Pan-Berkshire Locally Agreed Syllabus for Religious Education

2025-2030

Pathways to Understanding



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Pan-Berkshire SACRE hub

2025-2030

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2 INTRODUCTION AND LEGAL REQUIREMENTS

2.1 LEGAL REQUIREMENTS

All maintained schools in England must provide Religious Education (RE) for all registered pupils, including those in the sixth form and reception classes, unless withdrawn by their parents1. This requirement does not apply to children below compulsory school age in nursery schools or classes. Separate legislative provision for RE in maintained special schools requires them to ensure that, as far as practicable, pupils receive RE2. Each Local Authority (LA) is required to review its locally Agreed Syllabus (AS) every five years. The teaching of RE is the locally agreed syllabus (AS), determined by the Local Authority (LA). The AS must be consistent with Section 375(3) of the Education Act 1996, School Standards and Framework Act, 1998, Schedule 19 which states that it must 'reflect that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' The law does not define what these principal religions are.

RE should be provided for all registered pupils except for those withdrawn at the request of parents/carers.

2.2 RIGHT OF WITHDRAWAL

Parents/Carers

Parents/carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this and the school must comply with the request. It has a responsibility to supervise any pupils who are withdrawn from RE but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided at the school in question or another local school. The pupil may receive external RE teaching provided that this does not significantly impact on his/her attendance.

Teachers

Teachers may withdraw from the teaching of RE on grounds of conscience unless they have been specifically employed to teach or manage the subject.

2.3 INTRODUCTION

The 2025 Pan Berkshire Agreed Syllabus has been co-created with stakeholders, including teachers and leaders of RE, representatives of faith and belief communities, and local authority representatives across the six unitary authorities of Berkshire, working in close partnership with expert RE advisers. The syllabus is approved by Bracknell Forest, Reading, Slough, West Berkshire, Windsor and Maidenhead and Wokingham.

The new syllabus has been informed by developments in thinking and research around religion and worldviews in recent years. Of particular note is the new Ofsted framework's emphasis on a broader and more balanced, knowledge rich curriculum, and the Ofsted Research Review and subsequent 2024

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Subject Report Deep and meaningful? The religious education subject report - GOV.UK (www.gov.uk). These sit alongside the Commission on Religious Education 2018 report, 'Religion and Worldviews: the way forward'. All of these contextual publications and research helped to inform the consultation and decision-making process at the heart of composing this syllabus.

The 2024 syllabus has been written with the following legal requirements in mind:

• The Education Act 1996 states that the Agreed Syllabus must reflect the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of the other principal religions and worldviews represented in Great Britain.

• An Agreed Syllabus, and Religious Education taught according to it, must not be designed to promote any religion or worldview on pupils. Further, while exploring responses to ultimate questions, non-religious worldviews, such as secularism and Humanism, should also be considered (as per section 10 of the Equality Act 2010).

As well as these legal requirements, schools are further advised to include, where possible, in their pupils' learning the additional religions and worldviews that have adherents in their own school's community. The 2025 syllabus has been designed to allow enough scope to enable teachers' autonomy in this regard.

Authors have also been mindful of the very different contexts in which RE is taught across Berkshire. Curriculum time, resources and teacher expertise differ considerably from one school to another.

2.4 Purpose of this Syllabus

An RE syllabus is never an endpoint, but rather, a foundation for learning, enabling pupils to grow in understanding of themselves and the world in which they live, preparing them for life in Britain today, and inspiring them towards creative curiosity and eagerness to learn more about religion and worldviews. As is always the case, a syllabus cannot include everything that is of value to learners, and authors have had to make difficult choices in terms of what to include and what to omit. The aim has been to achieve a syllabus which is accessible to teachers and pupils in all schools. This syllabus requires teachers to engage with Abrahamic, Dharmic religions and non-religious worldviews. Whilst acknowledging that not everything will be covered, the syllabus provides a platform for broader or more in-depth study. Where time and resources permit the syllabus also affords some autonomy and flexibility to allow RE to reflect the individuality of each school and each community.

As well as articulating the value and purposes of RE for all pupils, this syllabus sets out for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE to enable pupils to reach their potential in the subject. This syllabus builds on the good practice established in the previous Pan-Berkshire syllabus, but offers more precise guidance in relation to content, to ensure that pupils experience RE that is knowledge-rich and which prepares them for life in a complex multi-religious and multi-secular world. These elements will be familiar to teachers:

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Continuity:

- ***RE and personal development:*** The 2025 syllabus retains its emphasis on RE contributing to the personal development of pupils. RE is not simply about gaining knowledge and understanding about religious and non-religious worldviews. It also helps pupils to develop their own understanding of the world and how to live, in the light of their learning, developing understanding, skills and attitudes. It makes a significant contribution to pupils' spiritual, moral, social and cultural development, as well as offering important opportunities for exploring British values.
- ***Open, enquiring RE:*** The 2025 syllabus continues to offer open, enquiring, exploratory RE, suitable for pupils who have a religious faith of their own as well as for those who have no religious background – the latter form a substantial proportion of pupils in many of our classrooms, often the majority.

New elements:

- ***Religions and worldviews:*** The 2025 syllabus is more specific about the required study of religions, religious and non-religious worldviews in each key stage than the previous syllabus. There is still freedom to go beyond this minimum entitlement, however.
- ***Coherent understanding:*** There is an increased emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year, as well as offering planned opportunities for retrieval and recall.
- ***Teaching and learning approach:*** There is a clear teaching and learning approach at the heart of the 2025 syllabus, whereby teachers and pupils are encouraged to be aware of 'ways of knowing'. This emphasis on thinking carefully about how drawing on academic disciplines to facilitate thoughtful and effective exploration of key questions and concepts in RE positions pupils as investigators and can enable them to develop effective independent study skills.
- ***Core Units:*** There are core units in each year group (from Y1 – Y7). These are for the most part short units, setting out some of the academic approaches to the study of religions and worldviews. The longer Y7 unit offers an opportunity for teachers to discover what pupils already know and can do, as well as forming an introduction to the 'ways of knowing'. These units also deliver some of the core concepts and knowledge that will be developed throughout the pupils' experience of RE. Suggested lesson plans are included in the appendix.

2.5 How to use this Syllabus

The precise curriculum offered by a school should be determined by the school in the light of its context and ethos. This syllabus offers more questions than a school can cover, so schools will need to select carefully to craft a coherent and well sequenced curriculum. In order to facilitate deeper learning, similar questions are offered across the religions to be taught, so that in addition to learning about individual religions, pupils gain understanding of some of the core concepts of

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religion, such as God, belief, behaviour, community and identity. They will also encounter the disciplines of theology, human and social science and philosophy.

Questions may be combined to create longer units, that enable pupils to go deeper. There is no expectation that every question will be afforded the same length of time, or that all questions will be covered. Schools should ensure that the core introductory units are taught and that by the end of Lower Key Stage 2 pupils have encountered Christianity, Hindu Dharma, Islam, Judaism and Sikhi. In Upper Key stage 2 schools have more choice, and it is here that topics can be approached more thematically, allowing for work on two Abrahamic or two Dharmic religions alongside Christianity. Non-religious worldviews such as humanism, do not need to be taught in every year group, but should have some time devoted to them across a phase.

