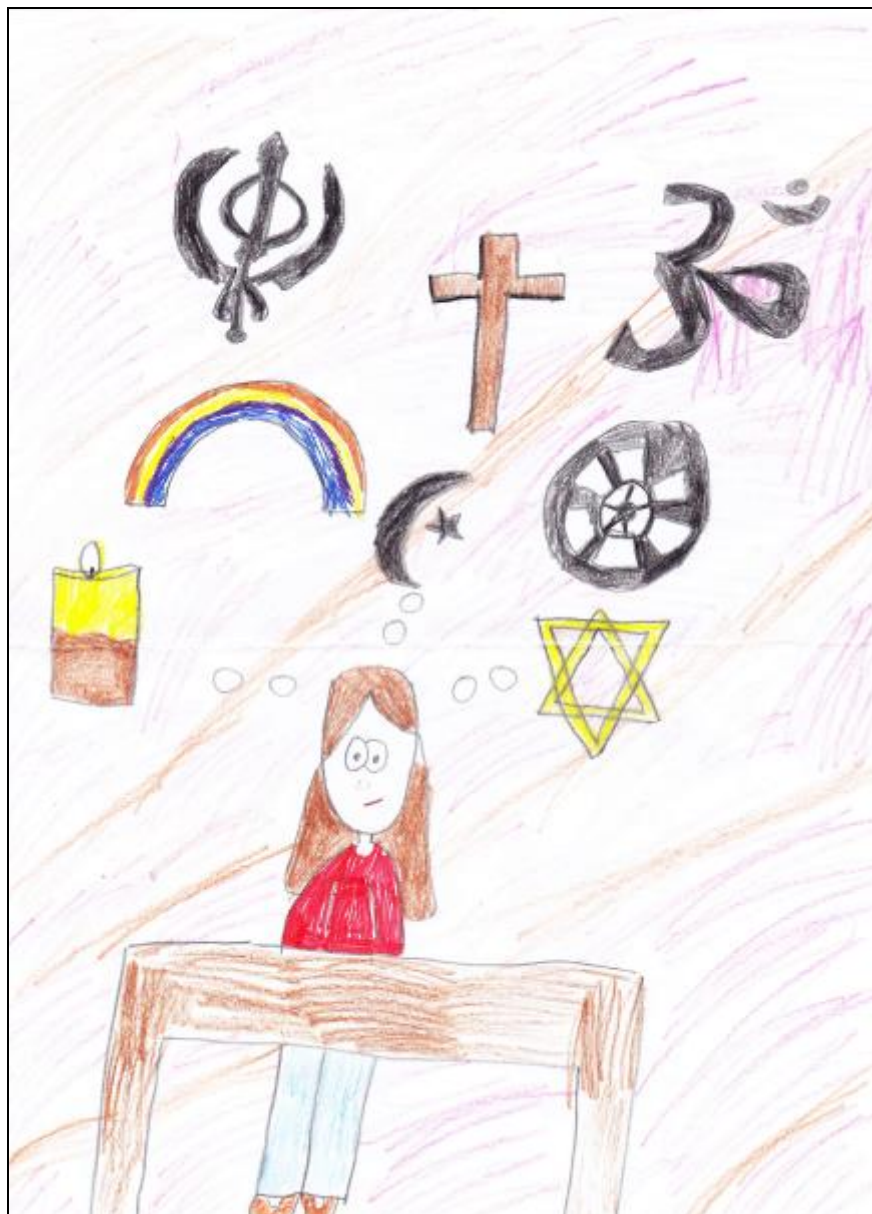


# Leeds Syllabus for Religious Education 2015-2020





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## Foreword

We are delighted to present the new Leeds Agreed Syllabus for schools to implement from September 2015.

Our vision is for Leeds to be the best place in the UK for children and young people to grow up in. This powerful local document will help pupils to develop as tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views.

Through their study of RE, our young people will gain a greater understanding of the identity and diversity of their local community. They will grow up to live and work as active, purposeful citizens of Leeds alongside people of all beliefs and cultures, and be challenged to reflect on difficult questions such as the meaning and purpose of life. We believe these are essential skills with which to equip our young people for adult life and lifelong learning.

Leeds' Standing Advisory Council on Religious Education (SACRE) supports the new syllabus in a variety of ways. There are opportunities for training and sharing, and schools will be able to subscribe to units of work, which have been developed to deliver high quality religious education.

As required by law, the review and revision of the previous version was undertaken by the Leeds Agreed Syllabus Conference. We would like to express our appreciation to all who have worked so hard to prepare the new Leeds Agreed Syllabus for Religious Education. It has been a privilege to see the commitment of teachers, representatives from local faith communities and diocesan bodies, and the local authority working together to promote excellence in religious education.

Councillor Jane Dowson

Deputy executive member for children and families, Leeds City Council

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## Introduction

This syllabus is authorised for use in maintained schools by the Standing Advisory Council for RE (SACRE) for five years from 1 September 2015. Aided schools may be required to use their own diocesan or other syllabus. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, Leeds SACRE welcomes use of these resources by all local schools.

The syllabus uses and reflects the Curriculum Framework for RE in England published by the RE Council in 2013. However, it adapts this non-statutory guidance to respond to local needs and experience.

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

- Investigate the **beliefs and practices of religions and other world views**;
- Investigate how religions and other world views address **questions of meaning, purpose and value**;
- Investigate how religions and other world views influence **morality, identity and diversity**.

To fulfil these aims, teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with the profound issues and contemporary questions that face our communities now and in the future.

Although the two attainment targets (AT1 Learning about religion and AT2 Learning from religion) have been discontinued in non-statutory guidance, it remains important for RE to encourage both the development of knowledge and the ability to reflect. The enquiry model adopted by this syllabus builds in both study of beliefs and personal reflection.

The law requires all schools to teach about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

To enable effective progression throughout a pupil's career, this syllabus requires schools to teach RE through an evolving understanding of world faiths. Lessons may include reference to all faiths at any stage. A school's curriculum should include systematic teaching of Christianity, Islam and a non-religious approach throughout all key stages, extending to Judaism and Sikhism in KS2 and to Hinduism and Buddhism at KS3. RE has depth and substance when it offers the opportunity to engage with people and places of faith within or outside school.

Teaching should explicitly include study of both religious and other world views at every key stage. This recognises that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures. 'Other world views' is taken to mean beliefs, arguments or philosophies that approach questions of meaning and purpose without reference to belief in a deity. This may include a structured, named philosophy such as Humanism, or a more general argument or approach relevant to the questions studied.

