

Section 3 – Implementation How do we organise teaching & learning?

How do I teach religious & non-religious worldviews and use the content overviews provided?

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3.1 Planning

This syllabus has been designed to give **maximum flexibility** for a school to plan and organise religious education in the light of their own circumstances and context ensuring they reflect the character of their local community. Schools are free to plan and teach discrete Religious Education and Non-Religious Worldviews weekly. It can also be taught in blocks of time or organised to link in with other curriculum areas as appropriate. Cross religious themes or a pure study of specific areas within an individual religion/non-religious worldview can be taught as required. Teachers can choose to study the following **statutorily** required religions & worldviews (see page 18) in **any order** in termly or half termly blocks or smaller units of time if appropriate. Over one (EYFS), two (KS 1 & 2) or three- year groups (KS3) the **balance of religions** found on page 18 should be taught. Required religious and non-religious worldviews can be combined and taught in themes eg.; God or marriage.

3.2 Teaching & Learning

A free choice of enquiry has been built into the curriculum plan within Key Stages 1 and 2. This gives flexibility for schools to choose their own area of study e.g., Sikhism, Buddhism or a cross religious/generic theme across religious and non-religious worldviews.

It is expected that during all Key Stages, **a secular or non-religious world view** will be taught as appropriate throughout the curriculum, e.g. through topics on Worldviews, Creation or God. Where there are other communities with a significant local presence, e.g., Humanists, Jehovah's Witness, Mormons, Baha'i Faith, schools may choose to study aspects of these communities. *See Handbook Part 1 for NON-STATUTORY exemplar planning units.*

It is also expected that the **plurality and diversity** of religious and non-religious groups will be reflected clearly in **all units of work schools plan** to teach e.g., contrasting Roman Catholic Christian views of life after death with Pentecostal views or differing ideas about worship in a variety of Muslim groups. NB Whenever possible we encourage schools to centre their teaching in the context of **'real lived experience'** eg., lives of real people living or dead within and through a religious and non-religious worldview or cross worldview theme.

3.3 Essential Religious and non-religious worldviews to be covered in some way at each Key Stage.

NB During all Key Stages, *a secular or non-religious world view* will be taught as appropriate (See 3.2 on Pg.17)

Schools are also free to choose to study other themes, topics, units of work or studies in addition to those listed below:

<p>Reception: (3 terms)</p> <p>Christianity</p> <p>Other enquires that meet the ELG: People, Culture and Communities</p>	<p>Key Stage 1: Year 1 & Year 2 (6 terms)</p> <p>Christianity 4.5 terms or equivalent</p> <p>Judaism 1 term or equivalent</p> <p>Free choice of enquiry 0.5 term</p>
<p>Key Stage 2 Year 3 & Year 4 (6 terms)</p> <p>Christianity 3 terms or equivalent</p> <p>Islam 1.5 terms or equivalent</p> <p>Judaism 1 term or equivalent</p> <p>Free choice of enquiry 0.5 term</p>	<p>Key Stage 2 Year 5 and Year 6 (6 terms)</p> <p>Christianity 3 terms or equivalent</p> <p>Islam 1 term or equivalent</p> <p>Hindu Dharma 1 term or equivalent</p> <p>Free choice of enquiry 1 term e.g. Humanism</p>
<p>Key Stage 3 Year 7,8,9 (9 terms)</p> <p>Christianity 3 terms or equivalent Buddhist Community; Hindu Dharma; Islam; Judaism; Sikhi each for 1 term or equivalent</p> <p>Ethical Issues within a religious/non-religious worldview 1 term</p>	
<p>Key Stage 4</p> <p>Schools following external courses are deemed to be meeting the requirements of the Agreed Syllabus. Non examination groups should study spiritual, moral and ethical questions such as: Is there life after death? Is there ever a just war? How important is marriage? What is prejudice and discrimination? These should be studied within the context of <i>at least two world religions/worldviews</i>.</p>	
<p>Key Stage 5</p> <p>Schools following external courses are deemed to be meeting the requirements of the Agreed Syllabus. Non examination groups should study at least two of the following topics within the context of two religions: Science as religion, Philosophy, Economic Philosophy, Afterlife, Interfaith Problems; Israel and Terrorism, Neo Conservatism, Sexuality, Ethics, Popular Culture and Religion, Religion in the 21st Century, World Religions, eg Baha'i, Humanism, Jainism.</p>	

NB Whilst acknowledging schools enter pupils early for GCSE it is recommended that GCSE courses are not begun in Year 9, as this impoverishes the KS3 curriculum and adversely affects pupils' chances of success. Most students lack the emotional and intellectual maturity to tackle the complex ethical issues studied at GCSE.

3.4 Knowledge, Progression & End of Key Stage Statements (EKSS)

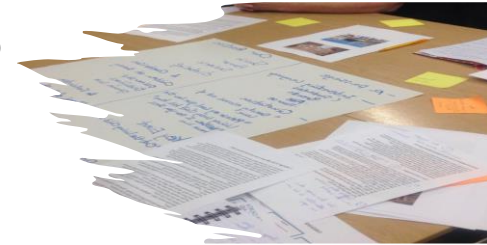
Teachers should note that **not all** the content listed in columns one and two of the content overviews is reflected in the end of key stage statements (EKSS) which are found in column three of each overview.

Only ‘essential knowledge’ and ‘key skills’ are contained within these EKSS. Schools will need to decide for themselves what is **‘collectively enough’ substantive content** from the first two columns in the overviews for their pupils to study to meet the **statutory EKSS**.

Similarly, schools will also need to decide for themselves what **‘disciplinary knowledge’ or ‘ways of knowing’ are applied to each enquiry** and when it is appropriate to develop a pupils ‘personal knowledge’.

(See Section 2.4 Pg. 10-14 for a fuller explanation of Ofsted’s different types of knowledge)

RE Leaders in all schools may find the *exemplar* knowledge and skills progression matrices of assistance when mapping out how their schools will cover and assess pupil progress against the EKSS. This may be of particular use for pupil's part way through a key phase in primary schools (i.e., Years 1, 3, or 5) and secondary schools (Years 7, 8). *(See HBK Pt.1 2c and 3c)*. NB These grids are based on the exemplar long term planning found in Handbook Part 1 and both should be adapted to suit your own school context. *(See HBK Part 1: 2d, 3b)*.









3.5 Organising Content

The 2018 CoRe Report* proposed a National RE Entitlement for all pupils which contained elements which are referred to as **NE 1-9**. This is currently non statutory, and as we go to print a new draft handbook has been launched by the REC in partnership with RE Today**. These elements have informed the threads chosen on the next page. Alongside **collectively enough substantive content** schools can select from the **content overviews**, (Section 3) the following **six threads on Page 20 should be used by teachers to develop enquiry** questions. They should be used **to thread through** and connect content from KS 1 to KS 3. It is also important that school enquiries should be developed as far as possible and studied in the context of the ‘lived experience’ of people from a diverse range of religious and non-religious worldviews.

*Core RE Report 2018 – Pgs. 12-13 <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

**Draft Handbook 2022 <https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2022/05/REC-Worldviews-Project-Draft-Handbook-single-pages.pdf>

	THREAD	Areas of Study	Links to CORE NE Pg 12=13	Draft HBK NE REC May 2022 Pg. 18
	God, the world, and self What do people believe about God, the world & the self?	Image of God; Why God is/isn't important. Relating to God. Ideas of self. God speaking through a sacred text to an individual or group. Changes in beliefs over time.	(NE 1, NE 4, NE 6).	God the world & Self NE a. b. d. j.
	Authority – Who/what do people follow? Why? How do people interact with sources of authority?	Why do I follow X? What does a sacred text/holy book say to me about...? Stories <u>of</u> (leader/founder). Teaching of...xxx Interaction of...Egs of Differences in approach	(NE 1; NE 8, NE 9).	Authority NE d. g. i.
	Personal belief – How do my personal beliefs affect the way life is lived?	Values; codes for living; morals; good and evil; worldviews and how they affect the values we hold.	(NE 2, NE 4, NE 6, NE 7).	Personal Belief NE b. e. h. j. k.
	Marking life's journey – How does my worldview affect how I mark life's journey?	Rites of passage: birth; coming of age; death; weddings; Life and death.	NE 3, NE 4, NE 6).	Marking life's journey NE d. g. h
How do you see the world? 	Religious/Non-religious Worldview in the wider world How does my religious/ non-religious worldview relate to the wider world?	Environment; Ethics; art Ultimate questions; Media, Rights, and responsibilities. How attitudes have changed over time.	(NE 1, NE 5, NE 7, NE 9,).	Religious/Non-religious Worldview in the wider world NE a .c. d. f. h. j .k.
	Belonging - What does it mean to belong to a religious community /non-religious community?	Worship; ritual; buildings; food laws; celebrations; beliefs Clothing; basic beliefs; pilgrimages	(NE 3, NE 6, NE 7, NE 9).	Belonging NE b. h. g.

