

Cumbria Agreed Syllabus for **Religious Education**



Revised 2017

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Foreword

Cumbria's Standing Advisory Council for Religious Education (SACRE) is delighted to present this 2017 Agreed Syllabus which is the legal document to be followed for the teaching of RE in Community and Voluntary Controlled schools in Cumbria. Academies are also advised, and welcome, to use this syllabus.

This Agreed Syllabus is the basis on which the Office for Standards in Education (Ofsted) will determine the effectiveness of the delivery of RE.

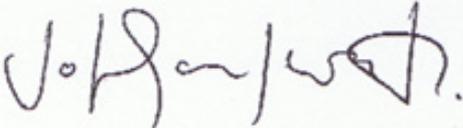
This Agreed Syllabus builds on the work which schools have been doing following the introduction of the 1998 syllabus and its revisions in 2005 and 2011. It is the statutory framework which guides schools developing their curriculum for RE. It gives the responsibility to each school to develop schemes of work in accordance with the appropriate programme of study at each statutory stage of education.

RE is key to helping young people grow up in today's multi-faith, diverse and connected world. RE aims to give pupils opportunities to develop their knowledge and understanding of religion and beliefs and to contribute to the development of their own beliefs and values. Children and young people have an entitlement to receive RE at all Key Stages. Everyone has their unique view of the world and RE is about exploring these views. RE can be taught using exciting and rigorous methodologies by teachers with a variety of backgrounds and viewpoints in a way that is relevant to all pupils.

I am grateful to the following members of the SACRE Agreed Syllabus working group for their detailed work, insight and professionalism in producing this syllabus:

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On behalf of the Local Authority, I would like to thank SACRE as the Agreed Syllabus Conference, under the leadership of Wendy Ridley, for undertaking the revision of this Agreed Syllabus.



John Macilwraith
 Director of Children and Families Services

What is the statutory basis of this Agreed Syllabus?

Religious Education (RE) is, by law, locally determined. The Cumbria Standing Advisory Council for RE (SACRE) must convene an Agreed Syllabus Conference every 5 years to review the existing syllabus. This SACRE approved syllabus is the basis on which all work in RE should be planned in Cumbria's community and voluntary controlled schools.

Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE. Whilst they are responsible for developing their own RE syllabus, Cumbria SACRE hope that they will choose to use this one.

Schools and governing bodies are required by law to ensure that all registered pupils aged 5-18 gain their statutory entitlement to RE throughout all years of compulsory education and in the sixth form. This has been part of statute since 1944. It was reinforced in the 1988 Education Reform Act and it remains so today. The legal requirement to teach RE does not apply to nursery classes but does to those pupils in reception.

This syllabus is not designed to indoctrinate pupils, or urge a particular religion or belief on pupils.

It is the head teacher's duty to ensure that:

- RE is provided in accordance with this Agreed Syllabus for all registered pupils at the school;
- There are appropriate resources and staffing to meet the aims of RE;
- Parents receive an annual written report on their child(ren)'s progress in RE;
- Requests from parents for the withdrawal of their child(ren) from RE are responded to and alternative arrangements made, so long as it does not incur any additional cost to the school or the local authority.

The governing body is responsible for ensuring that:

- RE is included in the basic curriculum;
- Sufficient time and resources are devoted to RE to ensure the school meets its legal obligations and provides an RE curriculum of quality.

What are the minimum time requirements?

RE is a core area of the curriculum. This syllabus is based upon the expectation that the equivalent of **at least one hour a week** is devoted to RE at each of the five Key Stages. This may be a lesson a week or it may be used flexibly to enable more sustained work, or cross-curricular work. All curriculum models must ensure that there is continuity, coherence and progression in all school years.

Students taking full course GCSE or A level RS will require considerably more time than this minimum requirement.

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

What religions and world views should be taught?

- **Christianity** should be studied throughout each key stage.
- The other 5 principal religions represented in Britain should be studied across the key stages. By the end of KS2 pupils should have an adequate understanding of at least 3 religions. They should also have knowledge of aspects of other religions and world views, especially those with a significant local or topical presence. By the end of KS 3, ideally pupils should have encountered all 5 of these principal religions. This will be easier to achieve if there is liaison between those who teach RE in KS 1, 2 and 3. At any key stage, it may be best achieved through a thematic approach.
- For the purpose of this syllabus the five principal religions, **other than Christianity**, are divided into:
 - Group A - Judaism and Islam**
 - Group B - Hinduism, Buddhism and Sikhism**

| | | | | |
|------------------|---|--|--|--|
| Foundation Stage | Learners should experience enquiry based RE related activities from a range of world religions to contribute to the Foundation Stage curriculum requirements. | | | |
| KS1 | Christianity | One other world religion from Group A or Group B. | Knowledge of aspects of other religions and world views. | |
| KS2 | Christianity | The same world religion as above. | Another world religion but from the opposite group. | Knowledge of aspects of other religions and world views, especially those with a local presence. |
| KS3 | Christianity | At least one from either Judaism , Islam, Hinduism, Buddhism or Sikhism. | | Knowledge of aspects of other religions and world views, especially those with a local presence. |
| KS4 | Christianity | One other principal religion or several from a thematic point of view. | | |
| | Or an RS course leading to a nationally recognised qualification. | | | |
| KS5 | An RS course leading to a nationally recognised qualification. | | The material from the KS5 section of this syllabus. | |

To ensure that all pupils' voices are heard and the RE curriculum is broad and balanced, opportunities may also be created for pupils to explore other beliefs such the Baha'i faith, Jainism and Zoroastrianism and secular philosophies such as humanism.

Pupils should study how religions and beliefs relate to each other, recognising both similarities and differences within and between them. They should be encouraged to reflect on the significance of interfaith dialogue and the important contribution religion and faith can make to combating prejudice and discrimination. Pupils should be encouraged to be tolerant and accepting towards people with different beliefs and views to their own.

What contribution does RE make to learning across the curriculum?

RE provides opportunities for all pupils to learn and achieve. RE should be a stimulating, interesting and enjoyable subject which encourages pupils to learn, enquire and evaluate what religions have to say about fundamental questions of life – how can we be happy, why are we born, why do we die, why is there suffering, what is the nature of reality, and does it all matter? It fosters in learners an understanding of the influence of religion and beliefs both locally and globally. It enhances the capacity to think coherently and consistently, enabling pupils to evaluate their own and others' views in a reasoned and informed manner.

What contribution does RE make to pupils' spiritual, moral, social and cultural development (SMSC)?

RE seeks to develop pupils' awareness of themselves. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It assists them to flourish individually within their communities and as citizens in a diverse society and global community. It enables pupils to appreciate their own and others' beliefs and their impact on individuals and societies. Pupils are encouraged to reflect on their own self-worth and uniqueness as human beings. RE plays a key role in the promotion of spiritual, moral, social and cultural development in schools.

RE contributes to the spiritual development of pupils by:

- exploring powerful questions of meaning and truth;
- understanding the importance of feelings, emotions and experiences in religious belief and practice;
- considering the value, purpose and dignity of human beings;
- reflecting on who and what matters in life in order to develop their own views and ideas on religious and spiritual issues;
- considering how religions and beliefs express key ideas and experiences;

RE contributes to the moral development of pupils by:

- reflecting on key values and ethics within religions and beliefs;
- considering influences on moral choices and ethical decision making;
- reflecting on what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice;
- considering the importance of rights and responsibilities and developing a sense of conscience and responsibility.

RE contributes to the social development of pupils by:

- studying a range of social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them;
- reflecting on how religions and beliefs lead to particular actions and concerns.

RE contributes to the cultural development of pupils by:

- promoting cultural understanding from a religious perspective through encounters with people, literature, the arts and resources from differing cultures;
- considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices;
- promoting inter-cultural understanding by encouraging pupils to question their own cultural pre-suppositions.

How can RE support British Values?

RE has always been a curriculum area where values are explored in depth. Since November 2014, through the curriculum and through SMSC, schools are legally required to promote British values defined as democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs. Concepts that support the teaching of British values regularly occur in RE.

Democracy: Through discussion in RE pupils can realise the significance of each person's ideas and experiences. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy - as does examining the concept of responsibility to share our voice and influence for the well-being of others.

The rule of law: In RE, pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They can consider the value of the rule of law, where all people are equal before the law.

Individual liberty: In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live free from constraints. Within RE, pupils can develop an understanding of themselves as situated in a particular cultural context by considering the cultural norms, rules, desires and pressures which restrain them, but also by considering the ways that they are free.

Mutual Tolerance: Learning about different ways of life and beliefs requires an understanding of difference. Quality RE teaching helps pupils to move beyond tolerance towards an increasing respect and the celebration of diversity. This should include hosting visitors and paying visits to places of worship and places of religious or spiritual significance.

Respectful attitudes: In the RE curriculum, mutual respect between those of different beliefs is developed, promoting an understanding of what society gains from diversity. Recognition and celebration of human diversity can flourish where pupils understand different faiths and beliefs, and are actively encouraged to be broad-minded and open hearted. Pupils should learn to disagree respectfully and teachers should challenge their choice of language when necessary.

The excellent teaching of RE will help pupils discuss in depth and learn to think for themselves about British Values.

Why is RE important?

RE is important because it enables the young people of Cumbria to express their own enquiring, informed and reflective views about beliefs and values.

RE contributes dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

RE teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

What are the aims of RE?

The aims of RE are to enable young people to be:

A. INFORMED Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. EXPRESSIVE Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

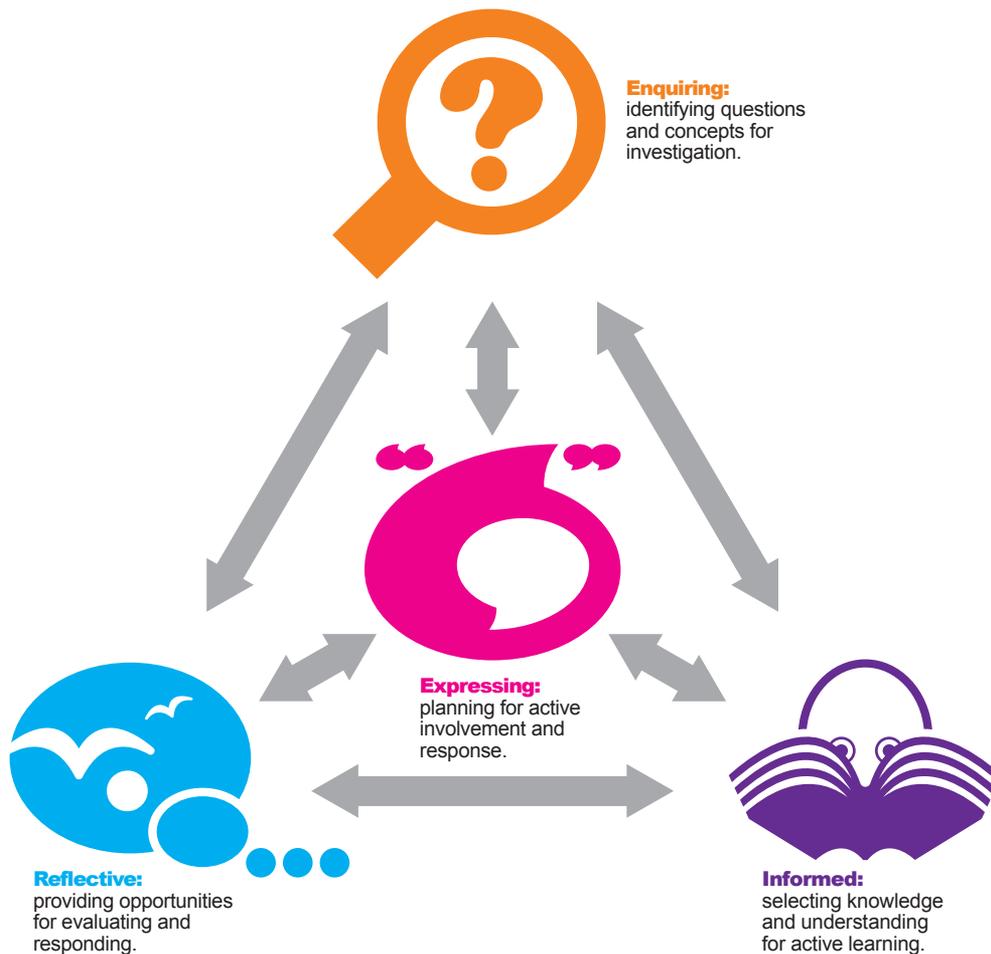
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including spiritual and ethical issues
- appreciate and appraise varied dimensions of religion or a worldview

C. ENQUIRING AND REFLECTIVE Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other's lives.

How are the aims of RE to be taught?

The aims of RE should determine the process of planning a RE unit of work as follows:



This diagram is a methodology for teaching and learning. Any of the four elements could be the starting point for planning or for delivery in the classroom but a balance of all four elements should be included during a unit of work to ensure the main aims and purpose of RE are met.

What is Enquiry in RE?

Enquiry is integral to the process of teaching and learning in RE so pupils are encouraged and challenged to question and be curious about the meaning, purpose and value of life. Enquiry involves both teachers and pupils identifying the main question or concept to be investigated. A question involves a concept; for example, the question ‘Is God a superhero?’ involves the concept of ‘God’ or ‘deity’. The question ‘What are crosses for?’ involves the concepts of symbolism and ‘life after death’.

Concepts are ideas which are used to interpret human experience and make sense of the world. Concepts arise from perception; perception is conceptually constrained.

When introducing concepts to pupils in RE it is useful to consider 3 groups of concepts:

1. Concepts common to all e.g. remembering, celebration, forgiveness, justice, generosity, gratitude, patience
2. Concepts shared by many religions e.g. God, worship, faith, sacred, compassion, service, pilgrimage
3. Concepts distinctive to particular religions e.g. dukkha, trinity, tawheed, khalsa, moksha

The following list of concepts for each of the 6 principal religions and Humanism is not exhaustive. There is overlap between them which can be built on to deepen and broaden learners' enquiry into and understanding of religion and beliefs.

