the Jewish community</p> <p>From Strand F (Values and commitment); The importance of homes and families to us.</p>

Skills in Religious Education



Pupils should be helped to develop skills for learning through Religious Education. Progress in RE is dependent on the development of a range of skills which enable pupils to understand the concepts. Careful attention should be given to the planning and development of tasks which require pupils to use such skills increasingly over the key stages. This development of higher order thinking should be clearly planned for in RE lessons across the age range.

Skills of Engagement

Interpretation - in RE this includes:

- the ability to draw meaning from stories, artefacts, works of art, poetry and symbolism;
- the ability to suggest meanings of religious texts.

Empathy - in RE this includes:

- the ability to ponder on 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 see issues from their point of view.

Skills of Investigation

Investigation - in RE 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 religions.

Application - in RE this includes:

making the association between religions and individual, community, national and international life;
identifying key religious values and their interplay with secular ones

Skills of Evaluation

Discernment - in RE this includes:

- explaining the significance of aspects of religious belief and practice;
- developing insight into people, motives, actions and consequences;
- seeing clearly how individuals might learn from the religions they study for themselves.

Analysis - in RE this includes:

- drawing out essential ideas and being able to sort out their component parts;
- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions.

Evaluation - in RE 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

Skills of Expression

Reflection - in RE this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;
- the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.

Expression - in RE this includes:

- the ability to explain concepts, rituals and practices;
- the ability to identify and articulate matters of deep conviction and concern by a variety of means – not only through words;
- the ability to respond to religious issues through a variety of media.

Synthesis - in RE this includes:

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

Attitudes in Religious Education Attitudes such as respect for others and respect for the truth, care for all people and determination to achieve should be promoted through all areas of school life. There are some attitudes that are fundamental to Religious Education. These attitudes enable learners to enter fully into the study of religions, and are in turn fostered and deepened by the study of RE.

Attitudes of Engagement

Curiosity, appreciation and wonder in Religious Education includes pupils:

- developing their imagination and curiosity;
- recognising that knowledge is bounded by mystery;
- appreciating the sense of wonder at the world in which they live;
- developing their capacity to respond to questions of meaning and purpose;

Respect for all in Religious Education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own ;
- being ready to value difference and diversity for the common good ;
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society ;
- being prepared to recognise and acknowledge their own bias;
- being sensitive to the feelings and ideas of others;

Attitudes of Investigation

Critical awareness in Religious Education includes pupils:

- having a willingness to examine ideas, questions and disputes about religious and spiritual questions;
- distinguishing between opinions, viewpoints and beliefs;
- being prepared to re-consider existing views;
- developing the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions;
- being prepared to acknowledge bias and prejudice in oneself.

Attitudes of Evaluation

Open-mindedness and questioning in Religious Education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Attitudes of Expression

Self-awareness in Religious Education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Case Studies

The teachers at St Anywhere now need to add in skills and attitudes to their planning. How does this affect our Case Study School?

Theme	This theme...Our Earth and Beyond (Year 5)				
Key Questions for RE	Raises these important questions . . . What do eg. Christians/Muslims/Humanists believe about the origins of our world? How do people care for the environment and celebrate the world? (eg Harvest Festival)				
Six areas of enquiry (conceptual strands) (At least two from a to f)	So we've selected this concept and content in order to address the question. . From strand A (Beliefs teachings and sources) Christian beliefs about God as Creator contrasted with stories from other faith and non faith /secular traditions From strand F (Values and commitments) Christian ideas of stewardship. How should we care for the environment?				
Skills and Attitudes From the syllabus list and more generic i.e. ICT	We want pupils to develop these skills and attitudes...				
	Engagement	Investigation	Evaluation	Expression	Others
	Drawing meanings from stories Recognising that knowledge is bounded by mystery	Asking relevant questions Being prepared to reconsider existing views	Debating issues of religious significance Distinguishing between opinion, belief and fact in issues of conviction and faith	Respond to religious issues through a variety of media Recognise their own uniqueness as human beings, affirming self worth	Using ICT Persuasive writing Information processing Reasoning skills

Theme		This theme... 'The Tree' by Gustav Klimt . (Year 4)				
Key Questions for RE	Raises these important questions... Why is the tree an important symbol in Christianity? How have Christian artists used the tree as a symbol?					
Six areas of enquiry (conceptual strands) (At least two from a to f)	So we've selected this concept and content in order to address the question... From Strand C (Forms of Expression) Christian symbolism in the Haitian Hunger Cloth From Strand E (Meaning purpose and truth) Are Jesus teachings about justice relevant today?					
Skills and Attitudes From the syllabus list and more generic i.e. ICT	We want pupils to develop these skills and attitudes...					
	Engagement	Investigation	Evaluation	Expression	Others	
	The ability to draw meaning from works of art and symbolism Developing capacity to respond to questions of meaning	Identifying key religious values Being able to reconsider existing views	Seeing how individuals might learn from religions Willing to go beyond surface impressions	The ability to identify and articulate matters of deep conviction Sharing beliefs and ideas	Creative thinking skills	