3.5.1 Organising Content Threads

These threads should be used by schools in long and medium-term planning and are clearly referenced within the Handbook Part 1 planning exemplars which also show the links to [End of Key Stage Statements](#).

Specific content, although placed under one area/question will often overlap into more than one area during the teaching process.

3.6 Time Allocations

The requirements of the syllabus cannot be fulfilled unless at least 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.

3.7 Reporting

Teachers should report on pupil's progression in religious education at least once a year. At the end of all Key Stages teachers should report to parents on pupil achievement against the age related EKSS.

3.8 Content Overviews

The content on the overviews on the following pages are not a list of essential content schools should study. It is not required that schools will cover all the content listed. The overview tables are given to help teachers select 'collectively enough' substantive content for their school enquiries in order to meet the **End of Key Stage Statements (EKSS)** for each religion and non-religious worldview studied. Only collectively enough content should be selected to study enquiries that meet the EKSS This content as far as possible should be viewed from 'lived experiences of people from diverse religious/non- religious worldviews. Additional enquiries schools choose to do may also use selected content from the overviews.

NB Please read the previous pages 16-19 to fully understand how to use the content overviews that follow:

Buddhist Community	Beliefs & Teachings	Practices	Buddhism - End of Key Stage 'I can' Statements
<p>Key Stage 1 (Year 1 & 2)</p> <p>For use in free choice of enquiry or cross religious study</p>	<ul style="list-style-type: none"> Stories from the life of the Buddha e.g. His birth and life as a prince. Buddha's concern to find an answer to suffering. Buddha's concern to find an answer to suffering. Overcoming suffering (dukkha) Importance of truth Thoughts and feelings lead to actions. 	<ul style="list-style-type: none"> Living by the teachings of the Buddha. Meditation. Respect for all living things Vegetarianism. Buddhist shrines and Temples. The place of lay people, nuns, monks and priests Buddhist stories: <ul style="list-style-type: none"> - The Monkey king - Prince Vesantra - The Hunter and the monkeys - The gem in the robe 	<p>Not applicable but some suggested outcomes adapted from other EKSS . (NB numbered EKSS links... only where applicable)</p> <p>13. Begin to show curiosity about stories & places of worship in Buddhist Community.</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. Eg how do Buddhists understand suffering.</p> <p>16. Begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens when you die? Who do Buddhist people worship? How do Buddhists explain thought and feeling leading to actions? How od Buddhist respect all living things?</p>
<p>Key Stage 2 Year 3 & 4 – (Year 5 & 6)</p> <p>For use in free choice of enquiry or cross religious</p>	<ul style="list-style-type: none"> Life involves suffering; suffering is caused by desire; suffering can be overcome the way suffering. The Buddha as an enlightened human being as the one who discovered the way to overcome suffering and unhappiness The great renunciation: giving up riches & luxury. The Buddha's Enlightenment. The Four Signs/Sights The Five Moral Precepts The Noble Eight-Fold Path Concepts of Life and Death: Reincarnation, Karma, Samsara 	<ul style="list-style-type: none"> Symbols which help to understand the teachings of the Buddha e.g. the lotus flower, the wheel, the Bodhi tree, three jewels. The Buddhist community: The life of ordained and lay people and how they support each other. Giving generously of time, abilities, food and money. Compassion to all living things - Nonviolence, kindness to animals. Festival of Wesak. 	<p>Not applicable but some suggested outcomes adapted from other EKSS . (NB numbered EKSS links only where applicable)</p> <p>35. Explain how different religions think about life after death, suggesting differences & similarities between them.</p> <p>35. Compare & contrast different religious and non-religious ceremonies.</p> <p>36. Explain why sources of authority are important to religions and link ideas to other sacred texts/non-religious teachings.</p> <p>37. Describe what religions can learn about from Buddhist stories.</p> <p>38. Compare and contrast different ideas of suffering, renunciation, reincarnation linking their ideas in with other secular views & perspectives</p> <p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied.</p>

Buddhist Community	Beliefs & Teachings	Practices	Buddhism - End of Key Stage 'I can' Statements
<p>Key Stage 3 (3 Years – 7, 8 & 9) 1 Term:</p>	<ul style="list-style-type: none"> A religion without God The innate potential for Enlightenment The Four Noble Truths The Eightfold Path The Five Precepts The Three Treasures: <ul style="list-style-type: none"> - The Buddha - The Dhamma - The Sangha Karma The cycle of birth, life and death and rebirth: <ul style="list-style-type: none"> - Samsara - Karma - Nirvana - Anatta - 6 Worlds 	<ul style="list-style-type: none"> The Stupa. Offerings of flowers, incense, lights. Daily ceremonies and those to mark enlightenment and Parinibbana of the Buddha. The Sangha How lay people express their beliefs. Rites of passage Ceremonies to mark the birth. To learn and practice the Dhamma. To support the Sangha or Temple. Dharm Day. How monks, nuns and priests express their faith. Following the rules of the order. Teaching and guiding all who wish to learn. Developing loving kindness. Vegetarianism 	<p>Demonstrate knowledge and understanding of: 91. Key Buddhist beliefs, eg Karma; 5 precepts, rebirth, 8-fold path, why God is not important. 92. Key differences between Buddhist monks and lay people. 93. How Buddhists show commitment to their faith.</p> <p>Be able to explain and analyse: 94. The impact of Buddhist beliefs on daily life, eg practising the 5 precepts, 8-fold path, vegetarianism. 95. How the Buddhist idea of 'karma' affects treatment of others in this life. 96. Using supportive evidence, views on whether Buddhism is a religion or not.</p> <p>Be able to evaluate and synthesise: 97. Buddhist teachings on equality and give a balanced argument comparing and contrasting the ideas with other religious and non-religious worldviews.</p>
<p>Key Stage 4 (2 Years – 10 & 11)</p>	<ul style="list-style-type: none"> The place of Buddha in Enlightenment. Sutras. Vinaya Pitaka Sutta Pitaka Abhidhamma Pitaka Theravada and Mahayana The three sections of the Tripitaka Samsara – the cycle of birth, sickness, old age and death. How it can be transcended. Buddhism in different countries: <ul style="list-style-type: none"> - Chinese and Japanese Buddhist Community - Jodo Shin (Pure Land) Buddhist Community 	<ul style="list-style-type: none"> The Buddha representing the supreme example of Enlightenment. Images of the Buddha as focal points to remind Buddhists of the path. Purposes of meditation; To overcome anger and ill will. To develop loving kindness. Different kinds of meditation. There are 227 rules for monks and more for nuns. Understanding why Buddhists might work in: <ul style="list-style-type: none"> - peace movement - prison chaplaincies - hospitals/hospices The Dalai Lama Important influences in the spread of Buddhism Re-birth: impact on identity 	<p>Working towards the end of Key Stage description: Students can investigate different religious, philosophical or ethical issues. Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied.</p> <p>Achieving the end of Key Stage description: Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them. Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.</p> <p>Working beyond the end of Key Stage description: Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies. Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.</p>