Buddhism

1. Anatta (no-self)
2. Anicca (impermanence)
3. Dukkha (suffering)
4. Enlightenment
5. Equanimity and Compassion
6. Karma (cause and effect)
7. Meditation and concentration
8. Rebirth
9. Sangha (community)
10. Wisdom (understanding interdependence and nature of reality)

Christianity

1. Covenant
2. Fall
3. Forgiveness
4. Gospel
5. Incarnation
6. Relationship with God
7. Repentance
8. Salvation
9. Trinity
10. Creation

Hinduism

1. Atman
2. Dharma
3. Sannyasin
4. Diverse representations of God
5. Samsara
6. Ahimsa
7. Karma
8. Maya
9. Moksha
10. Reincarnation

Islam

1. Akhirah
2. Allah
3. Islam/Muslim
4. Sadaqah
5. Creation
6. Prophethood
7. Revelation
8. Jihad
9. Umma
10. Hajj

Judaism

1. Being Jewish/Israel
2. Creation
3. Death
4. Forgiveness
5. G-d
6. Justice and mercy
7. Kashrut
8. Mitzvot
9. Shabbat
10. Torah

Sikhism

1. Gurmat
2. Guru
3. Guru Granth Sahib
4. Hukam
5. Khalsa
6. Kirat karna
7. Nam Simran
8. Peace, Justice and Tolerance
9. Sewa
10. Vand chhakna

Humanism

1. Atheism and Agnosticism
2. Empathy and Compassion
3. Happiness
4. Meaning in life without afterlife
5. Morality as a human construct
6. Reason and Scepticism
7. Rights and Responsibilities
8. Science and World Knowledge
9. Universe as a natural phenomenon
10. Humanist Ceremonies

How will pupils progress in RE?

| A: Know about and understand | At the end of KS1 pupils will be able to: | At the end of KS2 pupils will be able to: | At the end of key KS3 pupils will be able to: |
|---|---|---|--|
| A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities. | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas. | Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences. |
| A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews. | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. | Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and worldviews as coherent systems or ways of seeing the world. |
| A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. | Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. | Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them. |

| B: Express and communicate | At the end of KS1 pupils will be able to: | At the end of KS2 pupils will be able to: | At the end of KS3 pupils will be able to: |
|--|---|--|---|
| B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. | Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. | Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. | Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology. |

| B: Express and communicate | At the end of KS1 pupils will be able to: | At the end of KS2 pupils will be able to: | At the end of KS3 pupils will be able to: |
|--|---|---|--|
| B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. | Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. |
| B3. Appreciate and appraise varied dimensions of religion. | Notice and respond sensitively to some similarities between different religions and worldviews | Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews. | Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied. |

The content in Aims A and B of this progression grid are the vehicle through which the skills in Aim C will be developed.

| C: Gain and deploy skills | At the end of KS1 pupils will be able to: | At the end of KS2 pupils will be able to: | At the end of KS3 pupils will be able to: |
|---|---|--|--|
| C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. | Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. | Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry. | Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy. |
| C2. Enquire into what enables different communities to live together respectfully for the well-being of all. | Find out about and respond with ideas to examples of co-operation between people who are different. | Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. | Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews. |
| C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives. | Find out about questions of right and wrong and begin to express their ideas and opinions in response. | Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. | Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media. |

How should attainment be assessed?

The purpose of assessing attainment is to show:

- how well the pupils are doing
- what they need to do next to make progress
- how effective the curriculum and teaching are

In the Foundation Stage children's attainment in RE is assessed in relation to the DfE's 2014 EYFS Profile (Appendix 1).

The statements in the progression grid (Pages 10-11. See also Pages 14-18) provide the basis on which to make judgements about pupils' performance at the end of KS1, 2 and 3. At KS 3 and 4, national levels are often the means of assessing attainment - where this does not apply the progression statements could be used.

RS grade descriptors for GCSE graded 9 to 1 can be found at: <https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1/grade-descriptors-for-gcses-graded-9-to-1-religious-studies>

Cumbrian schools should report to parents on pupils' progress and attainment in RE at the end of each year.

Appendix 1: Subject Content for the EYFS

RE is a legal requirement for pupils in Reception. Pupils should encounter religions and beliefs through special people, books, stories, times, places and objects and by visiting places of worship. They should be introduced to subject specific words and use all their senses to explore beliefs and practices. Pupils should be encouraged to ask questions and reflect on their feelings and experiences and use their imagination and curiosity to develop an appreciation of and wonder at the world. RE should, through planned, purposeful play and a mix of adult-led and child- initiated activity, provide these opportunities for pupils.

These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE 2014)

Cumbrian schools should report to parents on pupils' progress and attainment in RE at the end of each year.

Teaching and learning in RE can give children opportunities to:

- experience a rich language environment; to develop their confidence and skills in expressing themselves;
- and to speak and listen in a range of situations.
- be active and interactive and to develop their co-ordination, control and movement.
- find out about food from a range of cultures and make healthy choices in relation to food.
- develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; and to have confidence in their own abilities.
- enjoy a range of reading materials (books, poems and other written materials) to ignite their interest in reading, writing and the world around.
- provide meaningful opportunities for exploring number, shapes, spaces and measures.
- make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Communication and language:

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Personal, social and emotional development:

- Children are confident speaking in a familiar group and will talk about their ideas.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences. They work as part of a group or class, and understand and follow the rules, adjusting their behaviour to different situations.
- They show sensitivity to others' needs and feelings and form positive relationships with adults and other children

Literacy

- Children read and understand simple sentences and demonstrate understanding when talking with others about what they have read.
- They write simple sentences which can be read by themselves and others.

Understanding the world

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Expressive arts and design

- Children sing songs, make music and dance. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

In planning for RE lessons, teachers should enable children to develop characteristics of effective learning by providing opportunities to:

- investigate and experience things eg handle artefacts, visit places of worship
- play and explore eg respond to religious stories using toys or role play
- 'have a go', concentrate, persevere, enjoy achievements and develop strategies for doing things eg when responding to their experiences
- have and develop their own ideas and make links between ideas, eg when deciding how to present their learning to others

Subject Content for KS1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material taught and in response to questions about their ideas. Pupils should be taught to:

| Requirements | Examples |
|--|--|
| A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | <ul style="list-style-type: none"> • Pupils enact stories and celebrations from Easter, Divali or Id ul Fitr, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors into school to talk about their festivals • Pupils experience thanking and being thanked, praising and being praised, and notice ways some Christians or Jews thank and praise God • Linking to English and IT, pupils recount a visit to a local church using digital photos and find out about the meanings of symbols for God that they saw. |
| A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. | <ul style="list-style-type: none"> • Pupils choose their favourite 'wise sayings' from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them • Pupils retell (e.g. through drama) 2 different stories about Jesus considering what they mean. They compare the stories and think about what Christians today can learn from the stories • Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters in the stories showed, and recognising the religions from which the stories come • Pupils ask and answer 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews. |

| Requirements | Examples |
|---|---|
| A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. | <ul style="list-style-type: none"> • Pupils choose to find out about the symbols of 2 different religious traditions, looking for similarities between the ways symbols such as light, water, trees or rock are used • Pupils discover how and why Muslims wash, bow and pray in a daily pattern, noticing similarities to another religion or worldview • Pupils select examples of religious artefacts from Christianity or Judaism, ask questions about them, find out what they mean and how they are used in festivals and worship • Pupils hear 3 moral stories, e.g. from Christians, Hindus and humanists, and discuss whether they say similar things about how people could behave. |
| B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | <ul style="list-style-type: none"> • Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. Harvest festivals, and in generosity to those in need), responding to questions about being generous • Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all • Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness |
| B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | <ul style="list-style-type: none"> • Pupils learn about the daily life of a Muslim or Jewish child (e.g. from a teacher's use of persona dolls), and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities. Pupils also make a list of the ways they show how they belong. • Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? • Pupils watch a film clip about the Hindu creation story and talk about different stages of the cycle of life. |
| B3. Notice and respond sensitively to some similarities between different religions and worldviews. | <ul style="list-style-type: none"> • Pupils use a set of photos or a list of religious items they have encountered in KS1 RE to sort and order, saying which are connected to a particular religion and which are connected to more than 1 religion • Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about 2 different religions or worldviews about which they have learned. |
| C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. | <ul style="list-style-type: none"> • Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others. • Pupils ask and answer a range of 'how' and 'why' questions about how people practice their religion. • Linking to P4C pupils think about and respond to 'big questions' in a classroom enquiry using a story of Adam and Eve or a video clip of children asking questions about God as a stimulus. |
| C2. Find out about and respond with ideas to examples of co-operation between people who are different. | <ul style="list-style-type: none"> • Pupils discuss stories of co-operation from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting'. • Linking to English and PSHE pupils play collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action. • Pupils notice and talk about the fact that people come from different religions, responding to the questions- 'How can we tell? How can we live together when we are all so different?' |

| Requirements | Examples |
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| C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. | <ul style="list-style-type: none"> • Pupils respond to a quiet reflection or a guided visualisation by choosing a value they think the world needs more of today from a list of values, and by illustrating their choice in different media • Linking to English, pupils ask questions about goodness, and write sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean. • Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God. |

Subject Content for KS2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

More specifically pupils should be taught to:

| Requirements | Examples |
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| A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. | <ul style="list-style-type: none"> • Pupils make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or ‘the Holy Land’ for Christians, describing the motives people have for making spiritual journeys • Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all • Pupils compare how Christians, Muslims, Hindus or humanists celebrate a marriage and express and argue for ideas of their own about partnership, in discussions or in writing. |
| A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | <ul style="list-style-type: none"> • Linking to English, pupils consider how some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur’an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different traditions. They respond to the ideas found in the texts with ideas of their own • Pupils investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own • Pupils compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus’ birth, exploring how they are remembered and celebrated in a range of Christmas festivities. |
| A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. | <ul style="list-style-type: none"> • Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study • Pupils consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama. • Pupils describe the impact of Hindu teaching about harmlessness (ahimsa) on questions about what people eat and how people treat animals. They express their own ideas. |

| Requirements | Examples |
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| B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. | <ul style="list-style-type: none"> • Linking to History and Design Technology pupils consider how the architecture of churches, mosques, mandirs or gurdwaras expresses a community's way of life, values and beliefs • Pupils develop their understanding of beliefs about life after death in 2 religions and humanism through seeking answers to their own questions and articulating reasons for their own ideas and responses • Pupils use their detailed understanding of religious practice such as the 5 Pillars of Islam and worship of a deity in a Hindu home and at a mandir to describe the significance of being part of a religion. |
| B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. | <ul style="list-style-type: none"> • Pupils explore the lives of key leaders from Buddhist and Christian contemporary life, describing the challenges they have faced and the commitments by which they have lived • Pupils find out about how celebrating Divali brings the Hindu or Sikh community together, and expresses commitment to values of interdependence and generosity • Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God. |
| B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. | <ul style="list-style-type: none"> • Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history (e.g. in Passover and Lent) • Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them • Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development. <p>Note: different dimensions of religion or worldview include narratives, beliefs, ethics, social life etc.</p> |
| C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. | <ul style="list-style-type: none"> • Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins • Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview • Pupils discuss and debate reasons why people have different ideas about the divine e.g. whether God exists and what is God. |
| C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. | <ul style="list-style-type: none"> • Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development. <p>Note: This work offers opportunities for engagement with religions with a local presence: pupils may learn about the contributions of, for example, Jains, Zoroastrians or members of the Baha'i faith to inter faith work. These communities can also be studied elsewhere in the RE curriculum.</p> |

| Requirements | Examples |
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| C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. | <ul style="list-style-type: none"> • Pupils apply their ideas about justice and fairness to the work of 3 development charities e.g. Christian Aid, Islamic Relief and Oxfam • Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (e.g. victims of natural disasters or prejudice, people who live with disabilities or people affected by war) • Linking to Citizenship, pupils consider the 10 Commandments (Jewish) and the 5 Precepts (Buddhist), expressing their ideas about right and wrong in the light of their learning. |

Subject Content for KS3

Students should extend and deepen their knowledge and understanding of a range of religions and worldviews recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions. Pupils should be taught to:

| Requirements | Examples |
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| A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences. | <ul style="list-style-type: none"> • Linking to History, students plan and report on an investigation into the impact of 2 key leaders, thinkers or founders of religions or worldviews on their communities or on individuals today • Students examine how spiritual experiences (such as sensing the presence of God, or the experience of answered prayer) have an impact on some members of different communities. They develop reasoned arguments to support their ideas about these kinds of claims or events • Linking to Geography, students investigate the demographics of Christianity, Judaism or Sikhism or 'No Religious belief' in their local area and wider region. <p>Note: this is an aspect of RE that provides many opportunities for students' social and cultural development.</p> |
| A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world. | <ul style="list-style-type: none"> • Students develop their moral reasoning skills by studying moral ideas from Humanism about good ways to live. They compare these ideas with Christian sources of authority and wisdom, responding systematically • Students select and interpret texts from the Qur'an and Hadith to explain and exemplify their understanding of Muslim beliefs and ways of seeing the world • Students consider how sacred writings such as the Torah or the Bhagavad Gita, or other sources of wisdom, provide ethical guidance and spiritual nurture to members of different communities • Students consider why so many sources of wisdom and authority in religions and worldviews are men, and so few are women. They appraise some sources of female wisdom, from within or beyond religions and worldviews • Students consider the importance of experience as a source of wisdom and authority including religious experience and everyday human experience. <p>Note: The focus on interpretation of religions and worldviews requires learners to be active in engaging with texts and issues and responding with reasoned ideas of their own.</p> |

| Requirements | Examples |
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| <p>A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</p> | <ul style="list-style-type: none"> • Students investigate the life, teaching and example of Jesus, responding to Christian theology and other views of his influence with their own interpretations and insights • Students plan an investigation into examples of daily practice of Buddhists, Christians, Hindus, Jewish people, Muslims and / or Sikhs in Britain, examining in particular some similarities and differences in spiritual practice, ethics, beliefs and community life • Students explore different ways of expressing beliefs and values in architecture, music, media and the arts, building their understanding of diversity within the religions and worldviews they study. <p>Note: This focus on expression and communication connects the ways people from different religious or non-religious backgrounds express their ideas to the ways learners themselves express their own ideas. Both are equally important in good RE learning.</p> |
| <p>B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</p> | <ul style="list-style-type: none"> • Students plan, write and deliver an illustrated talk about different views of life after death, from, for example, a humanist, a Buddhist and a Christian, using arguments from philosophy of religion and human experience to evaluate varied ideas thoughtfully • Students use ideas from the sociology of religion, the psychology of religion or the philosophy of religion to explain the appeal of a non-religious or a Buddhist, Islamic or Christian identity to millions of people in Britain and / or the wider world today • Students experience dialogue between members of different religions and those who hold a non-religious worldview. They consider theological questions about truth that arise, giving reasons for the ideas they hold. <p>Note: in working to meet this aim, students may encounter religions and worldviews with a significant local presence, even if their national numbers are small. Examples might include members of the Bahá'í faith, Jains, Zoroastrians, Latter Day Saints or Jehovah's Witnesses.</p> |
| <p>B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</p> | <ul style="list-style-type: none"> • Students investigate and evaluate in an essay the influence of some contemporary 'great lives' on religious communities and the wider world, weighing up ways in which the commitment of key leaders can inspire whole communities. They also consider questions about possible dangers of commitment • Students use an ethnographic approach to interview believers representing diversity within a tradition about what makes religious living challenging in Britain today e.g. from Sunni and Shi'a Islam, Protestant and Catholic Christianity or Orthodox and Reform Judaism. • Students select a religious controversy in current affairs to investigate (examples: What rights can migrant religious community members expect in the UK with regard to their religious practice? Why do some people convert from 1 religion to another? Why might some people from different religious groups or worldviews think that protecting the environment is not a major priority?) Students present arguments from both sides of the controversy to show their ability to analyse issues from different perspectives. <p>Note: Engagement with controversial issues is at the heart of good RE and one aim of RE is to enable respectful disagreement.</p> |