Theme		This theme...Judaism and the home (Year 3)				
Key Questions for RE	Raises these important questions . . .					
	Why is the home so important to the Jewish Community?					
	What does Shabbat tell us about the Jewish Faith?					
Six areas of enquiry (conceptual strands) (At least two from a to f)	What makes our homes special?					
	So we've selected this concept and content in order to address the question...					
	From Strand B (Practices and Ways of life): The keeping of Shabbat					
Skills and Attitudes From the syllabus list and more generic i.e. ICT	From Strand C (Forms of Expression): The symbols of Shabbat and the Shabbat meal, what do they mean?					
	From Stand D (Identity and Belonging) The importance of home and family to the Jewish community					
	From Strand F (Values and commitment); The importance of homes and families to us.					
	We want pupils to develop these skills and attitudes...					
	Engagement	Investigation	Evaluation	Expression	Others	
	The ability to see the world through the eyes of others Developing a willingness to learn from others	Knowing what may make good evidence for understanding religions A willingness to examine ideas about religious and spiritual questions	Drawing out essential ideas Willingness to learn and gain new understanding	The ability to explain concepts, rituals and practices Developing a realistic sense of their own religious and moral ideas	Information processing skills	

Levels from the National Framework for RE

Levels from the national, non-statutory Framework for Religious Education. Here they are presented in pupil-friendly statements. They are available in full, along with exemplars and P levels, in the appendix

AT1 Learning about religion and belief How pupils develop their knowledge, skills and understanding with reference to:		AT2 Learning from religion and belief How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:				
Level	(A) beliefs, teachings and sources	(B) practices and ways of life	(C) forms of expression	(D) identity and belonging	(E) meaning, purpose and truth	(F) values and commitments
	Metaphysics Epistemology and Textual enquiry	Phenomenology	Language and communication	Anthropology/ Sociology	Ontology	Ethics
	I can	I can	I can	I can	I can	I can
1	remember a Christian (Hindu, etc.) story and talk about it	use the right names for things that are special to Jew's (Buddhists, etc)	recognise religious art, symbols and words and talk about them	talk about things that happen to me	talk about what I find interesting or puzzling	talk about what is important to me and to other people
2	tell a Christian (Sikh, etc.) story and say some things that people believe	talk about some of the things that are the same for different religious people	say what some Christian (Muslim, etc) symbols mean and say what some of the art/music is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave

		AT1 Learning about religion and belief				AT2 Learning from religion and belief			
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments			
	I can	I can	I can	I can	I can	I can			
4	make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values			
5	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives			
6	say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them	say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies	use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers	consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples	use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me			

		AT1 Learning about religion and belief			AT2 Learning from religion and belief		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments	
7	<p>I can</p> <p>present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence</p>	<p>I can</p> <p>show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion</p>	<p>I can</p> <p>use a wide religious and philosophical vocabulary and different forms of expression in presenting a picture of how people express their religious, spiritual and ethical beliefs in a variety of ways</p>	<p>I can</p> <p>give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others</p>	<p>I can</p> <p>give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people</p>	<p>I can</p> <p>give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people</p>	
8	<p>I can</p> <p>analyse the results of different sorts of research and place different interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts</p>	<p>I can</p> <p>weigh up different points of view and come to a conclusion on how religions and beliefs make a difference to communities and societies in different times and places</p>	<p>I can</p> <p>use a comprehensive religious and philosophical vocabulary in weighing up the meaning and importance of different forms of religious, spiritual and moral expression</p>	<p>I can</p> <p>weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments, reflections and examples</p>	<p>I can</p> <p>weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples</p>	<p>I can</p> <p>weigh up in detail a wide range of viewpoints on questions about values and commitments, and come to my own conclusions based on evidence, arguments, reflections and examples</p>	

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The teachers at St Anywhere now need to add the levels to their planning

Themes

This theme...Our Earth and beyond (Year 5)					
Key Questions for RE	<p>Raises these important questions...</p> <p>What do eg. Christians/Muslims/Humanists believe about the origins of our world?</p> <p>How do people care for the environment and celebrate the world? (eg Harvest Festival)</p>				
Six areas of enquiry (conceptual strands) (At least two from a to f)	<p>So we've selected this concept and content in order to address the question...</p> <p>From strand A (Beliefs teachings and sources) Christian beliefs about God as Creator: the Genesis creation story. Contrasted with stories from other faith and non-faith/ secular traditions</p> <p>From strand F (Values and commitments) Christian ideas of stewardship. How should we care for the environment?</p>				
Skills and Attitudes From the syllabus list and more generic i.e. ICT	We want pupils to develop these skills and attitudes...				
	Engagement	Investigation	Evaluation	Expression	Others
	Drawing meanings from stories Recognising that knowledge is bounded by mystery	Asking relevant questions Being prepared to reconsider existing views	Debating issues of religious significance Distinguishing between opinion, belief and fact in issues of conviction and faith	Respond to religious issues through a variety of media Recognise their own uniqueness as human beings, affirming self worth	Using ICT Persuasive writing Information processing Reasoning skills
Levelled learning outcomes taken from 'I can ' statements	<p>Specifically we want them to be able to...</p> <p>Level 3 strand a: describe what a believer might learn from a religious story</p> <p>Level 3 strand f: link things that are important to me and other people with the way I think and behave</p> <p>Level 4 strand a: make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives</p> <p>Level 4 strand f: ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values</p> <p>Pupils will have the opportunity to demonstrate these skills when...</p>				
Teaching and learning activities	And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes...see exemplars				

This theme... 'The Tree' by Gustav Klimt (Year 4)