Christianity	Beliefs & Teachings	Practices	Christianity - End of Key Stage 'I can' Statements
Reception 3 Terms	<ul style="list-style-type: none"> God as creator – seeing God in the natural world. God rested on the 7th day – Christians go to church to worship God on Sunday. God's love Jesus as a Special Person (The Son of God), The birth of Jesus, Jesus' disciples, Jesus' example of friendship, the Golden Rule. The Bible - a special holy book for Christians – Stories about Jesus e.g His birth, and stories Jesus told. 	<ul style="list-style-type: none"> How to care for the natural world How to care for others/love your neighbour Important Celebrations: Christmas (e.g Nativity plays), Easter (Jesus died and came back to life), Harvest Christian's use of the church for worship: Prayer, Singing, Reading the Bible. People in the church have special roles (e.g. Minister) How and when the bible may be used in church 	<ul style="list-style-type: none"> A. Talk about how Christians describe God e.g. as creator. B. Talk about who Christians say Jesus is e.g., say why they think he might be special. C. Explain the Bible is the Christian's holy book. D. Retell a few key aspects of the Christmas story E. Retell a few key aspects of the Easter story F. Understand that the Bible tells stories that help Christians think about God & Jesus. G. Talk about some things Christians do in church. H. Begin to show curiosity and ask questions about Christian stories.
Key Stage 1 (Year 1 & 2) 5 Terms	<ul style="list-style-type: none"> God as Father, Creator and Authority Jesus: Birth – as a human baby. Angels foretold his birth. What Christians learn from this story e.g. Good News, God made man Jesus :Death & Resurrection (At Easter Christians celebrate that Jesus is alive & he is called a saviour – he took the sin of people on himself. Jesus Teachings: The Lost Sheep, Miracles, The Two Greatest Commandments Beliefs in Life After Death: Heaven Significant People: Mary, Peter, David, Noah 	<ul style="list-style-type: none"> Worship: Prayer, Singing, Reading the Bible The Bible (Old and New Testaments) is an important book for Christians – written in a variety of styles – Christians learn important lessons from these stories .e.g. being a good neighbour, God loves people etc. Features of Church Buildings (font, altar, cross, bible etc.) How are these artefacts used by Christians and why? All church buildings are not the same! E.g old Cof E and Baptist Church – see both Symbols in Christianity: Cross/Crucifix Celebrations: Sunday, Christmas, Advent, Easter, Harvest, Weddings, Holy Communion Easter in Church – cross/crucifix, empty tomb Gifts - to Jesus from the magi - a sign of kingship. Gifts given & received at Christmas Baptism – Christians welcome children/adults into the Christian family Church People: Ministers, Vicars, Priests - lead services, visit sick etc. Some wear symbolic clothes/robes 	<ul style="list-style-type: none"> 1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. 2. Recall the main events from the Easter Bible stories linking these stories with Christianity. 3. Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them. 4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man. 5. Explain the Bible is a Christian's holy book and identify different kinds of genre/writing. 6. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. 7. Describe at least three things a minister/church leader might do. 13. Begin to show curiosity and ask questions about Christian stories.

Christianity	<u>Beliefs & Teachings</u>	<u>Practices</u>	<u>Christianity - End of Key Stage 'I can' Statements</u>
Key Stage 2 (Year 3 & 4) 3 Terms	<ul style="list-style-type: none"> God as loving, creator, sustainer, ruler, saviour God, three persons. The Trinity – Father, Son and Holy Spirit The Big Story of Salvation – Adam and Eve (Sin into the world), Jesus, The Rescuer (Sin of the world taken on himself – the ultimate sacrifice), New relationship with God now possible Pentecost – God sends the Holy Spirit to be the comforter/helper. Symbols of the Holy Spirit – e.g. dove, wind, goose etc. The Life of Jesus: Birth, Baptism, Miracles, Forgiveness, death resurrection, Jesus – Sent to earth by God to be the Saviour of humankind (ref to Story of Creation, Christmas and Easter) Jesus – titles used for Him at Christmas, Emmanuel, Prince of Peace etc. Links to OT prophecy and meanings of the titles Beliefs in Life after Death – The Kingdom of God Bible – a guide for Christians. Stories inspire, encourage and give direction. Sometimes called, "The Word of God" Living as a disciple of Christ – learning from Parables of Jesus: Sower, Lost Son, etc. Jesus' Teaching: The Two Greatest Commandments 	<ul style="list-style-type: none"> How to put Jesus' teachings into practise – the work of the Church today – Loving your neighbour, forgiving others, loving God Rites of Passage: Baptism (Infant and Believers) Interpreted as a fresh start, a new life, a new community member, belonging to God. Symbolism of water Celebrations: Advent & Christmas, Lent, Holy Week & Easter, Pentecost Expressions of Christian Beliefs and ideas (The sacred) and Christian practice (Understanding what the bible says about . . .) and making links observing and creating using a variety of media e.g. Music, Song, Prayer, Paintings, Sculptures, Stained glass etc. etc. Knowing God through language, songs and stories, dance, silence, reflection Studying the bible – to encourage growth in the Christian faith 	<ol style="list-style-type: none"> 17. Explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity). 18. Explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us' 'Emmanuel'. 19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus & Easter. 20. Explain with reference to the creative arts how God has a salvation plan for humans. 21. Explain how the bible is used in the local church by Christians for guidance, devotion & inspiration. 22. Compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians. 23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, e.g. the two most important commandments, love & forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer')

Christianity	Beliefs & Teachings	Practices	Christianity - End of Key Stage 'I can' Statements
<p>Key Stage 2 (Year 5 & 6) 3 Terms</p>	<ul style="list-style-type: none"> God as 'three-in-one' – Holy Trinity (Father, Son and Holy Spirit) God - Different names and roles - Father, Creator, Sustainer, omniscient; omnipotent and omnipresent Understanding God through Jesus: Baptism of Jesus, Miracles, Easter, Ascension, Temptation Worship & Prayer in Church – time with God, belonging to a local, but also worldwide community-many denominations, varied practice/inclusions and worship styles Jesus – Saviour Easter – the Big Story of the Bible. Jesus, the sacrifice, The Resurrection, the Saviour, the Redeemer The Resurrection of Jesus from the dead Holy Spirit – Jesus baptism(Dove) and baptisms today Pentecost – Comforter, Helper Prophecies about Jesus in the Old Testament – Promised Messiah The Kingdom of God (See many parables that speak on The Kingdom) The Sermon on the Mount: The Beatitudes Christians living out the Christian faith as lived by Jesus and by reflecting on their reading of the Bible The use of the Bible and reflecting on the life of Jesus as a source of guidance on: Forgiveness, Love, Respect, Faith The Bible – explaining The Kingdom of God 	<ul style="list-style-type: none"> Easter – Christians celebrate The Resurrection – new life in Jesus, reconciliation with God Baptism Confirmation – role of the Holy Spirit Worship - Confession of Sin, forgiveness, prayer and answers to prayer, singing, communion/Eucharist Pilgrimages: e.g. Iona, Two Saints Way Cheshire, Lourdes, Rome Putting Jesus' teaching and examples into action – loving my neighbour, forgiving others, the work of Christian Organisations Relationship with God – the search for truth Links between OT prophecies about Jesus and how Jesus lived His life. How this influences how Christians live today. Going to church – features and symbols of Jesus as Saviour/Rescuer (Cross, stained glass windows – The Good Shepherd) Font (Baptism – sins washed away – forgiven) Eucharist/Communion 	<ol style="list-style-type: none"> 41.Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. 42.Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. 43.Identify ways in which Christians believe the Old Testament prophecies speak about Jesus. 44.Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation). 45.Suggest answers to questions that the resurrection of Jesus might raise. 46.Identify ways that Christians believe God is with them: prayer; worship; peace in hard times. 47.Explain using key texts, (e.g. parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. 48.Describe how signs of salvation in a church reinforce the Christian idea of forgiveness. 49.Analyse how diverse expressions of Christian worship can reinforce faith & belief.

