

Chelmsford Diocesan Board of Education



Religious Education Syllabus for Key Stages 1 and 2

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Section I

About Religious Education and Its Place in the Curriculum

The Importance of Religious Education

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

The Contribution of Religious Education to the School Curriculum

Supporting the values of the curriculum

Religious education actively promotes the values of truth, justice, respect for all and care of the environment. It places emphasis on:

- pupils valuing themselves and others
- the role of the family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- sustainable development of the earth.

RE also recognises the changing nature of society, including changes in religious practice and expression and the influence of religion in the local, national and global community.

Supporting the Aims of the Curriculum

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

- Religious education should be a stimulating, interesting and enjoyable subject. The **knowledge, skills and understanding** outlined in this Diocesan Syllabus are designed to promote the best possible progress and attainment for all pupils.
- Religious education develops independent and interdependent learning. It makes an important contribution to pupils' skills in literacy and information and communication technology (ICT).
- Religious education promotes an enquiring approach in which pupils carefully consider issues of beliefs and truth in religion.
- It also enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

- Religious education has a significant role in the promotion of spiritual, moral, social and cultural development (see pages 8 and 9 for more guidance). This Diocesan Syllabus enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures.
- Religious education seeks to develop pupils' awareness of themselves and others. This helps pupils to gain a clear understanding of the significance of religions and beliefs in the world today and learn about the ways different faith communities relate to each other.
- The Diocesan Syllabus aims to promote religious understanding, discernment and respect and to challenge prejudice and stereotyping.
- Religious education is committed to exploring the significance of the environment, both locally and globally, and the role of human beings and other species within it.
- A sense of self-worth helps pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

Aims for Religious Education

Religious education should enable pupils to:

- acquire and develop knowledge, understanding and respect for the beliefs and practices of Christianity and the other principal religions represented in Great Britain
- reflect on beliefs, values and traditions in order to understand their influence on individuals, communities, and culture
- make informed responses to religious and moral issues
- express curiosity about and learn to grapple with fundamental questions of life
- develop and deepen their own belief, values and sense of self worth
- make their own spiritual journey.

Religious Education and Every Child Matters

The following statements highlight the ways in which religious education actively contributes to the Every Child Matters agenda.¹

Being Healthy (body, mind and spirit)

Religious education contributes to a healthy body by helping pupils to:

- respect the dignity and worth of the human body and appreciate the rich diversity of humanity;
- consider teachings from religious and other world views about food and drink, drug use and misuse, relationships and human sexuality.

Religious education contributes to a healthy mind by helping pupils to:

- develop important skills of investigation, communication and evaluation;
- engage with challenging concepts and ideas;
- develop an understanding of complex ethical issues;
- develop the ability to listen effectively and use reasoned arguments in debating sensitive and controversial issues of religion and belief.

Religious education contributes to a healthy spirit by helping pupils to:

- develop a discerning, thoughtful approach to life;
- reflect on the complexity of the human spirit and its capacity for good and evil;
- promote their self-esteem and recognise the importance of the spiritual dimension of life;
- consider how people of different religions and world views respond to questions of meaning and purpose in life;
- reflect on the beauty of the planet and the importance of caring for the environment.

Staying Safe

Religious education contributes by:

¹ The author is grateful to Graham Langtree, RE Adviser for Devon County Council, for this work on RE and the Every Child Matters agenda.

- highlighting the importance of developing good relationships and respecting differences between people;
- developing pupils' learning about the diversity of religious and ethnic groups;
- developing awareness of the destructive power of prejudice, racism, offending behaviour and bullying, including key teachings from religious groups and other world views on these issues;
- considering the influence of positive role models and what can be learned from negative stories and events;
- encouraging pupils to take responsibility for who and what they are.

Enjoyment and Achievement

Religious education contributes by:

- providing lively, challenging learning activities, including story, music, drama, ICT, group and class discussion to stimulate pupils' mental and emotional development;
- encountering visits and visitors from a range of faith communities;
- promoting pupils' own ideas and providing opportunities to explore and reflect on key questions and values;
- developing key skills such as investigation, enquiry, communication, interpretation and evaluation;
- setting clear standards in knowledge, skills and understanding which are understood by pupils and lead to improvements in learning.

Making a Positive Contribution

Religious education contributes by:

- promoting racial and inter-faith harmony and combating prejudice and discrimination;
- contributing positively to pupils awareness of community and their role within it;
- considering the place of rules and guidance in pupils' own lives and within religious traditions and world views;
- considering rights and responsibilities: the pupils', their communities, within religious traditions and world views;
- developing attitudes of open-mindedness, the ability of pupils to sustain their own views, disagree respectfully and listen well to others.