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3 PURPOSE OF RELIGIOUS EDUCATION

An education in religion and worldviews should:

• introduce pupils to the rich diversity of religion and non-religion, locally and globally, as a key part of understanding how the world works and what it means to be human

• stimulate pupils' curiosity about, and interest in, this diversity of worldviews, both religious and non-religious

• expand upon how worldviews work, and how different worldviews, religious and non-religious, influence individuals, communities, and society

• develop pupils' awareness that learning about worldviews involves interpreting the significance and meaning of information they study

• develop pupils' appreciation of the complexity of worldviews, and sensitivity to the problems of religious language and experience

• induct pupils into the processes and scholarly methods by which we can study religion, religious and non-religious worldviews

• enable pupils, by the end of their studies, to identify positions and presuppositions of different academic disciplines and their implications for understanding

• give pupils opportunities to explore the relationship between religious worldviews and literature, culture and the arts

• include pupils in the enterprise of interrogating the sources of their own developing worldviews and how they may benefit from exploring the rich and complex heritage of humanity

• provide opportunities for pupils to reflect on the relationship between their personal worldviews and the content studied, equipping them to develop their own informed responses in the light of their learning.

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4 Overview

4.1 Religions and Worldviews to be Covered (listed alphabetically)

EYFS	KS1	Lower KS2	Upper KS2	KS3
Christianity School choice Non-religious worldviews	Christianity Hindu Dharma Judaism Non-religious worldviews	Christianity Islam Sikhi/Sikhism Non-religious worldviews including Humanism	Christianity Islam and Judaism Hindu Dharma and Sikhi and/or Buddhism Humanism	Buddhism Christianity Humanism Islam School choice
This is the minimum requirement. Schools may teach additional religions/worldviews if they feel it appropriate to their context.				

4.2 Key Question Overview

Phase	Questions
EYFS	What does it mean to be kind? Why are some people remembered by others? Why are some places special? Why are some occasions special? What can we learn from stories? Why are some items special?
KS1	**What are worldviews and how do we find out about them?** **What do different religions and worldviews have in common?** What do Christians believe about God and where do these ideas come from? What is the story of Jesus and how do Christians remember him? What did Jesus teach his followers and how did he teach? How and where do Christians worship and celebrate? How do Christians show that they belong to the church? What do different Christians believe about prayer? What do Jewish people believe about God and where do these ideas come from? Who is remembered by Jewish people (Jews)and why? What do Jewish people (Jews) celebrate and why? Why do many Jewish people (Jews) go to the synagogue? What do Hindus believe about God and where do these ideas come from? How important is the Mandir for Hindus? What do Hindus learn from some of their stories? What do Hindus celebrate and why? What do Humanists believe and where do these ideas come from?
LKS2	**How do we learn about beliefs from the way that people behave?** **What do texts and stories reveal about peoples' beliefs and worldviews?**

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	What are the Christian views about who Jesus was? How did Jesus teach his followers to show friendship? What are the key messages of Easter? What difference does Pentecost make? Where do ideas about right and wrong come from for Christians? How and why do Christians try to make a difference in the world? What do Muslims believe about God and where do these ideas come from? Who is Prophet Muhammad and why is he important to Muslims? What is the Qur'an and why is it important to Muslims? How important is the Mosque for Muslims and their community? What do Sikhs believe about God and where do these ideas come from? How does the teaching of the Gurus influence the daily lives of Sikhs? What is the Guru Granth Sahib and why is it important to Sikhs? How does the Gurdwara contribute to Sikh life and worship? How do Humanists live good lives? (Ph)
UKS2	**Why do some people choose to follow a religion and others do not?** **Does a belief in life after death make a difference to how a person lives now?** Why is the Bible important in Christian worship both in church and at home? How is the Bible interpreted by different Christians? How does the Bible teach Christians to be wise? What do Christians believe about life after death and how do they show these beliefs? How and why do Christians show commitment to God? How do Christian beliefs influence the way people respond to local and global issues? What do believers learn about God and human life from their sacred texts? How do different believers practise their faith in worship, at home and in the community? How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? How do Humanists and/or other non-religious worldviews respond to global and social issues?
KS3	**What is meant by religion and worldviews? Why do we study them?** How and why did Christianity become a global religion? Does following the teachings of the Christian church affect a person's lifestyle? What do Christians believe about Jesus? Why are there so many different interpretations? How could science and Christianity be compatible? What do Buddhists believe about Buddha and why do people follow him? How does following the teachings of the Buddha affect a person's lifestyle? How and why did Buddhism become a global religion? How does following Humanist beliefs affect a person's lifestyle? Which people have most influenced Humanists and how? What other non-religious worldviews are there and how are they similar or different to Humanism? Which prophets do Muslims remember and why? How and why did Islam become a global religion and what impact has this had?

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	How does following Islamic teachings affect a person's lifestyle? Is there a God and does it matter? What do we mean by a just and fair world and who decides? Do 'Good' and 'Evil' exist and who is responsible? What are different responses to suffering? Should religious people feel a greater responsibility for protecting the natural world?

5 EYFS

5.1 Introduction

In Early Years, Religious Education can be taught discretely or incorporated into continuous provision. This syllabus offers six questions around which teachers can build their curriculum. The questions can be combined or delivered separately. Schools should ensure that Christianity, another Abrahamic, a Dharmic, and some reference to non-religious worldviews are included. Schools should decide on the order in which questions are covered and should select content appropriate to their context and cohort.

5.2 Questions and Suggested Content

Question	Suggested content
What does it mean to be kind?	How people show kindness. How people are kind to the world. Kindness as a sign of community, family, belonging, who we are kind to and why. Stories of kindness from a range of religious traditions. E.g., stories of Jesus, Guru Nanak, charity work etc. Golden Rule.
Why are some people remembered by others?	Stories of Abraham and Sarah, Moses, Prophet Muhammad and Khadijah, Guru Nanak, Bahá'u'lláh, Buddha, Darwin, and contemporary examples; Stories of Jesus – Nativity, Easter, incarnation
Why are some places special?	Church; Mandir, home shrine, Mosque, Gurdwara, Temple, Vihara, Synagogue, and secular spaces; Kaaba, Mecca, Jerusalem, Amritsar, Rome, Planet Earth and the environment and the universe, beauty and care.
Why are some occasions special?	Shabbat, Channukah, Holi, Diwali, Eid, Ramadhan, Vaisakhi, Wesak, and some secular festivals such as birthdays; Christmas, Easter, Pentecost, Harvest, recognising that not all people celebrate the in the same way
What can we learn from stories?	Choose suitable examples, probably including a range of creation stories including the scientific and other tales with a moral. Parables and narrative stories from Old and New Testaments, Hadith and Qur'an, Rama and Sita, stories of Krishna as well as secular stories that pupils may be familiar with.

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Why are some items special?	Artefacts from a range of religions – Mezuzah, Cross, Ik Onkar, chauri, lotus, rosary, prayer beads, puja tray, Diwa lamps, Murtis, Qur'an, Bible, Torah and Tanakh.

6 KS1

6.1 Introduction

In Key Stage 1, each year group should begin with the core question. These are designed to be taught in one or two lessons, and suggested unit outlines are included in the appendix. These units offer an opportunity to establish an understanding of the methodologies of RE and explore core concepts. The ideas from these units should be referred to during the rest of the academic year. Pupils should then learn about Christianity, Judaism, Hindu Dharma, and non-religious worldviews. The syllabus recommends that Christianity should be taught in both year 1 and year 2 with Judaism in either Y1 or Y2 and Hindu Dharma in the other. There are specific questions for each worldview, and these can be taught as discrete questions, or the content of one or more questions combined to create a new question. Questions across the worldviews are similar, allowing for progress through a concept, such as God, as well as across a worldview. Schools should use a selection of these questions to create a coherent curriculum, appropriate to their context and cohort. Please note, the content is suggested, not compulsory, but the items in bold indicate items considered more important.