The syllabus is supported by a range of units of work for use by teachers. These are listed as an appendix, together with details of how to subscribe. The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise units of work, reflecting their circumstances, resources and priorities.

# SUMMARY OF SYLLABUS REQUIREMENTS

The syllabus recognises and uses the structure of the national guidance published by the RE Council for England and Wales in October 2013. However it has been changed and adapted to suit the local context. The syllabus *may* be used by any school or academy in Leeds. It *must* be used by all maintained schools except those with alternative statutory arrangements for RE, such as Anglican aided schools, which have their own statutory syllabus. The main points of the syllabus requirements are:

## **Include three aims in the RE curriculum**

There are three broad aims, each subdivided into two areas. A balance of these should be included in any curriculum plan at every key stage. Pupils and students should:

- A. Investigate the beliefs and practices of religions and other world views;
- B. Investigate how religions and other world views address questions of meaning, purpose and value;
- C. Investigate how religions and other world views influence morality, identity and diversity.

*The statutory curriculum and examples of content can be found from page 11.*

## **Ensure there is progression in coverage of world faiths**

The syllabus requires schools to focus on specific core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism at KS2 and then Buddhism and Hinduism at KS3.

- In addition, other (non-religious) world views must be included as part of the curriculum at each key stage.
- Schools can still study aspects of other faiths and world views in response to local needs and circumstances.
- RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them.

*Further detail is on page 25.*

## **Use discrete lessons, blocks or cross-curricular work - but allow enough time**

All schools must include RE on the curriculum.

- It may be taught in a regular timetabled slot, through blocks of time, as part of a cross-curricular topic, or in any combination of these.
- Whichever pattern is chosen, the RE content should be clear, rigorous and identifiable.
- This means that there must be sufficient time to teach the syllabus comprehensively and with integrity, likely to be the equivalent of an hour a week.
- A GCSE course will fulfil the expectations of the syllabus. These courses will normally require more than an hour a week.

*Further detail is on page 27.*

## **Teach RE through key questions, enquiry and investigation**

Each unit of work should focus around a key question related to the subject content of the syllabus.

Enquiry and investigation of the key question should include at least three elements:

- An analysis of the question;
- A critical investigation of relevant beliefs, practices and ways of life;
- A reasoned and critical response.

*Further detail from page 28*

## **Assess progress toward the end of key stage statements**

Assessment should be based on progress towards the end of key stage statements. To help teachers, the syllabus offers some interim expectations for lower key stages 1 and 2, and for each year in key stages 3 and 4. These are provisional guidelines and may develop further as schools work towards new ways of assessing without level descriptors.

A progress ladder based on the development and deployment of skills and knowledge summarises these expectations. The non-statutory units of work provide assessment examples based on this ladder of skills and knowledge, working towards the end of key stage assessments.

Pupils do not need to be assessed formally after every unit of work. But, as a minimum, schools need to:

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

*Assessment guidance provided from page 31*

## **Exemplar units are provided but are non-statutory**

Exemplar units of work have been provided to fulfil the aims of the syllabus. These are available to subscribers online. Schools can use these as they are but do not have to do so. They can be adapted, changed or replaced by units which schools write themselves – as long as these match the statutory requirements for each key stage.

*A list of exemplar units of work is included in an appendix from page 40. The units themselves are available through online subscription.*



# STATUTORY REQUIREMENTS

## Purpose of study

Human beings are strengthened and empowered by learning from each other. So through this treasury of experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives and communities. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context.

RE can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong, and what it means to be human.

In RE they learn about and from religions and world views 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.

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

## Aims of study

A broad and balanced programme of RE will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in Leeds. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values. These three areas together will nurture pupils' religious literacy and may be called phenomenology, philosophy and ethics. They are reflected in the aims here. The Local Agreed Syllabus for RE requires all pupils to:

A. Investigate **the beliefs and practices of religions and other world views**, including:

1. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;
2. **Worship and spirituality:** how individuals and communities express belief, commitment and emotion.

B. Investigate how religions and other world views address **questions of meaning, purpose and value**, including:

1. **The nature of religion and belief** and its key concepts;
2. **Ultimate questions** of belonging, meaning, purpose and truth.

C. Investigate how religions and other world views influence **morality, identity and diversity**, including:

1. **Moral decisions:** teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
2. **Identity and diversity:** diversity among and within religions and other world views; individual and community responses to difference and shared human values.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content shown in boxes or any content indicated as being 'non-statutory'. Although the two attainment targets (AT1 Learning about religion and AT2 Learning from religion) have been discontinued in non-statutory guidance, it remains important for RE to encourage both the development of knowledge and the ability to reflect.

## Subject content

### Early years and foundation stage

Pupils should encounter religions and other world views through special people, books, times, places and objects, and by visiting places of worship. They should listen to and talk about stories from a range of different religions and world views. Pupils should be introduced to subject specific words and use all their senses to encounter beliefs and practices. They should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity.

RE is a legal requirement for all pupils on the school roll, including all those in the reception year. In line with the DfE's 2013 EYFS Profile, RE should provide these opportunities for pupils through planned, purposeful play and through a mix of adult-led and child-initiated activity. Sensitivity to the backgrounds and experience of young children is important, whether or not they come from a faith background.

Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting.

Although all areas of the EYFS profile are relevant, RE particularly supports the development of: communication and language; personal, social and emotional development; understanding the world.

#### Communication and language

Children:

- listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

#### Personal, social and emotional development

Children:

- understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;

- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and a sensitivity to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

#### Understanding the world

##### Children:

- talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter, in different cultures and beliefs.

#### Expressive arts and design

##### Children:

- use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.

#### Literacy

- Children access a wide range of books, poems and other written materials to ignite their interest.

#### Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

These learning intentions for RE are developed from relevant areas of the EYFS Profile (DfE 2013) and are reproduced from the Curriculum Framework for RE.

#### **Examples (non-statutory)**

These may include:

- Exploring where we live and who lives there
- How special occasions are celebrated
- Why helping is important and what makes a good helper
- Looking at the world around us
- Things and people that are special

*The Appendix outlines exemplar units of work that could be used to fulfil the aims of the syllabus.*

## Key stage 1

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong, and begin to respond with their own views.

Teaching and learning should be focused around Christianity and Islam, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

As part of investigating the **beliefs and practices of religions and other world views**, pupils should be taught to:

- Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them;
- Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come;
- Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.

