

## ***Section 2***

### How do we organise Learning?

#### ***Section 2 Part A***

Content, Time Allocations & Reporting in the Key Stages

Introduction to Aspects of Faith

Attainment Targets in RE

Effective Learning in RE

Skills for Effective Learning

## **Section 2 Part A**

### **Content & in Time Allocations in the Key Stages**

This syllabus has been designed to give maximum flexibility for schools to plan and organise religious education in the light of their own circumstances and the character of their local community. It is necessary, however, for schools to plan the programme for religious education at each key stage against the following requirements.

#### **Religion & Beliefs**

◆ **Foundation Stage** - Christianity.

◆ **Key Stage 1** - Christianity and normally one other principal religion.

◆ **Key Stage 2** - Christianity and two other principal religions

It is expected by the end of Key Stage 2 at least Judaism Unit 1 will have been taught.

◆ **Key Stage 3** - Christianity and at least two other principal religions.

◆ **Key Stage 4 - (14-16)** - Christianity and at least one other principal religion or any examination board specification, which includes Christianity.

◆ **16-19** - Christianity and other principal religions or any examination board specification, which includes Christianity.

It is expected that during all Key Stages, a secular world view will be taught as appropriate through the RE curriculum, e.g. through topics on creation or God. Where there are other religious communities with a significant local presence, e.g. Jehovah's Witness, Mormons, Bahai Faith, pupils may study aspects of these communities. See Handbook Part 2 for example units.

**NB It is expected a pupil encountering a religion for the first time would begin at Unit 1 of the Content Overview for that religion. A combination of Units 1 and 2 may be used if a student encounters a religion for the first time in Key Stages 3 or 4. There is a Unit R for Foundation Stage Christianity.**

The requirements of the syllabus cannot be fulfilled unless 5% of curriculum time is allocated to the teaching of Religious Education.

It is expected that by the end of the summer term, foundation stage classes will be moving towards the statutory requirement for Key Stage 1.

In Key Stage 1 the requirement is for 36 hours per year.

In Key Stage 2 the requirement is for 45 hours per year.

In Key Stage 3 the requirement is for 45 hours per year.

In Key Stage 4 the requirement is for 40 hours per year.

#### **Reporting**

**It is a legal requirement to report on pupil's progression in religious education at least once a year.**

**At the end of Key Stages 1, 2 and 3 teachers should report the assessment levels, which the pupil has achieved. At the end of Key Stages 4 and 5 teachers should report against the end of Key Stage descriptions.**

## **Introduction to Aspects of Faith**

### **Explanation of aspects of faith or key concepts**

The religious Education curriculum introduced in 2007, included a different approach for RE, with a greater emphasis on six “key concepts” or ‘aspects of faith’. These were:-

1. **Beliefs, Teachings and Sources**- exploring the teachings, texts and authorities in a particular religion
2. **Practices and Ways of life**-examining the impact of religion on how people live their lives.
3. **Expressing meaning**-appreciating that beliefs are expressed in various forms, including writing, silence, art, music, dress, dance, ritual and food.
4. **Identity, Diversity and Belonging**- understanding how individuals develop a sense of identity and belonging through their faith and how this may differ within and between religions
5. **Meaning, Purpose and Truth**-exploring how religions answer ultimate questions which face humanity. These include the existence of God and the nature of being human. They should also include pupils’ own questions
6. **Values and Commitments**-understanding how moral values and a sense of obligation can come from religious beliefs.

These six aspects of faith have been used as the framework of the content overviews for each faith. The advantage of these aspects of faith is that they ensure that pupils appreciate the breadth and depth of a religious faith.

Within these units there are some distinctive religious concepts which children should be taught to grasp and understand. These key religious concepts will include ideas;

- which are specific to particular religions, such as the Christian ‘resurrection’ or the Hindu ‘atman’
- which are common across a number of religions, such as ‘divine’, ‘spirit’, ‘sacred’
- which are used by students of religion in the course of their enquiries, such as ‘belief’, ‘symbol’, myth, ‘ritual’
- which characterise the aspects of human life which underpin the quest for meaning, such as ‘belonging’, ‘identity’, ‘death’, ‘suffering’.

**All six of the above aspects of faith should be covered in each year of the key stage, so that students should have a deeper understanding of what it means to be religious.**

## **Attainment Targets in Religious Education**

### ***Engaging Encounter and Reasoned Response***

The attainment targets set out below are intended to state clearly the distinctive process of learning in Religious Education and provide the basis for planning effective teaching at each key stage.