6.2 Questions and Suggested Content

Core Question	**Suggested content**
Y1 What are worldviews and how do we find out about them?	See appendix for suggested unit content
Y2 What do different religions and worldviews have in common?	See appendix for suggested unit content
Christianity	
What do Christians believe about God and where do these ideas come from?	**God as Creator and the beauty of Creation**, and the early revelation of **God** to **Abraham**, Isaac, Jacob, and **Moses**. **The Bible** and its format (simple); stories from the Bible that teach about God.
What is the story of Jesus and how do Christians remember him?	The **life of Jesus** (simple) – the narratives of his life (key events such as **birth**, some of the miracles, **Palm Sunday**, Maundy Thursday, **Good Friday** and **Easter Sunday**,) and the disciples; Son of God, Incarnation and Salvation with links to **Christmas/Easter**
What did Jesus teach his followers and how did he teach?	The stories and **parables told by Jesus** – particularly the **Lost sheep, coin and son, Good Samaritan**, other parables as appropriate. Miracles, such as feeding of 5000, and healing of the lame man on the mat.

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How and where do Christians worship and celebrate?	Christian **worship** at home and in the **church**, looking for some of the **symbols in church** that link to Christian teaching, particularly the life of Jesus. Baptism. **Christmas and Easter celebrations**. Look at and visit local church buildings and from other parts of the world if appropriate. Explore some denominational differences, that are local to context including some simplified data from the 2021 census.
How do Christians show that they belong to the church?	Most Christians see church as the people (the body of Christ) not just the buildings. The church, like one big worldwide family, is made up of different styles of prayer and worship. Some believe that differences do not matter but that **belief in Jesus is the most important thing**. Explore the various practices around **Baptism (or thanksgiving)** and confirmation or Communion. This could include looking at the lives of some contemporary prominent Christians.
What do different Christians believe about prayer?	Different ways of **praying and the Lord's Prayer –** Prayers of praise, rejoicing, adoration, confession asking **(Thank you, sorry, please prayers). The impact of prayer on the lives of believers.**
Judaism	
What do Jewish people believe about God and where do these ideas come from?	**Oneness or Unity of God, Shema, Creator, 10 commandments, Torah as part of Jewish Bible, creation, work and rest. God chose the people of Israel,** (story of Abraham and the stars) Ideas passed down through generations. Look at some of the Psalms to find out about the character of God, and some of the images used for God – sun, shield, shelter, strong tower, refuge etc
Who is remembered by Jewish people and why?	**Abraham and Sarah**, Jacob, Joseph, **Moses,** Noah, Johah, Elijah (patriarchs, matriarchs and prophets) and the stories linked to them, as well as the concept of Torah, and remembering and honouring your family/parents. Judaism is passed on through the generations, using the history of the Jews as a nation/race. Remembering is therefore important in Judaism and links to many of the Jewish festivals. Look at the artefacts such as the mezuzah and the tefillin that are used to remember. This helps to give a sense of identity and belonging, even for those who do not believe, but follow the traditions.
What do Jewish people celebrate and why?	**Passover, Shabbat,** Rosh Hashanah, **Yom Kippur,** Chanukah, Simchat Torah. Different ways of celebrating in different countries. **Celebration at home** as well as in the synagogue. Food and its symbolic meaning. Community and culture
Why do many Jewish people (Jews) go to the synagogue?	Synagogue as a place of **learning, as well as worship**. Reading the Torah scrolls. Role of the rabbi in the synagogue and role of the **synagogues** in the community. The **role of Torah** in the lives of many Jewish people and how it is stored and handled. **Belonging to a community, developing an identify as a people. Hebrew as the language of prayer for many Jewish people.**

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	Look at some of the differences between the branches of Judaism: Progressive/Orthodox and/or Ashkenazi/Sephardi).
Hindu Dharma	
What do Hindus believe about God and where do these ideas come from?	**Brahman (one God) and the Trimurti**, Rama and Sita, Ganesha, Hanuman, Gurus, and Rishis. **Symbolism** Cyclical time and reincarnation, avatars and murtis, **Atman and Namaste**
How important is the Mandir for Hindus?	The role of the **mandir** in Hindu life, **worship** in the mandir and **worship at home, Puja, Aarti,** meeting place for the community.
What do Hindus learn from traditional stories?	**Ramayana** about devotion and service. **Arjuna and Krishna** Shruti (what is heard) and Smriti (what is remembered) Nachiketa and Yama (Upanishads) – a story about keeping promises, to attain spiritual enlightenment. The Vedas and Puranas
What do Hindus celebrate and why?	**Diwali**, **Holi**, Navaratri and **the stories** that accompany them, dance, music and yoga, Puja, Ganesha, **Rama and Sita, Holika and Prahlad.**
Non-religious Worldviews	
What do Humanists believe and where do these ideas come from?	The world is a **natural** place formed by natural forces and **evolution. Ask questions, use observation and evidence** to gain understanding. Demonstrate **kindness** to other people, animals, and the planet. People should be **free** to find what makes them **happy.** **Happy Human symbol. Responsibility** on humans to protect the weak and the environment. **Golden Rule**

7 LOWER KS2

7.1 INTRODUCTION

In Lower Key Stage 2, each year group should begin with the core question. These are designed to be taught in one or two lessons, and suggested unit outlines are included in the appendix. These units offer an opportunity to establish an understanding of the methodologies of RE and explore core concepts. The ideas from these units should be referred to during the rest of the academic year. Pupils should then learn about Christianity, Islam, Sikhi, and non-religious worldviews. The syllabus recommends that Christianity should be taught in both year 3 and year 4 with Islam in either Y3 or Y4 and Sikhi in the other. There are specific questions for each worldview, and these can be taught as discrete questions, or the content of one or more questions combined to create a new question. Questions across the worldviews are similar, allowing for progress through a concept, such as God, as well as across a worldview. Schools should use a selection of these questions to create a coherent curriculum, appropriate to their context and cohort. Please note, the content is suggested, not compulsory, but the items in bold indicate items considered more important.

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7.2 Questions and Suggested Content

Core Question	Suggested content
Y3 **How do we learn about beliefs from the way that people behave?**	See appendix for suggested unit content
Y4 **What do texts and stories reveal about peoples' beliefs and worldviews?**	See appendix for suggested unit content
Christianity	
What are the Christian views about who Jesus was?	**Trinity, Son of God**, Son of Man, Messiah, Saviour, Nativity, Prophecies, the teaching of Jesus and his **miracles**. **Jesus was Jewish.** Divinity and humanity of Jesus, good man, teacher, prophet, healer, preacher, character of Jesus – loving, kind, compassionate. Compare to the character of God.
How did Jesus teach his followers to show friendship?	The role of sin and **forgiveness**. Range of Bible stories – Zacchaeus, the **Disciples,** Forgiveness, Good Samaritan, Peter. Mark 12:28-31 – the Greatest Commandment to "love God with all your heart, soul, mind and strength" and to "love your neighbour as yourself".
What are the key messages of Easter?	**Easter and Holy week**, communion**, death and resurrection**, God's rescue plan and the role of confession and restitution. Link to Passover and Jewish traditions.
What difference does Pentecost make?	**Acts Chapters 1-** 2 and **Holy Spirit**, (Trinity) Change and proclamation, Gospel Parables of the Kingdom of Heaven in the book of Mark (chapters 4 and 13). Community
Where do ideas about right and wrong come from for Christians?	**The 10 commandments** and other expressions of the **rule of law** – particularly in the teachings of Jesus. (Golden Rule). Sermon on the Mount
How and why do Christians try to make a difference in the world?	Christian life and the work of the **church locally and globally in social justice** (e.g. foodbanks, debt assistance and overseas aid charities) (local and global) now and historically (include Lord Shaftesbury, Wilberforce and Wesley)
Islam	
What do Muslims believe about God and where do these ideas come from?	**Tawhid, starting every task with "Bismillah" (In the name of Allah), Shahadah** and the 5 pillars**, Allah introduces Himself to us in the Quran with His 99 names, each carrying unique attributes,** for example, Rahim (Most Merciful) and Wadud

