



## ***Religious Education and the Early Years Foundation Stage***

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**Religious Education is a statutory requirement for all pupils registered on the school roll, including those children in EYFS in reception classes.**

Although this legal requirement does not extend to children under compulsory school age, it is good practice for **all early years' settings** to teach children to **respect and celebrate each other's differences by developing an understanding of diversity beyond their immediate family experience**. The promotion of equality, diversity and **British values** should be at the heart of all early years' settings and as such will form a distinct area of enquiry as part of any Ofsted inspection (Early Years Handbook 2015).

**Although Religious Education is distinct from the Early Years Framework and must be taught in line with this agreed syllabus it can also make an active contribution to all areas of learning and development. In particular it can support development within:**

- Personal, social and emotional development.
- Communication, language and literacy.
- Understanding the world.
- Expressive arts and design.

**During the EYFS** children may begin to explore the world of religion in terms of: special people, books, festivals and celebrations, places, objects and visiting places of worship. They may be introduced to a range of religious words and use all their senses in exploring religions and beliefs, practices and forms of expression. They may reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

When planning to develop the seven areas of learning, practitioners will search for activities that promote links between a range of different skills. Early Years Foundation Stage planning often uses topics or themes to connect learning so that learning is exciting, engaging and responds to children's interests. The following are examples of how religious experiences can support the Early Years Framework.

## AREA OF LEARNING: PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT (PRIME)

### Early Learning Goals

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### Examples of RE related experiences and opportunities

- Children reflect on feelings and experiences associated with, for example weddings, birth ceremonies, death of a pet, special times at school. They apply this learning in a range of child initiated contexts e.g. role play, small world, creative area.
- Children express responses to sad and happy occasions e.g. Remembrance Day, Comic Relief day. They are confident to share their ideas, experiences and artefacts and express feelings. They can talk confidently about their own customs and practices.
- Children use some stories from religious traditions as a stimulus to reflect on their own feelings, behaviour and experiences and explore them in various ways. Using story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation.
- Children think about issues of right and wrong within the school environment and how humans help one another. They recognise leaders and religious visitors and know how to behave and talk to them respectfully.
- Children listen to, consider and talk about the meaning of stories that teach the importance of kindness and friendship.
- Using role-play (e.g. vets, hospital, baby clinic) as a stimulus, children talk about some of the ways people show care and concern for others and why it is important.

### SUGGESTIONS FOR LINKED TOPICS AND THEMES:

Who am I? People Who Help Us, Friends, Families, Special People, I Am Special, We are all different, Heroes, Our Feelings, New Life, Welcoming a New Baby Signs and Symbols, Special Objects. Who is a Neighbour?

## AREAS OF LEARNING: COMMUNICATION AND LANGUAGE ( PRIME) LITERACY (SPECIFIC)

### Early Learning Goals

**Listening and attention:** 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, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** 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.

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Examples of RE related experiences and opportunities

- Children hear religious and spiritual stories and songs which feature festivals, elements of guidance or relate to human feelings and experience. They listen, question and develop understanding.
- Using a religious celebration as a stimulus, children talk about the special events associated with celebrations.
- Using puppets or small world figures, children re-enact religious stories.
- Through artefacts, stories and music children learn about important religious celebrations. They learn and use new vocabulary associated with places of worship, special ceremonies etc.
- Children re-read familiar stories at their level in the reading corner.
- Children have opportunities to mark make in a range of contexts during both adult led and child initiated activities, e.g. making Easter cards, adding speech bubbles to characters.

### SUGGESTIONS FOR LINKED TOPICS AND THEMES:

Christmas, Heroes, Our Families, Friends, Special People, Old and New.

## AREA OF LEARNING: UNDERSTANDING THE WORLD ( SPECIFIC)

### Early Learning Goals

**People and communities:** 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.

**The world:** 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. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### Examples of RE related experiences and opportunities

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences e.g. after talking to family members, visitors, looking at photographs, handling artefacts.
- Children visit places of worship. Having visited a local place of worship, they apply their learning via role play, mark making and creative activities. Times are taken to learn the value of silence and reflection through stilling exercises.
- Through exploring the school grounds and locality children can identify things of beauty and identify how the environment has been spoiled. They can discuss good and bad ways to treat the world.
- Children use technology to find out about the lives of children in a range of faith communities. They use digital cameras to record points of interest during visits to places of worship or visits from religious leaders.
- Opportunities are taken to express awe and wonder at the natural world – responding through dance, art etc.