#### **Attainment Target 1 Engaging Encounter with Religion**

This attainment target requires pupils to;

- Engage in an open and sensitive exploration to religion
- Acquire knowledge of religious beliefs, practices and values in Christianity and other principal religions represented in Great Britain as other world views and religions, e.g. Baha'i and secular philosophies, e.g. Humanism.
- Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures.
- Use the skills of interpretation, analysis and explanation.

#### **Attainment Target 2 Reasoned Response to Religion**

This attainment target requires pupils to;

- Develop the ability to make reasoned responses and informed judgements about religious and moral issues.
- Explore and learn to communicate their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life by;
  - *developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them;*
  - *responding to such questions by relating religious beliefs, practices and values to their own understanding and experience;*
  - *reflecting on their own beliefs, values and experience in the light of their study*
- Develop respect for other people their beliefs and life styles.
- Develop the skill of evaluation.

## Attainment Targets in Religious Education

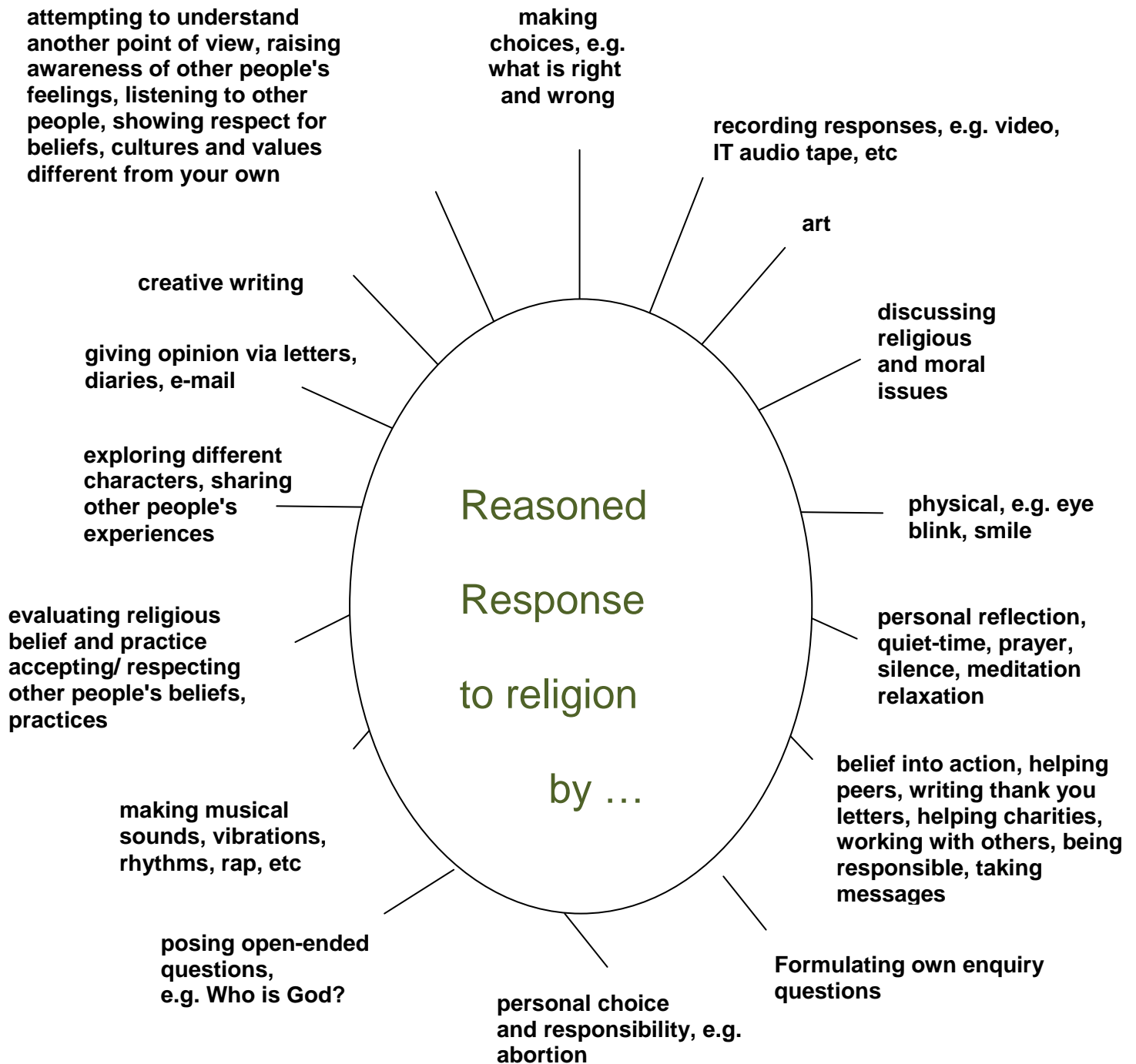
### Attainment Target 1 Engaging Encounter with Religion.....