Key Questions for RE	Raises these important questions... Why is the tree an important symbol in Christianity? How have Christian artists used the tree as a symbol?				
Six areas of enquiry (conceptual strands) (At least two from a to f)	So we've selected this concept and content in order to address the question... From Strand C (Forms of Expression) Christian symbolism in the Haitian Hunger Cloth From Stand E (Meaning purpose and truth) Are Jesus' teachings about justice relevant today?				
Skills and Attitudes From the syllabus list and more generic i.e. ICT	We want pupils to develop these skills and attitudes. .				
	Engagement	Investigation	Evaluation	Expression	Others
	The ability to see the world through the eyes of others Developing a willingness to learn from others	Knowing what may make good evidence for understanding religions A willingness to examine ideas about religious and spiritual questions	Drawing out essential ideas Willingness to learn and gain new understanding	The ability to explain concepts, rituals and practices Developing a realistic sense of their own religious and moral ideas	Information processing skills
Levelled learning outcomes taken from I can statements	Specifically we want them to be able to . . . Level 3 strand c: use religious words to describe some of the different ways in which people show their beliefs Level 3 Strand e: ask important questions about life and compare my ideas with those of other people Pupils will have the opportunities to demonstrate these skills when...				
Teaching and learning activities	And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes... see exemplars				

This theme...Judaism and the home (Year 3)					
Key Questions for RE	<p>Raises these important questions . . .</p> <p>Why is the home so important to the Jewish Community?</p> <p>What does Shabbat tell us about the Jewish Faith?</p> <p>What makes our homes special?</p>				
Six areas of enquiry (conceptual strands) (At least two from a to f)	<p>So we've selected this concept and content in order to address the question...</p> <p>From Strand B (Practices and Ways of life): The keeping of Shabbat</p> <p>From Strand C (Forms of Expression): The symbols of Shabbat and the Shabbat meal, what do they mean?</p> <p>From Strand D (Identity and Belonging) The importance of home and family to the Jewish community</p> <p>From Strand F (Values and commitment); The importance of homes and families to us.</p>				
Skills and Attitudes From the syllabus list and more generic i.e. ICT	We want pupils to develop these skills and attitudes. .				
	Engagement	Investigation	Evaluation	Expression	Others
	The ability to see the world through the eyes of others Developing a willingness to learn from others	Knowing what may make good evidence for understanding religions A willingness to examine ideas about religious and spiritual questions	Drawing out essential ideas Willingness to learn and gain new understanding	The ability to explain concepts, rituals and practices Developing a realistic sense of their own religious and moral ideas	Information processing skills
Levelled learning outcomes taken from 'I can' statements	<p>Level 2 strand b: talk about some of the things that are the same for different religious people</p> <p>Level 2 strand c: say what some Jewish symbols mean</p> <p>Level 2 strand d: ask about what happens to others with respect for their feelings</p> <p>Level 2 strand f: talk about what is important to me and to others with respect for their feelings</p> <p>Level 3 strand b: describe some of the things that are the same and different for religious people</p> <p>Level 3 strand c: use religious words to describe some of the different ways in which people show their beliefs</p> <p>Level 3 strand d: compare some of the things that influence me with those that influence other people</p> <p>Level 3 strand f: link things that are important to me and other people with the way I think and behave</p> <p>Pupils will have the opportunities to demonstrate these skills when...</p>				
Teaching and learning activities	And we have devised these engaging teaching and learning activities to enable pupils to explore the question and achieve the outcomes... see exemplars				

Programmes of study - Foundation Stage: Openings



Legal requirements

- The Early Years Foundation Stage (EYFS) describes the phase of a child's education from the age of three to the end of reception.
 - Religious Education is statutory for all registered pupils on the school roll. This means that it is a legal requirement for pupils in Foundation Stage 2 but not Foundation Stage 1.
- In Foundation Stage 2 classes RE should be taught in accordance with the Agreed Syllabus.
 - Whilst Religious Education is not a statutory requirement for children in the Foundation Stage, it can form a valuable part of the educational experience of children throughout the key stage.

Focus statement

Early childhood is the foundation on which children build the rest of their lives and early activities and experiences provide the basis for later development in all areas of learning. Religious Education aims to promote the spiritual, moral and philosophical development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship. A key aspect of spiritual development is to enable children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality, for many religious people, will spring from their belief in and relationship with God. The concept of 'specialness' in the context of religion is central to many of the units for this stage.

Religions and beliefs

1. The study of Christianity
2. Aspects of other principal religions and non-religious belief as appropriate.

In addition to the above statutory requirements schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also plan to refer to further religions or belief systems, for example those represented in the school and local community.

Time for RE in Foundation Stage 2

Sufficient time must be provided for RE in Foundation Stage 2 to enable the requirements of the Agreed Syllabus to be met. The principle of "little but often" is valuable in the building up of children's learning in RE. For example, this may be in the form of 10-15 minutes of teacher-led activity, with children then able to engage in an activity related to what has been explored with the teacher. Over the year there should be specific planned activities, but teachers should also take any unplanned opportunities arising out of children's comments and interests. These can contribute to developing children's knowledge and understanding of religion, belief and philosophy.

The contribution of Religious Education to the early learning goals

The early learning goals set out what most children should achieve by the end of the Foundation Stage. Religious Education can make an active contribution to all of these areas but has a particularly important contribution to make to

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development

Whilst Religious Education makes a strong contribution to the achievement of these goals it is important that planning for RE starts from and meets the requirements of this Agreed Syllabus.

In the Foundation Stage, children's attainment in RE is assessed in relation to the stepping stones and the early learning goals.

Learning experiences and opportunities in the Early Years

Children should be provided with opportunities in RE to:

- listen to and talk about appropriate stories which engage children
- directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities;
- get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer;
- use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells);
- make and do – make festive food, role play, dress up, dance;
- have times of quiet and stillness;
- share their own beliefs, ideas and values;
- talk about their feelings and experiences;
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live;
- begin to use ICT to explore religious beliefs as practised in the local and the wider community.