| Requirements | Examples |
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| <p>B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.</p> | <ul style="list-style-type: none"> • Students consider the questions: What is religion? What is a worldview? They develop skills to interpret claims made by different religions and worldviews about the nature of reality and the value of religion • Students use methods of study from history, theology and philosophy to assemble a coherent case for their answer to the question: In the twenty first century world, is religion a force for good, or not? • Students examine questions about whether religion and spirituality are similar or different, about how different religions and worldviews relate to each other and about collaboration and conflict between individuals and communities, including inter faith. • Students consider questions about whether different religions are compatible or incompatible, in for example their ideas about God or the ultimate reality or deciding how to live a good life. <p>Note: students should build understanding of religion as a phenomenon, rather than merely studying religions and worldviews one by one.</p> |
| <p>C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.</p> | <ul style="list-style-type: none"> • Linking to Science, students examine arguments about questions of origins and purpose in life (Where do we come from? Why are we here?) • Students develop insight into and understanding of why some people argue that science and religion are compatible and others argue that they aren't • Linking to expressive arts, students investigate the ways drama, broadcast media and visual artists explore questions about the meaning of life, selecting and explaining examples that they find compelling and relating these to the teaching of different religions and worldviews • Students develop their skills in reasoning and constructing arguments by debating questions and dilemmas about the nature of human life and the moral responsibilities of being human. |
| <p>C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.</p> | <ul style="list-style-type: none"> • Students consider what religions and worldviews say about what makes people happy. They seek and articulate explanations for links between character, well-being and happiness, especially in relation to living with difference in our communities • Linking to Citizenship Education and History, students consider responses to genocide from different religions, for example studying the thought, theology and activism of Primo Levi, Elie Wiesel and Dietrich Bonhoeffer in response to Nazism. <p>Note: this provides significant opportunities for SMSC development.</p> |
| <p>C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p> | <ul style="list-style-type: none"> • Students consider the impact of ethical choices. They could create a 'multi-path narrative' about a contemporary moral issue, showing what the consequences of different choices might be and evaluating the impact of moral choices with discernment • Students make compelling and reasonable connections between what religions and worldviews teach and what they say about issues such as starvation around the world, the sanctity of life, environmental ethics, war or prejudice • Students consider philosophical, ethical and religious questions about what it means to be human, for example questions posed in relation to the development of new medical technologies. <p>Note: this provides significant opportunities for students' moral and social development.</p> |

Appendix 2: Suggested Learning Experiences for KS1

Buddhism

- Listen and respond to stories about the life of Prince Siddhartha and how he became the Buddha.
- Use drama or finger puppets or IT to re-tell the story or sequence pictures of episodes in his life.
- Discuss the qualities of a good person, who we think is a good person and our idea of a perfect person.
- Discuss who is important to us and people who influence how we behave and live.
- Ask questions after looking at pictures or statues of Buddha.
- Talk with a Buddhist about the use of the Buddha image and the qualities Buddha showed.
- Experience periods of stillness and reflection and recognise their importance in a busy life.
- Explore Buddhist stories about the natural world.
- Discuss why Buddhists try not to kill animals or insects.
- Participate in a Community of Enquiry focusing on how we feel about hurting animals and insects.
- Appreciate and respond to the beauty of the natural world and how things are interconnected.
- Consider what happiness is, what brings happiness and how we can contribute to the happiness of others
- Design posters entitled 'Happiness is...'
- Make a class Bodhi tree of kind thoughts.
- Listen and respond to stories about Buddhist values such as compassion and the way people should treat one another e. g. Prince Siddhartha and the Swan, The Monkey King, Jataka stories (accounts of the past lives of Buddha).
- Think about ways in which we hurt each other and discuss stealing, telling lies, bullying etc.
- Decide what values are important to our community, e.g. class or school.
- Listen and respond to stories of how suffering can be eased, e.g. The Buddha and Nalagri the Elephant.
- Reflect on the examples set by characters in these stories and discuss which example we should follow.
- Reflect on people in our lives, or in stories we read, who are wise.
- Discuss the special clothing and customs associated with Buddhist monks and nuns.
- Experience being in a Buddhist temple or a virtual tour using film clips
- Reflect on the need for rules in our lives and which rules are important to us.
- Show awareness of the difference between right and wrong, with reference to events in our daily lives.
- Look at, and talk about, some of the items associated with a Buddhist home shrine and discuss the meaning of the symbols. Set up a shrine in the classroom.
- Examine a range of Buddhist artefacts e.g. prayer wheels, prayer flags, prayer beads.
- Reflect on what it feels like to give and receive gifts.
- Recognise and reflect on what is good in ourselves and in each other.
- Make a prayer wheel of kind thoughts or individual prayer flags.
- Use film clips to explore links between some Buddhist festivals and events in the life of Buddha.
- Talk about festivals with which we are familiar and ways they are celebrated.
- Talk with a Buddhist, or watch a film clip about Buddhist family life and identify what is important to Buddhists.
- Use a Persona Doll to consider the similarities and differences between Buddhist family life and other families.
- Use IT to hear Buddhists talking about their beliefs.
- Share feelings about the importance of friends and family and belonging to a group.
- Discuss how we might copy people we like.
- Talk about all the things that people throughout the world have in common.
- Think about how adults, especially parents, show love and care for their children and how groups and families welcome new members.
- Role play how children might show respect for grandparents, parents and teachers.
- Find out where a special place for Buddhists is e.g. Bodhgaya is in India.

Christianity

- Learn that God is very important to Christians. Discuss different ideas about God being Creator and Father.
- Identify questions about life and living which puzzle us.
- Recognise that some questions can be answered in different ways with more than one answer or no answer.
- Share different understandings of God which people might have.
- Discuss the Christian belief that Jesus is special and precious.
- Respond to various images of Jesus
- Reflect on 'Who is special to me?' and 'Why am I special?'
- Role play ways we show we care for others and the effects of not caring for others.
- Listen to stories about what Jesus taught and did. Use drama, puppets or IT to re-tell some of the parables.
- Sequence and discuss pictures of episodes in the life of Jesus. What qualities do Christians look for in a friend?
- Explain the qualities Christians believe Jesus showed e.g. compassion Luke 5 v18-26; teacher Matthew 19 v19; friendship Mark 10 v13-16
- Use role play, freeze frame, drama, mime, P4C or IT to explore events in our lives which evoke emotions similar to those in the stories of Jesus.
- Visit a local church. Ask questions about churches shown on IT, photos, posters, or film clips.
- Participate in periods of stillness and quiet reflection.
- Reflect on places which are special and why.
- Discuss the value of being part of a group which supports its members.
- Invite local clergy or lay members to school and interview them about their work and role.
- Share feelings about belonging to a group and what belonging means.
- Examine and describe symbols associated with worship e.g. cross, candles, prayer book, rosary, special clothes, colours related to the church year, stained glass windows.
- Role play a baptism or a wedding. Make a class photo collection of family celebrations e.g. birthdays, anniversaries.
- Listen to and consider some examples of Christian prayer. Make up individual prayers or a class prayer of thanks.
- Explore the lectern or other places where the Bible is read. Talk about the importance of the Bible to religious people.
- Make a questionnaire about people's favourite Bible readings and why or how they use them.
- Decide what to put in a class 'Special Book' and whether to keep it in a special place. Record own story for 'special book' to play back and share with others.
- Consider that some Christians experience God in the beauty, pattern and order of the natural world.
- Explore the Genesis Creation stories.
- Choose from a range of musical examples provided by the teacher which would be most suitable for the 7 'days' of creation.
- Use the 5 senses to explore nature and reflect on aspects we think are beautiful. Consider our responses and attitudes to the natural world. Should we care for living creatures? What happens if we don't care for our environment?
- Be involved in caring for the local environment or school garden.
- Listen to some stories, poems, psalms, and sayings from the Old and New Testament.
- Explore possible meanings of a variety of Biblical texts.
- Reflect on 'Love thy neighbour' in a Community of Enquiry.
- Experience Godly play.
- Participate in a Community of Enquiry focusing on our values, and behaviour and our reactions.
- Know that the Bible contains some rules for living followed by Jews, Christians and others.
- Introduce some of the 10 Commandments - (Exodus 20:3-17) and discuss their importance for Christians and others.
- Create '3 commandments' for playtime.
- Consider the life of Saint Francis as an example of caring for animals.
- Share thoughts about what is right and wrong in our treatment of the environment and all living creatures and what our responsibilities might be.
- Discuss people who influence how we behave and live.
- Design a display to illustrate a Biblical theme e.g. 'Loving Our Neighbour'; 'Holy Week' etc.
- Share feelings of being let down by friends. Discuss how friendships may be healed.
- Find out about organisations which show care and concern, e.g. Help the Aged, Christian Aid, Barnardos.
- Think about how and why people show concern for others. Reflect on those who have shown concern for us.
- Explore ways to help people in our community.
- Talk about Sunday as a special day and how for Christians it may be different from other days.
- Talk with a Christian, or watch a film clip about Christian family life and identify what is important to Christians.
- Use a Persona Doll to consider the similarities and differences between Christian family life and other families.

- Talk about all the things that people throughout the world have in common.
- Listen to and respond to the Christmas story. Explore how and why Christmas is a Christian festival.
- Look at and handle artefacts associated with the religious side of Christmas, e.g. crib.
- Make a Christmas tableaux. Make festival food and investigate festival symbols.
- Find out about St. Nicholas as a gift giver.
- Investigate how stories which convey the themes of Christmas may relate to experiences and feelings in our lives.
- Talk about customs associated with the birth of a baby, vulnerability, being loved, protected, giving, receiving.
- Discuss giving and the true values of Christmas - peace, thinking of others, sharing.
- Discuss and/or conduct a survey as to how foods help us celebrate special events such as festivals.
- Listen to and respond to the Easter story. Explore how and why Easter is a Christian festival.
- Look at and handle artefacts associated with the religious side of Easter, e.g. Paschal candle. Make an Easter garden.
- Investigate how stories which convey the themes of Easter may relate to experiences and feelings in our lives.
- Talk about signs of new life, decay, beginnings and endings.

Hinduism

- Learn that the One God is very important to Hindus.
- Look at, and talk about statues or pictures of Ganesha, Krishna, or Shiva. Discuss how they show the many facets of God.
- Share different understandings of God which people might have.
- Reflect on the fact that though we are one person we behave differently at different times and in different roles.
- Consider that some Hindus experience God in the beauty, pattern and order of the natural world.
- Find out about the Hindu attitude to Creation and living things.
- Listen to a Hindu story of creation and make a display in words and pictures.
- Use the 5 senses to explore nature and to reflect on aspects we think are beautiful. Appreciate and respond to the beauty of the natural world and how things are interconnected.
- Reflect on how and why people care for animals. Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.
- Hear and respond to Hindu stories which illustrate Hindu values of respect, honesty and truthfulness.
- Discuss how Hindu stories might guide people in their daily life.
- Enquire into the need for rules in our lives and which rules are important to us.
- Show awareness of the difference between right and wrong, with reference to events in daily life.
- Think about how parents show love and care for their children and welcome new members.
- Role play how children might show respect for grandparents, parents and teachers.
- Listen and respond to stories from the Ramayana, and explore illustrated versions of the Rama and Sita story.
- Discuss how stories like this might guide people in daily life.
- Discuss the qualities of heroes and heroines and what it means to have courage.
- Discuss people who influence how we behave.
- Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the stories of Rama and Krishna.
- Experience being in a Hindu temple or a virtual tour using film clips.
- Look at pictures, and film clips of the Arti ceremony and identify some of the items associated with it.
- Look at, and talk about, some of the items associated with a Hindu home shrine
- Describe any special possessions which make us happy and discuss associated feelings of loss.
- Reflect on what it feels like to give and receive gifts
- Watch a film clip about Rakshabandhan. Discuss ways of showing thanks to others. Make a rakhi for someone.
- Use a Persona Doll to consider the similarities and differences between Hindu family life and other families.
- Use IT to see Hindus talking about their beliefs.
- Share feelings about the importance of friends and family and belonging to a group.
- Discuss how we copy people we like.
- Listen sensitively as we hear about people and things that are special to others.
- Talk about all the things that people throughout the world have in common.
- Look at, and talk about, some of the items associated with a Hindu festival e.g. Divali or Holi.
- Use film clips to research the ways a Hindu festival is celebrated and discuss the reasons why it is celebrated.
- Listen and respond to stories associated with Hindu festivals and discuss how good conquers evil.
- Taste food associated with Hindu festivals.
- Share experiences of special occasions, why we celebrate and with whom we celebrate.
- Appreciate the need to respect objects that are special to other people.

- Share feelings of gratitude and thankfulness.
- Conduct a survey and make a frieze about the food we eat on special occasions.
- Find out where a special place for Hindu people is e.g. the River Ganges is in India.
- Conduct a survey of places that are special in our lives and why they are special.