### SUGGESTIONS FOR LINKED TOPICS AND THEMES:

Our World, Seasons, Beginnings, Spring, Summer, Autumn, Winter, Festivals, Special Times, Caring for Animals and Pets, Our community, Our Class, Our Town / Village, Special Buildings, Weddings, New Baby, New Life.

## AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN

### Early Learning Goals

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** 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.

### Examples of RE related experiences and opportunities

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact. They make their own models and artefacts using a range of media and materials.
- Children listen to different musical styles and express their feelings in dance and gesture e.g. Hindu hand gestures, Jewish music for joyful and happy occasions.
- Candles are used for stilling exercises and times of reflection.
- Children study different works of art e.g. images of Jesus.
- Opportunities are exploited to explore and express emotions e.g. creating mood pictures.

**SUGGESTIONS FOR LINKED TOPICS AND THEMES:**

Happy and Sad, Stories we love, Songs we enjoy, Our feelings, Festivals, Celebrations.

**Although Religious Education can make an active contribution to all areas of learning, it should also be taught as a distinct subject in line with this syllabus, following the Lancashire Field of Enquiry.**

**In the Early Years Foundation Stage**, pupils must have opportunities to learn about **Christianity and other religions represented in the class**. If no other principal religion is represented at least ONE other religion should be explored.

**Reception**

**KEY QUESTION: WHERE DO WE BELONG?**

**Investigations could consider focus questions and issues such as:**

**Key Learning Pupils will be taught to:**

What does it mean to belong?  
 What is a neighbour? Who are our neighbours and how should we treat them?  
 Where are special places in our community?  
 How do special times help us belong? How do we show that we belong?

- **Recall** some parts of religious stories from at least 2 religions. (B&V LRT)
- **Talk about** people and situations important to themselves within the school community. (SHE) □ **Talk about** people and situations important to themselves in their families and community. (SPM)

What are our community symbols?

□ Begin to **ask** questions (SHE).

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Shared Human Experience:** pupils will explore and ask questions about the experiences of wondering about puzzling questions.
- **Living Religious Traditions:** pupils will explore and recognize some things religious people say about God.
- **Beliefs and Values:** pupils will explore and ask questions about some beliefs and stories about God and human life.
- **The Search for Personal Meaning:** pupils will explore simple beliefs about God and suggest their own responses.

## KEY STAGE ONE PROGRAMME OF STUDY

**Focus statement:** In Key Stage 1, pupils must have opportunities to learn about Christianity and at least two other principal religions, and other religions and beliefs represented in the school community.

They explore different beliefs about God, worship and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs about what is important to people are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the important questions raised by values, religion, worship and belief, especially for other children and their families. Pupils develop their enquiry skills through asking questions and develop a sense of wonder about the world, using their imagination. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

**During the key stage, teaching should ensure that pupils benefit from the following experiences and opportunities:**

- identifying religious communities, individuals and celebrations in their community, visiting places of worship and focusing on symbols and feelings, listening and responding to visitors from local faith communities using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences; and
- beginning to use the skills of computing to explore religions and beliefs as practiced in the local and wider community.