Programmes of Study - Primary Stage (KS1 and KS2)

These are examples of what could be covered in each strand

Christianity: In planning select from Key Stage 1

(A) Beliefs Teachings Sources (AT1)	(B) Practices and ways of life (AT1)	(C) Forms of expression (AT1)	(D) Identity and belonging (AT2)	(E) Meaning purpose and truth (AT2)	(F) Values and commitments (AT2)
<p>Meta physics epistemology and textual enquiry</p> <p>God as Creator: the Genesis creation story. God as Loving father: Lost Sheep</p>	<p>Phenomenology</p> <p>How do Christians give thanks and praise to God</p>	<p>Language and communication</p> <p>How do Christians celebrate Harvest Festival?</p>	<p>Anthropology Sociology Psychology</p> <p>God made us all we are all equally important.</p>	<p>Ontology</p> <p>Asking questions about the nature God</p>	<p>Ethics</p> <p>(Stewardship) Caring for God's creation including other people:</p>
<p>Stories of Jesus Life</p>	<p>Being a Disciple: What do Christians do at Christmas and Easter?</p>	<p>Christian symbols: e.g Cross, Candles, Bread and Wine</p>	<p>Importance of Christmas to Christians Importance of Easter to Christians Importance of communion</p>	<p>Asking questions about Jesus</p>	<p>Forgiveness Thanksgiving</p>
<p>Why did Jesus use Parables? i.e. The Good Samaritan Why did Jesus perform Miracles?:i.e. Jesus walking on the water</p>	<p>How do Christians learn about the kingdom of God? Prayer : Inc Lord's Prayer Reading the Bible</p>	<p>How do Christians put Jesus teachings into action? Prayer, helping others with time and talents</p>	<p>Being part of groups that help</p>	<p>Asking questions about Miracles</p>	<p>Christian compassion</p>

OT story: Samuel and Moses and the burning bush God is always with you: Abraham and Sarah	Vocation: being called by God		God uses ordinary people to do his work	Why do people do good things?	
What happens at the local Church e.g. activities in church, Sunday school, community work etc Celebrating as a family;- Baptism/ Christening/ Dedication			Belonging and Commitment to a Christian Community		The importance of promises made before God

Christianity: In planning select from Key Stage 2

(A) Beliefs Teachings Sources (AT1) Meta physics Epistemology and textual enquiry	(B) Practices and ways of life (AT1) Phenomenology	(C) Forms of expression (AT1) Language and communication	(D) Identity and belonging (AT2) Anthropology Sociology Psychology	(E) Meaning purpose and truth (AT2) Ontology	(F) Values and commitments (AT2) Ethics
The Trinity: God, Jesus, and the Holy Spirit: Festival of Pentecost Parables: e.g. The parable of the lost son OT story: Jonah		Symbols: spirit; Flame Dove Parables in Art and Music	Holy Spirit as comforter	How are Christians encouraged in their faith? Dialogue with God, God gives us free will.	The consequences of our choices. Implications for others

<p>Advent: The annunciation The incarnation of Jesus: Emmanuel. Epiphany The death and resurrection of Jesus (Easter Story) The three Marys</p>	<p>How do Christians celebrate Advent? The significance of Easter to Christians</p>	<p>Christingle : Jesus the light of the world The importance of Mary The Lords supper/ Mass/Eucharist</p>	<p>Being forgiven and forgiving others Role of women in the church then and now</p>	<p>Why did God send his only son? Eternal Life? What might heaven like?</p>	
<p>Sermon on the mount: The two commandments of Jesus. Parables: e.g. The parable of the Sower</p>	<p>Christian Lifestyle : Going to Church, Bible study homegroups Worldwide Church e.g. Anglican communion</p>	<p>Bible in Church worship A Christian Charity or agency e.g. Slum survivor How have Christians expressed the word of God in art music drama dance</p>	<p>How should Christians make a difference in the world</p>		<p>Justice</p>
<p>The history of the church The authority and structure of the Bible: The Marriage service I Corinthians 13 Life as a journey : Pilgrimage</p>	<p>Being Confirmed Baptism: Total immersion First Communion Being married Last rites, Funeral service Personal Pilgrimage: e.g. local example Laity and ordained Church workers.</p>	<p>How do Christians worship in your local churches?: Modern , traditional, Celtic and Pentecostal worship Weddings and symbolism i.e. Wedding Ring</p>	<p>Communal worship How young people worship today: e.g. Youth groups, Soul survivor, Taize Getting married in Church</p>	<p>Is the Bible the inspired word of God? Life as a spiritual journey : e.g. Lent Becoming a Christian: upbringing, conversion</p>	<p>Christian commitment to regular Bible Study Reaching out to others Evangelism / Mission Marriage is for life The Christian home Story of Ruth</p>

Islam: in Primary Phase planning - select from

(A) Beliefs Teachings Sources (AT1)	(B) Practices and ways of life (AT1)	(C) Forms of expression (AT1)	(D) Identity and belonging (AT2)	(E) Meaning purpose and truth (AT2)	(F) Values and commitments (AT2)
Meta physics Epistimology and textual enquiry What do Muslims believe about Allah? Shahada(h)	Phenomenology Salah (prayer) Zakah (alms giving) Sawm (fasting) Ramadan	Language and communication Id-ul-Fitr Nasheed Music	Anthropology Sociology Psychology The Ummah: The importance of belonging to the mosque in UK	Ontology How can I understand the life of others?	Ethics Islamic Aid The value of fasting
The revelation of the Qur'an The role of the prophets : Abraham etc	Halal The role of Women in Islam	The status and importance of the Qur'an	What is it like to be a Muslim in the UK?	How can we know that the sacred text is accurate?	Islamic values and Secular values
The Life of Muhammad (PBUH)	Hajj Id-ul -Adha	Importance of Angels in Islam Different Sects in Islam	The importance of going on Hajj for UK Muslims	Personal search for meaning	