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	(Most Loving). What Muslims believe about God (Allah) and how the different names of Allah help Muslims to understand Allah.
Who is Prophet Muhammad and why is he important to Muslims?	He is known among people as **trustworthy, the last prophet**, **(**the seal of the prophets - Quran Surah 33.40**)** universal, **receiving the Qur'an from Gabriel (Jibreel**), revelation, being a crucial moral example. The Night of Power, Muhammad as presented in the Qur'an.
What is the Qur'an and why is it important to Muslims?	Preservation of the **Qur'an until today,** calling people to goodness, **the first command being "read"**, encouraging human **inquiry, intellect, and science,** with the Qur'an being a guide for humanity and the universe. Qur'an is the last word God sent to humanity, the direct words of God and offers a complete code for life. How the Qur'an is handled and treated. The origin of the 5 Pillars.
How important is the Mosque for Muslims and their community?	**Mosque, Ummah**, community centre, , madrassa, morgue, teaching, learning, library, **Friday prayers.**
Sikhi	
What do Sikhs believe about God and where do these ideas come from?	**Mool Mantra, Waheguru, Nam Japna,** Guru Nanak, and the other Gurus, including the Guru Granth Sahib Ji. Look at a range of Sikh stories and what they teach
How does the teaching of the Gurus influence the daily lives of Sikhs?	**Introduction of the Gurus; Guru Nanak and Guru Gobind Singh Khalsa, Vaisakhi, 5 K's, Sewa, Vaand chakkna, Kirat Karna**
What is the Guru Granth Sahib and why is it important to Sikhs?	Treatment of the **Guru Granth Sahib** as a **living Guru**, not a book. Who can read it, how, used in naming ceremonies and in weddings. Divine revelation, compilation, and content, including prayers, hymns. Role of the 5th and 10th Gurus.
How does the Gurdwara contribute to Sikh life and worship?	The role of the **gurdwara,** especially **Langar, Guru Granth Sahib Ji** and worship. The gateway to the Guru; place for meeting with God and serving the community.
Non-religious Worldviews	
How do Humanists live good lives?	**Humanism is non-religious approach to life. Humanists are atheist or agnostic. .** **Humanists often live by the Golden Rule, as do many world religions. Treat other people as you'd want to be treated in their situation** Humanists have ceremonies for baby naming, marriages, and funerals

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8 Upper KS2

8.1 Introduction

In Upper Key Stage 2, each year group should begin with the core question. These are designed to be taught in one or two lessons, and suggested unit outlines are included in the appendix. These units offer an opportunity to establish an understanding of the methodologies of RE and explore core concepts. The ideas from these units should be referred to during the rest of the academic year. The syllabus recommends that Christianity should be taught in both year 5 and year 6 with Islam and/or Judaism in either Y5 or Y6, and Hindu Dharma and/or Sikhi in the other. Schools may choose to introduce Buddhism instead of revisiting one or both Dharmic worldviews, but schools should note that Buddhism is a major focus of study in KS3. There are specific questions for each worldview, and these can be taught as discrete questions, or the content of one or more questions combined to create a new question. Questions across the worldviews are similar, allowing for progress through a concept, such as God, as well as across a worldview. Schools should use a selection of these questions to create a coherent curriculum, appropriate to their context and cohort. Please note, the content is suggested, not compulsory, but the items in bold indicate items considered more important.

8.2 Questions and Suggested Content

Core Question	**Suggested content**
Y5 Why do some people choose to follow a religion and others do not?	See appendix for suggested unit content
Y6 Does a belief in life after death make a difference to how a person lives now?	See appendix for suggested unit content
Christianity	
Why is the Bible important in Christian worship both in church and at home?	The **story of the Bible** as a whole, its history and translations. The way Christians use the Bible, at home and in **church**, especially in **worship** but also as a basis for **songs and hymns**. Also, in preaching and inspiration in architecture – e.g., stained glass windows and **symbols.**
How is the Bible interpreted by different Christians?	Different readings of **creation, parables, miracles**, and other teachings. The relationship between the **Old and New Testaments** and the role of **prophecy,** particularly as an interpretation of the **Nativity and Easter** stories. Literal and metaphorical readings. What truths do these stories tell. Reading behind the text.

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How does the Bible teach Christians to be wise?	The wisdom literature - **Psalms and Proverbs** in particular and how these texts influence show how a person following the teachings of Jesus ought to behave.
What do Christians believe about life after death and how do they show these beliefs?	The big questions of life and death; **resurrection, life after death, heaven.** Explore the resurrection of Lazarus and the healing of Jairus' daughter. Explore funeral practices and memorials. Look at a range of memorial headstones and what the inscriptions reveal about Christian beliefs. Find out whether all Christians believe the same and discuss why there may be differences and whether they are significant
How and why do Christians show commitment to God?	**Church** attendance, **prayer, Bible study**, good works, social justice, baptism, **confirmation, communion** Sacraments and denominational differences in practice – creed, classes, 39 articles of the C of E
How do Christian beliefs influence the way people respond to local and global issues?	**Care for creation, God as creator**. Explore what influences many Christians to espouse the green movement, and other ways that Christians respond to other **global** issues of **social justice**. Maybe explore issue that are of **local relevance.** Racism and prejudice.
Judaism	
What do believers learn about God and human life from their sacred texts?	Core theological ideas and stories from the **Torah, Tenakh, Talmud** (Hebrew Bible as a library)**: God, Shema, and covenant between God and Abraham and between God and the people of Israel,** the land, temple in Jerusalem and other sacred sites**. Value of life, Love thy Neighbour,** Life after death. 613 Mitzvot or commandments, Exodus and the Passover.
How do different Jews practise their faith in worship, at home and in the community?	Role of the **synagogue** in the Jewish community and the place of **family**, laws of **kashrut**, **shabbat** and other **festivals**. Jewish values; Rites of passage as appropriate. Rosh Hashanah, Yom Kippur, Purim. Impact of culture and locality of Jewish practice e.g., Jewish people living in the diaspora (see glossary).
How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice?	**Tu BiShvat** – place of trees in Jewish teaching, **Mitzvah Day, Jewish charities, tikkun Olam, action more important than belief, sanctity of life, right intention (kavannah).** Giving and generosity. Look at passages from scripture that teach about caring for widows and orphans, leaving some of the harvest for the poor. The story of Ruth may be appropriate here.
Islam	
What do believers learn about God and human life from their sacred texts?	Core theological ideas from the **Qur'an, Hadith, Sunnah: Tawhid (monotheism), Ummah, Sharia, human life and flourishing.** 6 fundamental pillars of faith in Islam. Allah introduces Himself to humanity in the Quran. Muslims learn His 99 names from the Quran, and in many verses, they learn that he is merciful and loves every creature. Purpose, Free Will, Equality, The Afterlife.
How do different Muslims practise their faith in worship,	Use of the **Qur'an** in worship in the **mosque**, **5 Pillars**, **daily and Friday prayers**, importance and purpose of Salah. Role of the