**The key questions in KS1 will be:**

**Y1: What do people say about God?**

**Y2: How do we respond to the things that really matter?**

**Teachers should plan for Christianity and at least two other religions to be studied.**

## Year 1

### KEY QUESTION – WHAT DO PEOPLE SAY ABOUT GOD?

| Investigations could consider focus questions and issues such as:  | Key Learning<br>Pupils will be taught to:   |
|--|---|
| <ul style="list-style-type: none"> <li>• What is God like? / Where is God?</li> <li>• How do people find out about God?</li> <li>• Why might some people not believe in God?</li> <li>• What stories are told about God? Why are they told?</li> <li>• How and why do symbols help some people understand God?</li> <li>• What can we find out about God from the paintings and songs that religious people make?</li> <li>• What do some people say God wants?</li> <li>• What do some people do because they believe in God?</li> <li>• Why do some people think God made the world?</li> <li>• What do people in our school/community tell us about God?</li> <li>• How do some people change/behave/feel because they believe in God?</li> </ul> | <ul style="list-style-type: none"> <li>• Use some religious words and phrases to <b>recognise and name</b> features of religious traditions. (B&amp;V LRT)</li> <li>• <b>Recall</b> religious stories and recognise symbols and other verbal and visual forms of religious expression. (B&amp;V LRT)</li> <li>• <b>Talk about</b> their own experience and feelings. (SHE)</li> <li>• <b>Talk about</b> what is of value and concern to themselves. (SPM)</li> <li>• <b>Know</b> what relevant questions are and to <b>ask</b> them. (SHE)</li> </ul> |
| <p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will explore and ask questions about the experiences of wondering about puzzling questions.</li> <li>• <b>Living Religious Traditions:</b> pupils will explore and recognize some things religious people say about God.</li> <li>• <b>Beliefs and Values:</b> pupils will explore and ask questions about some beliefs and stories about God and human life.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will explore simple beliefs about God and suggest their own responses.</li> </ul>   |   |

## Year 2

### KEY QUESTION - HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?

| Investigations could consider focus questions and issues such as: | Key Learning<br>Pupils will be taught to: |
|---|---|
|   |   |



- How and why is celebrating and remembering important in religion and worship?
- How and why do symbols show us what is important in religion?
- What do special stories teach worshippers and others?
- What is really important? Why is this? How do we show this? Can worship help people remember what is important?
- What do people think is important to do daily, [weekly, monthly]? [Why] are these important? Why do some people have religious rituals?
- What makes us go 'wow' or makes us think hard? Does worship have to happen in a special place/a certain time? □ Does worship help people?

- **Retell and suggest meanings** for religious stories, actions and symbols. (B&V LRT)
- Use religious words and phrases and consistently **identify** some features of religious traditions. (B&V LRT)
- Begin to **identify and describe** how religion is expressed in different ways. (B&V LRT) □ **Talk about** what is of value and concern to themselves and to others. (SPM)
- **Talk about** what they find interesting or puzzling. (B&V LRT)
- **Ask important questions** about religions and belief. (SHE)

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Human Experience:** pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth.
- **Living Religious Traditions:** pupils will enquire into examples of worship in religions locally, nationally and globally.
- **Beliefs and Values:** pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration.
- **The Search for Personal Meaning:** pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.

## KEY STAGE TWO PROGRAMME OF STUDY

**During Key Stage 2, pupils must have opportunities to learn about Christianity and at least two other principal religions, and other religions and beliefs represented in the local area, recognising the impact of religion and belief locally, nationally and globally.**

Pupils develop their skills of enquiry into the key question **'What is it to be human?'** They make connections between universal human concepts, different forms of religious expression while discovering and questioning the beliefs and values they express. They consider the beliefs, teachings, practices, celebrations and lifestyles central to religion. They learn about sacred texts and other sources of authority and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and, where appropriate, between religions and beliefs while developing key skills and attitudes. They extend their range and use of specialist vocabulary. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE.

**During the key stage, teaching should ensure that pupils benefit from the following experiences and opportunities:**

- identifying religious communities, individuals and their practices and life journeys in their local community;
- encountering religion through visitors and visits to sacred spaces, and enquiring into the impact and reality of religion on the local and global community through carefully planned questions;
- discussing religious and philosophical questions about truth meaning and purpose, giving reasons for their own beliefs and those of others;
- considering a range of human experiences and feelings;
- reflecting on their own and others' insights into life and its origin, purpose and meaning;
- expressing and communicating their own and others' insights through their writing, art and design, music, dance, drama and computing skills; and
- developing the use of computing skills, particularly in enhancing pupils' awareness of religions and beliefs globally.