Islam

- Learn that the Muslim name for God is 'Allah'. Learn that God is very important to Muslims.
- Share different understandings of God which people have.
- Reflect on why names and titles are important.
- Listen and respond to stories about the life of the Prophet Muhammad p.b.u.h. (peace be upon him).
- Discuss how stories from the life of the Prophet Muhammad p.b.u.h. might guide people in daily life.
- Discuss the qualities of a good person; who we think is a good person; what a messenger is; and what qualities we would want in one.
- Show awareness about why we try to be 'good', what that involves and what 'courageous' means.
- Listen and respond to stories about the Prophet Ibrahim p.b.u.h. and his family.
- Talk about people who influence how we behave and live.
- Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the stories of the Prophets.
- Consider that Muslims experience God in the beauty, pattern and order of the natural world.
- Find out about the Muslim attitude to Creation and living things. Make a display in words and pictures.
- Use the 5 senses to explore nature and reflect on aspects we think are beautiful and how things are interconnected.
- Reflect on how and why we care for animals.
- Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.
- Learn that the Holy book for Muslims is the Qur'an and explore how it is treated with respect.
- Know that the Qur'an contains some rules for living followed by Muslims.
- Reflect on how we get advice and information from books and why some books are special.
- Reflect on the need for rules in our lives and which rules are important to us.
- Show awareness of the difference between right and wrong, with reference to events in daily life.
- Experience being in a mosque or a virtual tour using film clips.
- Look at, and describe, some items associated with Salah (e.g. head covering, prayer mat). Watch film clips about Wudu and Salah and identify where and how they take place.
- Reflect on daily routines and talk about cleanliness and occasions when washing is particularly important.
- Describe any special possessions which make us happy and discuss associated feelings of loss.
- Explore what Muslims mean by respect and how this is demonstrated in action.
- Role play how Muslims show they care for others through showing hospitality.
- Think about how adults, especially parents, show love and care for their children and how groups and families welcome new members.
- Role play how children might show respect for grandparents, parents and teachers.
- Talk with Muslims, or watch a film clip about Muslim family life and identify what is important to them.
- Use a Persona Doll to consider the similarities and differences between Muslim family life and other families.
- Use IT to see Muslims talking about their beliefs.
- Share feelings about the importance of belonging to a group and how we copy people we like.
- Listen sensitively as we hear about people and things that are special to others.
- Talk about all the things that people throughout the world have in common.
- Look at some of the items associated with a Muslim festival (e.g. Eid-ul-Fitr or Eid-ul-Adha).
- Use film clips to research the way a Muslim festival is celebrated and discuss the reasons why it is celebrated.
- Respond to stories associated with Muslim festivals and discuss how good conquers evil.
- Taste food associated with Muslim festivals.
- Share experiences of special occasions, why we celebrate and with whom we celebrate.
- Appreciate the need to respect objects that are special to other people.
- Share feelings of gratitude and thankfulness.
- Conduct a survey and make a frieze about the food we eat on special occasions.
- Find out where a special place for Muslim people is e.g. Makkah is in Saudi Arabia.
- Conduct a survey of places that are special in our lives and why they are special.

Judaism

- Learn that God, the One Creator, is very important to Jewish people.
- Share different understandings of God which people have.
- Discuss who is important to us and people who influence how we behave and live.
- Consider that Jewish people experience God in the beauty, pattern and order of the natural world.
- Listen and respond to stories and poems from the Tenakh, which refer to God as Creator, e.g. Genesis 1, Psalm 8,
- Psalm 148. Find out about the Jewish attitude to Creation and living things. Make a display in words and pictures.
- Reflect on how and why we care for animals. Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.
- Use the 5 senses to explore nature and reflect on aspects we think are beautiful. Appreciate and respond to the beauty of the natural world and how things are interconnected.
- Know that the Torah contains rules for everyday living, some of which were adopted by Christians.
- Introduce some of the 10 Commandments (Exodus 20:3-17) and discuss their importance.
- Reflect on the need for rules in our lives and which rules are important to us. Write own rules for a happy classroom.
- Show awareness of the difference between right and wrong, with reference to events in daily life.
- Research other laws e.g. Deuteronomy 22 v1-8.
- Explore some well-known sayings from the Torah, e.g. 'Love your neighbour as yourself' (Leviticus 19:18) and discuss what they mean.
- Role play how children might show respect for grandparents, parents and teachers.
- Examine how people show respect and kindness for each other and how it feels to receive it.
- Listen and respond to famous stories from the scriptures e.g. stories about Joseph and his brothers (Genesis 37 and 42); Moses and Miriam (Exodus 1-2); Ruth (Book of Ruth).
- Discuss people who influence how we behave.
- Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the stories from the Torah.
- Examine a mezuzah, and talk about why it is important.
- Experience being in a synagogue or a virtual tour using film clips.
- Discuss things that are important, especially in our own homes, and share feelings about them.
- Write own prayer or positive thought.
- Look at, and talk about, some of the items associated with the Friday night Shabbat meal.
- Use role play, freeze frame, drama, mime or IT to understand more about Shabbat.
- Discuss the belief that having a day of rest to observe.
- Explain times and occasions that are special in our homes.
- Describe a regular family ritual and discuss associated feelings.
- Talk with a Jewish person, or watch a film clip about Jewish family life and identify what is important to them.
- Use a Persona Doll to consider the similarities and differences between Jewish family life and other families.
- Use IT to see Jewish people talking about their beliefs.
- Share feelings about the importance of friends and family and belonging to a group.
- Discuss how we copy people we like.
- Listen sensitively as we hear about people and things that are special to others.
- Talk about all the things that people throughout the world have in common.
- Look at, and talk about, some of the items associated with Hanukkah.
- Use film clips to research the way a Jewish festival is celebrated and discuss the reasons why it is celebrated.
- Respond to stories associated with Jewish festivals and discuss how good conquers evil. Listen to and/or learn some Jewish songs.
- Cook and taste Jewish festival foods.
- Share experiences of special occasions, why we have celebrations and with whom we celebrate.
- Appreciate the need to respect objects that are special to other people.
- Share feelings of gratitude and thankfulness. Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the story of Hanukkah.
- Conduct a survey and make a frieze about the food we eat on special occasions.
- Find Israel, a special place for the Jewish people, on a globe or in an Atlas.
- Conduct a survey of places that are special in our lives and why they are special.

Sikhism

- Learn that God is very important to Sikhs.
- Share different understandings of God which people have.
- Know that Sikhs believe that all human beings are equal in the eyes of God so people should treat each other as equals.
- Consider that some Sikhs experience God in the beauty, pattern and order of the natural world.
- Find out about the Sikh attitude to Creation and living things. Make a display in words and pictures.
- Reflect on how and why we care for animals. Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.
- Use the 5 senses to explore nature and reflect on aspects we think are beautiful. Appreciate and respond to the beauty of the natural world and how things are interconnected.
- Learn that the Holy Book for Sikhs is the Guru Granth Sahib and explore how it is treated with respect.
- Know that the Guru Granth Sahib contains some rules for living followed by Sikhs.
- Reflect on how we get advice and information from books and why some books are special. Describe own special book or object and how we want others to treat it.
- Reflect on the need for rules in our lives and which rules are important to us.
- Show awareness of the difference between right and wrong, with reference to events in daily life.
- Listen to stories about Guru Nanak and/or Guru Gobind Singh.
- Make a class booklet about the life of Guru Nanak.
- Discuss the qualities of a good person and who we think is a good person.
- Discuss people who influence how we behave.
- Experience being in a gurdwara or a virtual tour using film clips.
- Watch film clips of Sikhs preparing food or serving in the langar to see how all people are treated as equals.
- Use IT to see Sikhs talking about their beliefs
- Discuss how we welcome visitors.
- Make a meal suitable for everyone in the class and discuss how we might feel if we couldn't join the meal and the meaning of people sharing food.
- Consider questions that are raised about sharing - why we sometimes can share and when it is hard.
- Listen to music from a Sikh service.
- Reflect on music which is special to us.
- Find out about the meaning of uncut hair for Sikhs.
- Watch a Sikh tie his turban using pictures or film clips.
- Discuss signs of belonging - uniforms, badges and symbols.
- Share experiences of belonging to a community.
- Use texts, reference books or IT to explore the Sikh naming ceremony and the meaning of the Sikh names Kaur and Singh.
- Reflect on why names and titles are important.
- Share experiences and feelings about joyful occasions such as the naming of a baby, birthdays and other celebrations.
- Talk with a Sikh, or watch a film clip about Sikh family life and identify what is important to Sikhs.
- Use a Persona Doll to consider the similarities and differences between Sikh family life and other families.
- Share feelings about the importance of friends and family and belonging to a group.
- Discuss how we copy people we like.
- Talk about all the things that people throughout the world have in common.
- Role play how children might show respect for grandparents, parents and teachers.
- Look at, and talk about, some of the items associated with a Sikh festival (e.g. Baisakhi).
- Use film clips to research the way a Sikh festival is celebrated and why it is celebrated.
- Listen and respond to stories about Sikh festivals and discuss how good conquers evil.
- Cook and taste Sikh festival foods.
- Share experiences of special occasions, why we have celebrations and with whom we celebrate.
- Appreciate the need to respect objects that are special to other people.
- Share feelings of gratitude and thankfulness.
- Conduct a survey and make a frieze about the food we eat on special occasions.
- Find out where a special place for Sikhs is e.g. the Golden Temple is in Amritsar in India.
- Conduct a survey of places that are special in our lives and why they are special.

Suggested Learning Experiences for KS2

Buddhism

- Explore Prince Siddhartha's childhood, and discuss the reasons why he abandoned life as a prince.
- Collect newspaper articles to create a mural which reflects the 1st Noble Truth about dissatisfaction and suffering.
- Consider the range of ways we can respond to our personal experience of dissatisfaction and suffering.
- Discuss the fact that Buddhists do not believe in a Creator God.
- Think about what it would be like for a famous celebratory today to give up everything they owned.
- Explore a variety of images of Buddha as an Enlightened Being. Choose a favourite, with reasons, then use a grid to draw a Buddha's face.
- Reflect on people in our lives, or in stories we read, who are wise. Discuss our idea of a perfect person.
- Talk about people who guide our life and behaviour.
- After a quiet contemplation express reactions to a Buddha statue in prose or poetry.
- Use texts/IT/drama to research, write or act out a 'This is Your Life' book for Buddha.
- Experience periods of stillness and reflection and recognise their importance in our busy lives.
- Discuss feelings about meditation, how we felt before and after.
- Imagine being a reporter alive at the time of Buddha. Write a newspaper article about his activities or record an interview.
- Participate in a P4C Enquiry focusing on the difference between being clever and being wise e.g. some clever people make bombs, are they wise?
- Role play the discussion Prince Siddhartha had with his charioteer about not returning to the palace.
- Reflect on why people want more, new or better things and whether 'things' can make us happy.
- Read some Jataka stories. Discuss which 'Perfection' or 'Power' was being taught in each story.
- Identify how the world would be if we all cultivated these 'Perfections' or 'Powers'.
- Write stories about animal characters that express important values.
- Share feelings about what compassion means and how it may be demonstrated.
- Interview a Buddhist about the meaning of moral precepts in their daily life or watch a film clip
- Design a poster or PowerPoint suggesting ways in which a Buddhist might try to avoid selfishness and greed.
- Agree on 5 moral precepts that we think everyone should uphold.
- Discuss why greed, gossip, and harsh speech might be unwise actions. If we steal are we stealing our own peace of mind?
- Visit a Buddhist temple, or use pictures, IT, or film clip to discover the importance of temples to Buddhists.
- Use an on-line virtual tour to study the features of a UK Buddhist temple then design a new one.
- Watch a film clip to see how Buddhist worship might be conducted in the temple and home.
- Identify what is important in daily prayer and why Buddhists meditate.
- Participate in a P4C enquiry focusing on what is worship and whether it is important in life.
- Talk with a Buddhist monk or nun about their lifestyle or ask questions after seeing a film clip about the life of a Buddhist in UK.
- Consider the value of living by rules or precepts and discuss why self-discipline is important.
- Discuss feelings about death and whether there is reincarnation or an afterlife.
- Discuss why a person might choose to take ordination and why they might find life difficult.
- Reflect on what it would be like to give up our possessions.
- Research traditions associated with rites of passage in Buddhism - birth, naming of children, marriage and death.
- Participate in a P4C enquiry about the transition from childhood to adulthood.
- Identify Buddhist symbols and artefacts and give interpretations of their meaning and purpose.
- Design and make a prayer flag or a prayer wheel filled with our own written prayers, poems or reflections.
- Examine a simple version of the Four Noble Truths, and make a poster or PowerPoint to illustrate them.
- Participate in a P4C Enquiry focusing on what beliefs are important in our lives.
- Design TopTrumps cards, write a magazine article or design a poster, PowerPoint or web page about 'What it means to be a Buddhist'. Make a glossary or Wordle.
- Develop a persona for Buddhist persona doll.
- Reflect on the difficulties of putting principals into practice.
- Design a game to reflect the cause and effect of actions.

Christianity

- Explore stories, pictures, symbols and metaphors which depict God as Father, Creator, Judge, Shepherd, King, Friend.
- Investigate various beliefs about the person of Jesus (Son of God; saviour, prophet; teacher) and the characteristics he displayed (social revolutionary; religious reformer).
- Discover how the concept of the Trinity is central in an understanding of God for Christians.
- Reflect on stories and metaphors in relation to our own ideas about God and ourselves.
- Discuss what and who we feel thankful for and how we show gratitude.
- Reflect on the fact that though we are one person we behave differently at different times and in different roles.
- Share the understanding of the word 'God' which people might have.
- Explore key events in Jesus' life in the context of his cultural, political and geographical background, e.g. his Jewishness, his relationships with family and disciples, his effect on different groups, his ministry.
- Research, write or act out a 'This is Your Life' book for Jesus, Mary, Peter or Paul.
- Consider the reasons why Jesus was executed.
- Analyse pictures of how Jesus is depicted in different cultures.
- Use hot-seating or Godly Play to compare experiences of people in biblical stories with our own experiences and feelings e.g. how might Jesus have felt when he was abandoned by his friends in the Garden of Gethsemane?
- What guides us in the choices we make? What causes us pain? Do we speak out for others?
- Participate in a P4C Enquiry focusing on what legacy Jesus left to the world or whether Jesus deserved to be executed.
- Visit at least 2 different places of Christian worship.
- Explore a variety of Christian places of worship using on-line virtual tours, film clips, photos or posters.
- Research through interviews or questionnaires why and how worship is important to local Christians.
- Study the features of a range of Christian places of worship then design a new church building using IT.
- Share experiences of periods of stillness, quiet reflection, awe and wonder in a place of worship.
- Reflect on the importance of doing things together and sharing rituals.
- Explore and express emotions of wonder, celebrations, community, contrition, personal and other concerns etc.
- Find out how 2 different Christian groups worship (e.g. celebrate Holy Communion) and why they do it.
- Research the roles of church leaders.
- Explore ways various Christian groups expresses values e.g. Salvation Army, Quaker, Methodist, Catholic, Orthodox.
- Explore the practices of Christian communities worldwide.
- Suggest what believers might experience and feel when they partake of the Eucharist.
- Design a profile for people who guide our life and behaviour and modern heroes e.g. TV personalities, footballers, musicians.
- Discuss the advantages and disadvantages of belonging to a group.
- Work with a variety of artefacts and symbols used in Christian worship and consider their meaning.
- Explore Christian music and art and reflect on feelings and thoughts.
- Respond creatively to reflective music, e.g. Gregorian chant, Taize. Select or create music or art which would be appropriate for Christian use.
- Investigate stories, symbols, customs, colours and beliefs associated with ceremonies in the Christian calendar e.g. Pentecost and giving of the Holy Spirit.
- Reflect on why people of all faiths and none believe some things and not others.
- Research traditions associated with rites of passage, e.g. First Communion, funerals.
- Prepare questions and interview a Christian about their views on a rite of passage e.g. adult baptism.
- Explore and design appropriate greetings cards for Christian ceremonies e.g. confirmation, funeral.
- Explain a range of Christian beliefs about marriage. Discuss the value of the commitment in a long term relationship.
- Discuss a range of Christian beliefs about death.
- Consider the importance of ritual e.g. anniversaries, school celebrations, Remembrance Day.
- Suggest why life is often described as a journey. Design a 'Snakes and Ladders' board game reflecting this.
- Discuss feelings about death. Compose music which reflects those feelings. What would we want as an epitaph?
- Reflect on the meaning of the main concepts in the Lord's Prayer (Matthew 6:9-13 or Luke 11:2-4) e.g. kingdom of God, heaven, providence, sin, forgiveness, evil and temptation.
- Reflect on the question 'Who am I?' and on being special, awareness of not being perfect, destiny, purpose in life etc.
- Explore some Christian prayers. Talk about the feelings and beliefs they express.
- Interview a range of people to see whether they find prayer helpful and if they do, ask why.
- Write a class book of special wishes and/or prayers for particular occasions.
- Use the Bible, reference books or IT to explore the creation stories in Genesis 1 v1-2 v4 and 2 v5-v25.
- Identify beliefs about God e.g. in Genesis, Psalms, Job, and in hymns and prayers. In pairs or groups portray beliefs about God in 'movie maker' form.