### **Examples (non-statutory)**

These could include:

- The content and meaning of stories that explore faith, belief and meaning through Christianity, Islam and other world views
- Examples of prayer, festivals and other special traditions and how these are celebrated, especially ceremonies connected to birth and new life
- Why some books are special and how Christians and Muslims use the Bible and Qur'an
- What it means to belong to a community such as a church or a mosque
- How some religious leaders and other figures can be inspiring to others
- Cross curricular work on celebrations in different cultures

As part of investigating how religions and other world views address **questions of meaning, purpose and value**, pupils should be taught to:

- Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry;
- Observe and recount different ways of expressing belief, responding sensitively for themselves.

**Examples (non-statutory)**

These could include:

- What people mean by 'God' and gods, including a range of different ideas and beliefs
- Why some people pray and how prayer is practised in a selection of religions and traditions
- Cross curricular work on 'superheroes'

As part of investigating how religions and other world views influence **morality, identity and diversity**, pupils should be taught to:

- Find out about questions of right and wrong, and begin to express their ideas and opinions in response;
- Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.

**Examples (non-statutory)**

These could include:

- How and why people care for others
- Religious and non-religious reasons for caring for the environment
- Making choices about right and wrong and how religious and other teachings help people to make moral decisions
- What we know about religion in our local community
- Cross curricular work on belonging to the local community

*The Appendix outlines exemplar units of work that could be used to fulfil the aims of the syllabus.*

## Key stage 2

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, 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 and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At key stage 2, teaching and learning should build on the KS1 focus around Christianity and Islam, and be extended to the study of Judaism and Sikhism, alongside developing understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.

As part of investigating the **beliefs and practices of religions and other world views**, pupils should be taught to:

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;
- Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

Specifically, any systematic teaching about Christianity should focus on beliefs, practices and ways of life, including:

- the main beliefs of Christians and some of the different ways in which these are interpreted;
- the Bible as a key source of authority for Christians;
- the life and significance of Jesus as a key figure for Christians;
- ways that Christians express beliefs in worship, celebration, festivals and places of worship;
- the influence Christianity has on the way individuals live their lives;
- the impact of Christianity in the local community and the wider contemporary world.

### **Examples (non-statutory)**

These could include:

- The concept and content of sacred writings and teachings, such as the Bible, Guru Granth Sahib, Torah and Qur'an, including the interpretation of a range of religious texts
- How beliefs are expressed through the arts in different ways
- Examples of prayers, ceremonies and festivals and what they tell us about beliefs
- How special occasions are celebrated, especially ceremonies connected to growing up
- An introduction to key narratives, beliefs and practices for Sikhs and Jews
- Examples of religious and secular leaders
- The importance and effect of special places and journeys, including pilgrimage
- Cross curricular work on family and relationships

As part of investigating how religions and other world views address **questions of meaning, purpose and value**, pupils should be taught to:

- Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities;
- 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.

#### **Examples (non-statutory)**

These could include:

- How and why some people believe in God and others do not
- Beliefs and theories about the origin and nature of the world, including creation stories and scientific understanding about the universe
- The importance of prayer and worship in religion
- Non-religious systems of belief such as Humanism
- Beliefs about what might happen after death
- Whether and how religion is important in the world today
- Cross curricular work on freedom and slavery

As part of investigating how religions and other world views influence **morality, identity and diversity**, pupils should be taught to:

- Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions;
- 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.

#### **Examples (non-statutory)**

These could include:

- The key beliefs and practices for Christians, Jews and Muslims and how these affect lifestyle choices and everyday decisions
- The pattern and practices of local religious communities, including ecumenical and interfaith work
- An example of a smaller community such as Quakers, Unitarians or Baha'is
- Beliefs and teachings about tolerance, understanding and cooperation
- A range of moral choices and ethical dilemmas and how religious and secular teachings may help to inform these
- Teachings on forgiveness and compassion
- The teachings of faiths and other beliefs on how to live a happy and meaningful life
- The work and effect of charities and the links to faiths, beliefs and principles
- Cross curricular work on fair trade and caring for the world

*The Appendix outlines exemplar units of work that could be used to fulfil the aims of the syllabus.*



## Key stage 3

Students should extend and deepen their knowledge and understanding of a range of religions and other world views, studying these systematically and recognising their personal, local, national and global context. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study. They should understand how religions and beliefs influence the values and lives of individuals and groups, and how they have an impact on wider issues. 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.

At key stage 3, students extend their study to include Buddhism and Hinduism. They build on their knowledge of Christianity and the other three major world faiths, as well as developing understanding of non-religious world views. There should be recognition of other belief systems and practices and understanding of the diversity within religions.

As part of knowing about and understanding a range of **religions and other world views**, pupils should be taught to:

- Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience, in order to understand religions and other world views as coherent systems or ways of seeing the world;
- Explain how and why individuals and communities express their beliefs and values in many different ways, enquiring into this variety and the links between them.

Specifically, any systematic teaching about Christianity should focus on beliefs, practices and ways of life, including:

- Key Christian beliefs including incarnation, resurrection and salvation;
- How these beliefs are represented in key texts and sources;
- The differences in interpretation of these beliefs across the diversity of Christianity;
- How these beliefs impact on the expression of Christianity in individual and community life.

### **Examples (non-statutory)**

These may include:

- Religious teachings about responsibility and commitment and how these are sometimes marked through ceremonies and rites such as confirmation, believers' baptism or taking refuge
- Teachings about wisdom, justice, poverty and care
- Traditions, teachings and practices related to marriage and civil partnership
- An introduction to key narratives, beliefs and practices for Buddhists and Hindus
- A study of non-religious philosophies of life such as Humanism
- Further examples of religious and secular leaders, what they have taught and how they inspire others
- The nature of spirituality and how it can be expressed in different ways

As part of exploring **questions of beliefs and meaning**, pupils should be taught to:

- 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;
- Consider, analyse and evaluate a range of approaches to questions of beliefs and meaning using some introductory theological approaches.

**Examples (non-statutory)**

These may include:

- Arguments and theories for and against the existence of a deity
- Exploration of the origins of the universe and the purpose and meaning of human life
- Teachings and beliefs about mortality and what might happen after death, including rites of passage linked to death and bereavement
- Equality and human rights and how these derive from religious and non-religious sources
- Investigation of how religion can be a positive or negative force in the world

As part of investigating **questions about morality and diversity**, pupils should be taught to:

- Explore and express insights into significant moral and ethical questions and reflect personal responses, drawing on a range of examples;
- Observe and interpret a wide range of ways in which commitment and identity are expressed, accounting for the impact of diversity within and between communities.