**Key Questions in KS2 will be:**

- **Year 3: Who should we follow?**
- **Year 4: How should we live our lives?**
- **Year 5: Where can people find guidance on how to live their lives?**
- **Year 6: In what way is life like a journey?**

**Teachers should plan for Christianity and at least two other religions to be studied.**

## Year 3

### KEY QUESTION - WHO SHOULD WE FOLLOW?

| Investigations could consider focus questions and issues such as:   | Key Learning<br>Pupils should be taught to:   |
|---|---|
| <ul style="list-style-type: none"> <li>• What is power/a powerful person?</li> <li>• Who should we look up to?</li> <li>• What is/who has the X factor?</li> <li>• Can people/one person change the world?</li> <li>• What qualities make a good leader?</li> <li>• Are the founders of the faiths good role models?</li> <li>• Can following others get us into trouble?</li> <li>• What does it mean to inspire/be inspired?</li> <li>• What can we learn from the life of people who started a religion?</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Show awareness</b> of similarities in religions. (B&amp;V, LRT)</li> <li>• <b>Identify</b> how religion is expressed in different ways. E.g. dress, prayer, celebrations. (LRT)</li> <li>• Use a developing religious vocabulary to <b>describe</b> some key features of religious traditions recognising some similarities and differences. (B&amp;V, LRT)</li> <li>• <b>Identify</b> what influences them, <b>making links</b> between aspects of their own and others' experiences. (SHE)</li> <li>• <b>recognise</b> their own and others' values in relation to matters of right and wrong (SPM) □ <b>ask</b> important questions about religion and beliefs and find out answers. (SHE, B&amp;V)</li> </ul> |
| <p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will ask questions about and make links between their own experience and stories of people who are followed.</li> <li>• <b>Living Religious Traditions:</b> pupils will ask questions about the lives and examples of founders and leaders of religion.</li> <li>• <b>Beliefs and Values:</b> pupils will investigate the beliefs and values of founders and leader.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will consider the example of those people who are followed for their own lives and their own beliefs and values.</li> </ul> |   |

KEY QUESTION – HOW SHOULD WE LIVE OUR LIVES?

| Investigations could consider focus questions and issues such as:   | Key Learning<br>Pupils should be taught to:  |
|---|--|
| <ul style="list-style-type: none"> <li>• Why are some occasions sacred to believers?</li> <li>• How and why do people worship, including at particular sites?</li> <li>• What is expected of a person in following a religion or belief?</li> <li>• How do religious families and communities practice their faith, and what contributions does this make to local life?</li> <li>• What do the religions say about doing good?</li> <li>• How can we best express our beliefs and ideas?</li> <li>• Should we celebrate special times in our lives?</li> <li>• What's the point?</li> <li>• What is it to 'Do our duty'?</li> <li>• What are our rules?</li> <li>• What 'lights our way'?</li> <li>• What are we prepared to sacrifice/never sacrifice?</li> </ul>   | <ul style="list-style-type: none"> <li>• Use specific vocabulary to <b>describe</b> key features of living religious traditions, <b>recognising</b> similarities and differences. (LRT)</li> <li>□ Begin to <b>identify</b> the impact religion has on believers' lives. (B&amp;V LRT)</li> <li>• <b>Make links</b> between believers' values and commitments and their own(SPM)</li> <li>• <b>Ask important question</b> about religions and beliefs, and <b>compare</b> to their own experiences. (SHE, B&amp;V, SPM)</li> </ul> |
| <p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will consider questions about commitment and change and explore people's experiences of life as it connects to what we believe and value.</li> <li>• <b>Living Religious Traditions:</b> pupils will consider the impact of religion as individuals, in family and in community, in the religions studied.</li> <li>• <b>Beliefs and Values:</b> pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will make links between their own lives and what they believe to be of value.</li> </ul> |  |