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at home and in the community?	imam etc. Hajj, Eid; Rites of passage as appropriate. The 5 fundamental acts of worship in Islam and meanings/benefits for individually and socially. sadaqa (even smiling), athan. The Qur'an is the primary source for worship. No restrictions on where to worship or pray if it is clean. Halal and Haram foods.
How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice?	Muslim responses to care for **creation**, **Red Crescent** and other **Muslim charities**, eco/green Mosque in Cambridge. Some examples are the Emphasis on Justice (Adl), Dignity of All People, Helping the Needy (Zakat and Saddaqah), Standing Up for the Oppressed, Maintaining Social Order.
Hindu Dharma	
What do believers learn about God and human life from their sacred texts?	Hindu Dharma **Smriti and Shruti**. Explore some of the key stories and what is learned from them – e.g. **Krishna and Arjuna, Rama and Sita, Prahlad and Holika.** The 4 Ahramas (stages of life). Ganesha as the remover of obstacles, avatars. Reincarnation
How do different believers practise their faith in worship, at home and in the community?	Explore range of Hindu practice in **Mandir** and at home, Ganesha as remover of obstacles, role of prayer and meditation. Rites of passage, Pilgrimage, respect for family values.
How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice?	**Sources of authority** and the concept of **Dharma**, Karma, vegetarianism etc. Responses to poverty and injustice. Hindu charities,
Sikhi	
What do believers learn about God and human life from their sacred texts?	**Guru Granth Sahib, Mool Mantra,** and **equality. Oneness of humanity Stories of the 10 Gurus e.g.,** Bhai Lalo and Malik Bhago, Akbar and Langar. Reincarnation
How do different believers practise their faith in worship, at home and in the community?	Explore how the GGSJ is treated in the **Gurdwara**, **Langar, Khalsa, Rites of passage, Amrit, Harmandir Sahib** (Golden Temple).
How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice?	**Miri Piri** Sikh **charity work,** (Khalsa Aid, NishkamSWAT) **Sewa, langar**, Fighting for equal rights, martyrdom of Guru Tegh Bahadur)
Buddhism	
What do believers learn about God and human life from their sacred texts?	**Life of Siddhartha Gotama (The Buddha), Three Marks of Existence,** **Four Noble Truths,** **Noble Eightfold Path, Five Precepts,** stories including

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	Kisa and the Mustard Seed, the Donkey in the Well, **Three Jewels**
How do different believers practise their faith in worship, at home and in the community?	Monasteries, **diversity,** artefacts (used by some), **meditation,** chanting, **the Buddhist Sutras**
How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice?	**Human rights** – all can reach **Nirvana** so respect for all **Equality** – all people are accepted, but not all are at the same point on the **journey of enlightenment.** **Generosity** – help the poor and hungry – fair wages for all. **Right Livelihood** – choose a job that helps, not harms
Non-religious Worldviews	
How do Humanists and/or other non-religious worldviews respond to global and social issues?	Role of **reason and evidence** with **empathy for all concerned (Golden Rule)**. **Humans are responsible** for **Confronting** issues which harm people or nature. **Actions have consequences**. **Morality and ethics are not absolute** - right action depends on context. **Campaign** for equality and human rights, and to protect the environment. The principle of **one life** and **choice about how to live** without harming others

9 KS3

9.1 Introduction

KS3 begins with a core question, which this syllabus recommends is taught at the beginning of the academic year. There is a full unit plan to accompany this question with suggested content and activities in the appendix. This unit presents an opportunity for teachers to establish what students already know and can do in RE. It introduces some of the methodology of the disciplines of RE and establishes core worldview concepts that lay a foundation for later learning. The remaining questions cover Christianity, Islam, Buddhism and Humanism. There are also some more thematic, philosophical questions which the syllabus recommends should be approached from a variety of worldview perspectives, including Christianity and the other worldviews included in this syllabus. Where schools wish to offer a wider range of worldviews such as Baha'i, they are free to do so. Questions should be selected by the school and ordered into a coherent curriculum. Questions may be combined as suits the cohort and the context. It is not expected that all questions will be covered.

9.2 Questions and Suggested Content

Core Question	Suggested content
Y7 What is meant by religion and	Building on KS1 and KS2 learning. See appendix for suggested unit content.

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worldviews? Why do we study them?	This unit will give the secondary school an opportunity to find out what pupils have learned about the nature of religion and worldviews, specific religious traditions and how and why the study of them is important.
Christianity	
How and why did Christianity become a global religion?	Story of **Pentecost** and the birth of the church. The role of **evangelism, and the Holy Spirit**. Examine the role of preaching and teaching, and prayer. Acts 10, as well as other stories about Samaritans and outcasts. **Diversity within tradition**,-Christianity as a **global, diverse and living tradition**. The conversion of Constantine and the political spread of Christianity as the recognised religion. Protestant, Catholicism and Orthodox traditions and practice.
Does following the teachings of the Christian church affect a person's lifestyle?	Explore issues of **Christian Lifestyle**, e.g., employment choices, values, human relationships, marriage, and cohabitation. Explore Biblical teaching and interpretation. Life after death, what motivates a believer to be loving and kind. Parable of the Sheep and the Goats (Matthew 25: 31-46). Opportunity to show some positive contributions made by the church to looking after the poor and sick (medieval times) education, and social reform. Key people Martin Luther King, Rosa Parks, Katherine Johnson, Corrie Ten Boom, Archbishop Desmond Tutu. Rev Steve Chalk. Chad Vera etc
What do Christians believe about Jesus? Why are there so many different interpretations?	**Son of God, Son of Man, Messiah, Saviour, Old Testament prophecies,** Salvation, Final judgement, heaven and hell, Revelation and reason. Different interpretations. The historical person of Jesus, - human and divine. Trinity, Incarnation. Representations of Jesus – art, icons, film & media etc. How do other worldviews see the person of Jesus?
How could science and Christianity be compatible?	The perceived conflict between **science and religion**, particularly the **question around creation**, but also the reliability of the Biblical text with reference to **sickness and miracles.** For example, would Jesus have acted differently if there was modern medicine? **Darwin et al.**
Buddhism	
What do Buddhists believe about Buddha and why do people follow him?	Life of the Siddartha Gautama (known as the Buddha) – birth (prophecy) and childhood – protected from suffering – impact of the four sights – leaving the palace – quest for truth – long path to enlightenment (ascetism) – decision to teach others. Definition of Buddha – enlightened one – lessons that can be taken from different parts of Siddartha's story stories as a way in. Different beliefs about Buddha; one Buddha or many? Jatakas.

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How does following the teachings of the Buddha affect a person's lifestyle?	Explore lifestyle issues and how teachings may impact on these e.g., Three Poisons – greed, hatred and ignorance (avoidance of) **Three marks of existence** – including Anicca – everything changes **Four Noble truths** – suffering **Five Precepts** – non-violence – lifestyle choices, values, human relationships. **Noble Eightfold Path** – including Right awareness, thoughts, attitude and actions - employment choices – meditation. **path to enlightenment** through self- improvement and minimising suffering for those around you. **Nirvana/Nibbana** **The Three refuges – Buddha – Dharma - Sangha** Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, human sexuality and identity. Refer to the **Five Precepts and Noble Eightfold Path, Three Poisons**
How and why did Buddhism become a global religion?	**Diversity within tradition,** Nichiren**,** Theravada, Mahayana, Pure Land, Zen Buddhism etc Bodhisattvas, Arhats, Dalai Lama **Buddhist approach to life including protest – impact in the UK.** The Three refuges
Non-religious Worldviews with a focus on Humanism	
How does following Humanist beliefs affect a person's lifestyle?	**Humans** responsible for solving world problems through **justice and social activity**. No afterlife, so justice must occur in this life. **One life,** so take personal responsibility to make it a good life. **Personal liberty. Freedom to choose religion or belief**, support **apostates**, LGBTQ+. Promote **secular institutions** in education, parliament… Right to critique other worldviews. **Think for yourself, act for others.** Non-religious **rites of passage** - naming, marriage, funerals. **Non-religious chaplains.**
Which people have most influenced Humanists and how?	Humanist ideas in ancient India (Charvaka school), China (Confucius) and Greece (Democritus). **Charles Darwin Origin of Species** different species evolve naturally. **John Stuart Mill (On Liberty)** Liberty of each person. "Serve humanity and have deep concern for the general good" early description of Humanism. **Charles Bradlaugh**: right to affirm allegiance rather than take an oath on the bible. Founded National Secular Society. Jailed for publishing Annie Besant's pamphlet on family planning. Early **Humanists-thinking women** include George Eliot, Mary Wollstonecraft, Annie Besant. Famous political Humanists include **Nye Bevan** created the NHS, **Leo Abse** legalized gay sex, **Pandit Nehru**, First Indian Prime Minister.