**Examples (non-statutory)**

These may include:

- The basis for moral behaviour and its roots in religious and secular teachings
- Living in multi faith Britain and the challenge of building a more inclusive society
- Teachings about hospitality, belonging and inclusion
- Ecology and care for the environment, linked to beliefs and teachings about the universe and planet
- Ethical questions, such as treatment of animals

*The Appendix outlines exemplar units of work that could be used to fulfil the aims of the syllabus.*

## Key stage 4

Schools are reminded that it is a legal requirement that all students must be taught RE, including those on vocational courses and those who choose not to opt for a GCSE course. Schools (or academies) that do not include RE on the curriculum for all KS4 students are breaking the law.

The syllabus allows this requirement to be met in flexible ways:

- i. Entry for a full or short course GCSE in Religious Studies or an entry level certificate. Sufficient time must be given to study a GCSE course with academic integrity and depth;
- ii. Following the course of study for an accredited GCSE or entry level qualification, but not entering students for the exam itself;
- iii. Designing a school curriculum based around the aims and other requirements of this syllabus. This may be delivered as a cross-curricular discipline and the aims and content defined below must be clearly included in any programme of study. Any core curriculum provision should extend and strengthen GCSE rather than repeating examination content.

During key stage 4, all students should extend and deepen their knowledge and understanding of religions and other world views, reflecting personal, local, national and global contexts. Building on their prior learning, they should interpret and analyse the expressions of religions and other world views they encounter.

Students should be able to research and investigate the influence and impact of religions and other world views on the values and lives of both individuals and groups, evaluating their impact on current affairs. They should be able to appreciate, compare and appraise the beliefs and practices of different religions and other world views, articulating well-reasoned positions.

Students should be able to use theological, philosophical and sociological approaches, including the analysis of texts. As an integral part of learning, students should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

As part of knowing about and understanding a range of **religions and other world views**, students should be taught to:

- Investigate and evaluate diverse patterns of worship and ceremonies shown by denominations, sects or other communities expressing faith or belief;
- Analyse texts and other sources of wisdom and authority, investigating a range of different interpretations of these and exploring the consequences and implications for people and communities;
- Analyse forms of expression and ways of life found in different religions and other world views. Analyse the influence of religion on individuals and societies.

**Examples (non-statutory)**

These may include:

- Specific forms of spirituality or observance, such as Ramadan or Lent
- A minority religious group or denomination such as Ahmadiyya or Unitarian
- Teachings on the relationship of the state and religion, including terms such as theocracy
- The ecumenical and interfaith movements and local expressions of these

As part of exploring **questions of beliefs and meaning**, students should be taught to:

- Analyse varied responses to questions about identity, diversity, meaning and value, offering different perspectives and showing evidence of reasoned and supported arguments;
- Enquire into ultimate questions about human life and experience, offering balanced and well-articulated analysis of diverse responses;
- Research and investigate a range of approaches to important religious and philosophical questions, providing a detailed evaluation of the perspectives of others, as well as their own views.

**Examples (non-statutory)**

These may include:

- The problem of evil and the response of theodicy
- The nature of God for religious believers
- The relationship of 'British values' to religious belief and human rights
- The causes, nature and consequences of radicalisation and extremism.

As part of investigating **questions about morality and diversity**, students should be taught to:

- Research and present a wide range of well-informed and reasoned arguments about moral, religious and spiritual issues
- Examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect and mutual understanding
- Investigate and show detailed knowledge of how faith communities and other groups differ in their approach to controversial issues, and how they find common approaches and tolerance.

**Examples (non-statutory)**

These may include:

- Religious and secular teachings about peace and equanimity, force and violence, including concepts like just war, jihad, pacifism and respect for life
- Examples of peace making and reconciliation
- Issues connected to medical ethics such as genetic engineering, drugs and commerce
- Challenges of injustice and poverty and responses to these.

*The Appendix outlines exemplar units of work that could be used to fulfil the aims of the syllabus.*

## Sixth form

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

These skills include:

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

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

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

The three aims of this RE syllabus lend themselves to creative, cross-curricular, contemporary investigations of a range of issues. There are some suggestions here and students may develop other ideas themselves. Other world views, as well as religious beliefs, are explicitly commended for study.

As part of developing knowledge and understanding of a **range of religions and other world views**, students could explore questions such as:

- How are beliefs expressed or portrayed in different media, for example, music? Bring and interpret examples;
- How have we got here? Investigation of the history of local migration, historically and more recently;

- What does it mean to believe and how does it make a difference? Develop cultural literacy and awareness of faiths and world views through an exploration of a specific faith, or selection of faiths, involving visits or visitors. Interview someone on how faith impacts on their work or profession;
- Is it right for religion to make the rules? Is there any role for religious authority in civil matters? The established church; Sharia law;
- Would it be beneficial if there was only one religion? The work of interfaith dialogue, including locally. Would it be better if there was no religion at all?
- Where is diversity? Investigation of diversity in faith locally and in college. How does this challenge or enrich?

As part of exploring **questions of belief and meaning**, students could explore questions such as:

- Are all political systems equally valid? Is democracy better than theocracy?
- Is food a moral issue? Include topics such as: dietary rules, vegetarianism, multinational companies, obesity, fasting;
- Do human beings make a difference for the better? What is the contribution of humanity to the planet?
- What is a secular society and is it a good thing?
- What is wisdom?
- Is compassion possible in our world? Investigate examples of benevolent action, compassion, forgiveness, charity and the pursuit of justice;
- Do scientific understanding and creation myths both have things to teach us? Are religions and science mutually exclusive?

As part of **questions of morality and diversity**, students could explore questions such as:

- Should the law permit assisted suicide?
- Should we use energy resources, no matter what? (fracking, nuclear power)
- Should a religious believer or institution be exempt from equality laws?
- Are human rights more important than religious beliefs?
- Does 'respect' have any boundaries?
- Does free-**market** capitalism have any morality? Can you be a free market capitalist and a religious believer?
- Are there any boundaries to creating life?

## RE and special educational needs

*'All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from the local community, whatever their background or ability'*

(Removing Barriers to Achievement)

In supporting pupils to access the Leeds Agreed Syllabus it is important to have regard to three principles essential to developing an inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are many strategies that can be used to make RE more accessible to pupils with SEN. Access can be improved by:

- Giving pupils first hand experiences, for example, inviting visitors into school, visits to places of worship and taking part in celebrating festivals;
- Organising a range of activities to give personal experiences which can include dance, drama and visits to a range of environments;
- Helping pupils to understand and appreciate their world and its diversity;
- Using sensory materials and resources through sight, touch, sound, taste or smell. These can include music, use of tactile artefacts or engaging pupils in visiting a sensory garden;
- Use a range of IT to increase pupils' knowledge of religions and elements in them.