**KEY QUESTION - WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES?**

| Investigations could consider focus questions and issues such as:   | Key Learning<br>Pupils should be taught to:   |
|---|---|
| <ul style="list-style-type: none"> <li>• What can stories teach us?</li> <li>• What guidance to follow?</li> <li>• How do holy words guide people in their lives?</li> <li>• What can we learn from the way religions treat their scriptures?</li> <li>• Can words have power?</li> <li>• What is there to learn from the stories/history of others?</li> <li>• What different kind of writings and story are important to belief/religions?</li> <li>• Are religious stories meant to be true? What do religious texts and teachings say about God, the world and human life?</li> <li>• What is wisdom? Can words from long ago make us wise?</li> <li>• Do (should?) religious teachings affect our laws today?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Make links</b> between beliefs and sacred texts, including stories and various religious sources (B&amp;V LRT)</li> <li>• <b>Suggest meanings</b> for a range of living religious traditions e.g., Guru Granth Sahib, Wudu before handling the Qur'an. (B&amp;V LRT)</li> <li>• <b>Describe</b> the impact of religion on people in terms of beliefs, values and personal meaning. (LRT)</li> <li>• <b>Apply</b> their ideas to their own and other peoples' lives simply. (B&amp;V)</li> <li>• <b>Ask important questions</b> about religion and beliefs, and <b>compare</b> the different viewpoints within a faith group. (SHE, B&amp;V, SPM)</li> </ul> |

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Shared Human Experience:** pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance.
- **Living Religious Traditions:** pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community.
- **Beliefs and Values:** pupils will identify and consider the beliefs and values within religious teachings from revered literature.
- **The Search for Personal Meaning** pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.

## Year 6

### KEY QUESTION – IN WHAT WAY IS LIFE LIKE A JOURNEY?

| Investigations could consider focus questions and issues such as:   | Key Learning<br>Pupils should be taught to:   |
|---|---|
| <ul style="list-style-type: none"> <li>• Is life like a journey?</li> <li>• What is a good life well lived? □ How do religions mark the ‘signposts’ and the ‘turning points’ on the journey?</li> <li>• If life is a journey, where does it lead? What is happiness?</li> <li>• What is worth celebrating? □ Predestination or free will?</li> <li>• Are children a gift/precious?</li> <li>• Why do we suffer?</li> <li>• What is the map for our journey?</li> <li>• Can people really change?</li> <li>• Who or what are we accountable to?</li> <li>• Should we prepare for the future?</li> <li>• Where do we start and end on this journey?</li> <li>• Who are the important people on our journey?</li> <li>• What is death?</li> <li>• What do we commit ourselves to on our journey?</li> <li>• What beauty and ugliness will we encounter?</li> <li>• What should our attitudes be on our journey?</li> <li>• Is love all we need?</li> </ul> | <ul style="list-style-type: none"> <li>• Use developing religious vocabulary to describe and <b>show understanding</b> of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. (B&amp;V LRT) □ <b>Explain</b> what inspires and influences them, expressing their own views whilst respecting other people. (SPM).</li> <li>• <b>Analyse</b> religious information and begin to develop their own opinions B&amp;V, SPM).</li> <li>• <b>Ask important questions</b> about religion and beliefs, (e.g., identity, belonging, meaning, purpose, truth, values and commitments). □ <b>Compare</b> different viewpoints within a faith group. (SHE, B&amp;V, SPM)</li> </ul> |
| <p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> develop awareness of what guides peoples’ lives, of turning points in life and where we may be 'going'.</li> <li>• <b>Living Religious Traditions:</b> identify and question how religious traditions support the journey of life and celebrate or mark life’s milestones.</li> <li>• <b>Beliefs and Values:</b> identify and consider the beliefs and values that underpin a religious life at its different stages.</li> <li>• <b>The Search for Personal Meaning:</b> in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.</li> </ul>   |   |

## KEY STAGE THREE PROGRAMME OF STUDY

**Throughout Key Stage Three** pupils extend their quest for personal meaning by seeking even deeper understanding of Christianity and the other principal religions in a local, national and global context.

They extend their understanding of important beliefs, values, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of questions of belief and values. They advance the use of questioning in their learning. They interpret religious texts and other sources of guidance and wisdom, recognising both the power and limitations of language and other forms of communication in expressing beliefs and ideas. They reflect on the impact of religion and belief in the world and their own lives. They begin to consider religions in relation to each other and in relation to non-religious ways, world views and ways of life, considering the importance of interfaith dialogue and the tensions that exist between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

**During the key stage, teaching should ensure that pupils benefit from the following experiences and opportunities:**

- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues. □ visiting, where possible, places of major religious significance.
- discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues.
- reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in RE, using reasoned, balanced arguments as part of their life long quest for meaning and purpose.
- using a range of forms of expression to communicate their ideas and responses creatively and thoughtfully.
- exploring the connections between RE and other subject areas such as the arts, humanities, literature, science.