Achieving Economic Well-being

Religious education contributes by:

- investigating issues of faith, wealth and poverty, justice and responsibility;
- considering how religious beliefs can inform actions and concerns;
- reflecting on global issues of social justice and the importance of the environment;
- considering spiritual issues such as the worth of all living species: human beings, plants and animals;
- developing a sense of conscience;
- raising questions about injustice and inequality;

- preparing pupils through key skills, attitudes, knowledge and understanding for working life and an ability to flourish as confident, caring citizens.

A key learning outcome of Every Child Matters in religious education is helping pupils to understand similarities and differences within and between people of different religious traditions and world views. Pupils are encouraged not to see religions as separate, historical entities but as living, changing faiths that have important and ongoing dialogue with one another.

Attitudes in Religious Education

Whilst the knowledge, skills and understanding are central to the Diocesan Syllabus for religious education, it is also vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

- Self-awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder.

Self-awareness in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose.

Learning Across the Curriculum: The Contribution of RE

Religious education can promote learning across the curriculum in a number of areas.

Promoting spiritual, moral, social and cultural development through religious education

Religious education provides opportunities to promote **spiritual development** through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth;
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices;
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity;
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God;
- valuing relationships and developing a sense of belonging;
- developing their own views and ideas on religious and spiritual issues.

Religious education provides opportunities to promote **moral development** through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust;
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders;
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice;
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity;
- considering the importance of rights and responsibilities and developing a sense of conscience.

Religious education provides opportunities to promote **social development** through:

- considering how religions and other beliefs lead to particular actions and concerns;
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions;
- articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious education provides opportunities to promote **cultural development** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures;
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices;
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Promoting citizenship through religious education

Religious education plays a significant part in promoting citizenship through:

- developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;
- enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly;
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally;
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

Promoting personal, social and health education through religious education

Religious education plays a significant part in promoting personal, social and health education through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions;
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views;
- developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings,

considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Promoting key skills through religious education

Religious education provides opportunities for pupils to develop the key skills of:

- **communication** through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories and poetry, prayers, liturgy and worships), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments.
- **application of number** through calendrical reckoning, collecting, recording, presenting and interpreting data involving graphs, charts and statistical analysis.
- **information technology** through using CD-ROMs and the internet selectively, researching information about religions and beliefs, teaching and practices, using email to communicate and analyse information with people of differing beliefs and cultures, using spreadsheets and databases to handle and present data relevant to the study of religious education.
- **working with others** through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity.
- **improving own learning and performance** through setting targets as part of religious education development, reviewing their achievements and identifying ways to improve their own work.
- **problem solving** through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.

Promoting other aspects of the curriculum

Religious education provides opportunities to promote:

- **thinking skills** through helping pupils to research, select, interpret and analyse information from religious traditions, reflect and question their own views and ideas and those of others and communicate their ideas in a variety of ways.
- **financial capability** through considering the responsible use of money, the importance of giving and the ethics of wealth, debt, poverty, gambling, business and investment.
- **creativity and culture** through considering the scope of human nature, sources of inspiration and discovery, connections between beliefs, values and forms of artistic expression, appreciating the value of cultural distinctiveness and reflecting on beauty, goodness and truth in creative and expressive arts.
- **education for racial equality and community cohesion** through studying the damaging effects of xenophobia and racial stereotyping, the impact of conflict in religion and the promotion of respect, understanding and cooperation through dialogue between people of different faiths and beliefs.
- **effective contributions to scientific, medical and health issues** through exploring philosophical and ethical questions of the origin, purpose and destiny of the cosmos and life within it, exploring the nature of humanity and human interaction with the world, exploring developments in genetics and medicine and their application and use and exploring concepts of health and well-being and their promotion.
- **links to employment, vocations and work-related learning** through a focus on individual sense of purpose and aspiration in life, and through considering the appropriateness and relevance of religious education to a wide range of employment opportunities and the development of spiritual and ethical issues linked to the world of work.
- **education for sustainable development** through helping pupils consider the origins and value of life, the importance of looking after the environment and studying the ways in which religious beliefs and teachings have influenced attitudes to the environment and other species.

Religious Education and Inclusion

Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. The Diocesan syllabus contains many references to the role of religious education in challenging stereotypical views and appreciating, positively, differences in others. The syllabus enables all pupils to consider the impact of people's beliefs on their own actions and lifestyle. It also highlights the importance of religions and beliefs and how religious education can develop pupils' self-esteem.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education;

- meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in religious education, some pupils may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed;
- help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT;
- a non-visual way of accessing sources of information when undertaking research in aspects of religious education, for example using audio materials.