### Religious education in specialist inclusive learning centres (SILCs)

Within SILCs there could be a wide age range and type of special educational need in a class. Classes may also contain pupils working at P levels and those working within National Curriculum ranges.

Pupils and students working at National Curriculum Level 1 and above will be able to access lessons based on the Leeds Agreed Syllabus for Religious Education. There may be occasions when a teacher has to look at an earlier key stage for learning objectives, but this should always be in consultation with colleagues and taking into account the whole SILC scheme of work to ensure there is adequate progression through the time pupils are in a SILC.

For those pupils working between P4 -8, aspects of Religious Education could be taught within the syllabus of other subjects, e.g. Music, Drama, History and in particular Citizenship in a cross curricular way. It could be taught as a discrete subject, following schemes of work which are modified and differentiated, but from the Leeds Agreed Syllabus for Religious Education.

For pupils and students who have complex multiple learning needs, (generally working between P1-P4), the Religious Education curriculum could be delivered through topic webs with reference to their Personalised Learning Plans. Personalised Learning Plans were approved by all SILC Principals in

June 2006, following the development of a Curriculum Policy and Guidelines by a CPD group of teachers from each SILC.

In 1996, SCAA and ACAC produced the guidance *Planning the Curriculum for Learners with Profound and Multiple Learning Difficulties*, which pointed out that the whole curriculum is broader than the National Curriculum and that 'the precise definition of balance will be a matter for debate between those determining priorities for each learner'. The guidance stated as a first principle that planning should start from the basis of the needs, interests, aptitudes and achievements of the learners. This clearly encompasses the communication, early cognitive skills and sensory abilities which are fundamental to all learning.

Primary age pupils could access RE through activities identified through topic webs, being cross curricular. The content of the RE syllabus must be taught. RE can be taught weekly or for a longer lesson over a two week timetable. Elements of the RE curriculum can be delivered daily with a group of pupils as part of circle time with quiet and reflection time where the pupils might focus on a candle/water/piece of music.

Secondary age pupils could access RE through Schemes of Work which follow the key concepts described in the Leeds Agreed Syllabus for Religious Education. Introduction to knowledge, concepts, values and attitudes are planned accordingly. Some pupils will be able to access Entry Level Qualifications or GCSE RE within a SILC.

The RE Scheme of Work produced by EQUALS may be useful to inform planning. This scheme of work is specifically aimed at pupils working at P Levels and Level 1, and contains 66 units of work for key stages 1-4.

Asdan's Transition Challenge also produces modules, which can then be moderated for accreditation purposes.

Post 16 students may follow the Youth Award Scheme, (Belief and Morals), or modules from Asdan's Towards Independence (Values and Belief), which aim to prepare young people with severe learning difficulties for adult life.



## Religions to be studied

To ensure progression and rigour, this syllabus defines the core religions through which RE should be taught at each key stage. This requirement does not preclude study of aspects of other faiths and world views. Schools are encouraged to respond to local needs and circumstances by including teaching through other faiths as appropriate.

### KS1

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views. In particular, teachers may wish to include some aspects of Judaism to help build initial knowledge and understanding.

### KS2

Learning should be focused around developing pupils' understanding of Christianity, Islam and non-religious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.

### KS3

Learning should be focused around developing pupils' understanding of Christianity, Islam, Judaism, Sikhism, alongside non-religious perspectives. Care should be taken to avoid unnecessary repetition of learning and to ensure there is careful progression. Students will also undertake more systematic study of Buddhism and Hinduism at KS3.

### KS4

The focus of learning will be at the discretion of the school. At least two religions should be covered in any overall curriculum plan, including GCSE. This does not include different denominations or traditions within a world faith.

### General points

Schools should include some introductory units about the specific religions at the appropriate key stage to give students an overview of the faiths.

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

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

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

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

## Time allocation

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

To deliver RE with integrity, schools will need to allocate at least the equivalent of an hour a week. Organisation of this time is a matter for schools.

It can be helpful to combine some aspects of RE with other subjects for some topics in a cross-curricular pattern, particularly in primary schools. This will suit some topics, but other aspects of the syllabus may need to be delivered in discrete time.

Half or full day blocks may also be used to deliver aspects of the curriculum. This has the advantage of enabling sustained study and a variety of learning opportunities, particularly if linked to visits outside school.

However schools choose to organise the timetable and teaching of RE, the integrity of the curriculum must be maintained. The RE content should be clear, rigorous and identifiable.

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

# SUPPORTING GUIDANCE

## Planning guidance and pedagogy

Enquiry and investigation should be at the heart of learning in RE. Units of work should usually take the form of an enquiry, focusing on a key question related to the subject content of the syllabus. A range of exemplar units has been provided for use by schools. These may be used or adapted at the discretion of schools, to reflect their own circumstances and needs. See the Appendix from page 40.

Schools are encouraged to develop their own RE curriculum, reflecting a balance of the subject content outlined in this syllabus and enabling pupils to:

- Know about and understand a range of religions and other world views;
- Explore questions of beliefs and meaning;
- Investigate and respond to questions about morality and diversity.

There are various enquiry models, including 'Philosophy for Children', also known as a Community of Enquiry. This is a useful way of engaging pupils in their own learning and developing their critical and dialogical skills.

In this syllabus another simple enquiry model is suggested based on investigating a key question through at least three processes:

### **Analyse the question**

*Explore the issues and human experience involved in the question. What do we know? What are the issues?*

It is vital to start from concepts understood by pupils. For young children this will mean focusing around practical ideas that can be applied to thinking and religious questions. For all pupils it will involve considering practical and meaningful issues around the question.

### **Investigate the relevant beliefs, practices and ways of life**

*Investigate beliefs and values from the chosen faiths and other world views, evaluating different perspectives and responses to the question.*

Decide the religions or belief systems that will be a focus for learning. Remember there is often variation between beliefs and practices and within particular traditions. What do people believe? Which religious texts, stories or traditions are relevant? What do they do? How do they celebrate? What difference does it all make?

### **Offer reasoned and critical responses**

*Assemble, evaluate and explain possible conclusions and express a considered personal response to the issue.*

Pupils investigate different conclusions and consider some of the concepts involved. Are there elements of personal reflection to gain from this? This is critical for all pupils, not only those from a religious tradition. For example, the concept of promise can be applied in a secular or religious way.