Religion may be encountered by using pupils' preferred learning styles, e.g. visual, auditory and kinaesthetic.

## Attainment Targets in Religious Education

### Attainment Target 2      Reasoned Response to Religion



## **Attainment Targets in Religious Education**

### **AT 2 Reasoned Response to Religion**

#### **Good and Bad Practice**

Reasoned Response to religion  
is.....

- ◆ relevant to all pupils, regardless of their religious (or non-religious) background
- ◆ inextricably linked with attainment target 1 Engaging Encounter with Religion
- ◆ about beliefs, practices and values in religion(s)
- ◆ concerned with the active response of pupils, to what they are encountering
- ◆ about helping pupils to apply the meaning and significance of religious ideas to their own lives
- ◆ about valuing pupils' own ideas and concerns
- ◆ sometimes about challenging pupils' own ideas and putting forward alternative views for consideration
- ◆ about developing skills, and attitudes.
- ◆ raising questions from religious teaching that speak to pupils' personal experience
- ◆ open-ended, allowing pupils to explore ideas
- ◆ about enabling pupils to draw their own conclusions
- ◆ assessable

Reasoned Response to religion is  
not.....

- ◆ confined to pupils from a faith background
- ◆ free of religious content
- ◆ simply thematic teaching
- ◆ passive learning
- ◆ about promoting a religious lifestyle
- ◆ an invasion of pupils' privacy
- ◆ value-free
- ◆ about providing pat answers
- ◆ dogmatic
- ◆ about providing set conclusions
- ◆ concerned only with measurable learning outcomes

*(Adapted from Non-Statutory Guidance on RE, QCA September 2004)*

## ***Effective Learning in Religious Education***

Effective learning in religious education requires clear and purposeful teaching, based on the General Aims for religious education and the Attainment Targets set out in this syllabus, and the recognition that:

- ◆ the pupil is an active learner,
- ◆ there should be a dynamic interaction between the pupil and the subject of study.

Religious education is centrally concerned with questions of fundamental importance to human beings. Pupils should be provided with a range of opportunities to:

- ◆ inquire,
- ◆ question,
- ◆ develop their own responses,
- ◆ formulate their own views to these fundamental questions as they encounter and respond to religion.

**Religious education also seeks to promote the following positive attitudes and personal qualities, which are essential for effective learning:**

**enthusiasm**

indicated by eagerness to know, commitment to learn, perseverance when faced with new challenges or difficult ideas;

**curiosity**

indicated by willingness to ask questions, the desire to find out more, openness to new ideas and points of view;

**reflection**

indicated by willingness to give serious thought to spiritual, moral and religious issues, recognition that encountering religion often poses challenges to existing views, readiness to reconsider personal beliefs and values;

**respect**

indicated by treating the beliefs and values of others seriously, recognising that other people's views are often held with deep commitment, recognising the right of other people to be different;

**tolerance**

indicated by readiness to consider the views of others, recognition of the sincerity with which other people may hold different views, conviction that people of different views may live harmoniously together.



## Religious Education Skills for Effective Learning

### Context

Progress in Religious Education is dependent on the application and developing use of general educational skills and processes. The following skills are central to Religious Education. Teachers should plan to enable pupils to make progress in the use and application of these specific RE skills through each key stage.