Christianity	Beliefs & Teachings	Practices	End of Key Stage 'I can' Statements
<p>Key Stage 3 (3 Years – 7, 8 & 9) 1 Term: Approx. 12 Hours</p>	<ul style="list-style-type: none"> God as omnipotent, omniscient, omnibenevolent, eternal, transcendent, immanent Arguments for the Existence of God – The Design Argument The Holy Trinity The Life & Teachings of Jesus: Incarnation, The Golden Rule, Miracles, Sacrifice, Resurrection, Salvation & Atonement Life After Death: Heaven, Hell, Purgatory, Judgement, Law & Grace, Creation, The Fall The Authority of the Bible: Structure, Uses, Meaning, The Synoptic Problem Origins of Christian Denominations The Church as a Community Christian Teachings on the value of life: The Sanctity of Life, Stewardship, Dominion 	<ul style="list-style-type: none"> Expressions of belief through Art, Music Poetry & Architecture. Application of Religious Texts & Sources to Christian beliefs and teachings. Worship: Different varieties among denominations Key Christian Festivals: Advent & Christmas, Holy Week & Easter Sacraments: Baptism (infant & believers), Reconciliation, Communion/Eucharist (Transubstantiation & Consubstantiation) Marriage, Confirmation, Ordination/Holy Orders, Anointing the Sick Religious Vocations: The roles of Priests, Monks, Nuns. The Roles of Men and Women in the Church Faith in Action – The Work of the Church Today: Locally, Nationally & Internationally. Food Banks, Christian Aid, Environmental Work etc. 	<p>Demonstrate knowledge and understanding of:</p> <p>71. Christian ideas about God for example omnipotent; omniscient; omnibenevolent; eternal.</p> <p>72. Christian sources of authority, e.g. Jesus; Bible; Church teachings, clergy.</p> <p>73. Jesus' teachings, e.g. love, care for the poor, forgiveness, wealth, prayer, Kingdom of God & Kingdom of Heaven.</p> <p>74. Key Christian beliefs, e.g. incarnation; resurrection; salvation; redemption; Trinity.</p> <p>75. Christian rites of passage, e.g. baptism, first communion, confirmation, marriage, death.</p> <p>76. Key Christian teachings about the world, e.g. care for the poor, war; equality; human rights.</p> <p>77. Key features of Christian denominations, communities and charities.</p> <p>78. How different Christian places of worship reflect variations in theology.</p> <p>79. How a Christian may experience God, e.g. prayer; worship and how experiences may have an impact on a person's life, e.g. prayer; unanswered prayer; miracles; near death experiences. Different styles of worship in different denominations</p> <p>80. The impact of sources of authority in helping Christians to make decisions and the impact on their understanding of life, e.g. responding to evil and suffering.</p> <p>81. The impact of the different work of Christian communities to make the world a better place, e.g. Salvation Army.</p> <p>Be able to explain and analyse:</p> <p>82. How a Christian's behaviour is influenced and challenged by their beliefs, e.g. parables of Jesus.</p> <p>83. How sources of authority impact Christian beliefs and influence their lives, e.g. different Church teachings on marriage and divorce.</p> <p>84. The impact of Christian beliefs on a specific global issues, e.g. poverty, the environment; war & peace; treatment of refugees, social justice; prisoners.</p> <p>85. Different roles of men and women in Christian faith communities.</p> <p>Be able to evaluate and synthesise:</p> <p>86. Differing views from sources of authority to construct a balanced argument on a moral issue, e.g. women in church; homosexuality; divorce.</p> <p>87. How a Christian can hold both scientific and religious ideas about creation, i.e. creationism and evolution.</p> <p>88. Evaluate a wide variety of beliefs and justify how Christians make decisions, e.g. war; poverty.</p> <p>89. Evaluate a range of events/elements in a Christian's life and assess their impact on answering ultimate questions, e.g. What happens when we die? Will our lives be judged?</p> <p>90. Evaluate how a person might experience God and how that might impact their life.</p>
<p>Key Stage 4 (2 Years – 10 & 11)</p>	<ul style="list-style-type: none"> Understanding God through religious language: Metaphor, Symbolism, Analogy. Literalists and Non-literalists interpretations. The Significance of Jesus – Historical Figure and as Christ. Christian beliefs about Suffering, Death, and the Afterlife. The Authority of the Church Christian beliefs and teachings on: Women, Homosexuality, Racism, Marriage & Family, Sex Outside of Marriage. 	<ul style="list-style-type: none"> Application of Christian teachings to ethical issues: IVF, Abortion, Euthanasia, Gender Equality, Racism, Divorce, Homosexuality. Worship: Use of aids; Artefacts, Iconostasis, Statues, Rosary Beads. Ceremonies: Marriage, Funerals 	<p>Working towards the end of Key Stage description:</p> <p>Students can investigate different religious, philosophical or ethical issues.</p> <p>Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied.</p> <p>Achieving the end of Key Stage description:</p> <p>Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them. Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.</p> <p>Working beyond the end of Key Stage description:</p> <p>Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies. Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.</p>

Hindu Dharma	Beliefs & Teachings	Practices	Hindu Dharma - End of Key Stage 'I can' Statements
<p>Key Stage 1 (Year 1 & 2)</p> <p><i>For use in free choice enquiry or cross religious theme</i></p>	<ul style="list-style-type: none"> One god many forms. Beliefs expressed in stories e.g: <ul style="list-style-type: none"> - Rama's exile and return, - The childhood of Krishna The importance of family The world as one family. Actions have consequences: Karma 	<ul style="list-style-type: none"> Shrines and Temples Worship (Puja) in the home e.g. the shrine, Arti. Welcoming babies. Diwali 	<p>Not applicable but some suggested outcomes adapted from other EKSS . (NB numbered EKSS links only where applicable)</p> <p>13, Begin to show curiosity about stories & places of worship in Hinduism.</p> <p>11. Describe what God is like for Hindus.</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. Eg how do Hindus understand that actions have consequences.</p> <p>16. Begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens when you die? Why do people worship? How do Hindu's welcome babies?</p>
<p>Key Stage 2 Year 3 & 4 – Free choice of enquiry or cross religious theme Year 5 & 6 – Specified Study – 1 Term</p>	<ul style="list-style-type: none"> One God represented through many different gods e.g. Vishnu; Rama & Sita, Krishna, Shiva, Ganesha. Endless cycle of creation preservation and destruction Names of important scriptures containing Hindu beliefs e.g. Vedas Ramayana Beliefs expressed in stories e.g. Rama's exile and return, the childhood of Krishna. Beliefs expressed through symbols eg Aum; swastika and lotus flower Reincarnation & Karma 	<ul style="list-style-type: none"> Worship (Puja) in the home/mandir, e.g., the shrine, Arti (welcoming) ceremony, music, dance Important Festivals: Diwali; Holi; the birthdays of Rama and Krishna; festival food Welcoming babies: Hindu naming ceremony Marriage Respect and care for other people and all living things - vegetarianism 	<p>58. Describe various forms of worship that happen in the Hindu Temple, including Puja, use of sacred texts,</p> <p>59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.</p> <p>60. Identify key Hindu symbols & explain their meaning eg Aum, Swastika.</p> <p>61. Describe how and suggest why Hindus celebrate Diwali and Holi.</p> <p>62. Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.</p> <p>63. Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment.</p> <p>64. Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family.</p> <p>65. Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied.</p>