Judaism: in Primary Phase planning - select from

(A) Beliefs Teachings Sources (AT1) Meta physics and textual enquiry	(B) Practices and ways of life (AT1) Phenomenology	(C) Forms of expression (AT1) Language and communication	(D) Identity and belonging (AT2) Anthropology Sociology Psychology	(E) Meaning purpose and truth (AT2) Ontology	(F) Values and commitments (AT2) Ethics
The Torah The Shema	Shabbat Hanukkah	Mezuzah Friday night meal Star of David Menorah	The importance of the home	The importance of the Torah	The importance of families
The Decalogue (10 commandments)	Bar Mitzvah Bat Mitzvah	Tallit Kippah	the Covenant between God and humankind	Why should we have rules?	Making a commitment
Moses Abraham David	Pesach (Passover)	Symbols of Seder meal	Why are shared festivals important	Why does God allow his people to suffer	
	Kashrut (Kosher)	Sukkot		Is it important to stick to rules?	How should we care for animals
	Going to the synagogue	Ner Tamid Ark Bimah Yad	Groups within Judaism: Orthodox and Reform		

Hinduism: in Primary Phase planning - select from

(A) Beliefs Teachings Sources (AT1) Meta physics and textual enquiry	(B) Practices and ways of life (AT1) Phenomenology	(C) Forms of expression (AT1) Language and communication	(D) Identity and belonging (AT2) Anthropology Sociology Psychology	(E) Meaning purpose and truth (AT2) Ontology	(F) Values and commitments (AT2) Ethics
Brahman, The Trimurti (Brahma, Vishnu, Shiva) Krishna's Teaching (from the Bhagavad Gita)	Worship in the home Worship in the Mandir	Puja Arti Murti Prashad Aum	The importance of the home to Hindus The importance of the Mandir to the UK community		
The Story of Rama and Sita (Ramayana)	Holi Divali Navratri	Rangoli patterns	Why are shared stories important	Are there such things as Good and evil?	Why are role models important? What makes the ideal man what make the ideal woman?
Reincarnation	Pilgrimage to Varanasi Karma, Moksha	The River Ganges Gandhi Ahimsa (non violence)		Why do people find it important to go special journeys? What happens when we die?	How should we react to violence?

Sikhism: in Primary Phase planning - select from

(A) Beliefs Teachings Sources (AT1)	(B) Practices and ways of life (AT1)	(C) Forms of expression (AT1)	(D) Identity and belonging (AT2)	(E) Meaning purpose and truth (AT2)	(F) Values and commitments (AT2)
Meta physics and textual enquiry	Phenomenology	Language and communication	Anthropology Sociology Psychology	Ontology	Ethics
Story of Guru Nanak Guru Granth Sahib	The Khalsa	The 5 k's Kesh ,Kangaha, Kirpan, Kara, Kachera	The importance of wearing symbols		
Sewa	Diwan	Ragis Bhangra			
The nature of God	The Gurdwara The Langar Marriage The naming ceremony		The importance of belonging to a community	Why do people want to serve others?	How should we serve others Commitment

Buddhism: in Primary Phase planning - select from

(A) Beliefs Teachings Sources (AT1) Meta physics and textual enquiry	(B) Practices and ways of life (AT1) Phenomenology	(C) Forms of expression (AT1) Language and communication	(D) Identity and belonging (AT2) Anthropology Sociology Psychology	(E) Meaning purpose and truth (AT2) Ontology	(F) Values and commitments (AT2) Ethics
The story of Siddhattha Gotama	Buddhist Worship Meditation Yoga The Sangha	Buddhist Shrines Images of the Buddha		Why is there suffering?	How do we maintain peace in our community?
		Lotus Flower	What does it mean to belong to a community?	Why do some people want to be ordained?	

Secular World Views: in Primary Phase

See www.humanismforschools.org.uk for Toolkits. NB. based on Humanism but Atheist and other secular world views could/should be considered. In planning select from

(A) Beliefs Teachings Sources (AT1)	(B) Practices and ways of life (AT1)	(C) Forms of expression (AT1)	(D) Identity and belonging (AT2)	(E) Meaning purpose and truth (AT2)	(F) Values and commitments (AT2)
Meta physics epistemology and textual enquiry What makes humans special? (Toolkit 1)	Phenomenology Ask questions about the world. Think for yourself.	Language and communication	Anthropology Sociology Psychology How human psychology is special compared to other life.	Ontology To understand the world, use reason, evidence, critical thinking, creativity and empathy.	Ethics Caring for animals.
Why do we celebrate important occasions and events? (Toolkit 2)		Humanist baby namings, weddings, funerals.	Celebrate this life rather than some mythic life to come.		Love of family, friends, good relationships. The humanist community.
What do Humanists believe? (Toolkit 3)	Live full and happy lives and help others to do the same.	Humanists do not pray or worship, but do ask questions and think for themselves. Express wonder about the world in secular art, dance, drama, music.	Humanists do not believe in gods or supernatural beings e.g. angels or demons. Humanists do not look to sacred texts for guidance, but do work things out for themselves.	What happens when we die? Do we have only one life here on Earth or an eternal life? What is the evidence?	Cooperate with others. Wonder and awe about life and the world. Do we need 'spirituality'? Justice. Life as a naturalistic journey. Darwin Day.
How should we treat other people and why? How do we make moral decisions? (Toolkit 3)	The Golden Rule: Treat others as we ourselves would like to be treated.		Put yourself in other peoples' shoes to make moral decisions (empathy).	Live harmoniously. Be responsible for your own actions.	Ethical dilemmas. Humanist beliefs about what is good and evil, right and wrong? What is the role of symbols in a secular society?