## Suggested enquiries and units of work

Enquiry questions should meet these criteria to be sufficiently focused and appropriate for study in RE. They should:

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

The RE Resources Hub contains units of work based on enquiry questions. These are listed in the Appendix from page 40. Taken together these would fulfil the requirements of the syllabus and offer a broad and balanced entitlement to RE. Some of these could be delivered as cross-curricular units of work. Schools are not required to use these, but can adapt them or develop their own units of work as an alternative.

Most of the units can be studied through a variety of religions and other world views. In the interests of progression of knowledge and skills for all pupils, schools should take into account the guidance given about the focus religions at each key stage (see page 25).

## Planning a unit of work

These are five steps in planning a unit of work, based on an enquiry method.

### 1. Choose a key question

This should be based on one or more of the aims of the syllabus. Look at these aims in the relevant key stage of the syllabus, together with the illustrations provided. How are you going to use these to help pupils to develop the question?

### 2. Plan an assessment task

This must match one or more of your key aims. *(See the assessment guidance from page 31)*

### 3. Compile sub-questions within each part of the enquiry

Group these within each of the three elements of enquiry.

- *What is the question about?*
- *What are the relevant beliefs and practices?*
- *What responses can be made?*

### 4. Write learning objectives to fit the questions

These sub-questions will then inform the learning objectives for sections within your scheme of work, building towards the assessment task. It is not necessary for one element of enquiry to follow another in a strict order; they may be woven into the pattern in other ways. The important thing is for the learning to include the three elements overall.

### 5. Devise learning activities

These support the learning objectives and the overall aims of the unit. It would be useful to provide an initial stimulus at the beginning of the unit to engage pupils in the new unit.

Ensure there is balance and coverage of all aims across the curriculum as a whole.

## Cross curricular opportunities

Many schools use cross curricular units of work to fulfil programmes of study. Much of the subject content outlined in this syllabus may be delivered in this way, always ensuring that the aims and content are delivered comprehensively and with integrity. Some aspects of the syllabus will still need some discrete RE time, such as a study of a particular world faith. Possible themes for cross-curricular study are included in the non-statutory examples at each key stage.

# ASSESSMENT AND END OF KEY STAGE STATEMENTS

End of key stage statements are adapted from the *RE Curriculum Framework 2013*. These have been formatted to indicate clearly the progression of skills (**emboldened and underlined**) and main areas of *content* (**emboldened in italics**). In this table the statements are organised on to a single page for each key stage.

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS1</b>	<p><b>Beliefs and authority</b>  <u>Retell and suggest meanings</u> for some religious and moral stories, exploring and discussing <i>sacred writings and traditions</i> and recognising the traditions from which they come.</p> <p><b>Worship and spirituality</b>  <u>Recall and name</u> different beliefs and practices, including <i>festivals, worship, rituals and ways of life</i>, in order to find out about the meanings behind them.  <u>Recognise</u> some different ways that people <i>express beliefs and values, appreciating some similarities</i> between communities.</p>	<p><b>The nature of religion and belief</b>  <u>Notice and respond sensitively</u> to some <i>similarities between different religions and other world views</i> in their approach to questions of beliefs and meaning.</p> <p><b>Ultimate questions</b>  <u>Explore questions about belonging, meaning and truth</u> so that they can <u>express their own ideas</u> and opinions in response using words, music, art or poetry.</p>	<p><b>Moral decisions</b>  <u>Find out about questions of right and wrong</u> and <u>begin to express their ideas</u> and opinions in response.</p> <p><b>Identity and diversity</b>  <u>Find out about and respond</u> with ideas and <i>examples of co-operation</i> between people who are different.</p>

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS2</b>	<p><b>Beliefs and authority</b>  <u>Describe and understand</u> links between stories and other aspects of the communities they are investigating, <u>responding thoughtfully</u> to a range of <i>sources and traditions</i> and to <i>beliefs and teachings</i> that arise from them in different communities.</p> <p><b>Worship and spirituality</b>  <u>Describe and make connections</u> between different features of the religions and other world views they study, discovering more about <i>celebrations, worship, pilgrimages and the rituals</i> which mark important points in life, in order to <u>reflect on their significance</u>. <u>Explore and describe</u> a range of <i>worship and expressions of spirituality</i> so that they can understand different ways of expressing meaning.</p>	<p><b>The nature of religion and belief</b>  <u>Observe and understand</u> varied <i>examples of religions and other world views</i> so that they can <u>explain, with reasons</u>, their meanings and significance.</p> <p><b>Ultimate questions</b>  <u>Discuss and present thoughtfully</u> their own and others' views on <i>challenging questions about belonging, meaning, purpose and truth</i>, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p><b>Moral decisions</b>  <u>Discuss and apply</u> how <i>beliefs and values may affect choices</i>, ideas about <i>what is right and wrong and what is just and fair</i>, <u>reflecting on their own answers</u> to these questions.</p> <p><b>Identity and diversity</b>  <u>Consider and apply ideas</u> about ways in which <i>diverse communities can live together</i> for the well-being of all, <u>responding thoughtfully</u> to ideas about community, values and respect.</p>



Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<h1>KS3</h1>	<p><b>Beliefs and authority</b>  <u>Explain and interpret</u> a range of beliefs, teachings and <i>sources of wisdom and authority including experience</i>, in order to understand religions and other world views as coherent systems or ways of seeing the world.</p> <p><b>Worship and spirituality</b>  <u>Explain and interpret ways that religions and other world views influence individuals and communities</u>, in order to <u>appraise reasons</u> why some people support and others question these influences. <u>Explain</u> how and why individuals and communities express their <i>beliefs and values in many different ways</i>, <u>enquiring into</u> this variety and the links between them.</p>	<p><b>The nature of religion and belief</b>  <u>Consider, analyse and evaluate</u> a range of approaches to <i>questions of beliefs and meaning within the local community and beyond</i>, using some introductory theological approaches.</p> <p><b>Ultimate questions</b>  <u>Explore</u> some of the <i>ultimate questions</i> that are raised by human life, making <u>well-informed and reasoned personal responses and expressing insights</u> that draw on a wide range of examples including the arts, media and philosophy.</p>	<p><b>Moral decisions</b>  <u>Observe and interpret</u> a wide range of ways in which religious beliefs and commitments are expressed. <u>Explore and express insights</u> into <i>significant moral and ethical questions</i> and <u>reflect personal responses</u>, drawing on a range of examples.</p> <p><b>Identity and diversity</b>  <u>Examine and evaluate</u> issues about <i>community relations and respect</i> for all, in the light of different perspectives from varied religions and other world views.</p>