Hindu Dharma	Beliefs & Teachings	Practices	Hindu Dharma - End of Key Stage 'I can' Statements
Key Stage 3 (3 Years – 7, 8 & 9) 1 Term:	<ul style="list-style-type: none"> Brahman (one God in many forms – The Trimurti) God is diverse or formless God is worshipped as male or female Atman Ashrama (the four life stages, Student, householder, Retirement and Renouncer) Sacred scriptures e.g. Vedas, Ramayana, Mahabharata and Purnas Stories of gods and goddesses Influence of Ghandi Moksha, Samsara, Karma 	<ul style="list-style-type: none"> Arti ceremony and use of divine images Puja Celebrations – Festivals for: <ul style="list-style-type: none"> Birth Marriage Death Diwali Holi Respect for all living beings Roles of men and women in service to God. Roles of men and women within the family Karmic actions 	<p>Demonstrate knowledge and understanding of:</p> <p>98. The importance of Hindu beliefs, eg Karma, atman, ahimsa and reincarnation and how they impact the lives of believers, eg vegetarianism, the caste system and the principle of non-violence</p> <p>99.The importance of the home in Hindu faith including shrines in the home & Puja.</p> <p>100.The beliefs behind celebrations of festivals e.g. Diwali and Holi.</p> <p>101.How Hindus mark special stages in life (with examples) e.g. the 16 Samskaras including the stages before birth and how they reflect Hindu beliefs.</p> <p>Be able to explain and analyse:</p> <p>102.Hindu attitudes to ethical issues.</p> <p>Be able to evaluate and synthesise:</p> <p>103. The impact of Hindu values in the UK and around the world, eg the influence of Ghandi on people such as Martin Luther King.</p> <p>104.Critically evaluate the impact of Hindu beliefs & values in modern day Britain & wider world eg the spread of yoga, meditation and reiki.</p> <p>NB In addition also see generic EKSS statements KS 3 128-132</p>
Key Stage 4 (2 Years – 10 & 11)	<ul style="list-style-type: none"> Brahman: different Hindu understandings of brahman; ultimate reality as divine consciousness (nirguna) and manifestation of God in form (saguna); spiritual worlds. Different understandings of the three features of the divine: everywhere, as non-personal (brahman) within the heart, beyond, as a personal loving God How the divine presents: the Tri-murti: Brahma, Vishnu and Shiva Matter (prakriti); the three qualities (tri-guna); illusion (maya); cosmology (Rig Veda 10.129.6-7); the cycle of four ages; many worlds and their diverse inhabitants. The concept of atman, a individual, eternal inner self, distinct from material mind and body. Samsara; moral action and reaction: the law of karma; types of liberation: moksha. Personal virtues including ahimsa, respect, empathy, mind/sense control, humility, love. <ul style="list-style-type: none"> The four aims of human life: dharma, artha, kama, moksha. The meaning of dharma; sanatana dharma; varnashrama dharma. 	<ul style="list-style-type: none"> Places of worship and their importance: home; temple; outdoors (such as shrines); the space of the heart Different forms of worship/meditation and their significance: havan, puja, arati, darshan, bhajan/kirtan, japa/mantra; key differences in worship in Shaivism and Vaishnavism and different Hindu views about the importance of worship. Focuses of worship and representations of the divine and their importance: <ul style="list-style-type: none"> one God (personal or non-personal) the many deities, guru and other elders holy land, hills and rivers sacred plants and animals the murti as a representation of God. Sacred festivals and their importance for Hindus in Great Britain today, including the origins and meaning of: <ul style="list-style-type: none"> Diwali Holi. 	<p>Working towards the end of Key Stage description:</p> <p>Students can investigate different religious, philosophical or ethical issues.</p> <p>Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied.</p> <p>Achieving the end of Key Stage description:</p> <p>Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them. Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.</p> <p>Working beyond the end of Key Stage description:</p> <p>Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies. Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.</p>

Humanism	Beliefs & Teachings	Practices	NB See https://understandinghumanism.org.uk/ for units of work
Reception	Optional Study/within a specific theme or cross religious study	Optional Study/within a specific theme or cross religious study	Adapted from A-G FS statements & ENKSS KS 1 & KS 2 Statements. See also https://understandinghumanism.org.uk/wp-content/uploads/2022/01/Core-knowledge-guide.pdf A. Talk about how humanist don't believe in God. B. Talk about why humanists say life is special.
Key Stage 1 (Year 1 & 2) Optional Study	Optional Study & choice suggestions <ul style="list-style-type: none"> Why the love and support of others is important in life. Importance of celebration of new life and naming ceremonies. Specific to an individual. Role of the Humanist celebrant. What makes humans special. Why humans being curious is important. Happy human symbol. 	Optional Study & choice suggestions <ul style="list-style-type: none"> Celebrations- new life within a community of family and friends. Compare and contrast with religious celebrations. See https://understandinghumanism.org.uk/uhtHEME/celebrations-and-ceremonies/?age=5 Ceremonies vary and might include: music, singing, poems, readings, parental promises to their child, the appointment of 'guide parents', a symbolic actions eg planting a tree, signing a certificate, or writing in a wish book. 	13. Begin to show curiosity and ask questions about humanism. 15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. 16. Begin to talk thoughtfully with respect to a range of spiritual questions, eg Why do people celebrate new life?
Key Stage 2 (Year 3 & 4) Optional Study	<ul style="list-style-type: none"> Life is valuable. Humanists don't believe in a god. Living a valuable and full life is important. Why the love and support of others is important. How they can support others. See https://understandinghumanism.org.uk/uhtHEME/celebrations-and-ceremonies/?age=7 Happy human 	<ul style="list-style-type: none"> Compare and contrast how humanist weddings are similar to and different from religious weddings. Think about what is important before a marriage. Many humanists celebrate their marriage with a wedding ceremony-no special rules, symbols or tradition. Many don't. Weddings are personal and unique, but they may tie ribbons around hands, use a truce bell, Pour sand and light candles. 	37. Compare and contrast Humanist ideas of God linking their ideas in with other religions studied. Compare and contrast how humanist weddings are similar to and different from religious weddings. 38. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. 40. Raise relevant questions in response to material studied and suggest answers using reasons.
Key Stage 2 (Year 5 & 6) Optional Study	<ul style="list-style-type: none"> Atheism and agnosticism. Humanists don't believe in an afterlife or any evidence for one. Make the most of this one life No soul. People are not distinct from the rest of nature. We are part of this world and only this world Empathy, compassion, reason, and respect for the dignity of each person guides moral decisions and relationships. Family a unit committed to mutual support. 	<ul style="list-style-type: none"> Golden Rule and its origin 'Treat others as you would like to be treated yourself.' Family values Equal roles in all relationships. Respect for the environment. Freedom and responsibility: to think for ourselves; to live our lives the way we want Funerals. 	66. Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to humanist perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God. 67. Compare/contrast Christians/Hindu/Muslim/Humanist approaches to values and reflect on how they affect believers eg Golden Rule. 69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non - religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.

Humanism	Beliefs & Teachings	Practices	Humanist - End of Key Stage 'I can' Statements NB See https://understandinghumanism.org.uk/ for units of work
Key Stage 3 (3 Years – 7, 8 & 9) Optional Study	<ul style="list-style-type: none"> • Writings of atheist/agnostic/stoicism scholars, e.g. Epicurus Thomas Paine Utilitarianism - J.S. Mill, Bertrand Russell, Immanuel Kant, Richard Dawkins, • Humanist Decalogue by Ronald Fletcher. • The Golden Rule • The power of human reason and scientific enquiry'. • Atheism & Agnosticism. No supernatural world. • Freedom and autonomy. 	<ul style="list-style-type: none"> • Happy human symbol • Use of slogans, e.g. 'Good without God' Ceremonies without superstition'. Reasons for belief/non belief. • Membership of secular organisations, e.g. BHA and Amnesty • Concern for the social and ethical issues e.g. the environment, Equality & justice. • Humans have to decide for themselves what is right and wrong. Morality as a human construct. Moral dilemmas. 	123. Compare and contrast the values of the religious/non-religious viewpoints studied. 124. Evaluate how rites of passage studied impact on ultimate questions on, eg the nature of God, life after death. 125. Critically evaluate the impact of the religious/non-religious worldviews studied in Britain's multicultural society. 125. Evaluate the importance of tradition & diversity in the religious/non-religious communities studied. 126. Evaluate how values from all religious/non-religious viewpoints studied complement & contrast with British values.
Key Stage 4 (2 Years – 10 & 11) Optional Study	<ul style="list-style-type: none"> • Study the writings of Humanistic scholars eg Margaret Knight; Robert Ingersoll; Richard Dawkins; John Mill see https://understandinghumanism.org.uk/humanist-quotes/ • Afterlife: What humanists believe: some things survive our death • Arguments for theism, atheism, agnosticism. • Naturalism • The problem of evil • Secularism & Society • knowledge of humanist beliefs demonstrate variety of beliefs and values by writing a poem or eulogy. 	<ul style="list-style-type: none"> • What does it mean to be humanist? • Ethical principles: what humanists use to guide them when deciding how to act using reason to evaluate possible causes of action in a moral dilemma. Individual responsibility. • The consequences for this life being the only one for how they live their lives • Consequences of action- the harm principle <i>The only purpose for which power can be rightfully exercised over any member of a civilised community, against his will, is to prevent harm to others. 'John Stuart Mill</i> 	<p>Working towards the end of Key Stage description: Students can investigate different religious, philosophical or ethical issues. Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied.</p> <p>Achieving the end of Key Stage description: Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them. Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.</p> <p>Working beyond the end of Key Stage description: Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies. Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.</p>