<p>How did the universe and life begin?²</p>	<p>How universe started: the Big Bang theory. Explained by humanists Peter Atkins, Brian Cox, Albert Einstein, Stephen Hawking, Stephen Law.</p>	<p>Darwin Day</p>	<p>Charles Darwin's Theory of Evolution by Natural Selection: how life evolved explained by humanists Susan Blackmore, Richard Dawkins, Steve Jones, Stephen Law, Armand Leroy</p>	<p>Do we have 'free will'? How can we know about the world through science and humanism? What is the meaning of life?</p>	<p>Science and the scientific method is the best way of understanding the world. Don't make a 'commitment' about a belief until you have proper evidence.</p>
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² Law, S., Really, really big questions, about life, the universe and everything, 2009, London, MacMillan Publishers

Programmes of Study - KS3

Christianity in planning select from

(A) Beliefs Teachings Sources (AT1)	(B) Practices and ways of life(AT1)	(C) Forms of expression (AT1)	(D) Identity and belonging (AT2)	(E) Meaning purpose and truth (AT2)	(F) Values and commitments (AT2)
Meta physics and textual enquiry	Phenomenology	Language and communication	Anthropology Sociology Psychology	Ontology	Ethics
Free will or predestination Book of Job	How Do Christians talk/commune with God? Prayer	Submission or wrestling with God Trinity; How have artists represented the Trinity?		Why does God allow suffering? Why doesn't God intervene? Death and new life	Hope: Christian relief organisations eg. Hospice
Incarnation: Why did God/Jesus become man? Crucifixion and Resurrection narratives	How do people follow Jesus today Locally, Nationally, Internationally	'The Christ we share' International images of Jesus	Jesus as Role model. Standing up for your faith: Why is that difficult in the modern world? Living in Christian communities: Christian Festivals e.g. Soul survivor Africanisation of Christianity	Does truth rest on historical and scientific evidence? What is truth? Did Jesus rise from the dead? Virgin Birth?	Respecting faith differences How has Jesus image been used by non Christians?

<p>The Lord's Prayer; Your kingdom Come</p>	<p>Tithing and Giving Communion and Prayer</p> <p>Practical outworking of Christian faith e.g. working with the homeless: Food banks, Street Pastors</p>	<p>How has heaven been depicted in song and art</p>	<p>Kingdom of God v United Kingdom?</p>	<p>When is it right to break the law ? Which comes first your faith or the laws of the country in which you live? The Big Society? Should Christian charities be publically funded?</p>
<p>Paul : Road to Damascus Peter : Peters vision (Acts 10)</p>		<p>People's lives turned around by the Holy Spirit. E.g. John Newton Jackie Pullinger</p>	<p>Can you be converted to a new faith and keep your identity?</p>	<p>Is it right to try and convert others? Should you try and dissuade people from their beliefs?</p>
<p>The Body of Christ (Acts 2) The Church in a secular society? Paul in Athens (Acts 17)</p>	<p>Different beliefs around Communion Denominational Difference Ecumenicalism Interfaith Dialogue with secularism</p>	<p>Different expressions of worship Corrymela</p>	<p>Why do Christians feel the need to belong to a church community? Being bullied for being people of faith</p>	<p>Disagreeing respectfully Reconciliation</p>

Buddhism at KS3: In planning select from

(A) Beliefs Teachings Sources (AT1) Meta physics and textual enquiry	(B) Practices and ways of life (AT1) Phenomenology	(C) Forms of expression (AT1) Language and communication	(D) Identity and belonging (AT2) Anthropology Sociology Psychology	(E) Meaning purpose and truth (AT2) Ontology	(F) Values and commitments (AT2) Ethics
The Nature of Suffering: The life and Enlightenment of Siddatha Gotama	Wesak Meditation	Three marks of life Anicca, Dukkha, Anatta		Why is there suffering? What does it mean to be enlightened?	Do my actions cause others to suffer
Consequences of action : Karma The Wheel of Life: Nirvana	The Noble 8 fold path		How difficult is it to follow the Buddha's teachings	What rules in life should be followed?	How well do I take into account the needs of others?
The Sangha	Life in the Sangha	Buddhist Shrines Bhikkhus BHikkhunis	What does it mend to belong to a Buddhist tradition in UK? Western Buddhist Order	What gives meaning to life?	What am I committed to?

Sikhism at KS3: In planning select from

(A) Beliefs Teachings Sources (AT1) Meta physics and textual enquiry	(B) Practices and ways of life (AT1) Phenomenology	(C) Forms of expression (AT1) Language and communication	(D) Identity and belonging (AT2) Anthropology Sociology Psychology	(E) Meaning purpose and truth (AT2) Ontology	(F) Values and commitments (AT2) Ethics
The life of Guru Nanak Guru Granth Sahib The nature of God	The Gurdwara The Langer Gurpurbs (festivals related to the Gurus)	Nishan Sahib Diwan Kirtan Mul Mantra The role of the Granthi	The importance of the Gurdwara in UK	Why do people need to meet in community?	How welcoming are we to those in need
Sewa Equality Kirat Karna	The Role of women in Sikhism Attitudes toward Peace War and Social Justice Attitudes toward other Religions	Ragis Bhangra Nma Simaran – mediating on the name Different groups in Sikhism –Amrit Dhari, Sahaj Dhari 3HO (Healthy Holy and Happy –white converts in USA)		How important is a job to giving your life purpose? Can life be divided into the sacred and the secular?	Should people’s religious views be made allowance for in the workplace?
The importance of the Gurus Guru Gobind Singh	The Khalsa : Amrit Sanskar Singh and Kuar Marriage and the Lavan Pilgrimage Amritsar Harimandir	Vaisakhi The Panj Kakke (5K's)	Making a commitment to what you believe in	What causes people to live in certain ways? How important is it to have a homeland?	How do I show commitment to what I believe in?