Religious Education and the Use of Language

Religious education can make an important contribution to pupils' use of language by enabling them to:

- acquire and develop a specialist vocabulary;
- communicate their ideas with depth and precision;
- listen to the views and ideas of others, including people from religious traditions;
- be enthused about the power and beauty of language, and recognising its imitations;
- develop their speaking and listening skills when considering religions, beliefs and ideas and articulating their responses;
- read, particularly from sacred texts;
- write in different styles, such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas;
- evaluate clearly and rationally, using a range of reasoned, balanced arguments.

Religious Education and the Use Of Information and Communication Technology

Religious education can make an important contribution to pupils' use of ICT by enabling pupils to:

- make appropriate use of the internet or CD-ROM sources to investigate, analyse and evaluate different aspects of religious beliefs and practices, ultimate questions and ethical issues;
- use email or videoconferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life;
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion;

- use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions;
- use equipment such as digital cameras and digital video to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

Section 2

Religious Education in Church of England Schools

Religious Education in Voluntary Aided (VA) Church of England Schools

In its recent guidance on the teaching of religious education in VA schools, the Church of England's Education Division identified the following two key principles: firstly, that the religious education in a church school should be of the highest standard, always striving for **excellence**; and secondly that it should reflect the school's **distinctive** Christian character.

In these following extracts from *Excellence and Distinctiveness*², the role of religious education in a Church of England school is interpreted in the light of the teachings and practices of the Anglican Church.

Over recent years both Ofsted and denominational inspections have shown that there is much good and improving practice in religious education, especially in church schools. This progress will be maintained, if the provision in church schools is a high priority for leadership teams and governing bodies. They should aim to ensure that religious education is at the heart of the curriculum and recognised as such by the whole school community. The quality of teaching and learning should be at least as good as in any other subject. All church schools should be, in a sense, 'specialist schools' for religious education.

Distinctive Religious Education

In an Anglican school, the educational process is rooted in the living faith of the school. This goes beyond the ethos of the school to affect the planning and teaching in every curriculum area. Religious education is not just an academic subject, but, lying at the very heart of the curriculum, has an important role in reflecting and conveying the distinctively Christian character of the school.

In developing this distinctive approach to religious education, consideration should be given to what lies at the heart of the Christian faith. This can be expressed in relation to religious education's two attainment targets³.

Learning about religion

We learn about:

² *Excellence and Distinctiveness*, The Church of England Education Division with the National Society, October 2005.

³ RE: The Non Statutory Framework, QCA, 2004

- the God who reveals the truth about himself and humanity through creation, the giving of the law, God's action in history and through the prophets;
- the God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- the God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

Learning from religion

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the transforming power of Jesus Christ;
- developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm;
- understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement;
- examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

Religious education does not exist in a vacuum; it comes as a challenge to the learner's existing values and practices. It involves and confronts the individual in a way no other subject can. A vision of education inspired by Jesus Christ is a catalyst for a process of formation for the whole person and the whole human family. Religious education is key to fulfilling the purpose of a church school as described by the late Lord Runcie when he was Archbishop of Canterbury:

- to nourish those of the faith;
- to encourage those of other faiths;
- to challenge those who have no faith.

Maintaining the balance between these intentions will always require skill and tact and will need to reflect local circumstances.

Religious Education in Church Schools Should Help Pupils to...

- think theologically and explore the great questions of life and death, meaning and purpose;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- respond in terms of beliefs, commitments and ways of living;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;

- find a reason for hope in a troubled world;
- understand how religious faith can sustain them in difficult circumstances and in the face of opposition.

Teaching About World Faiths and World Views

As 'schools of faith', Church of England schools recognise the common search of all humanity for ultimate truth and relationship with the divine while acknowledging the widespread secular assumptions to be found in today's world. Thus schools operate in diverse communities containing those with a religious faith and those for whom religion is meaningless. It is entirely appropriate, therefore, that respect for the great world faiths is fostered in religious education within a church school. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the school's loyalty to its Christian foundation.

A positive outcome of this approach is to provide learners with a greater understanding of the world and society in which they are growing up. Another outcome is that learners will be able to see the faith of others in relation to their own. Both of these outcomes contribute to building up harmonious relations within communities, promoting inclusion for all and combating the evils of racism. In a church school there should be opportunities for children to grow in the understanding of their own faith, in the faith of others and to have the opportunity to study secular world views where appropriate. Religious education should equip pupils for the critical evaluation of a range of different world views.