Islam	Beliefs & Teachings	Practices	Islam - End of Key Stage 'I can' Statements
Reception	Optional Study & choice of topic or cross religious study	Optional Study & choice of topic or cross religious study	N/a applicable but can be adapted from A-G FS statements A. Talk about how Muslims describe God e.g. as creator. B. Talk about why Muslims say Muhammad is special. C. Explain the Bible is the Muslim's holy book. D. Retell a few key aspects of a Muslim story eg Muhammad & the tiny ants
Key Stage 1 (Year 1 & 2) Free Choice of Enquiry	Optional Study & choice suggestions <ul style="list-style-type: none"> Beliefs about Allah e.g., belief in one God Short Stories from the life of Prophet Muhammad. 	Optional Study & choice suggestions <ul style="list-style-type: none"> Showing respect and kindness to guests. Importance of visiting. Values in everyday life eg helping others; working honestly; Sharing with others Family Life eg naming ceremony People with special role eg Imam Worship in the mosque Holy Day Eid ul Fitr 	13. Begin to show curiosity and ask questions about Islamic stories. 15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. 16. Begin to talk thoughtfully with respect to a range of spiritual questions, eg Why do people worship?
Key Stage 2 (Year 3 & 4) 1.5 Terms	<ul style="list-style-type: none"> Descriptions of God Islamic belief in oneness of God Understanding God through natural world Messengers of Allah. Stories from the life of Prophet Muhammad. (pbuh) Night of Power Introduce concepts of Tawhid & Shirk Islamic belief in angels: Everyone has two angels to watch over them. Zakat & charity 	<ul style="list-style-type: none"> Following the example of Muhammad (pbuh) Values in everyday life eg helping others; working honestly; Sharing with others respect Celebrations, festival and special events: Id-ul-fitr Worship at the mosque Daily worship (Salah) prayer Worship can take place almost anywhere. Cleanliness before one can pray (wudu) is essential. Celebrations, festival and special events, eg Id-ul-fitr. Ramadam & fasting Main religious artefacts eg Qur'an. Prayer mat qibla 	24. Explain how Muslims describe Allah, eg using 99 names. 25. Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). 26. Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. EG, <i>Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of Allah.</i> 27. Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God). 28. Make a link between two Muslim artefacts (eg Qur'an stand and Prayer mat); fasting during Ramadan & the celebration of Id-ul-Fitr. Compare mosques. 29. Explain how Muslim organisations help people in need.
Key Stage 2 (Year 5 & 6) 1 Terms	<ul style="list-style-type: none"> Shahadah – declaration of faith. Oneness of Allah transcendent, immanent, eternal, active in the world - tawhid Allah seen in art and architecture. Importance of Obedience & submission to Allah Messengers of Allah: Concept of prophethood- Prophet Muhammad as the final prophet. Other prophets, Ibrahim, Musa. Revelation of Qur'an Belief in the hereafter. Worldwide community of Muslims (Ummah) Halal; Shirk; Dikhr, duty 	<ul style="list-style-type: none"> How the Qur'an affects daily life? Roles and responsibilities of all family members 5 pillars ie Salah – daily worship, different positions and their meaning; Sawm – fasting; Zakah – obligatory act of charity. Hajj – pilgrimage to Makkah Ka'bah ; Id-ul-Fitr & Id-ul Adha; food laws -Halal No images of Allah & No images in the Mosque- Mosaics. Arabic calligraphy Dress codes-specific religious clothing Showing respect for teachers & elders. Rites of passage: birth, marriages and death (heaven & hell Worldwide community of Muslims & different groups Concern for the poor and the needy. Islamic Aid. Following Muhammad example 	50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. 51. Explain how Muslims believe that Muhammad (pbuh) the last & final prophet. 52. Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. 53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. 54. Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death; 55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque. 56. Explain why the Qur'an is so important to Muslims. 57. Analyse how the main features of a mosque explain Muslim key beliefs.

Islam	Beliefs & Teachings	Practices	Islam - End of Key Stage 'I can' Statements
<p>Key Stage 3 (3 Years – 7, 8 & 9) 1 Term: Approx. 12 Hours</p>	<ul style="list-style-type: none"> The oneness of Allah – Tawhid The creator, All gracious & how that impacts belief in action Achieving peace through obedience to Allah Other prophets mentioned in Quran : names, role and impact Transmission of revelation and tradition Ummah Actions recorded by angels Islamic ideals The Quran its unchanging nature structure and compilation Akhirah – life after death. Human accountability; Judgement rewards and punishment Sadaqah – voluntary charity Zakah - duty 	<ul style="list-style-type: none"> The importance of Friday worship Other acts of worship in the home and community Fasting Purification Pilgrimage - Hajj Marriage: traditional and modern Hygiene, diet, sexual relationships within marriage Life after death – 7 levels of Jannah Muhammad- his life, legacy and impact Sunnis Shiites and Sufis- main differences, traditions and practices Impact of racism, terrorism & Islamophobia Qu'ran revelation & tradition Hadith sayings Respect for all people of other faiths Concern for the poor Charitable acts Science and cultural achievements 	<p>Demonstrate knowledge and understanding of</p> <p>98 Ways of understanding Allah eg different groups within Islam Sunni & Shi'a 99 Key Muslim beliefs eg Tawhid , 5 Pillars, significance of Muhammad (pbuh) to Muslims today</p> <p>Be able to explain and analyse:</p> <p>101 The importance of the Qur'an to Muslims and its impact on their lives today. 102 The difference between various Islamic groups & their views on life & belief. 103 The impact of following the 5 pillars & the challenges of life for Muslims in the UK today</p> <p>Be able to evaluate and synthesise:</p> <p>104 the importance of marriage & family life for Muslims today 105 Evaluate the challenges for Muslims living in the UK today eg racism, terrorism & Islamophobia</p>
<p>Key Stage 4 2 Years – 10 & 11</p>	<ul style="list-style-type: none"> Absolute monotheism, how this permeates thought and practice Different views of the succession to the prophet Islamic art calligraphy carpet design garden design (deliberate error in weave to stress Allah's perfection) Jihad personal struggle, way to achieve self-improvement Zakat & Sadaqat and its impact. 	<ul style="list-style-type: none"> Friday worship The Quran as source of Shariah law Charitable acts Islamic art calligraphy carpet design (deliberate error in weave to stress Allah's perfection) Rites of passage Birth marriage death Diversity within Ummah-Sunni & Shi'ah Developing spirituality trying to be a good example Morality and health education Helping the poor and oppressed Caring for environment Red crescent 	<p>Working towards the end of Key Stage description:</p> <p>Students can investigate different religious, philosophical or ethical issues. Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied.</p> <p>Achieving the end of Key Stage description:</p> <p>Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them. Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.</p> <p>Working beyond the end of Key Stage description:</p> <p>Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies. Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.</p>