**The key questions in KS3 will be:**

- **Year 7: Where do we belong?**
- **Year 8: Where can we find guidance on how to live our lives?**
- **Year 9: Where can we seek truth and find meaning?**



## Year 7

### KEY QUESTION: WHERE DO WE BELONG?

| Investigations could consider focus questions and issues such as:   | Key Learning<br>Pupils should be taught to:  |
|---|--|
| <ul style="list-style-type: none"> <li>• What makes a community?</li> <li>• Do we belong because of choice or circumstance?</li> <li>• Can we learn anything from religious communities?</li> <li>• What unites us? What divides us?</li> <li>• What do we need to know in order to live well together?</li> <li>• Who are the heroes and villains in our community?</li> <li>• Do individuals have any responsibility to the community?</li> <li>• Who is my neighbour? Should charity begin at home?</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>investigate and explain</b> the differing impacts of religious beliefs and teachings on individuals, communities and societies.</li> <li>• <b>investigate and explain</b> why people belong to faith communities and explain the reasons for diversity in religion.</li> <li>• <b>apply</b> a wide range of religious and philosophical language consistently and accurately.</li> <li>• <b>enquire into and interpret</b> forms of religious and spiritual expression;</li> <li>• <b>express</b> their own beliefs, ideas and insights into the significance of religious and other world views on human communities.</li> <li>• <b>reflect on and evaluate</b> their own and others' beliefs about issues of community.</li> </ul> |
| <p><b>Teachers should plan for <u>up to three</u> religions to be studied in any investigation.</b></p> <p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will develop understanding of the significance, value and challenges of belonging in a diverse community.</li> <li>• <b>Living Religious Traditions:</b> pupils will investigate how the sense of belonging and being part of religious communities have an impact on believers' lives in various ways.</li> <li>• <b>Beliefs and Values:</b> pupils will develop insights into the ways religious communities, and the individuals within them, develop and practice their beliefs and values.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will develop insight into their own sense of identity and belonging, relating to communities, their place within them and with reference to their exploration of religious communities.</li> </ul> |  |



**KEY QUESTION: WHERE CAN WE FIND GUIDANCE ON HOW TO LIVE OUR LIVES?**

| Investigations could consider focus questions and issues such as:   | Key Learning<br>Pupils should be taught to:   |
|---|---|
| <ul style="list-style-type: none"> <li>• Are some rules universal and timeless?</li> <li>• Can words have power?</li> <li>• Why have religious stories lasted?</li> <li>• Can words ever really describe God?</li> <li>• Should laws today still be influenced by religious writings?</li> <li>• Do religious texts still matter today?</li> <li>• What can stories teach us?</li> <li>• What do we mean by 'truth'?</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>explain and analyse</b> how religious beliefs and ideas are transmitted by sacred texts and revered literature.</li> <li>• <b>analyse and compare</b> the evidence and arguments used when considering issues of truth in religion and philosophy, referring to sacred texts.</li> <li>• <b>discuss and evaluate</b> how religious beliefs and teachings and sacred texts inform answers to ultimate questions and ethical issues.</li> <li>• <b>interpret and evaluate</b> a range of religious sources, texts and authorities.</li> <li>• <b>reflect</b> on the relationship between beliefs, teachings and ultimate questions in sacred and revered literature.</li> <li>• <b>express</b> their own ideas and responses, using reasoned arguments and a variety of forms of expression.</li> </ul> |
| <p><b>Teachers should plan for <u>up to three</u> religions to be studied in any investigation.</b></p> <p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will reflect upon experiences such as receiving guidance, trusting in and questioning authority, shaping one's life in light of tradition, and identifying and evaluating questions of authority and experience.</li> <li>• <b>Living Religious Traditions:</b> pupils will investigate, explain and interpret the meanings and use of sacred text in different traditions, creating questions to ask of adherents.</li> <li>• <b>Beliefs and Values:</b> pupils will identify, consider and evaluate questions of belief and value in the light of the teaching of sacred texts and other religious authorities.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will express their own ideas and insights about questions of authority, meaning and purpose in the light of the teachings of sacred texts and other guidance.</li> </ul> |   |