- Explore ways Christians, Jews and Muslims respond to the belief that God is responsible for order and purpose in the world e.g. work of John Ruskin.
- Research the motivation and way in which different churches support care for the natural world.
- Create own unique creation from lego or plasticine. How do we want it treated? How do we feel if it is mistreated?
- Listen and respond to a range of views about creation.
- Find out about order and pattern in the universe. Watch clips from scientists (e.g. Brian Cox).
- Begin to distinguish between scientific, mathematical and religious views.
- Share experiences of awe in the natural world and ways in which we are responsible for the natural world.
- Explore festivals which celebrate events in Jesus' life and how different Christian communities understand and celebrate them.
- Design a poster or PowerPoint to show the meaning of either Christmas or Easter for Christians.
- Make a class book of hopes for the future and link to Advent.
- Interview a range of Christians about the commercialisation of Christmas and Easter and how it makes them feel.
- Discuss some understandings of stories about Jesus' miracles, healing and upsetting authority.
- Make a story book for KS1 children asking questions about Jesus' teachings e.g. from Matthew 5-7.
- Explore how Christians use the Bible and Jesus' teachings e.g. Bible study groups.
- Consider feelings of being lost/found; being powerless/vulnerable; being accepted/loved.
- Use 'Freeze Frame' or 'Conscience Ally' to explore forgiving, saying sorry, righteous anger, surprise, and new opportunities.
- Discuss whether Jesus' teaching is relevant today.
- Using a Bible Gateway on the internet read the same passage in 2 different versions of the Bible.
- Read 2 different Gospel accounts of the same incident or story and discuss any differences.
- Describe the same playground incident from 2 different points of view and reflect on the feelings of those involved.
- Research the different types of literature in the Bible-poetry, letters, history, horoscopes, media accounts.
- Ask questions about how the Bible came to be written, compiled into one unit and translated.
- Play a matching game-compare psalms with similar themed writing e.g. psalms of thanks/thank you cards.
- Explain the range of reasons why the Bible is important to Christians.
- Explore the importance of the Bible to Christians e.g. Mary Jones. Listen to Christians talking about why they read the Bible.
- Explore the Bible's relevance in Judaism and Islam.
- Examine several passages from the Bible and discuss their possible relevance in today's world e.g. Jesus turning the money lenders out of the Temple-when might it be right to be angry? Find modern day media equivalents.
- Reflect on times we have given to charity, sacrificed something or done something demanding for others.
- Read stories with themes of love, fairness, courage, honesty and loyalty and talk about these with regard to values in Christianity.
- Think about what Christian teachings might mean in today's world, then, in groups, write a sermon collectively.
- Identify key Christian values. Suggest why they might be important to ourselves and/or others.
- Investigate the lives of some key figures in Christianity from the days of the early church (e.g. Paul) through to the present.
- Plot Paul's journeys on a map then write a blog or tweet from each location.
- Prepare questions then interview a member of a worshipping community about their faith and what being a Christian means to them.
- Share ideas about the part commitment and responsibility plays in our lives and experiences, e.g. with friends and family.
- Explore some of the Sermon on the Mount (Matthew 5-7) and how they might affect someone's life.
- Discuss people we respect, follow, or believe and identify why they should be held up as examples.
- Design TopTrumps cards, a poster, or PowerPoint, or write a magazine article or web page about 'What it means to be a Christian'. Make a glossary or Wordle.
- Reflect on the importance of the 10 commandments, rewrite them in modern 'speak' and arrange them in order of perceived importance.
- Reflect on the difficulties of putting principals into practice.

Hinduism

- Explore statues and posters of Vishnu or Shiva etc.
- Discuss how they show the many facets of God.
- Talk about heroes and heroines in our lives and the qualities we admire in them.
- Reflect on the fact that though we are one person we behave differently at different times in different roles.
- Use reference books and IT to find out what 'avatar' means (God in human form).
- Read stories of some of the avatars e.g. Rama, Krishna, Buddha.
- Discuss what the story of Rama may contribute to people's understanding of good and evil.
- Participate in a P4C Enquiry on a recent event in the world which involves 'good' and 'evil'.
- Visit a Hindu temple or use pictures, film clip or IT to discover its importance to Hindus.
- Use an on-line virtual tour to study the features of Hindu places of worship in the UK then design a new temple.
- Watch a film clip to see how puja is conducted in the temple and in the home.
- Discuss experiences of visiting religious buildings, and what we remember best.
- Reflect on the importance of doing things together and sharing rituals and routines.
- Participate in a P4C enquiry focusing on what is worship and whether it is important in life.
- Explore the artefacts and symbolism associated with the Arti ceremony and consider their meaning.
- Reflect on if and when we have felt blessed.
- Discuss when and why we give gifts.
- Interpret the moral expressed in stories from the Hindu tradition e.g. Ramayana; Mahabharata, stories about Ganesh or Krishna; story of Prahlad.
- Discuss what is meant by values and what values we regard as important.
- Make a frieze to show the Ashramas (stages in life) in the Hindu tradition.
- Design a poster or PowerPoint to illustrate some of the symbols associated with birth ceremonies.
- Use texts, reference books or IT to research Hindu views on, and customs connected with death.
- Discuss feelings about death and whether there is reincarnation or an afterlife.
- Watch a film clip or see pictures of a Hindu wedding and be able to explain Hindu beliefs about marriage.
- Discuss the implications of inclusion into an extended family on marriage.
- Suggest reasons why people mark special occasions with rituals.
- Through puppets, role play, drama, music or IT explore stories, customs, symbols, food and colour associated with Hindu festivals e.g. Diwali, Holi, Janamashtami, Navrati, Ramnavami, Mahashivaratri.
- Reflect on the ritual and ceremony in annual celebrations in our lives.
- Illustrate the '10 heads of Ravana' they would like to destroy.
- Consider the implications that respecting the cow and all forms of life has on some Hindu's lifestyle.
- Research, write or act out a 'This is Your Life' book for Gandhi showing his approach to non-violence.
- Discuss why some people choose to be vegetarian.
- Reflect on how our actions can affect environments in other parts of the world.
- Consider whether we treat the environment in our locality with respect.
- Locate places of pilgrimage in India e.g. Ganges.
- Consider why pilgrimage is important in Hinduism.
- Suggest reasons why some people might think of life as a journey.
- Invite a Hindu visitor to school or watch a film clip to find out about rituals, traditions, religion in the home and what family values are important to Hindus.
- Design TopTrumps cards, write a magazine article or design a poster, PowerPoint or web page about 'What it means to be a Hindu'. Make a glossary or Wordle.
- Develop a persona for Hindu persona doll.
- Discuss what values are important in our school community and how these values are expressed.
- Reflect on the difficulties of putting principals into practice.
- Design a game to reflect the cause and effect of actions.

Islam

- Learn that the Muslim name for God is 'Allah' and Allah is worshipped as the one true God with no partners.
- Discuss what and who we feel thankful for and how we show our thanks.
- Listen and respond to stories about how Allah sent guidance through the Prophet Muhammad p.b.u.h.
- Consider why Muhammad p.b.u.h. is held to be an example for people to follow.
- Reflect on what qualities and knowledge people have that makes us want to be guided by them.
- Participate in a P4C Enquiry on a recent event in the world which involves 'good' and 'evil'.
- Find out how the Prophets Muhammad p.b.u.h. and Ibrahim p.b.u.h. destroyed idols in order to demonstrate the powerlessness of idols.
- Discuss how people respond to modern equivalents of 'idols'.
- Read stories about Ibrahim (p.b.u.h.); Musa (p.b.u.h.); Dawud (p.b.u.h.) or Isa (p.b.u.h.).
- Use texts/ IT/drama to research, write or act out a 'This is Your Life' book for one of the Prophets.
- Reflect on why some people are chosen to do special tasks.
- Consider why Prophets are held as examples for people to follow.
- Find out how the Qur'an was revealed and how and why it is treated with respect.
- Research Surahs in the Qur'an which give advice on love and forgiveness e.g. Surah 2:177, 5:39, 28:77.
- Participate in a P4C Enquiry focusing on why people might prefer texts in an original language.
- Talk about when it is important to listen to and follow guidance.
- Listen and respond to Surahs 16:1-21, 66-70, 77-83, on the wonders of Creation.
- Write a text decorated in Islamic style to illustrate the importance of the Qur'an to Muslims.
- Share experiences of being amazed by nature and consider whether we treat our local environment with respect.
- Reflect on how our actions can affect environments in other parts of the world.
- Visit a mosque, or use pictures, film clip or IT of a mosque to discover its importance to Muslims.
- Use an on-line virtual tour to study features of a mosque in the UK then design a new one.
- Consider why mosques don't have seats or pews.
- Reflect on the importance of doing things together and sharing rituals. Participate in a P4C enquiry focusing on what is worship and whether it is important in life.
- Talk about the people that guide our behaviour. Explain the importance for Muslims of the 5 Pillars.
- Watch a film clip about Wudu and Salah. Discuss the meanings of the actions and what is important in daily prayer.
- Write the key message of the film clip in 30 words.
- Consider what gives a foundation to our lives.
- Discuss 'our Makkah'-where we hope to go one day.
- Participate in a P4C Enquiry focusing on the phrase 'actions speak louder than words'.
- Use texts, reference books and IT to research the Muslim calendar and in particular Ramadan.
- Explore the stories, customs, food etc. associated with the festival of Eid-ul-Fitr.
- Distinguish between doing something difficult in order to benefit ourselves or in order to help others.
- Participate in a P4C Enquiry focusing on the phrase 'it is better to give than receive'.
- Invite a Muslim visitor to school or watch a film clip to find out about religion in the home and what values are important, fasting, Halal food, attitude to alcohol.
- Use relevant websites to learn about Muslims e.g. Britkids
- Consider values that we have been taught at home and how that influences live in the wider community.
- Make lists of things we really need and things which are extra pleasures. Relate to Zakat.
- Use texts, reference books and IT to research traditions associated with rites of passage - birth, naming of children, marriage and death in Islam.
- Learn the words Muslims use to talk about Hajj and develop the metaphor of 'life as a journey'.
- Discuss feelings about death and whether there is an afterlife.
- Draw meaning from the greeting 'As-salamu alaikum' (Peace be with you).
- Participate in a Community of Enquiry focusing on why we should treat others with respect.
- Design TopTrumps cards, write a magazine article or design a poster, PowerPoint or web page about 'What it means to be a Muslim'. Make a glossary or Wordle.
- Develop a persona for a Muslim persona doll.
- Reflect on the difficulties of putting principals into practice.

Judaism

- Explain the meaning of words used for God in Jewish literature and tradition e.g. Shaddai (Almighty); Melech (King); Yahweh (Lord); Jehovah (Lord).
- Discuss what and who we feel thankful for and how we show our thanks.
- Visit a synagogue or use pictures, IT or film clip of a synagogue to research the part it plays in Jewish life.
- Use an on-line virtual tour to study features of a synagogue in the UK. Design a new one.
- Make or do something together then reflect on the importance of doing things together and sharing rituals.
- Talk to a Rabbi, or watch a film clip, or use IT to ask questions about the work of a Rabbi.
- Reflect on the meaning of responsibility.
- Identify people who have authority, and talk about the nature of that authority. Make a collage of authority figures.
- Research the books of the Torah (Genesis to Deuteronomy) and its importance to Jews.
- Explore their importance to Christians and Muslims.
- Read examples of literature in the Tenakh e.g. Proverbs 12 v15-18; 14v17-21; 15v1; 1v 22; 18v24.
- Read examples of psalms which reflect the wonders of the natural world e.g. Psalms 24; 136 v1-9; 148.
- Participate in a P4C Enquiry focusing on whether proverbs and psalms are still relevant.
- Explore some Jewish blessing prayers by finding and matching statements.
- Share experiences of being amazed by the beauty of the natural world and consider whether we treat the environment in our locality with respect.
- Reflect on how our actions can affect environments in other parts of the world.
- Write poems or prayers inspired by small things in nature.
- Research the work of a scribe and ornamentation of the Sefer Torah.
- Look at Hebrew text and write some Hebrew letters.
- Examine a mezuzah and the meaning of the Shema. Write a special thought to put in a mezuzah.
- Use texts, reference books or IT to research Jewish views on, and customs connected with, birth and death.
- Consider turning points or special times in our lives and any ceremonies which mark these times.
- Discuss feelings about death and an afterlife.
- Design a leaflet about Jewish children studying the Torah and preparing for Bar Mitzvah. Link to persuasive writing.
- Talk about the meanings expressed in greetings cards e.g. for Bar Mitzvah.
- Participate in a P4C enquiry focusing on what is worship and whether worship is important in life.
- Watch a film clip or see pictures of a Jewish wedding and be able to explain Jewish beliefs about marriage.
- Watch film clips of a Jewish families celebrating Shabbat, and explore the symbolism involved.
- Participate in a P4C enquiry focusing on the importance of special routines in our own lives. Devise a 'perfect' day.
- Play driedel. Find out how and why Pesach, Succoth or Hanukkah are celebrated. Write key message in 30 words.
- Use texts/ IT/drama/ Prince of Egypt DVD to research, write or act out a 'This is Your Life' book for Moses.
- Use books and IT to select information about Rosh Hashanah or Yom Kippur, and why repentance and forgiveness are important.
- Share experiences of trying to make a new beginning or 'turning over a new leaf'.
- Consider when we need forgiveness and what it feels like to be forgiven.
- Appreciate the importance for Jewish people of the Star of David and the Menorah. Link to the 2nd World War holocaust.
- Reflect on the importance of the 10 Commandments.
- Explore the importance of dietary laws to Jews. Write a menu for a Jewish friend-design and share a kosher meal.
- Show awareness of the difference between right and wrong, with reference to events in our daily lives.
- Design TopTrumps cards, write a magazine article or design a poster, Powerpoint or web page about 'What it means to be Jewish'. Make a glossary or Wordle.
- Develop a persona for a Jewish persona doll.
- Reflect on the difficulties of putting principals into practice.