KS3 Secular World Views

See Humanism for Schools: www.humanismforschools.org.uk for Toolkits and British Humanist Association: www.humanism.org.uk
 NB. Based on Humanism but Atheist and other secular world views could/should be considered. In planning select from:

(A) Beliefs Teachings Sources (AT1)	(B) Practices and ways of life (AT1)	(C) Forms of expression (AT1)	(D) Identity and belonging (AT2)	(E) Meaning purpose and truth (AT2)	(F) Values and commitments (AT2)
Meta physics and textual enquiry	Phenomenology	Language and communication	Anthropology Sociology Psychology	Ontology	Ethics
Humanists live good lives without religious or superstitious beliefs, making best of the one life we have by creating meaning and purpose for ourselves.	Humanists want a world where everyone lives cooperatively on the basis of shared human values and respect for human rights. Seven Humanist characteristics (Law, S. ³)	Humanism is an ethical and fulfilling non-religious lifestance involving a naturalistic view of the universe.	Humanists do not think that universe needs a divine power outside of itself in order to have value . We determine its value.	Gods are myths created by humans. Universe is not two separate realms, natural and supernatural, only one realm, the natural.	Humanists don't look to sacred texts for guidance; challenge religious privilege and faith; are atheists or agnostics. Evil god hypothesis and suffering. (Stephen Law)
How do Humanists know something is true? (Toolkit 4) Think for yourself (moral autonomy) using reason, evidence and the scientific method.	Humanists do not believe that truth comes from divine beings because gods (atheism) and supernatural beings (naturalistic) do not exist.	Peer reviewed scientific journals. Art of Cezanne, Van Gogh, Francis Bacon, Andy Warhol.	Humanists use satire to reveal truths about religion. What do Humanist comedians believe? e.g. David Baddiel, Stephen Fry, Ricky Gervais, Robin Ince.	Science gradually refines and extends human knowledge to reveal further 'truths'. Religious faith is belief which is not backed up by evidence.	Concepts of belief, humanism, agnosticism and atheism. Justice: Humanists do not expect justice in another life and so work for justice in this one. Humanism and 'free will'.

³ Law, S., Humanism, A Very Short Introduction, 2011, Oxford, Oxford University Press, p. 1-3

<p>How do Humanists tell right from wrong?</p> <p>Humanists can be moral without gods. (Toolkit 5)</p>	<p>Weigh up evidence. Decide for yourself what are the effects of your actions. What actions results in the most happiness and least pain and suffering (Utilitarianism) and most human flourishing (e.g. not stealing or breaking promises)</p>	<p>Liberal moral philosophy. Good habits and discipline taught. Humanists oppose moral relativism. Don't rely on external authorities: politicians, gods, religions. Boomerang effect of morals decisions.</p>	<p>Use reason and empathy to decide what is right and wrong.</p>	<p>The Golden Rule: means treating other people as you would like to be treated yourself (empathy). Humanist Philosophy: death, evil, suffering, human cooperation, love.</p>	<p>Don't use people as means to end, (Kant's Categorical Imperative). Help other species to flourish. Humanist Morality: abortion, crime, drugs, embryos research, Euthyphro dilemma (Stephen Law), human rights, sex, war, poverty.</p>
<p>How do Humanists give purpose and meaning to life? What makes life worth living? What is a 'meaningful life'? A wild goose chase? (Toolkit 6)</p>	<p>Create own meanings and purposes in life using creativity, reason, love, empathy for others. No gods are needed for a meaningful purposeful life.</p>	<p>Humanist Celebrants for weddings, baby namings, funerals. Darwin Day.</p>	<p>This is the only life we have (no afterlife). What do Humanist writers and philosophers believe? e.g. Philip Pullman, Terry Pratchett and Stephen Law, Jonathan Miller.</p>	<p>Is the universe purposeless? (Atkins, P.⁴) Is there any evidence of a purpose or destiny beyond our own human lives?</p>	<p>Everyone can decide purpose of life for themselves. Live full and happy lives and help others do same. Is 'spirituality' or wonder and awe about the world, more meaningful?</p>
<p>Charles Darwin, Theory of Evolution by Natural Selection. The Scientific Method: The best way of understanding the universe.</p>	<p>Use scientific method, reason, critical thinking and evidence to understand the world. What do Humanist scientists believe? E.g. Richard Dawkins, Armand Leroy.</p>	<p>Humanist Celebrants for weddings, baby namings, funerals. Darwin Day.</p>	<p>Was the 'Big Bang' an agentless act? Did life evolve or was it created? What do Humanist scientists believe? eg. Peter Atkins, Brian Cox, Susan Blackmore, Stephen Hawking, Lewis Wolpert.</p>	<p>Do we believe religious texts when they contradict current science? Does religion inhibit rational thought?</p>	<p>Are religious texts as fallible as the humans who wrote them and should they be criticised, challenged, satirised and denounced? Is it right to try and convert others to a secular worldview or satirise faith?</p>

⁴ Atkins, P., On Being, a scientist's exploration of the great questions of existence, 2011, Oxford, Oxford University Press, p. 1-21