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	Current Humanist writers include Michael Rosen, Stephen Fry and Alice Roberts.
What other non-religious worldviews are there and how are they similar or different to Humanism?	Sentientism, (https://sentientism.info/what-is-sentientism/an-overview) ethical veganism (https://www.vegansociety.com/news/blog/foundations-ethical-veganism)
Islam	
Which prophets do Muslims remember and why?	Definition of Prophethood and prophesy for Muslims; Explore the key prophets and their lasting impact on Muslims – e.g, Ibrahim, Nuh, Musa, Isa. Focus on Prophet Muhammad and his example. Sunni, Shi'a and the question of succession. How are the prophets remembered? E.g., Hajj, stories, Ka'aba
How and why did Islam become a global religion and what impact has this had?	Exploration of Ummah, Hajj, Aid, Historic spread of Islam, Islamic Scholarship, e.g., scientific and medical advances. Schools of thought. Census data, local study. Islam offers a monotheistic belief system with a clear moral code and social structure. For some, it may have been seen as a more unifying alternative to the existing religious landscape. Islam also offered a more egalitarian social structure compared to some existing societies. It also emphasizes community and belonging, which can be appealing in a globalized world where people might feel isolated.
How does following Islamic teachings affect a person's lifestyle?	Prayer and worship, family and community, morality, education, respecting each other. Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, human sexuality and identity. Qur'an and Hadith, Sharia, Jihad (lesser and greater) Characteristics of a Muslim according to the Qur'an and the words of Prophet Muhammad. Islam offers a solid foundation with a consistent set of rules that regulates a Muslim's life (helps with not getting lost in the so many fast-paced trends), while offering a framework of applying flexibility in both introducing and adopting new thought-through lifestyles and systems which are beneficial to the individual and society. Muslims who properly adhere to the Islamic guidance set themselves free from indulging into harmful addictive habits (alcohol, gambling, pornography, etc.), and accordingly lead a healthy life that transcends to their families and society. Islam gives a clear message to Muslims about the purpose of life (that it is just a test), and when someone lives with purpose s/he can enjoy the goodness in life and endure its difficulties. Islamic Relief, Red Crescent. It's important that all world views are seen as producing some good people. The after life? Why is a Muslim good? because it affects their place in the afterlife. Judgement Day - God weighs our good and bad deeds. How we respond to suffering also important.

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Philosophy Must include **Christianity,** at least one of the religions and worldviews already studied, with a choice of other worldviews as appropriate	
Is there a God and does it matter?	What evidence do Christians use for God – e.g. stories of revelation and miracles? How does this compare to scientific views - explore the difference between evidence, proof, facts, beliefs, and opinions. Introduce the concepts of theism, atheism, and agnosticism (NB. can explore theism / atheism through Christopher and Peter Hitchens, Bertrand Russell). Consider different types of evidence (e.g., physical evidence, reasoning / logic). The design argument, first cause, experience – classic arguments and counterarguments. Revelation, Incarnation and Resurrection.
What do we mean by a just and fair world and who decides?	What is morality? Where do morals and ethics originate? Is truth absolute or relative? What is fairness? Who decides what is good? Sources of authority, conscience, laws, accountability. Where do laws come from? Consider Justice in the Old Testament and what that meant. Noah's Ark, Genesis 3 – introduce the concept of Original Sin. Explore the concept of tzedakah (justice) in Judaism; Maimonides' Ladder of Tzedakah. 10 Commandments, more ethical, charity, service, virtue ethics, Climate and environmental justice. Social justice, racial justice, sexism, prejudice and discrimination. The fight against social injustice. Ghandi, etc.
Do 'Good' and 'Evil' exist and who is responsible?	What is human nature? Is it part of who we are? Define good and evil. Natural and moral evil. Is goodness linked to God, or separate? Is evil the absence of good (see Augustine's theodicy)? Responses to evil: karma, al-qadr, inconsistent triad, free will, divine plan. Whose responsibility is evil? Is it internal or external factors? Is it a choice? Genesis – Cain and Abel. Different understandings of evil – e.g., the devil, jinn, evil as a supernatural force, evil as human actions. (The Doors of the Sea by David Bentley-Hart)
What are different responses to suffering?	Story of Job, divine plan. Heaven/hell. Reincarnation, comparing to Buddhist ideas of suffering as a part of life. Explore a simple introduction to theodicies (e.g., suffering is a test, suffering is how we learn, suffering is punishment, suffering enables us to appreciate good). Include theological and practical responses, and the interplay between them. Theology: atonement, death of Jesus, prayer and unanswered prayer; Allah permits suffering, predestination. Irenaeus – soul making, CS Lewis – using suffering for good. (The Philosopher Queens – by Rebecca Buxton and Lisa Whiting explores 20 female philosophers including, Angela Davis, perhaps the most iconic symbol of the American Black Power

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	Movement and Azizah Y. al-Hibri, known for examining the intersection of Islamic law and gender equality.)
Should religious people feel a greater responsibility for protecting the natural world?	Climate change, environmental issues, Laudate Si, (encyclical letter), inter-faith work to address issues, Eco church, Eco Mosque, carbon fast, stewardship vs dominion. Genesis 1 and 2 and how they line up with stewardship and dominion. Charity work to look after the world around them. Explore different origin stories for the world, including the Big Bang. Introduce the Jewish concept of tikkun olam and explore movements like the Coalition on the Environment and Jewish Life. Political interactions, Extinction Rebellion, Just Stop Oil protest. How far should we go to protect the planet?

10 KS4

This syllabus recommends that all students should follow an accredited course, such as GCSE, either full or short course. In any case where the following of such a course is not possible, all pupils must receive Religious Education that meets the requirements of this syllabus. The expectation is that such students will build on prior learning, covering any content that was not taught at KS3 and including an appropriate choice of themes and questions as set out below. This will require about an hour a week. The exact choice of worldviews and how to timetable this is entirely at the discretion of the school.

Question	Suggested Themes
Christianity, Judaism, Islam, Hindu Dharma, Sikhi, Baha'I, Zoroastrian, Rastafari, Paganism, Sentientism and Ethical Veganism, Indigenous Religions, Humanism,	
Any questions from KS3 aligned them with different worldviews	Making links with the creative arts and literature Examples of faith in action Is religion dying out or growing? Core features of religious worldviews

11 KS5

Where possible 'A' level RS or Philosophy and Ethics should be offered, but all students should receive at least 10 hours of specific religious education each year. If possible, content should reflect issues encountered in other subjects in the curriculum, or topical issues.

Those over 18 may withdraw themselves from RS.

Suggested themes that could be explore with reference to any appropriate worldview:

Medical ethics and assisted dying Economic – money lending Current affairs – religious dimensions of current news Religion in the media and advertising

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Religion in the arts Freedom of speech and censorship and persecution Religion and Politics Portrayal of religion within religious communities War and conflict

12 APPENDICES

12.1 CORE UNIT PLANS

12.1.1 Year 1

What are worldviews and how do we learn about them?