Sikhism

- Learn that Sikhs believe in One God who is the supreme truth, the ultimate reality, the creator of all things and without image.
- Discuss what and who we feel thankful for and how we show our thanks.
- Discuss the Sikh belief that all human beings are equal in the eyes of God and therefore all people should treat each other as equals.
- Talk about the Sikh belief that people should show respect for all creation.
- Explore the meaning of equality of gender and race through drama, role play, IT or stories.
- Reflect on our feelings and responses to the wonder of the natural world.
- Think about care for the environment as a value across religions.
- Visit a Gurdwara or use pictures, IT or film clip of a Sikh place of worship to discover its importance to Sikhs.
- Use an on-line virtual tour to study the features of a Gurdwara in the UK then design one.
- Watch a film clip to see how Sikh worship is conducted in the Gurdwara and in the home.
- Identify what is important in daily prayer. Discuss why people worship and why it is important to them.
- Participate in a P4C enquiry focusing on what is worship and whether worship is important in life.
- Listen to a Sikh recite the Mool Mantar on film clip, tape, IT, or real life and discuss its meaning.
- Hear a passage read from the Guru Granth Sahib e.g. daily readings from Golden Temple on <http://www.sikhnet.com>
- Talk to a Granthi or watch a film clip about what he/she does. Talk about the people that guide our life and behaviour.
- Find out where Amritsar is and why it is special.
- Explore pictures, film clip or a virtual tour of the Golden Temple and why time and resources are put into making it beautiful.
- Listen to a Sikh talk about Amrit, Sikh values and how these are translated into daily life.
- Research rites of passage in Sikhism - birth, naming of children, marriage and death.
- Role play the naming of a Sikh child.
- Watch a film clip or see pictures of a Sikh wedding and be able to explain Sikh beliefs about marriage.
- Discuss feelings about death and whether there is reincarnation or an afterlife.
- Listen and respond to stories about the Sikh Gurus.
- Write or act out a 'This is Your Life' book for Guru Nanak or Guru Gobind Singh.
- Role play the founding of the Khalsa.
- Discuss the significance of heroes and give examples from our lives. Design a presentation on our heroes.
- Discuss if any belief is important enough to die for.
- Make a poster or PowerPoint explaining the 5 Ks.
- Think about ways in which outward signs and symbols show inward belief and commitment.
- Reflect on ways in which people demonstrate respect and how it feels to be respected.
- Make a Nishan Sahib (Sikh flag). Find out its meaning and the ceremonies associated with it.
- Design TopTrumps cards, write a magazine article or design a poster, PowerPoint or web page about 'What it means to be a Sikh'. Make a glossary or Wordle.
- Develop a persona for a Sikh persona doll.

Suggested Learning Experiences for KS3

Buddhism

- Research the life of Buddha, with specific reference to the solution he found to the question of suffering.
- Write a play about the life of the Buddha.
- Find out what Buddhists mean by 'Nirvana' and Enlightenment' and how they can be achieved.
- Study images of the Buddha, and explore the use of mudras and their significance.
- Investigate the extent to which worldly wealth or renunciation can lead to happiness.
- Identify people we would describe as 'wise', and discuss their qualities and how they benefit others.
- Participate in a Community of Enquiry focusing on metaphors such as 'seeing the light' and 'finding oneself'.
- Consider ways in which Buddhists try to follow the example of the Buddha.
- Interview a Buddhist about what it means to take refuge in the Three Jewels.
- Discuss the implications of greed, anger, jealousy, hatred and ignorance and how they might be overcome.
- Assess what can be a refuge in our lives.
- Explore Buddhist teachings on interdependence and how our minds perceive reality.
- Discuss Buddhist teachings on the nature of the mind and how consciousness is different from the brain
- Consider Buddhist teachings on suffering, its causes and how it can be transformed
- Give a presentation about the meaning of the 4 Noble Truths or the Noble Eightfold Path.
- Participate in a Community of Enquiry about the nature of reality and how we perceive the world.
- Make a collage to display the different forms of suffering in the world, suggest reasons for suffering and effective ways of working internally, not just externally, to overcome it.
- Give examples of how cause leads to effect and lessons learnt from experience of cause and effect.
- Observe different forms of meditation, and ask Buddhists how meditation helps them in daily life.
- Discuss the benefits of stillness and meditation and the value of solitude and reflection in our own lives.
- Visit or see a film clip or pictures of a Buddhist temple and make a display to show understanding of what activities take place in a temple, its functions and its importance for the Buddhist community and how the sense of community is fostered.
- Observe, at first hand or through film clips, Buddhist acts of worship, and consider how they relate to Buddhist beliefs and values.
- Interview Buddhists, or watch a film clip, about their worship and what it means to them.
- Discuss the value of regular prayer and other corporate activities for members of a group with shared beliefs and values.
- Discuss the importance of religion in maintaining social stability and an individual sense of identity.
- Assess how a place of worship can be a focus for community action in response to natural disasters.
- Discuss the significance of symbol, ritual and routine in daily life.
- Read selected texts from the Dhammapada, and discuss them with the class.
- Design a poster of the wheel of life, with notes on the significance of each part.
- Explain the symbolism of the wheel and the lotus, with reference to Buddhist teachings.
- Ask questions about the benefits and disadvantages of a belief in rebirth.
- Distinguish the variety of states of mind we may experience on a daily basis and how they affect our speech and behaviour
- Consider the role of Bodhisattvas in Mahayana Buddhism.
- Assess the nature of role models in modern society and the qualities we admire in them.
- Compare the lives of lay and ordained Buddhists in different cultures and traditions.
- Give a talk on what is involved in being a Buddhist.
- Examine the value of renunciation and ethical conduct in our lives.
- Consider the personal challenges involved in trying to become compassionate and wise.
- Interview a Buddhist about how they try to implement Buddhist principals in their lives.
- Watch film clips about issues facing Buddhist families in contemporary British society and about what their faith means to them in everyday life.
- Participate in a Community of Enquiry focusing on the importance of having values by which to live and compare and contrast different people's values.
- Compare reasons for vegetarianism among people we know.

Christianity

- Explore Christian perceptions of God and why so many people believe in God and why others do not.
- Participate in a Community of Enquiry focusing on evidence for the existence of God in a world in which people suffer.
- Explore ways in which God is portrayed in art, poetry, music and drama in Christian world cultures.
- Investigate the use of symbolism within art and study the Christian belief it expresses.
- Share questions about God, which are often asked, and suggest how a Christian might answer these questions.
- Consider issues raised by natural disasters and select resources to assist Christians to cope with and reflect upon them.
- Participate in a Community of Enquiry about belief without proof and what 'truths' we accept on the word of another.
- Explore ways in which encounters with the natural world can inspire awe and other spiritual feelings. Make a group presentation using Christian images and artefacts that illustrates our feelings about this.
- Explore the social and political context of Jesus and ways in which his life and teaching were perceived by his contemporaries.
- Explore pictures of Jesus from different cultures and talk about what the artist might be trying to convey.
- Examine situations of conflict and controversy in the local and wider community.
- Identify Christian methods for resolving conflict and choosing between alternative options or truth claims.
- Reflect on why some people are chosen to do special tasks and why some people are seen as modern day prophets and are held as examples for people to follow.
- Reflect on Christian beliefs and experience related to 'incarnation', 'redemption', 'miracle', 'judgement'. Consider the value of these in helping guide or motivate Christians.
- Discuss the value of reflection and its significance in gaining personal insight.
- Participate in a Community of Enquiry about the advantages and disadvantages of belief in miracles.
- Mind map the word 'church' to show its meaning. Explore the role of churches in the local community.
- Research a comparative study of at least 2 Christian communities on different continents noting similarities and differences in belief about God, Father, Son and Holy Spirit, experiences of worship, commitment, belonging, and layout of the buildings.
- Discuss different ways in which Christians renew their faith and commitment.
- Discuss the value of corporate activities for members of a group with shared beliefs and values.
- Reflect on the value of prayer and consider the possibilities of expressing feelings and attitudes through prayer.
- Produce a montage of contemporary music/film clips for use in youth worship or devise a meditation on old age using newspaper extracts.
- Study ways in which Holy Communion (Mass, Eucharist or Lord's Supper) are celebrated in different world cultures and the significance of any differences observed.
- Consider experiences which are interpreted as a spiritual dimension in life.
- Explore Christian beliefs and practices surrounding death.
- Interview Christians about their beliefs, experiences and understanding of traditional imagery in the order of service for funerals and discuss why certain phrases are used, e.g. 'dust to dust, ashes to ashes'; 'I am the resurrection and the life'.
- Consider questions about the purpose of life and share views about what might happen after death.
- Compare the attractions and weaknesses of their own, and other people's, beliefs about life after death.
- Investigate the idea of the Gospels as 'good news' and a source of authority.
- Discuss different ways in which Christians interpret the Bible and how they refer to it in making moral and social decisions.
- Reflect on the significance of St Paul in early Christianity.
- Using practical, current examples, talk about ways in which moral decisions are made.
- Share views, and how we came to them, on social, moral, environmental issues.
- Deepen understanding of Easter and Christmas festivals through artefacts, art, music, poetry and drama.
- Discuss the significance of, and different opinions about, the virgin birth and the resurrection.
- Compare differences in Gospel narratives of Jesus' birth and resurrection. What are the important aspects of these accounts?
- Express feelings and beliefs in ways other than verbal or written e.g. role play, music.
- Compare accounts of the same event witnessed, and written about by different members of the class, and talk about why differences exist between accounts.
- Talk with Christians about their understanding of the Holy Spirit and the way they reveal their belief.
- Discuss imagery used to describe the Holy Spirit in Acts and make a display of ideas about Pentecost.
- Reflect on the way Christian values have affected British society and their relevance in a multi-faith society.
- Explore how Christians from different cultures and nationalities relate to one another.
- Reflect on what might be learned from the ways in which Christians respond to difficulties in living up to their beliefs.

- Discuss the relevance today of John Ruskin's views.
- Talk about if, when and why we want people to come round to our way of understanding.
- Reflect on the advantages and disadvantages of diversity within groups and communities.
- Discuss why it is sometimes easier for people to divide rather than unite and the consequences of division, using topical examples.
- Discuss values which we consider to be essential to our lives and the community.
- Read stories (such as *The Selfish Giant* by Oscar Wilde and *The Lion, The Witch and The Wardrobe* by C. S. Lewis) which are Christian analogy and which give insight into Christian values and their effects on our lives.
- Reflect on the role Christianity plays in the human search for happiness. What is spiritual fulfilment?
- Discuss responses to ultimate questions given by Christianity and by pupils in the class.
- Reflect on the different answers people with differing world views might give to questions such as 'Who was Jesus?'; 'Why do people suffer?'; 'Do miracles happen?'; 'Does God exist?'

Hinduism

- Understand the Hindu concept of one God known through many forms.
- Identify Hindu beliefs expressed through the ways in which God is portrayed and the meanings of symbols associated with some deities.
- Share questions about God, which are often asked, and suggest how a Hindu might answer these.
- Discuss how, though we are one person, we have different aspects to our character and behave differently in different roles and compare this to diverse ways of representing God.
- Assess heroes and heroines in our lives and the qualities we admire in them.
- Interview a Hindu or watch a film clip about some of the key concepts which underpin Hindu beliefs e.g. Atman, karma, moksha, samsara.
- Develop a game depicting beliefs about the journey from samsara to moksha e.g. snakes and ladders.
- Participate in a Community of Enquiry about 'duty' with reference to Hindu beliefs.
- Assess the possibility of there being a 'soul'.
- Distinguish the variety of states of mind we may experience on a daily basis and how they affect our speech and behaviour.
- Consider how the importance of ashramas might affect a Hindu's personal, family and community life.
- Watch a film clip about birth and marriage rituals, note any symbols and explore their meaning.
- Suggest how Hindu funeral rites may help people come to terms with death.
- Interview Hindus or watch film clips about issues facing Hindu families in contemporary British society and about what their faith means to them.
- Compare important changes in our own lives.
- Talk about the mark/characteristics of being a baby/child/teenager.
- Consider the value of ceremonies and rituals to mark important turning points or life changes.
- Suggest some of the questions raised by death, about the meaning of life.
- Give reasons why it is important to keep promises or carry through a decision.
- Examine the functions and symbolism of a Mandir Visit, or see a film clip or pictures of a Mandir.
- In person or on a film flip observe the Arti ceremony.
- Visit, or see a film clip or pictures of a Mandir.
- Make a display showing understanding of activities in a Mandir, its functions and how the sense of a Hindu community is fostered.
- Interview Hindus, or watch film clips, about their worship and what it means to them.
- Assess how a place of worship can be the focus for community action e.g. response to natural disasters.
- Consider why light is used in rituals across religions, and the different interpretations given to it.
- Discuss the role of religion in maintaining social stability and an individual sense of identity.
- Discuss the value of regular prayer and corporate activities for members of a group with shared beliefs.
- Devise a PowerPoint presentation about the importance of some pilgrimage sites for Hindus.
- Relate the concept of life as a pilgrimage, or journey, to our own understanding of life.
- Explain the importance of some festivals for Hindus.
- Use puppets, drama, music or IT to explore stories and traditions associated with some Hindu festivals.
- Discuss the claim that ceremonies help people come to terms with significant times.
- Suggest activities which might unite the class.
- Talk with Hindus, or watch a film clip, about favourite passages from Hindu scriptures.
- Compare the status of different Hindu scriptures (smriti and shruti) and listen to passages from them.
- Suggest which qualities of Rama and Krishna are admired by Hindus. Explore some of Krishna's teachings on yoga within the Bhagavad Gita.