<p>Secularism and the Secular State</p> <p>Humanists campaign for a secular state; challenge religious privilege.</p> <p>History of Humanism</p> <p>The roots of Humanism go back 2,500 years.</p>	<p>State protects freedoms to worship / not worship, to express views critical of religion.</p> <p>Do cosmology, geology and evolution and other science explain workings of nature, supplanting religious texts?</p>	<p>Promote equal treatment in law and policy of everyone regardless of religion/ belief.</p> <p>20th Century: Alfred Ayer, British Humanist Assoc., Richard Dawkins, Julian Huxley, Bertrand Russell.</p>	<p>State takes neutral position to religion.</p> <p>Are human rights or equality compromised? Oppose totalitarianism.</p> <p>19th Century: Jeremy Bentham, Charles Darwin, George Eliot, Thomas Hardy, John Stuart Mill, Percy Shelley.</p>	<p>Are people unfairly privileged or discriminated against because of religion or belief?</p> <p>Renaissance: Bruno, Galileo Enlightenment: Descartes, Denis Diderot, Kant, Hume, Paine, Voltaire.</p>	<p>Protect freedom of individuals to follow, reject or criticise: religious, humanist or atheist beliefs.</p> <p>Ancient world: Aristotle, Averroes, Carvaka, Cicero, Confucius, Epicurus, Protagoras, Seneca, Socrates.</p>
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KS3 Hinduism

(A) Beliefs Teachings Sources (AT1)	(B) Practices and ways of life (AT1)	(C) Forms of expression (AT1)	(D) Identity and belonging (AT2)	(E) Meaning purpose and truth (AT2)	(F) Values and commitments (AT2)
Meta physics and textual enquiry	Phenomenology	Language and communication	Anthropology Sociology Psychology	Ontology	Ethics
Ahimsa	Ghandi and a life of non violence			Is it possible to live a life of non violence?	When do you think it is right to react violently?
Varna, Jati	The Caste system in India		The life of Hindus in the UK The importance of the temple		
Samskar : The Journey of life	Arranged and assisted marriage	Ceremonies : Sacred Thread, birth, marriage, funerals cremation	The importance of family in the Hindu tradition		How would you choose a life partner?

KS3 Islam

(A) Beliefs Teachings Sources (AT1)	(B) Practices and ways of life (AT1)	(C) Forms of expression (AT1)	(D) Identity and belonging (AT2)	(E) Meaning purpose and truth (AT2)	(F) Values and commitments (AT2)
Meta physics and textual enquiry	Phenomenology	Language and communication	Anthropology Sociology Psychology	Ontology	Ethics
The Importance of the Qur'an The Hadith	Shari'ah Law: The importance of respect	Wearing the Burqa	The Ummah The importance of Islamic tradition in a western culture	Should you follow your beliefs or the laws of the country? What is real equality for women?	What are your attitudes to the opposite sex based on?
The Khalifah	Greater and Lesser Jihad	Different groupings within Islam Sunni Shia Sufi	The importance of personal struggle to achieve self improvement		What is your attitude to self improvement?

KS3 Judaism

(A) Beliefs Teachings Sources (AT1) Meta physics and textual enquiry	(B) Practices and ways of life (AT1) Phenomenology	(C) Forms of expression (AT1) Language and communication	(D) Identity and belonging (AT2) Anthropology Sociology Psychology	(E) Meaning purpose and truth (AT2) Ontology	(F) Values and commitments (AT2) Ethics
Shoah: Jewish teaching about suffering and the Holocaust Judgement and forgiveness		Artistic responses to the Holocaust	The importance of Jewish Tradition Zionism and Israel	How could the Holocaust have happened? Never again? How should those of faith respond to persecution of other faiths?	What are your attitudes to those of other faiths, races , cultures and sexual orientation
Jewish Beliefs about life after death	Jewish Funeral Rites				

The Bahá'í Faith – Key Stages 2 and 3 in planning select from

(A) Beliefs Teachings Sources (AT1) Meta Physics and Textual Enquiry	(B) Practices and ways of life (AT1) Phenomenology	(C) Forms of expression (AT1) Language and Communication	(D) Identity and belonging (AT2) Anthropology, Sociology, Psychology	(E) Meaning purpose and truth (AT2) Ontology	(F) Values and commitments (AT2) Ethics
What do Bahá'is believe about God? God as unknowable	the Importance of Obligatory Prayer and Daily Worship Fasting How are God's attributes reflected in nature?	Symbols: The Ringstone Symbol; the 'Greatest Name'; the Nine-pointed Star Houses of Worship	What happens at a 19 Day Feast? What is important in Community Life?	What do Bahá'í writings say about the purpose of life? What do Bahá'is believe about life after death?	How do Bahá'is serve their community and Mankind?
Life of Bahá'u'lláh 'Abdu'l-Bahá as Exemplar	Pilgrimage The Holy Land	'Declaration of Faith' Individual Responsibility	Holy Days – Commemorations : Ascension of Bahá'u'lláh, Martyrdom of The Báb, Celebrations: Bahá'u'lláh's Birthday, Naw-Rúz (New Year), Ridvan Festival	Progressive Revelation – what is it? Concept of Unity of Religions – how is this explained and put into practice?	Individual Responsibility to seek truth
Unity and Equality of men and women, races and religions	What is special about the Bahá'í Administrative system? Bahá'í Marriage Laws	Importance of education for girls	Where do Bahá'is meet? Homes Houses of Worship (Temples)	How are local traditions valued in a global outlook?	Why are community projects important? What is a 'Youth Year of Service'?

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Appendices

Appendices: new support material to be distributed on memory sticks

- 'I can' statements with examples
- P levels in I can statements
- Policy on SMSC
- Right of Withdrawal
- RE Policy Exemplar Community VA and VC schools
- RE Policy for Academy Schools
- Glossary

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