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS4</b>	<p><b>Beliefs and authority</b>  <u>Analyse texts and other sources of authority, investigating a range of different interpretations</u> of these and <u>exploring</u> the consequences and implications for people and communities.</p> <p><b>Worship and spirituality</b>  <u>Investigate and evaluate diverse patterns of worship and ceremonies</u> shown by denominations, sects or other communities expressing faith or belief.  <u>Analyse forms of spirituality and worship</u> found in different religions and other world views.</p>	<p><b>Nature of religion and belief</b>  <u>Research and investigate</u> a range of approaches to important <i>religious and philosophical questions</i>, providing a <u>detailed evaluation of the perspectives of others, as well as their own views.</u></p> <p><b>Ultimate questions</b>  <u>Enquire</u> into <i>ultimate questions about human life and experience</i>, offering <u>balanced and well-articulated analysis</u> of diverse responses.</p>	<p><b>Moral decisions</b>  <u>Research and present</u> a wide range of well-informed and reasoned arguments about moral, religious and spiritual issues.</p> <p><b>Identity and diversity</b>  <u>Investigate and show detailed knowledge</u> of how faith communities and other groups differ in their approach to <i>controversial issues</i>, and how they find common approaches and tolerance.</p>

## Working towards end of key stage 1: progress ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Year 1. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	<b>Lower KS1:</b> Pupils <b>working towards</b> KS1 expectations will:	<b>Upper KS1:</b> Pupils <b>securely achieving</b> KS1 expectations will:
<b>A. Investigate the beliefs and practices of religions and other world views</b>	Retell ... Explore and discuss...  Recall and name.... Find out meaning of ..... Recognise important ...	Retell and suggest meanings for... Explore and discuss...  Recall and name different .... Find out meanings of ..... Recognise and appreciate similarities between...
<i>Summarised as...</i>	<b>Recall, name and talk about</b>	<b>Retell, recognise and find meanings</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Ask and respond to questions about....  Explore questions about...	Ask and respond to questions about.... Identify effect of...  Explore questions about... Express their own ideas
<i>Summarised as...</i>	<b>Ask and explore</b>	<b>Explore and respond sensitively</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Notice and recount... Respond with answers....  Find out about...	Notice and recount similarities ... Respond sensitively.... Find out about... Begin to express their ideas and opinions....  Find out about... Respond with ideas .....
<i>Summarised as...</i>	<b>Explore and find out</b>	<b>Begin to express ideas and opinions</b>

## Working towards end of key stage 2: progress ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Year 4. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	<b>Lower KS2: Pupils working towards</b> KS2 expectations will:	<b>Upper KS2: Pupils securely achieving</b> KS2 expectations will:
<b>A. Investigate the beliefs and practices of religions and other world views</b>	Describe and understand links between... Respond thoughtfully...  Discover more about.... Reflect on the importance of..... Explore and describe.... Understand different ...	Describe and understand links between... Respond thoughtfully to a range of ....  Discover more about... Reflect on the meaning of..... Explore and describe a range of ... Understand different perspectives about.....
<i>Summarised as...</i>	<b>Describe, discover and respond thoughtfully</b>	<b>Reflect and make connections between different ideas</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Observe and understand varied examples of... Observe and consider... Explain the importance of...  Discuss different views.... Apply ideas of their own .....	Observe and understand varied examples of... Observe and consider different Explain the meaning of .....
<i>Summarised as...</i>	<b>Observe and suggest reasons</b>	<b>Consider, compare and contrast</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Understand..... Suggest reasons for.....  Discuss their own and others' ideas... Respond thoughtfully to ...	Understand..... Suggest reasons for..... Discuss and apply their own and others' ideas....  Respond clearly with ideas about.... Consider and apply ideas about
<i>Summarised as...</i>	<b>Suggest reasons and respond thoughtfully</b>	<b>Offer ideas and clear responses</b>

## Working towards end of key stage 3: progress ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Years 7 and 8. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	<b>Y7:</b> Pupils <b>working towards</b> KS3 expectations will:	<b>Y8:</b> Pupils <b>partially achieving</b> KS3 expectations will:	<b>Y9:</b> Pupils who are <b>securely achieving</b> KS3 expectations will:
<b>A. Investigate the beliefs and practices of religions and other world views</b>	Express understanding of a range of..... Give a considered response to...  Describe and explain... Give reasons for... Explore and give reasons for...	Explain range of ..... Show understanding of...  Explain influences on... Appraise reasons for... Explain how..... Enquire about....	Explain and interpret a range of... Show coherent understanding of.....  Appraise reasons for... Interpret a range of... Explain how and why differences.... Enquire into differences....
<i>Summarised as...</i>	<b>Explain, giving a considered response</b>	<b>Explain influences and impact</b>	<b>Interpret variety</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Explain and give reasons for... Explore and explain diversity ...  Explore and respond, giving reasons	Explain clearly, reasonably and coherently; Evaluate religious...  Explain and make well-informed responses	Explain clearly, reasonably and coherently; Evaluate and analyse...  Make well-informed and reasoned responses Investigate and express insights...
<i>Summarised as...</i>	<b>Explain diversity</b>	<b>Explain beliefs and ideas clearly, recognising diversity</b>	<b>Evaluate explanations with cogent arguments</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Observe and show understanding of... Assess the importance of.... Explore and express views with reasons...  Consider and weigh up issues	Explain differences... Explore and express well-informed views...  Examine and evaluate issues...	Interpret a range of... Analyse controversies...  Explore and express insights.... Research and evaluate....
<i>Summarised as...</i>	<b>Weigh up different ideas</b>	<b>Examine and respond coherently</b>	<b>Research and evaluate</b>

## Working towards end of key stage 4: progress ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Year 10. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	Students <b>partially achieving</b> KS4 expectations will:	Students <b>securely achieving</b> KS4 expectations will:
<b>A. Investigate the beliefs and practices of religions and other world views</b>	Research and interpret texts and sources...  Investigate different arguments and evidence... Offer interpretations and conclusions...	Analyse texts and sources.... Investigate and explain different interpretations....  Investigate and evaluate.... Analyse forms of .... Analyse the influence of .....
<i>Summarised as...</i>	<b>Show detailed knowledge of perspectives and sources</b>	<b>Analyse different arguments clearly, with supporting evidence</b>
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Collect and organise evidence... Find and interpret examples...  Enquire into... Present informed and balanced arguments...	Analyse varied responses ... Give reasoned and supported arguments... Research and investigate a range of ... Provide detailed evaluation of ...  Enquire into ... Offer balanced and well-articulated analysis ...
<i>Summarised as...</i>	<b>Explain evidence and provide a range of examples</b>	<b>Research and analyse evidence, drawing reasoned conclusions</b>
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Raise issues and questions Consider and explain different perspectives  Research and present evidence and examples	Research and present a wide range of reasoned arguments... Investigate and show detailed knowledge of ....  Examine and critically evaluate varied perspectives ....
<i>Summarised as...</i>	<b>Raise and evaluate critical questions</b>	<b>Research independently and reflect personal conclusions</b>