Judaism	Beliefs & Teachings	Practices	Judaism - End of Key Stage 'I can' Statements
<p>Key Stage 1 (Year 1 & 2) 1 Term</p>	<ul style="list-style-type: none"> Beliefs about God as a creator. God cares for all people God is one Covenant: God's promise How Jews relate to God What does the Torah teach about creation? Beliefs in stories e.g. Joseph, Moses 	<ul style="list-style-type: none"> Worship: prayer Reading the Torah Laws & Rules: Mitzvot, The 10 Commandments, Values in the 10 Commandments Why do Jewish people have special objects in the home Exploring Jewish family life and each members' role Mezuzah, Shabbat and Friday night meal, eating challah Celebrations and important events: Hanukkah/ Purim Naming ceremonies How Jewish special occasions reflect meaning of life People with special roles-Rabbi Stories about people of Israel and the beginning of the world 	<p>8. Identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives,</p> <p>9. Describe some of what happens at the synagogue & why Shabbat is important to Jews.</p> <p>10. Describe at least three things a rabbi might do eg take part in a naming ceremony.</p> <p>13. Begin to show curiosity and ask questions about Jewish stories.</p> <p>30. Describe three keyways in which Jews celebrate.</p> <p>31. Explain why at least one festival is important, eg Hannukah.</p>
<p>Key Stage 2 (Year 3 & 4) 1 Term Years 5 & 6 for use in free choice of enquiry</p>	<ul style="list-style-type: none"> Jewish beliefs about God: <ul style="list-style-type: none"> - God is one - God as creator - God cares for all The Shema (mezuzah, tallit) First 4 of 10 commandments Torah given at Mount Sinai (Shavuot) Stories from life of Moses and Tenakh Life of Abraham Proverbs in the Tenakh Jewish teachings about death, judgement and forgiveness 	<ul style="list-style-type: none"> How Jews show respect for the Torah Annual cycle of readings of the Torah Living in accordance with Ten Commandments Pesach / Passover Sukkot Bar/Bat Mitzvah Jewish Weddings Shabbat & Friday Night Meal Tallit & Tefillin Kippah Jewish Food Laws 	<p>30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah.</p> <p>30. Explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.</p> <p>31. Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key text, eg Abraham.</p> <p>32. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.</p> <p>33. Identify ways in which the Jews show respect for the Torah.</p>
<p>Key Stage 2 Years 5 & 6 for use in free choice of enquiry</p>	<ul style="list-style-type: none"> See above- develop understanding & depth of topics above in Y3/4 	<p>Some suggested themes for extra study:</p> <ul style="list-style-type: none"> Israel as a special places for Jews Nonreligious Jews & the effect on cultural life 	<p>Suggested Outcomes if achieved Y3/4 above</p> <p>66. Outline, compare and contrast key Jewish beliefs about God with other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.</p> <p>67. Compare and contrast Christians/Jewish/Muslim understanding of Israel and reflect on how they affect believers.</p> <p>68. Compare & contrast what motivates people of Jewish faith and a non-religious belief to work together to impact UK society & the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.</p> <p>69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/nonreligious viewpoints. Suggest lines of enquiry</p>

Judaism	Beliefs & Teachings	Practices	Judaism - End of Key Stage 'I can' Statements
<p>Key Stage 3 (3 Years – 7, 8 & 9) 1 Term:</p>	<ul style="list-style-type: none"> The importance of the 10 Commandments. The importance of Torah. The Torah – translations and interpretations. Contents of the Tenakh Responses to God through prayer Hebrew text – use in Orthodox and progressive traditions Diversity within community: Historically: Pharisees, Sadducees, Essenes Present day: Orthodox, Hasidam, Progressive Future – Messiah Judgement and forgiveness 	<ul style="list-style-type: none"> The importance of Torah seen through worship and study. Jewish kitchen Kosher/Treyfah Family and community life blessings (esp. before and after meals) Sefer Torah and work of scribe – translations and interpretations Study of Torah – reading weekly portions and annual cycle of readings Giving of Torah (Shavuot) Synagogue as community, place of prayer and study Symbols – Maegen David, Menorah, mezuzah Celebrations and festivals – Pesach, Shavout and Sukko, Rosh Hashanah, Yom Kippur, Book of life Brit Milah Bar/Bat Mitzvah Funerals and mourning Cultural and religious diversity. Community of Israel assured salvation Life in Kibbutz/ Moshav The work of Jewish organisations to combat prejudice and further understanding Responses to racism Holocaust 	<p>Demonstrate knowledge and understanding of:</p> <p>106. Identify different groups & variety of practices within Judaism, eg Orthodox, Reformed & Liberal. Suggest the reasons for these differences</p> <p>107. Outline the teachings of the Torah including the commandments, Kosher food laws and what is considered Treyfah.</p> <p>108. What Jews believe about God, the covenant & God's relationship with the chosen people, eg the way the name of G-d is treated.</p> <p>Be able to explain and analyse:</p> <p>106. The importance of the synagogue, Kippur, Tallit & Tefflin to practicing Jews.</p> <p>107. The importance of the Torah & Talmud & how it impacts Jewish believers today</p> <p>108. With examples explain how Jews mark special stages in life including Brit Milah, Bar/Bat Mitzvah, marriage and death. Explain the beliefs and differences in practice.</p> <p>109. The importance of the home in Jewish faith including, Kosher/Treyfah, celebration of the Shabbat, various festivals including Pesach, Rosh Hashanah, Yom Kippur and Succoth</p> <p>Be able to evaluate and synthesise:</p> <p>106. The challenges to the Jewish community of holding certain beliefs, eg marrying outside the community, not working on the Sabbath.</p> <p>107. The challenges of being Jewish in modern day Britain, eg racism anti-Semitism.</p> <p>108. Evaluate the importance of tradition and diversity Jewish communities (and within other religions).</p> <p>109. Evaluate the importance of the Jewish community in Britain and the wider world, eg the Middle East.</p>
<p>Key Stage 4 (2 Years – 10 & 11)</p>	<ul style="list-style-type: none"> God in Jewish teaching: attributes and names, presence, including Shekinah Divine providence and free will 13 principles of faith Pikuakh Nefesh (saving life) Tikun Olam (saving the world) Pikei Avot (moral issues) Vision for future: Messianic age, Rebuilding of the temple Israel 	<ul style="list-style-type: none"> Interpretations of Torah: place in teaching and resolving contentious issues Contentious issues: Single parenthood, Divorce, Out-marriage, Women, Environmental issues, Where life begins and ends, Medical ethics Family life & Jewish community Responses to racism Acting in charity The Shoah Holocaust: responses to persecution Examples of Holocaust poetry, literature and art Importance of Jewish community and its continuity Maintaining Jewish identity: Assimilation 	<p>Working towards the end of Key Stage description:</p> <p>Students can investigate different religious, philosophical or ethical issues.</p> <p>Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied.</p> <p>Achieving the end of Key Stage description:</p> <p>Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them. Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.</p> <p>Working beyond the end of Key Stage description:</p> <p>Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies. Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.</p>