- Investigate different ways in which Hindu scriptures are used for personal and corporate devotion.
- Consider the importance of traditional narratives to individuals and communities and identify books which have influenced our thinking and why.
- Participate in a Community of Enquiry using the Vedic account of Creation as a stimulus.
- Discuss a range of views on the value of Hatha yoga and meditation.
- Relate our own questions of meaning to teachings within the Bhagavad Gita.
- Explore ways in which Gandhi developed 'ahimsa' and self-discipline in both South Africa and India.
- Investigate Gandhi's attitude towards equality and the caste system.
- Investigate the links between the Jain and the Hindu religions, especially with regard to ahimsa.
- Compare reasons for vegetarianism among people we know. Reflect on ideas about self-discipline.
- Reflect on ideas about self-discipline.
- Categorise the nature of 'divisions' or 'groupings' in societies with which we are familiar.
- Interview a Hindu about how they try to implement Hindu principals in their lives.
- Give a presentation on what it means to be a Hindu.
- Participate in a Community of Enquiry focusing on the importance of having values by which to live.
- Compare and contrast different people's values.

Islam

- Consider what Muslims mean when they say Allah has no partners (see Qur'an 112).
- Examine the significance of the Shahadah.
- Summarise the attributes of Allah in the 99 names.
- Share questions about God, which are often asked, and suggest how a Muslim might answer them.
- Discuss our own understanding of the existence and nature of God, the implications of believing in God and how this is similar and different to ideas expressed in Islam.
- Discuss experiences of belonging and also feelings of being alone.
- Read selected passages from the Qur'an which describe attributes of Allah and what they contribute to an understanding of Islamic belief in Allah e.g. Surahs 10: 5-6, 30: 20-24, 16: 1-21, 66-70, 77-83.
- Consider human limitations in understanding questions about the world and universe.
- Examine the life of Prophet Muhammad (p.b.u.h.) in its historical context and how messengers of Allah exemplify Islamic beliefs and values.
- Evaluate the qualities of an inspired worthy leader.
- Assess the qualities of heroes/heroines in our lives.
- Reflect why people are chosen to do special tasks.
- Explain the postures of Salah as a demonstration of the Islamic attitude to Allah and to equality.
- Understand the importance of Sawm in relation to Islamic teaching on self-discipline.
- Explain the importance of Zakat to the Islamic community.
- Discuss the concepts of commitment and its expression in Islamic daily life.
- Evaluate the significance of the Ummah.
- Participate in a Community of Enquiry about the importance of self-discipline and how this might be achieved in our lives.
- Establish the degree to which we are responsible to those in need (and the importance of Islamic teaching on this issue).
- Participate in a Community of Enquiry focusing on how cultural and religious groups use labels to identify themselves.
- Visit or see a film clip or pictures of a mosque.
- Show understanding of activities in a mosque, its functions and how the sense of a Muslim community is fostered.
- Make a display showing understanding of activities in a mosque, its functions and how the sense of a Muslim community is fostered.
- Observe, firsthand or on a film clip, Muslim worship and consider how this relates to Islamic values.
- Interview Muslims, or watch a film clip, about their worship and what it means to them.
- Consider how important messages are conveyed through Muslim worship.
- Discuss the values of regular prayer and other corporate activities for members of a group with shared beliefs and values.
- Discuss the importance of religion in maintaining social stability and an individual sense of identity.
- Assess how a place of worship can be the focus for community action e.g. response to natural disasters.
- Discuss the significance of ritual and routine in life.
- Share experiences of objects or places which have an emotional or spiritual significance in our lives.
- Devise a PowerPoint presentation about the importance of pilgrimage for Muslims.
- Relate the concept of life as a pilgrimage, or journey, to our own understanding of life.
- Research how the Qur'an was recorded, organised and preserved.
- Consider how and why the Qur'an is treated with respect.

- Share thoughts on any people or writings which have given us an uplifting feeling.
- Participate in a Community of Enquiry on the preference for keeping texts in an original language.
- Explore links between Muslims and other 'people of the book' (Jews and Christians) e.g. Abrihim.
- Reflect how people with different beliefs and values deal with conflict and peace between communities.
- Explain the importance of some festivals for the Muslim community.
- Use drama, role play, music or IT to explore the traditions associated with some Muslim festivals.
- Discuss the claim that ceremonies help people come to terms with significant times.
- Suggest activities which might unite a family or the class.
- Understand the significance of Islam in the ordering of Muslim family life.
- Discuss the value of a framework for relationships and behaviour in the home.
- Explore how and why Muslims 'struggle in the way of Allah' (Jihad).
- Discuss ways in which people set about self-improvement and assess the ways it is justified to struggle to change society.
- Study the life of an influential Muslim e.g. Malcolm X, Muhammad Ali, Yusef Islam.
- Identify modern equivalents of 'idols' and consider how people behave towards them.

Judaism

- Understand the Jewish concept of God and Covenant.
- Talk with a Jewish person or watch a film clip about why they do not utter the divine name and what they mean by 'struggling' with God (Israel).
- Discuss our own understanding of the existence and nature of God, the implications of believing in God and how this is similar and different to ideas expressed in Judaism.
- Discuss experiences of belonging and being alone.
- Read stories about Abraham, Moses, David, and Joseph and consider their importance in Judaism.
- Consider why some people are seen as modern day prophets and are held as examples to follow.
- Investigate the extent to which the Ten Commandments have influenced the values of Jewish and non-Jewish communities.
- Write a media report on the Exodus account or the call of Moses or of Abraham.
- Discuss the meaning of social justice, its significance for today and the relevance of teaching in the Tenakh for modern society, e.g. Amos.
- Participate in a Community of Enquiry about whether the 10 Commandments continue to be influential in the way we live.
- Visit or see a film clip or pictures of a synagogue.
- Show understanding of activities in a synagogue, its functions and how the sense of a Jewish community is fostered.
- Observe, firsthand or on a film clip, Jewish worship, and consider how this relate to Jewish values.
- Interview Jewish people, or watch a film clip, about their worship and what it means to them.
- Consider how important messages are conveyed through Jewish worship.
- Discuss the significance of symbol, ritual and routine in daily life.
- Share experiences of objects or places which have an emotional or spiritual significance in our lives.
- Assess how a place of worship can be the focus for community action e.g. response to natural disasters.
- Discuss the role of religion in maintaining social stability and an individual sense of identity.
- Research the work of a rabbi (male and female).
- Assess the value of having religious and spiritual leaders in the community.
- Explore the beliefs expressed through prayer and blessings e.g. Amidah and grace before and after meals.
- Explore the contexts in which the Shema is used and what this says about its importance.
- Evaluate accounts claiming a direct experience of God.
- Share prayers or sayings and when and why people pray. Consider why some people believe worship and prayer are important in their lives.
- Explain the meaning of the symbolism of the Torah, its decoration and procession.
- Suggest reasons why the Torah is important to Jews and examine the work of a scribe.
- Examine some key extracts from the Torah.
- Evaluate what can be learned from prominent people in the Tenakh, e.g. Abraham and Ruth.
- Participate in a Community of Enquiry focusing on the relevance of ancient literature in the modern world.
- Research how Jewish children learn the Torah and consider what 'becoming a son in the Law' means to Jewish boys and equivalent for Jewish girls.
- Discuss a turning point in our lives with regard to our responsibilities and duties.
- Analyse Jewish belief about life after death as expressed in Jewish funeral rites.
- Suggest some of the questions raised when someone dies or if thinking of death.
- Compare the Shabbat meal and Pesach in orthodox and progressive traditions.

- Reflect on the importance to family life of coming together regularly to share special occasions.
- Relate Jewish teaching about Teshuva (repentance) to Rosh Hashanah and Yom Kippur.
- Analyse experiences of forgiving and being forgiven and discuss what could be learned.
- Find out how the Jewish people have survived persecution - past (e.g. Moses) and present.
- Write a film review of Schindler's List.
- Suggest what might be learned from the Jewish experience of persecution and survival and the prevention of racism, e.g. the holocaust.
- Understand why the Magen David and menorah have become symbols of modern Israel.
- Recognise similarities and differences between secular and religious Jews.
- Reflect on the importance of keeping cultural and religious traditions alive.

Sikhism

- Discuss the descriptions of God described in the Mool Mantar and explain what is distinctive in the Sikh perception of God.
- Share questions about God, which are often asked, and suggest how a Sikh might answer them.
- Discuss our own understanding of the existence and nature of God, the implications of believing in God and how this is similar and different to ideas expressed in Sikhism.
- Analyse stories about the Sikh Gurus.
- Use texts/ IT/drama to research, write or act out a 'This is Your Life' book for Guru Nanak and/or Guru Gobind Singh.
- Role play the founding of the Khalsa.
- Evaluate the qualities of an inspired worthy leader. Assess the qualities of heroes/heroines in our lives.
- Assess the qualities of heroes/heroines in our lives.
- Reflect why people are chosen to do special tasks.
- Consider why some people are seen as modern day prophets and are held as examples to follow.
- Suggest how Sikh principals for living, strictly implemented, would affect Sikh life.
- Explain the significance of the five Ks and demonstrate what is distinctive of Sikhism.
- Explore how Sikhs demonstrate beliefs in equality.
- Discuss the ways in which people might show allegiance to a cause or set of values.
- Examine in what way we think all people may be equal.
- Discuss what Sikhs mean by 'revelation'.
- Explain the importance of the Guru Granth Sahib and study key passages from it.
- Suggest what the ceremonies of installation and laying to rest say about the significance of the Guru Granth Sahib to Sikhs.
- Discuss the qualities of people in the past, who we admire.
- Explore the quality of 'wisdom', and consider what makes a good teacher.
- Interview Sikhs, or watch a film clip, about their daily worship and what it means to them.
- Consider how important messages are conveyed through Sikh worship, e.g. equality.
- Visit or see a film clip or pictures of a Gurdwara and make a display to show understanding of what activities take place in a Gurdwara, its functions and importance for the Sikh community and how the sense of community is fostered.
- Observe, at firsthand or through a film clip, Sikh acts of worship, and consider how these acts relate to Sikh beliefs and values.
- Share prayers or sayings with the rest of the class and discuss when and why people pray. Consider why some people believe worship and prayer are important in their lives.
- Discuss the significance of symbol, ritual and routine in daily life.
- Share experiences of objects or places which have an emotional or spiritual significance in our lives.
- Assess how a place of worship can be the focus for community action e.g. response to natural disasters.
- Examine the role of religion in maintaining social stability and an individual sense of identity.
- Discuss the values of regular prayer and other corporate activities for members of a group with shared beliefs and value.
- Explain what the initiation, marriage and funeral ceremonies reveal about Sikh attitudes.
- Analyse the importance of Baisakhi.
- Discuss the claim that ceremonies help people come to terms with significant times.
- Suggest activities which might unite a family or the class.
- Investigate what Sikhism says on issues such as human rights and religious tolerance.
- Interview Sikhs or watch a film clip about their view of other religions.
- Summarise or paraphrase the United Nations Declaration of Human Rights.
- Collect newspaper articles which illustrate how human rights are being upheld and ignored.
- Suggest the implications of Rahit (obligations) and Kurahit (prohibitions) for Sikhs living in Britain.
- Explore the significance of not eating meat that has been ritually slaughtered.
- Discuss things in our own lives which we would regard as obligations.
- Participate in a Community of Enquiry about the value of having absolute rules in life.
- In groups draw up principals for living, and compare them as a class.

Suggested Learning Experiences for KS4

Buddhism

- In relation to the life of the Buddha, explain reasons why he is held in esteem by his followers.
- Explore in depth the meaning of 'nirvana' and 'enlightenment' in Buddhism.
- Experience periods of stillness or meditation then discuss the value of concentration and how the purpose of meditation is to make the mind familiar with virtuous states.
- Discuss how and why we might show respect and deference.
- Identify issues about which we would wish to be more mindful.
- Discuss what we believe to be major causes of inner suffering and how this suffering might be overcome.
- Participate in a Community of Enquiry focused on the purpose of life. Is it material happiness or eudemonia?
- Reflect on what might happen during the death process and after death.
- Consider experiences of feeling peace or 'at peace', and the circumstances necessary to achieving this.
- Examine the similarities and differences between the way in which Theravada and Mahayana Buddhists regard the Buddha.
- Compare some of the different Buddhist traditions, e.g. Theravada and Mahayana in the UK.
- Identify ways in which British Buddhists contribute to society.
- Examine the range of ways Buddhists relate to non-Buddhists in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.
- Discuss different views about the value and ethics of using images as aids to contemplation and the power of art to uplift us.
- Compare and contrast images of the Buddha from different parts of the world, and discuss the qualities and feelings they convey.
- Reflect on why people who belong to the same religion have different beliefs and traditions.
- Suggest reasons why Buddhism has spread to the West
- Consider the challenges of putting Buddha's teachings into practice in the contemporary world.
- Read examples of Buddhist texts, e.g. Dhammapada, Metta Sutra, Heart Sutra, Atisha's advice, Lam Rim, and talk about their meaning.
- Describe their own views on questions of identity and belonging, meaning, purpose and truth.
- Examine the place of the Dalai Lama in Tibetan Buddhist tradition and watch a film clip of him.
- Reflect on people who set an example to us and the qualities we admire in them.
- Explore what the Assisi Declarations have to say about Buddhist attitudes towards the environment.
- Consider what is distinctive about Buddhist attitudes to the environment.
- Discuss key passages from the Dhammapada in relation to the issue of peace and conflict.
- Consider what is distinctive about Buddhist attitudes to the issue of peace and conflict.
- Research Buddhist and scientific views on whether the mind and the brain are the same.

Christianity

- Talk with Christians about their belief in eternal life.
- Research Christian perspectives on the nature of humanity and human destiny and the relationship between God, people and the Earth exemplified through the Creation and Fall narratives.
- Reflect on Christian teaching about the world as God's creation in relation to environmental issues and compare with the truth claims of creation myths of other faiths.
- Write an appreciation or a critique of John Ruskin's views.
- Participate in a Community of Enquiry focusing on questions such as 'What happens when we die?'; 'Is there life after death?'; 'Does religious belief make any difference?'; 'What is the purpose of life?'
- Reflect on whether we should try to persuade people that our view of life is right.
- Consider the meaning of the word 'sin' in everyday as well as in religious life.
- Discuss human responses to the numinous and to mystery.
- Explore Christian teaching on suffering.
- Discuss the challenge suffering poses for the traditional concept of God and discuss the effectiveness of various theodicies.
- Design a group Powerpoint presentation of suffering in the world, its causes and possible solutions.
- Reflect on the practice of marking scenes of disaster or tragedy, e.g. spontaneous shrine of flowers.
- Explore worship in at least two long established denominations with distinctly different traditions.