This unit should be used at the beginning of the academic year and should take about 2 hours or 2 lessons.

While the unit is core, the activities and questions below are a suggested way of delivering the material. Use them as a starting point to build a unit that suits your cohort and teaching style.

Lesson 1: What makes a group or community?

Aims and Objectives: To introduce students to the concept of a worldview by allowing them to see how everyone is different and sees, does and thinks differently about a lot of things, while at the same time having much in common.

Engage:

Ask pupils to bring in photos (or pictures) of the clubs/groups they belong to (family, cubs etc). Share in groups/pairs. Look at what is similar and what is different. Alternatively provide stock images of a range of groups that pupils may be familiar with. These do not have to be religious groups, but it would be good to include some.

Enquiring and Explore:

Gather the pupils' ideas of what makes us part of these groups/community (and record in a floor book for example). Take/show class photo- We belong to our class and are here to learn so we are a learning community. Wearing the uniform, all play together, work hard, show friendship, share the school's values/ethos.
Begin to explore the values that might hold other communities together, using the experiences of the pupils. How are these similar or different to the school's values?

Respond and Communicate:

Pupils to make a stick person to put into a box/container to explain physically that they belong to the school community. Discuss the key question of what do I belong to? What groups/community do I

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belong to? Recap that everyone is different, and that each person has what we call a worldview (a way of looking at the world). This will be the focus next lesson.

Lesson 2- Does everyone have the same view?

Engage:

Look at some pictures that could be more than one thing – there are many different versions available some of which are more accessible for this age group than others (e.g., 6 and 9, vase or faces). What does each pupil see? Can any of them see both things at the same time? This is beginning to introduce the concept of philosophy - an understanding the ways of debating and disagreeing well (P4C) e.g., Is a zebra black with white stripes or white with black stripes? Is that all that a zebra is? (Everyone has different views)

Group the children in different ways according to views on something e.g. Which season is best, what belief they follow, sky colour, crisp flavour, being the best, jelly baby flavours or whatever will best suit your class. Do more than one example to show that we may have something in common with one person and something else with another person. Use these examples to allow children to explore that different people have different viewpoints.

Enquire and explore:

Recap on one of the concepts that pupils have explored in EYFS (such as special occasions, special places or special artefacts). Explore why some people think Friday is special, for others it is Saturday for others it is Sunday, while some people don't think that any day is more special than any other. Expand to explain the idea that a worldview is a way of looking at the world from a particular group of people. Explain that these are different shared views and that they have a religious or non-religious belief as their basis.

Can the pupils name any of the religions that they encountered in EYFS? Do any of them belong to a religious group or belief? Create a pupil friendly definition of belief and explore some of the things that people might believe.

Respond and communicate:

Establish that to find out what people believe we can ask questions, look at what they do and have discussions with them. Make links to what they learned in EYFS. Begin to create a bank of questions that you can ask during the ensuing year. Keep them somewhere visible and refer to them in RE lessons.

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12.1.2 Year 2

WHAT DO DIFFERENT RELIGIONS AND WORLDVIEWS HAVE IN COMMON?

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This unit should be used at the beginning of the academic year and should take about 2 hours or 2 lessons.

While the unit is core, the activities and questions below are a suggested way of delivering the material. Use them as a starting point to build a unit that suits your cohort and teaching style.

Lesson 1: To revisit what we have learned about what communities have in common (Y1 Introductory Unit) and begin to explore the differences in worldviews, religions and beliefs.

Engage:

Revisit the questions about what holds the school community together and where we belong. Start with family and school and extend from there. This can be linked to school promises, values, class charters (whatever is relevant for different school contexts).

Enquire and Explore:

Ask questions about what we do when we all come together? What are our shared values? How do we know? Draw out that the things we say, do and talk about show what we believe.

Extend this to looking at the faiths and beliefs of the class itself. This will lead to exploring the theme of religion and worldviews, identifying what is shared – this needs to be very personalised to reflect your own class context.

Create class definitions of religion and beliefs and then use these to help identify some of the differences.

Respond:

Sort some statements about things that people might believe into the appropriate groups - religious belief/ other belief, e.g., God made the world, you should go to the synagogue on Saturday, and xxx is best football team, it will rain tomorrow etc. Which are religious and which are just beliefs?

Lesson 2: What are some of the shared features of religions?

Engage:

How does it feel when we meet as a whole school (e.g., in assembly or worship time)? How does it feel when you get together for family events, or have a party for your birthday or celebrate at Christmas (or other festival depending on your cohort)? Gather a range of suitable words.

Enquire and Explore:

Focus on a couple of religious festivals/gatherings from at least two religions. Find out what people do when they come together. Watch some videos and look for the similarities and differences.

If those videos are set in places of worship, explore some of the differences between the buildings and the artefacts that are used there. Revisit the traditions covered in EYFS and Y1 where possible.

Respond:

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Match the tradition with the place – artefact – practice. How do they know what is right? What is similar and what is different?

12.1.3 Year 3

HOW DO WE LEARN ABOUT BELIEFS FROM THE WAY PEOPLE BEHAVE?

This unit should be used at the beginning of the academic year and should take about 2 hours or 2 lessons.

While the unit is core, the activities and questions below are a suggested way of delivering the material. Use them as a starting point to build a unit that suits your cohort and teaching style.

Lesson 1: To identify and describe some of the links between beliefs and behaviour.

Engage:

Create a list of the kinds of actions that the school and the pupils' own communities/clubs participate in. Consider questions of how an outsider knows that you go/belong to a certain club/community/group. Identify dress, artefact, or equipment e.g., uniform, tennis racket, violin, football scarf or sports kit, place that a person is seen, or perhaps the thing that they are doing (e.g., mending the road, pushing a buggy, standing at the school gate)

Enquire and Explore:

What kinds of activities do religious communities get involved with? Continue the theme of celebration or gathering as explored at KS1 and begin to link some of these activities to beliefs associated with the religion. How do these communities celebrate? What does the way they celebrate tell us about what they believe? What do these activities tell us about what is important to these groups of people? Focus on worship and rituals, charity and giving.

Respond and Communicate:

Match some activities to the beliefs of a particular community.

Lesson 2: To consider how being part of a community influences the beliefs and actions of an individual.

Engage:

Discussion based. Start with the local area and what different communities might be found there. Look at how diverse the UK has become. Find out how many Has immigration had an impact on communities (Cross curricular links with PSHE). Kindness, links to charitable work. Can being part of a religion influence your decisions on how we treat others?

Enquire and Explore:

Discuss and explore the reasons that people choose to belong to a community - Because it is expected / my choice / peers, where I live, days of week (clubs), friends or family. Discuss how being part of a community has influenced what you do. Take part in an event that helps others. Carol singing for the elderly, raising monies for local communities. Raising monies for the less fortunate.

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Discuss how own perceptions might influence our attitudes and by finding out more about other faiths and beliefs we can become more tolerant towards others with different worldviews.

Respond and communicate:

Create a bank of questions that you would want to ask of a community before you decided to join. What would you want the answers to be if you were going to join?

12.1.4 Year 4

WHAT DO TEXTS AND STORIES REVEAL ABOUT PEOPLES' BELIEFS AND WORLDVIEWS?

This unit should be used at the beginning of the academic year and should take about 2 hours or 2 lessons.

While the unit is core, the activities and questions below are a suggested way of delivering the material. Use them as a starting point to build a unit that suits your cohort and teaching style.

Lesson 1: To identify how the texts and stories people read influence their view of the world and behaviour.