<u>Sikhi</u>	<u>Beliefs & Teachings</u>	<u>Practices</u>	<u>End of Key Stage 'I can' Statements</u>
<p>Key Stage 1 (Year 1 & 2)</p> <p><i>For use in free choice of enquiry or cross religious study</i></p>	<ul style="list-style-type: none"> Beliefs about God e.g. belief in one God creator of all things Guru Granth Sahib: holy book of the Sikhs Guru Nanak e.g. as founder of Sikhi values in everyday life e.g. helping other people working honestly sharing with others treating everyone equally 	<ul style="list-style-type: none"> Holy Days e.g. Birthday of Guru Nanak Festival of Baisakhi Music and ritual dancing. People with a special role e.g. the Granthi reader of the Guru Granth Sahib. The Gurdwara: the place that houses the Guru Granth Sahib. Where Sikhs worship God Where Sikhs share a meal together 	<p>Not applicable but some suggested outcomes adapted from other EKSS . (NB numbered EKSS links only where applicable)</p> <p>13. Begin to show curiosity about stories in Sikhi.</p> <p>11. Describe what God is like for Sikhs.</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</p> <p>16. Begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens when you die? Why do people worship?</p>
<p>Key Stage 2 (Year 3 & 4, 5 & 6)</p> <p><i>Years 5 & 6 for use in free choice enquiry or cross religious study</i></p>	<ul style="list-style-type: none"> One God the supreme reality creator of all things - Waheguru Ik Onkar (there is one God). The first phrase of the Mool Mantar and also used as a symbol. The Guru Granth Sahib: a outlining the principles and practices of Sikhism, Stories eg 'The donkey and the tiger skin' Sikh teaching expressed in the lives of the Gurus e.g. Guru Nanak – the first Guru; Guru Arjan – the first martyr. Guru Gobind Singh: founder of the Khalsa earning by honest means sharing /equality 	<ul style="list-style-type: none"> Holy Days e.g. linked to the lives of the Gurus The Guru Granth Sahib treated as a living Guru. Marriage Naming ceremony The symbols of Sikhi worn by the Sikhs (the 5Ks): uncut hair (kesh) ;comb worn in hair (kanga) steel band on right wrist (kara) traditional clothing (kachera) sword (kirpan) The 5Ks as a means of identity and a symbol of belonging 	<p>Not applicable but some suggested outcomes adapted from other EKSS . (NB numbered EKSS links only where applicable)</p> <p>35. Explain how different religions welcome babies, suggesting differences & similarities between them.</p> <p>35. Compare & contrast different religious and non-religious ceremonies.</p> <p>36. Explain why sources of authority are important to religions and link ideas to other sacred texts/non-religious teachings.</p> <p>37. Describe what religions can learn about God from stories.</p> <p>38. Compare and contrast different ideas of God linking their ideas in with other nonreligious secular views & perspectives</p> <p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied.</p>

Sikhi	Beliefs & Teachings	Practices	End of Key Stage 'I can' Statements
Key Stage 3 (3 Years – 7, 8 & 9) 1 Term:	<ul style="list-style-type: none"> God is one God is supreme truth, the creator God is ultimate reality Mool Mantra Teachings of the Gurus (Nanak and Gobind Singh) Guru Gobind Singh and the formation of the Khalsa Oneness of humanity Rejection of the caste system. Interfaith , tolerance, justice Equality and Sewa (service to others) All people are treated equally e.g., men and women Sewa 	<ul style="list-style-type: none"> Treat the Guru Granth Sahib as a living Guru as outlining the principles and practices of Sikhism Worship – morning and evening prayers. Prayers at the Gurdwara. Sewa and Langar Common meal Wearing the 5K's e.g. men wearing the turban. Birth ceremonies eg Mool Mantra, naming, Amrit, marriage and death Gurdwara, roles of various people, Granthis, musicians Langar – everyone eats together all equal Environmental issues, abstinence from tobacco, alcohol and harmful drugs 	<p>Demonstrate knowledge and understanding of:</p> <p>117. The importance of Guru Granth Sahib and how it impacts on the lives of believers including its role in rites of passage.</p> <p>117. Describe what happens in the Gurdwara and how the Guru Granth Sahib is treated.</p> <p>118. Outline some of the key teachings of Guru Nanak, the other Gurus and how Sikhs try to put these teachings into practice.</p> <p>Be able to explain and analyse:</p> <p>120. The Sikh Khalsa in modern day Britain.</p> <p>Be able to evaluate and synthesise:</p> <p>121. The role of the Gurdwara in comparison to other religious buildings.</p>
Key Stage 4 (2 Years – 10 & 11)	<ul style="list-style-type: none"> God as gender free One, Truth Creator, without fear, or enmity, beyond time, self existent Gurbani Teaching of the Gurus e.g. equality, justice, service to the sick Self discipline and the fight for justice Membership of The Khalsa founded by Guru Gobind Singh Different Sikh groups, e.g. Namghars Beliefs about reincarnation and liberation from samsara life after death The link between sacred and secular remembering God Following God's will as revealed by the Gurus and scriptures e.g., hukam. A 	<ul style="list-style-type: none"> worship e.g. the morning and evening prayers Japji & Rehras Sahib special status given to the opening hymn prayers at the Gurdwara or at home, led by men or women Langar as an expression of equality Service in the Langar - Sewa E.g., 3 types of sewa: tan, man, dhan Akand Path to celebrate special events Meditation e.g. Nam Japo , Nam Simran Peace and conflict Human rights Religious tolerance Abstaining from the use of tobacco, alcohol, harmful drugs, and meat that has been ritually slaughtered The expression of values in action, e.g. Sikh values related to family, the environment following the practices found in the Rahit Maryada – the Sikhi guide to life. 	<p>Working towards the end of Key Stage description:</p> <p>Students can investigate different religious, philosophical or ethical issues.</p> <p>Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied.</p> <p>Achieving the end of Key Stage description:</p> <p>Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them. Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.</p> <p>Working beyond the end of Key Stage description:</p> <p>Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies. Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.</p>

Other Worldviews

This content is only supplementary as optional areas for study if curriculum time allows. One would need a thorough understanding of a religious/non-religious worldview before teaching. These do not need to be treated as stand-alone units, instead could be brought in as comparisons when studying other larger religious groups. For example, when studying Christian beliefs about life after death, it may be useful to bring in ideas from secular philosophy, for example the ideas of David Hume or Rene Descartes. If you would like to gain further information on the suggested religions/non-religious world-views below, then please use the links provided. There are other religions/non-religious world-views you may want to cover, such as Scientology or Native American belief systems – you are free to do so but do ensure that you can obtain clear structured information from trusted sources. Do also ensure that the purpose of studying these is clear – they should not be inserted into a curriculum purely as a novelty or a way to hook pupils’ attention.

<u>Examples of Optional Religions and Worldviews (non-exhaustive)</u>	<u>Beliefs & Teachings</u>	<u>Practices</u>	<u>Optional Religions & Worldviews - Suggested ‘I can’ Statements</u>
<ul style="list-style-type: none"> • Bahai https://www.bahai.org.uk/ • Zoroastrianism https://www.bbc.co.uk/religion/religions/zoroastrian/ • Rastafari https://www.bbc.co.uk/religion/religions/rastafari/beliefs/beliefs_1.shtml • Secular Philosophy https://iep.utm.edu/ • Taoism/Daoism https://daoists.co.uk/ • (Neo)Paganism https://www.paganfed.org/ • Jainism https://www.bbc.co.uk/religion/religions/jainism/ 	<ul style="list-style-type: none"> • God(s) / Ultimate Power • Significant People • Stories and their meanings • Origins of the Universe/World • Sources of Authority • Purpose of Life • Life/Continued Existence after Death • Denominational/Sect Differences 	<ul style="list-style-type: none"> • Places and Ways of Worship • Food/Dietary Laws • Dress/Expression of Identity • Festivals and Celebrations • Significant Events/Rites of Passage • Treatment of other People • Treatment of Nature/the Environment • Application to Ethical Issues: Abortion, Euthanasia, Wealth & Poverty etc 	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Religious and non-religious ideas about God/Ultimate Power. • Sources of authority. • Key Teachings • Concepts of Life and Death. • Rites of passage, e.g. birth, marriage, death. • Key teachings about the world, e.g. care for the poor, war; equality; human rights. • Key features of differing sects/denominations, communities and charities. <p>Explain and analyse:</p> <ul style="list-style-type: none"> • How behaviour is influenced and challenged by beliefs. • How sources of authority impact beliefs and influence lives. • The impact of beliefs on a specific global issues, e.g. poverty, the environment; war & peace; treatment of refugees, social justice; prisoners. • Different roles of men and women within the belief system and society. <p>Evaluate and synthesise:</p> <ul style="list-style-type: none"> • Differing views from sources of authority to construct a balanced argument on a moral issue, e.g. women in church; homosexuality; divorce. • The relationship between both scientific and religious ideas. • Evaluate a wide variety of beliefs and justify how different groups make moral decisions, e.g. war; poverty. • Evaluate a range of events/elements in one's life and assess they impact on answering ultimate questions, e.g. What happens when we die? Will our lives be judged? • Evaluate how a person might experience God/ultimate power and how that might impact their life.