## Year 9

### KEY QUESTION: WHERE CAN WE SEEK TRUTH AND FIND MEANING?

| Investigations could consider focus questions and issues such as:  | Key Learning<br>Pupils should be taught to:   |
|--|---|
| <ul style="list-style-type: none"> <li>• What does it mean to be human?</li> <li>• Is God real? If so, where is God?</li> <li>• Does life have a purpose?</li> <li>• Is death the end?</li> <li>• If God exists, why is there evil and suffering?</li> <li>• Is religion good for society?</li> <li>• What does it mean to be religious in the 21<sup>st</sup> century?</li> <li>• What is the relationship between religion and science?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>analyse and compare</b> the evidence and arguments used when considering issues of truth.</li> <li>• <b>investigate and explain</b> the differing impacts of religious beliefs and teachings on individuals, communities and societies.</li> <li>• <b>discuss and evaluate</b> how religions and beliefs and teachings inform answers to ultimate questions and ethical issues.</li> <li>• <b>apply</b> a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs.</li> <li>• <b>reflect</b> on the relationship between beliefs, teachings and ultimate questions, using reasoned arguments to express their own beliefs, ideas and insights on issues such as religion and science, the impact of religion on modern life and questions of good and evil.</li> </ul> |

**Teachers should plan for up to three religions to be studied in any investigation.**

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Shared Human Experience:** pupils will develop insight and their own interpretations of questions of meaning, purpose, truth, values and commitment.
- **Living Religious Traditions:** pupils will devise enquiries and examine answers to questions about God and the meaning and purpose of life found in different religions and world views.
- **Beliefs and Values:** pupils will consider how beliefs and values address ultimate questions, and the ways in which believers from different traditions may view each other and learn from each other.
- **The Search for Personal Meaning:** pupils will develop and express critical insights into the questions. They will consider the impact of their answers for themselves.

## KEY STAGE FOUR REQUIREMENTS

RE must be taught to all students on roll of a school where this syllabus applies, across the 14-19 years.

Pupils following an accredited course (such as GCSE Religious studies) based on the study of Christianity and one other major world religion will have deemed to have met the requirements of the agreed syllabus.

## 16-19 PROVISION

### Living the Faith - the theme for these two years

In developing my own stance to life, how have philosophy, religious study, experience and argument contributed to my view of the world? What is to be learned from the religions about responses to ultimate questions of meaning, value, commitment and truth?

All schools with students aged 16-19 on roll are required to provide an RE entitlement for these students, irrespective of which examination courses they may choose. This core entitlement for all students is seen in this Agreed Syllabus as an enrichment of curriculum studies: *it takes its place alongside key skills, critical thinking, PE/health, sex education and citizenship studies*, all of which the school will also provide for students in this age range.

At this stage, learning opportunities should be focused upon a range of religions and views of life appropriate to the students and the selected curriculum content, having regard to prior learning and the value of both depth and breadth in studying religions. Schools may plan their provision for the key stage including topics selected from those listed on the website, or designed by the school in line with all the general requirements of the syllabus.

There is considerable flexibility for schools in devising programmes of study for 16-19s, and the units of study can be delivered in various ways, including through core and enrichment programmes of study, general studies, examined courses, as day conferences or through integrated work in a number of subjects. **Please see the website for Potential Unit Titles for RE 16-19.**

## ACKNOWLEDGMENTS

Peter Martin, Chairman of Lancashire SACRE  
Members of Lancashire SACRE Agreed Syllabus Conference  
Helen Harrison, RE consultant  
Fiona Holland and Freddie Bailey, Business Support Officers

Jo Crabtree, Primary RE Advanced Skills Teacher, Brunshaw Primary School  
Joanne Harris, Specialist leader at Broughton High School  
Moira Pate, Church of England Representative