Engage:

Discuss what books and stories the pupils read and why. How do those books influence their view of the world? What other things influence their view of the world? Do all the things they read or see have a positive influence on them? Discuss how a faith/upbringing teaches individuals how to behave.

Enquire and Explore:

Read a range of religious stories and explore how the stories influence the people who read them to behave.

There are several examples from the Bible that would lend themselves to exploring how different stories induce people to behave well towards their communities.

E.g., The Good Samaritan (Luke 10:25-37); The widow's mite (Mark 12:42), the Sermon on the Mount (Matthew 5 – 7). Consider what the people who read these stories understand. Why do they read them? What do they do as a result? Does everyone read them the same way? How do the pupils read them? Do they understand the story the same was as a Christian might?

The following Islamic story could be used:

(Islam)When they arrived, the Ansar (the people of Madinah) welcomed the Muhajiroon (the migrants who came from Makkah) with open arms and, at the encouragement of the Prophet (PBUH), shared their homes, money, and lives.

How do Muslims read this story? Does a non-Muslim read it the same way?

Compare the story of the sheep and the goats (Matthew 25:31 – 46) and the Hadith Qudsi 18.

Respond and Communicate:

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Make a link between some texts and the activities that people engage in.

Read a new text and suggest how that may influence someone's worldview.

Lesson 2: To consider how communities use story and text to maintain their identity.

Engage:

Think about how things like music and TV shows offer a sense of community – that they give a common or shared narrative. What are the shared narratives in the school? School vision and values. How Shakespear etc helps people define that they are English or British. Link to British values. Discuss how these values and texts give a sense of belonging to a group/community.

Enquire and Explore:

Judaism is a good example to use here and look at the stories that form the basis of some of the festivals – e.g., Passover and how Jewish people who do not believe in God follow the teachings and the practice, because it links to their identity.

Hindu Dharma also has communal stories, but they are not necessarily interpreted in the same way. Look at the stories of Rama and Sita, Holika and Prahlad, Krishna and Arjuna etc.

How do these stories give people a sense of identity and community? Why do people read the stories even if they don't believe in God? What do they gain from these stories?

Respond and communicate:

Read a new text (this could be a non-religious text such as a fable) and ask the pupils to analyse it to draw their own conclusions about what the people who read the texts might believe about them and how they might live them out. This could be a matching or sorting activity between texts and pictures.

12.1.5 Year 5

WHY DO SOME PEOPLE CHOOSE TO FOLLOW A RELIGION AND OTHERS DO NOT?

This unit should be used at the beginning of the academic year and should take about 2 hours or 2 lessons.

While the unit is core, the activities and questions below are a suggested way of delivering the material. Use them as a starting point to build a unit that suits your cohort and teaching style.

Lesson 1: to identify and evaluate different reasons for believing.

Engage:

Start with a human bar chart activity around a particular belief (choose something appropriate for your class that will have varied responses). This does not need to be a religious belief. Follow this with a discussion about why they hold that belief – is it from their family or community? Is it because they have evidence? How does believing this make them feel or act? Why might they hold a different belief about this to that held by others in the class?

Broaden this out to discuss some religious ideas such as:

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• Do they follow a religion?

• Why / why not?

• Is it because it is useful?

Enquire and Explore:

Conduct a survey around the school to find out how many adults and pupils follow a religious belief? Pupils need to consider what questions they will ask and then analyse the data. Are all the year groups the same? Do people's ideas change as they get older?

Use the census data from 2021 to explore religion in the local area. How does that compare to the school? What might make that different? (A church school may have a different demographic to a community school for example). Which set of data is more reliable?

Gather the list of reasons that people give for following a religion. Pupils may need to ask a wider range of people. Invite some members of the local faith communities to answer the questions about why they believe or not. Include non-religious/humanists in this. Has everyone even thought about that question? Is the answer 'because I do' sufficient?

Respond and Communicate:

Rank/sort the reasons for believing or not and explain why they think some of these reasons are better than others.

Lesson 2: To identify that the choice to believe or not is complex, and the range of factors that influence it.

Engage:

Watch the film Nobody Stands Nowhere (Theos on YouTube). As they watch, make a list of the different ideas that are presented for belief. Do they know where they stand and why?

Think about a place that is special to them and what they do there: the traditions and rituals, the people they see, what they learn, what to do to get ready. How does that influence what else they do? Why do they go there? Do you go because the people are similar to you? – e.g., youth groups, children's activities or something else? (This will revise issues from Y3 and Y4)

Enquire and Explore:

Watch one of the Real People, Real Faith videos (NATRE website) – (KS2 does believing in religion make a difference in your daily life?) Look at a faith not planning to study. Are all the impacts on daily life that they mention positive?

Are the rules communities set an attraction or off-putting? Is it OK to question an authority in a place of worship or disagree/disobey? Are the rules important? Does this lead to people changing their minds about what they believe?

There are many people who don't have a good experience of religion. Are religions always benevolent?

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What might an organised religion need to do to attract people? Do they need to be more supportive? Have more activities for specific age groups?

Respond and communicate:

Pupils could write a short piece explaining why people choose to follow a religion or not and what the benefits or disadvantages night be.

12.1.6 Year 6

HOW DOES BELIEF IN LIFE AFTER DEATH MAKE A DIFFERENCE TO THE WAY PEOPLE MARK A PERSON'S DEATH?

This unit should be used at the beginning of the academic year and should take about 2 hours or 2 lessons.

While the unit is core, the activities and questions below are a suggested way of delivering the material. Use them as a starting point to build a unit that suits your cohort and teaching style.

Lesson 1:

Engage:

Revise the ways in which beliefs impact on behaviour, referring to learning from previous years. This could be done using hexagons and allowing pupils to create pictorial representations of the links between beliefs and behaviour.

Ask pupils to consider whether some beliefs have a greater impact than others on the things that people choose to do.

Are there some beliefs that are shared by a range of religious traditions? Do we think they have the same impact?

Enquire and Explore:

If possible, visit a local graveyard and look at a variety of inscriptions on the tombstones, noting down the phrases that relate to what beliefs, e.g., RIP or we will meet again, or similar. If a visit is not possible, find some examples on the internet. Do pupils think there will be a difference between a graveyard attached to a religious place of worship and one run by the council? Why do they think there will/won't be?

Look at the wording in a funeral service – compare a religious and a non-religious/secular/humanist service. What differences do they notice?

Respond and Communicate:

Based on the funeral services that they have looked at, create a list of phrases that they might find on the gravestones of people who hold those beliefs.

Lesson 2:

Engage:

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Hold a class discussion about what is likely to happen to a person when they die. Gather a wide range of ideas and rank them according to which the pupils feel is the most likely.

Enquire and Explore:

Explore a variety of beliefs about life after death, ensuring that at least one Abrahamic and one Dharmic tradition are covered.

Compare and contrast the beliefs. Explore the difference between life after death, reincarnation and moksha/nirvana. Compare these with non-religious beliefs, e.g. by revising that they learned about a humanist funeral service. Compare funeral services and practices for two or three different traditions.

What are the main beliefs behind the motivations for how a dead person is handled? How might people behave (could be the same) but what is their influence / motivation? Does belief in life after death make a difference?

Consider what might be the impact of these beliefs and then find out what believers say the impact is. E.g., Time between death and funeral, how the body is treated – death rituals, dignified, community, extra reward – how the clear graves are treated. Choose an appropriate range of religious traditions.

Respond and communicate:

Create a visual representation of the beliefs of a religious or non-religious tradition and show how the beliefs and the practice are linked.

12.1.7 Year 7

12.2 Assessment, Progress and Outcomes

12.3 Suggested Resources

12.4 Glossary

12.5 Acknowledgements

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