## Summary of progress towards end of key stage statements

<i>Achievement related to EKSS</i>	<i>Achvmt related to level descriptors</i>	<b>A. Investigate the beliefs and practices of religions and other world views</b>	<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>
Securely achieving KS4 expectations (Y11)	8	Analyse different arguments clearly, with supporting evidence	Research and analyse evidence, drawing reasoned conclusions	Research independently and reflect personal conclusions
Partially achieving KS4 expectations (Y10)	7	Show detailed knowledge of a range of perspectives, sources and decisions	Explain evidence coherently, providing a range of examples	Raise and evaluate critical questions
Securely achieving KS3 expectations (Y9)	6	Interpret variety	Evaluate explanations with cogent arguments	Research and evaluate
Partially achieving KS3 expectations (Y8)	5+	Explain influences and impact	Explain beliefs and ideas clearly, recognising diversity	Examine and respond coherently
Working towards KS3 expectations (Y7)	5-	Explain, giving a considered response	Explain diversity	Weigh up different ideas
Securely achieving KS2 expectations (Y6)	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses
Partially achieving KS2 expectations (Y4)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
Securely achieving KS1 expectations (Y2)	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
Partially achieving KS1 expectations (Y1)	1	Recall, name and talk about	Ask and explore	Explore and find out

## Appendix: units of work and the Resources Hub

Below is a selection of non-statutory exemplar units of work available in the RE Resources Hub. Taken together, they will fulfil syllabus requirements. However, schools are encouraged to develop their own curriculum based on the statutory requirements and other guidance in this syllabus. The exemplar units of work may be used, adapted or supplemented as appropriate. Material has been included from primary and secondary teachers and also from RE Today Services and Pennine Learning.

The units of work are available in the West Yorkshire RE Resources Hub shared with Kirklees and Calderdale. They are often accompanied by some resources for teaching and learning. There are other supplementary units of work available. In addition the Hub includes national guidance and documentation on RE and resources such as an anthology of stories. The Hub is updated regularly and also welcomes contributions from teachers.

Schools can subscribe to the Hub with online access to all the units of work and resources for a modest one-off charge. To gain access email [enquiries.learningservices@kirklees.gov.uk](mailto:enquiries.learningservices@kirklees.gov.uk). For further general information about the Resources Hub contact [enquiries@penninelearning.com](mailto:enquiries@penninelearning.com).

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### **EYFS**

- F1 Where do we live and who lives there?
- F2 How do Christians celebrate Christmas?
- F3 What makes a good helper?
- F4 What can we see in our wonderful world?
- F5 Who and what are special to us?

### **Year 1**

- A. Beliefs and practices of religions and other world views**
  - 1.1 Why are stories important?
  - 1.2 Why do we celebrate special occasions?
- B. Questions of meaning, purpose and value**
  - 1.3 What does it mean to belong to a church or a mosque?
- C. Questions of morality, identity and diversity**
  - 1.4 Why do we care about people?



## Year 2

- A. Beliefs and practices of religions and other world views**
  - 2.1 How do Christians and Muslims celebrate new life?
  - 2.2 How can we make good choices?
- B. Questions of meaning, purpose and value**
  - 2.3 How and why do people pray?
- C. Questions of morality, identity and diversity**
  - 2.4 How can we look after our planet?

## Year 3

- A. Beliefs and practices of religions and other world views**
  - 3.1 What does it mean to be a Jew?
  - 3.2 Who can inspire us?
- B. Questions of meaning, purpose and value**
  - 3.3 How are beliefs expressed through arts?
- C. Questions of morality, identity and diversity**
  - 3.4 What do Christians believe about a good life?

## Year 4

- A. Beliefs and practices of religions and other world views**
  - 4.1 How are important events remembered in ceremonies?
  - 4.2 What words of wisdom can guide us?
- B. Questions of meaning, purpose and value**
  - 4.3 What do creation stories tell us about our world?
- A. Questions of morality, identity and diversity**
  - 4.4 What faiths make up our community?

## Year 5

- A. Beliefs and practices of religions and other world views**
  - 5.1 Why are some places and journeys special?
  - 5.2 What do we know about Islam?
- B. Questions of meaning, purpose and value**
  - 5.3 Should we forgive others?
- C. Questions of morality, identity and diversity**
  - 5.4 What matters most to believers?

## Year 6

- A. Beliefs and practices of religions and other world views**
  - 6.1 What does it mean to be a Sikh?
  - 6.2 How do Christians express their beliefs?
- B. Questions of meaning, purpose and value**
  - 6.3 What is compassion?
- C. Questions of morality, identity and diversity**
  - 6.4 How does growing up bring responsibilities and commitments?

## Year 7

### A. Beliefs and practices of religions and other world views

- 7.1 How do Buddhists see life?
- 7.2 What beliefs lie at the heart of Christianity?

### B. Questions of meaning, purpose and value

- 7.3 What is religion?

### C. Questions of morality, identity and diversity

- 7.4 What does it mean to live in multi-faith Britain?

## Year 8

### A. Beliefs and practices of religions and other world views

- 8.1 How can art express spirituality?
- 8.2 What is Humanism?

### B. Questions of meaning, purpose and value

- 8.3 What is marriage and how is it celebrated?

### C. Questions of morality, identity and diversity

- 8.4 Should human beings use animals?

## Year 9

### A. Beliefs and practices of religions and other world views

- 9.1 What do Hindus believe?

### Questions of meaning, purpose and value

- 9.2 How do beliefs affect death and mortality?

### B. Questions of morality, identity and diversity

- 9.3 What does it mean to welcome and belong?
- 9.4 Does religion promote or prevent equality?

## Years 10-11

### A. Beliefs and practices of religions and other world views

- 10.1 What does Ramadan mean to Muslims?
- 10.2 How are Quakers distinctive?
- 10.3 How do people work for peace?
- 10.4 What is meant by truth and spirituality?

### B. Questions of meaning, purpose and value

- 10.5 Can you believe in God today?
- 10.6 What are human rights what do religions have to say about these?

### C. Questions of morality, identity and diversity

- 10.7 How do believers make moral choices?
- 10.8 Can beliefs ever justify violent extremism?
- 10.9 How can we make the world a fairer place?
- 10.10 Is there a connection between religion, citizenship and the state?