RE Skills	Example of teaching and learning activities
<b>Analyse</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• <b>draw out</b> essential ideas, distinguish between opinion, belief and fact</li> <li>• <b>distinguish</b> between key features of different faiths</li> <li>• <b>recognise</b> similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Highlight</b> key words or beliefs on a handout</li> <li>• <b>Sort out</b> pictures of religious artefacts and symbols, matching them to the correct faith or festival</li> <li>• <b>Identify</b> the ‘odd one out’, e.g. a Hindu artefact within a set of Christian artefacts</li> <li>• <b>Match</b> quotations to different faiths studied</li> <li>• <b>Identify</b> differences and similarities between religious practices of different faiths studied using, for example a triad activity</li> </ul>
<b>Synthesise</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• <b>link</b> significant feature/s of religion together in a coherent pattern</li> <li>• <b>make links</b> between religion and human experience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talk</b> about prayers, texts, places of worship and festivals, drawing conclusions about similar beliefs, values and practices</li> <li>• <b>Identify</b> similarities and differences within religions, e.g. between Christian denominations and different religions</li> </ul>
<b>Express</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• <b>explain</b> concepts, rituals and practices</li> <li>• <b>identify</b> and <b>express</b> matters of deep concern by a variety of means, not only through words</li> <li>• <b>respond to</b> religious issues through a variety of media</li> </ul>	<b>Creative:</b> drama, role-play, dance, mime, add percussion or actions to religious story or song; make a game <ul style="list-style-type: none"> <li>• <b>Visual:</b> use of collage, colour, charts, diagrams, digital video, photography, IT presentation (e.g. PowerPoint)</li> <li>• <b>Oral:</b> use of audio recording or presentation or debate</li> <li>• <b>Written:</b> poetry or reflective diary or letter or email or narrative story or newspaper report questions for interview or visit</li> </ul>
<b>Apply</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• apply what has been learnt from a religion to a new situation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write</b> a story to be acted out showing the meaning of a faith story or religious teaching in a different context</li> <li>• <b>Design</b> own symbols</li> <li>• <b>Respond to</b> a case study or dilemma, for example, think about what Jesus, Guru Nanak, Buddha might do or say; what a Muslim might do or say etc</li> </ul>
<b>Evaluate</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• <b>draw conclusions</b> by reference to different views and using reason to support own ideas</li> <li>• <b>debate</b> issues of religious significance with reference to experience, evidence and argument.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use sorting and ranking</b> strategies, such as diamond ranking statements according to what pupils think or what a Muslim/Christian/Jew/Buddhist/Sikh/Hindu might think</li> <li>• <b>Contribute</b> personal responses to statements relating to topics in RE (e.g. ‘can of worms’ activity)</li> <li>• <b>Respond</b> to points of view on a scale of 1–10, followed by discussion, for example, a continuum or human bar chart activity</li> </ul>

RE Skills	Example of teaching and learning activities
<b>Investigate</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• <b>gather</b> information from a variety of sources</li> <li>• <b>ask</b> relevant questions</li> <li>• <b>know</b> what may be appropriate information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use a widening range</b> of sources to pursue answers</li> <li>• <b>Highlight</b> important information on a handout</li> <li>• <b>Watch/listen</b> and make notes from video/audio/website</li> <li>• <b>Clarify questions</b> to be asked and write/email for information</li> <li>• <b>Prepare questions</b> for a visitor</li> </ul>
<b>Interpret</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• <b>draw meaning</b> from artefacts, symbols, stories, works of art and poetry</li> <li>• <b>interpret</b> religious language</li> <li>• <b>suggest</b> meanings of religious texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the meaning of words/actions /artefacts /symbols</li> <li>• <b>Respond</b> to questions such as: What do you think it is? What is going on (in a picture)? What issues does the story raise?</li> <li>• <b>Use</b> figures of speech or metaphors to speak about religious ideas</li> <li>• <b>Read</b> prayers and <b>explain</b> what they show about the person's beliefs and feelings</li> </ul>
<b>Reflect</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• <b>ponder</b> on feelings, relationships, experience ultimate questions, beliefs and practices</li> <li>• <b>think and speak</b> carefully about religious and spiritual topics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide opportunities</b> for pupils to describe how atmosphere and actions make them feel</li> <li>• <b>Take part</b> in stilling/guided visualisation activities</li> <li>• <b>Use music</b> to explore feelings/thoughts</li> <li>• <b>Write</b> a prayer a Jewish/Christian/Muslim child might use</li> <li>• <b>Make</b> a 'wall of wisdom' to record pupils' insights</li> <li>• <b>Express feelings/insights</b> in a reflective poem (or prayer)</li> </ul>
<b>Empathise</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• <b>consider</b> the thoughts, feelings, experiences, beliefs and values of others</li> <li>• <b>see</b> the world through someone else's eyes</li> <li>• <b>develop</b> the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role-play</b> and freeze-frame,</li> <li>• <b>Role-play</b> and freeze-frame, drama/mime activities</li> <li>• <b>Fortune line or feelings graph</b> for one character, e.g. Peter in Holy Week</li> <li>• <b>Write</b> thought bubbles or captions to pictures or slides</li> <li>• <b>Tell a story</b> from another person's point of view</li> <li>• <b>Hot seat</b> i.e. answer questions in role of another person</li> <li>• <b>Read or hear or watch or talk</b> about a real-life case study</li> <li>• <b>Take part</b> in a guided visualisation</li> <li>• <b>Respond</b> to a case study</li> </ul>

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