- Research worship forms in two new movements, e.g. charismatic, house church.
- Explore the importance of different types of Christian prayer, e.g. confession, petition, adoration, thanksgiving and relate these to occasions when these prayers are used in worship or national life.
- Participate in periods of reflective silence and discuss responses.
- Reflect on what has emotional or special relevance in our lives and the reasons.
- Consider the importance of belonging to a group for the development of personal identity.
- Reflect on the human need to worship.
- Prepare a presentation to show Christian beliefs about God and consider the limitations of human language in expressing the nature of God.
- Participate in a Community of Enquiry focusing on the nature and existence of God with reference to scripture, tradition, creeds, human experience, reason, the natural world and key philosophers.
- Explore the value of metaphor, allegory and symbolism as a means of expressing deeply held feelings and convictions and to attempt to describe mystery.
- Reflect on the human quest for a power beyond.
- Discuss 'Are there many paths to truth?' and 'Is there only one way?'
- Watch film clips based on the life of Jesus, identifying passages in the Gospels and evaluating the interpretations presented.
- Study the lives of prominent Christians and consider how they are motivated by the teachings of Jesus.
- Reflect on icons depicting Jesus and discuss the purpose and value of icons in developing spirituality.
- Consider the representations of Jesus in contemporary novels, films and poetry.
- Discuss how we can recognise a genuine leader or a creed worth following.
- Discuss occasions when they felt inspired and the effect of this in relation to music or art.
- Reflect on the implications and responsibilities of commitment to a cause or to a person.
- Make a display to summarise the structure of the Bible, types of literature and different translations.
- Talk to Christians of different traditions about their attitude to the authority of the Bible.
- Reflect on settings of Christian texts to music e.g. the Requiem Mass, contemporary Christian music.
- Reflect on Christian teaching on the special nature of human beings and its bearing on ethical issues.
- Participate in a Community of Enquiry focusing on conflicts between Christianity and the sciences.
- Examine how Christian thinking on contemporary issues is influenced by scripture, tradition, reason, conscience and example. Compare these with those of a Humanist or someone of a Humanist or someone of a different faith.
- Discuss the value of having critical and inspirational responses to writing, music and art.
- Participate in a Community of Enquiry focusing on key ethical issues and the different moral standpoints associated with them.
- Consider the wisdom of holding fast to values and principals, whatever the circumstances.
- Reflect on our responses to moral questions and the values and principals which underpin our responses.
- Make an 'issues' notice board where media articles on topical issues can be displayed and participate in a Community of Enquiry focusing on these issues in class. Discuss which criteria we use when forming a moral opinion.

Hinduism

- Explore some of the key ideas about Brahman within the Upanishads.
- Talk with Hindus, or watch a film clip, about their understanding of Brahman and the particular deities to which they offer devotion.
- Explore the main characteristics of Kali Yuga.
- Consider why many Hindus prefer to call Hinduism Sanatan Dharma.
- Reflect on the value of stillness and quietness for contemplation.
- Interview Hindus, or watch a film clip, about the three marg and which school of thought they find useful in relation to their own lifestyle.
- Investigate the four aims of life, what they mean and how they are translated into daily life.
- Consider the importance of self-knowledge.
- Compare the traditional Hindu views of time with Western 'linear' views.
- Discuss why Hatha yoga has become popular in the west and whether it is the same as Hindu yoga.
- Reflect on the value of focusing the mind, self discipline and the importance of living out our own values.
- Talk about our own aims and purpose in life, and compare them with the four aims of Hinduism.
- Explore the diversity of expression within different Hindu communities and why certain deities are given more emphasis in different families and Mandirs.
- Examine the range of ways Hindus relate to non-Hindus in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.
- Explore whether or not there are any shared values within the class as a whole.
- Participate in a Community of Enquiry focused on the nature of 'truth'.

- Explore the use of mantras in Hindu traditions.
- Read selected key passages from the Vedas, especially the Rig Veda.
- Explore some of the core Hindu concepts as they are set out within the Upanishads.
- Interview Hindus, or watch a film clip, about their favourite passages within the Bhagavad Gita, and explore why it is so popular amongst Hindus.
- Consider the value of learned prayers and sayings.
- Discuss responses to Upanishadic teaching on Brahman.
- Reflect on the value of focusing the mind, self discipline and the importance of living ones' own values.
- Consider the significance of key passages from the Hindu scriptures for contemporary moral issues.
- Analyse what can be learnt from Hindu attitudes to materialism.
- Consider the value of traditional epics and sagas for community identity and the value of learning from word of mouth and tradition.
- Investigate the location and significance of key Hindu pilgrimage sites.
- Talk about the significance of place and 'sacred spaces' in our life.

Islam

- Evaluate the variety of the attributes of Allah (Surah 59:22-24).
- Consider how Tawhid permeates all aspects of Islamic thought and practice.
- Talk to Muslims or watch a film clip about their belief in Akhirah.
- Reflect on how naturally occurring patterns, e.g. snow flakes, honeycombs, spiders' webs, might contribute to an understanding of Tawhid. Participate in a Community of Enquiry focused on how a belief in a Creator, as a supreme authority for human kind, might affect our lives.
- Through selected passages of the Qur'an, identify some sources of Shari'ah.
- Through the study of Qur'anic text, consider the human rights guaranteed by the application of Shari'ah.
- Compare rights under the Shari'ah with aspects of British legal practice.
- Consider the extent to which laws are indebted to religious principals and traditions.
- Reflect on legal systems and the delivery of justice.
- Consider the importance of the law for community and social stability.
- Discuss what we consider to be fundamental human rights, and how these might be upheld.
- Find out about authority and leadership in Islamic communities.
- Consider current issues relating to the development of Muslim community life in Europe.
- Examine the range of ways Muslims relate to non-Muslims in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.
- Consider the impact of religion on history, tradition and values.
- Reflect on individual accountability for moral choices and the role and accountability of leaders.
- Discuss the possible impact of belief in accountability on a person's moral decision-making.
- Compare experiences of examples of responsibility and the nature of effective leadership.
- Consider ways in which societies are interdependent, and what happens to individuals when ethical parameters break down.
- Reflect on our ability to hold to our beliefs in the face of opposition or persecution.
- With reference to the Qur'an, examine the relevance of Islamic teaching to a variety of contemporary issues.
- Discuss the implications of implementing a range of Islamic world views.

Judaism

- Give examples from Jewish writings of different perceptions of the intervention of God in historical events.
- Encounter examples of Jewish Holocaust literature, poetry and art.
- Discuss what might be learnt from Jews who recorded their experiences of the Holocaust.
- Discuss the meaning of 'providence'.
- Consider instances where people have claimed 'divine intervention'.
- Reflect on people who feel they have experienced God in their lives.
- Participate in a Community of Enquiry about the unexplained and the idea of miracles
- Consider the questions raised by the Holocaust about God, suffering and the nature of humanity, and a variety of answers to these questions.
- Talk to Jewish people, or watch a film clip about their understanding of God and how it affects their daily life.
- Examine the implications of applying the Torah strictly, while living in 21st century Britain.

- Show how Jewish responses to contemporary ethical issues draw upon Jewish belief.
- Explore ways in which Hanukkah has taken account of modern technology, e.g. on Shabbat observance
- Discuss sources of guidance for making our own decisions on ethical issues, and the value of such guidance.
- Reflect on Jewish teaching on contemporary issues, e.g. green issues, and issues related to medical ethics.
- Reflect on the difficulty of maintaining traditional values in the modern world.
- Estimate the importance of traditions and rituals in our own lives.
- Compare different attitudes towards the land of Israel among British Jews.
- Understand the importance of archaeology as an academic discipline in Israel today.
- Investigate the history of Jewish immigration to Israel.
- Consider what other groups of people might learn from Jewish strategies for preserving their identity in the Diaspora.
- Explain the similarities and differences between Jewish groups that are culturally or religiously diverse.
- Consider how the Jewish people have maintained their identity despite centuries of dispersion.
- Examine the range of ways Jewish people relate to non-Jews in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.
- Reflect on ways in which members of groups and communities can be similar and different.
- Reflect on the pressure to conform and what happens when people resist conformity.
- Discuss strategies which might contribute to positive relationships between people of different faiths and cultures.
- Consider whether we feel we have a cultural identity and, if so, whether and how it is best preserved.

Sikhism

- Interview Sikhs about what their faith in God means to them in their daily lives.
- Explore the significance of the different names for God, especially the use of names from other religions.
- Reflect on our own experiences and whether there have been significant moments in our lives of light, intuition, and revelation which we have found moving;
- Discuss the significance of names and naming.
- Research Sikh attitudes to contemporary issues, and compare them with at least one other religious tradition.
- Find a copy of the Assisi Declaration, and see what Sikhs have to say about the environment.
- Examine the range of ways Sikhs relate to non-Sikhs in a multi-faith context.
- Reflect on the implications of being a member of a minority faith community in a society dominated by different cultural norms.
- Compare Sikh responses to contemporary issues with other views.
- Explore what happens during a Sikh wedding ceremony, and discuss what it reveals about the Sikh attitude to marriage and family life.
- Discuss the responsibilities associated with marriage and raising a family.
- Explore whether there is any concept of 'authority' within Sikhism.
- Participate in a Community of Enquiry about what society would be like without the influence of great people and their teachings.
- Reflect upon people who have influenced our thinking and why this has happened.
- Find out about Sikhism in India, especially in the Punjab, and why the Golden Temple is so important.
- Devise a map showing the main distribution of Sikhs within Britain and throughout the world today, and discuss the findings and evaluate their significance.
- Discuss the concept of community, and how and why the world is referred to as a 'global village'.
- Visit a Gurdwara, and investigate its role within the Sikh community.
- Interview a Sikh about how a Gurdwara is organised, and the different roles within the community.
- Explore the different roles we have within the variety of communities to which we belong.

Humanism

See suggested contents and lesson plans for all key stages at <http://understandinghumanism.org.uk>

Breadth of Study for KS5

The law requires schools to provide RE for all KS 5 students. Schools should allocate funds for the provision of adequate specialist staffing and resources so appropriate RE schemes of work and methods of delivery are provided for all their KS 5 students.

Adequate curriculum time must be provided for RE. This will not usually be less than 1 hour a week. The equivalent time may be allocated to off-timetable RE Reflection Days throughout the year.

Some schools provide courses leading to external qualifications in Religious Studies. This is to be encouraged and students should not be prevented from taking this option through lack of provision in the 6th form.

RE for KS 5 students should reflect their increasing maturity and assist them in considering their place and purpose as adult members of society. Students should be provided with learning opportunities which allow them to develop their own thinking on important religious, philosophical, social, and ethical issues drawing on principal world religions and secular world views.

Teachers should present materials in such a way that students have the opportunity to deepen insight into their own beliefs, values and attitudes and are enabled to interpret religious and non-religious views and perceptions of life, purpose and world order.

Teachers need to build on the learning experiences of previous stages and provide opportunities for students to apply their knowledge. It is important to continue the process of evaluating source material by further developing the skills of critical awareness, interpretation and analysis. Pupils should be given the opportunity to address issues of immediate interest and perennial concern.

In order to ensure a broad and balanced exploration of religion KS5 students should cover a minimum of 3 of the following topics throughout their time in KS5. Care must be taken to ensure that the chosen topics and content are significantly different.

A God and Spirituality

| | |
|------------------------------|--------------------------------|
| 1 Religious Experience | 2 Miracles |
| 3 Mysticism and Meditation | 4 Religion and Nature |
| 5 Religion and Sexuality | 6 Apocalypse |
| 7 Death and the Afterlife | 8 Incarnation and Resurrection |
| 9 Myth, Symbol and Story | 10 Religion and the Arts |
| 11 Religion and the Media | 12 Religion and Literature |
| 13 Contemporary Spirituality | 14 Historicity and Religion |
| 15 Faith and Commitment | |

B Religion and Society

| | |
|--------------------------------|------------------------------------|
| 1 Fundamentalism | 2 Liberation Theology |
| 3 Saints and Martyrs | 4 Religion and Conflict |
| 5 Religion and the Environment | 6 Religion and Politics |
| 7 Religion and Race | 8 Religion and Science |
| 9 Religion and Psychology | 10 Religion and Materialism |
| 11 Religion and Secularisation | 12 Religion and Social Justice |
| 13 Religious Minorities | 14 Unity and Diversity in Religion |

C Philosophy and Ethics

| | |
|--|--|
| 1 Arguments For and Against the Existence of God | 2 Atheism, Humanism and Existentialism |
| 3 Freewill and Determinism | 4 Ethical Theories |
| 5 Ethical Dilemmas In Medicine | 6 Evil and Suffering |
| 7 Post Modernism | 8 The Meaning of Life |
| 9 Religion and Women | 10 Religion and the Paranormal |
| 11 A Current Moral/Ethical Issue | |

Appendix 3:

Why use Philosophy for Children (P4C) in the teaching of RE?

In P4C, the teacher builds the class into a caring, collaborative, critical and creative community with the aim to develop higher order thinking skills, concept understanding and universal values. In RE, this process can support pupils to think more deeply by generating questions about all aspects of life, before discussing them in relation to their own lives or through the lenses of religion, belief, faith and non-faith.

P4C is about helping children to think for themselves with others to develop a better understanding of people and the world around them. Through deep questioning and listening skills P4C encourages resilience as pupils develop respect for others as people even though they may disagree with their views.

P4C is generally introduced to pupils through a 10 step process:

- 1) Warm-up activity or game
- 2) Presentation of stimulus (in RE this could be a story, image, artefact or experience)
- 3) Individual thinking time
- 4) Generation by pupils of philosophical questions
- 5) Airing of questions
- 6) Democratic selection of questions by voting
- 7) First words
- 8) Building meaning together
- 9) Final words
- 10) Review and evaluation

In the early stages of using P4C, this 10 step process serves as a useful structure to scaffold the teacher and pupils to develop an enquiry based approach to RE. P4C is rigorously facilitated by the teacher to problematise concepts which can help pupils to internalise their understanding of concepts more fully.

For further information contact SAPERE (Society for Philosophical Enquiry and Reflection in Education) which is the national charity for P4C www.sapere.org.uk