Religious Education in Church Schools Should Help Pupils to...

- learn **about** other faiths, their beliefs, traditions and practices and **from** them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions;
- recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

The Legal Position

The legal requirements for teaching religious education are to be found in the Education Act 1996 and Schools Standards and Framework Act 1998. Religious education must be taught to all registered pupils in maintained schools unless they are withdrawn by their parents. This requirement does not apply to nursery classes in maintained schools.

Religious education forms a component of the Basic Curriculum to be taught alongside the National Curriculum in all maintained schools.

Voluntary Aided Schools

The Governors have to formally agree the school's religious education syllabus.

Religious education will normally be predominantly Christian, following the Trust Deed statement. The staff and Headteacher work with the support of the Governors. Material in the Diocesan syllabus is designed to help schools meet their legal obligations as set down in the Instruments of Government.

If parents request it and it is reasonable (e.g. because it is not possible for their children to attend another school) provision should be made for religious education in accordance with the Local Agreed Syllabus.

The Bishop is the arbiter of the religious education in the school and so he, together with the officers of the Diocesan Education Team, deal with complaints about religious education rather than the Local Authority.

Inspection of religious education is arranged by the Governors under the **Section 48** provision to take place within eight working weeks of the Ofsted Inspection. When a school has an Ofsted inspection it is required to have a **Statutory Inspection of Anglican Schools, SIAS** for short. The inspection framework is based, as is Ofsted, on school self-evaluation. The Inspection Framework is available from the National Society website (www.natsoc.org.uk). There is also a self-evaluation **Toolkit** available for schools from the **Diocese of Chelmsford's website** to help with the self evaluation process (www.chelmsford.anglican.org). There are links in the Toolkit to the Ofsted SEF.

Voluntary Controlled and Foundation Schools

Religious Education is taught following the Local Agreed Syllabus.

Parents can request Church of England religious education in line with the Trust Deed, and this could be taught by a "Reserved" teacher or another member of staff approved by the Foundation Governors. There is, therefore, a split responsibility between the Local Authority and the Diocese over inspection and complaints, depending on the particular arrangements in each Controlled and Foundation School.

The Ofsted team may inspect the religious education taught according to the Local Agreed Syllabus. Under the new Ofsted arrangements, however, it is rarely reported. Subject inspections for religious education are carried out by Ofsted.

Right of withdrawal

Parents have a legal right to withdraw their child/children from religious education. In community, voluntary controlled and foundation schools, head teachers and teachers may also exercise this right. In voluntary aided schools, where heads and

teachers have signed a National Society contract, it is expected that this right will not be exercised.

The allocation of teaching time for religious education

The diocesan syllabus is based on the expectation that the following **minimum** times be given to religious education:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

The time allocation can be blocked.

Time allocated to teaching Christianity

It is recommended that in VA church schools between two-thirds and three-quarters of the religious education curriculum time is spent in the study of Christianity and that other faiths and world views are covered in the remainder of the time. This proportion of time spent on Christianity is essential to fulfil the requirements of the distinctive Christian character of the school

The material in this syllabus is designed to help schools and their governors meet their legal obligations as set down in the Instrument of Government.

Section 3

The Diocesan Syllabus Structure

The diocesan syllabus sets out what pupils should study at Foundation Stage, Key Stage 1 and Key Stage 2.

It is based on the structure of the National Framework for Religious Education⁴ and reflects the guidance offered in Excellence and Distinctiveness⁵.

Knowledge, Skills and Understanding in Religious Education: Learning about and from Religion

The knowledge, skills and understanding identify the key aspects of learning in religious education. These are described as 'learning about religion' (attainment target 1) and 'learning from religion' (attainment target 2).

Learning about religion includes:

- enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression;
- developing pupils' skills of interpretation, analysis and explanation.
- Pupils learning to communicate their knowledge and understanding using specialist vocabulary;
- identifying and developing an understanding of ultimate questions and ethical issues;
- knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion.

Learning from religion is concerned with

- developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion.
- developing pupils' skills of application, interpretation and evaluation of what they learn about religion.
- pupils learning to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

⁴ *Religious Education The non-statutory national framework*, QCA, 2004

⁵ *Excellence and Distinctiveness*, The Church of England Education Division with The National Society, October 2005.

Principles Underpinning the Syllabus

The diocesan syllabus is committed to an approach to teaching RE in which **skills are developed through knowledge and understanding** and that **pupils understand how their learning in RE is progressing** and **what they need to do to improve it**.

Religious education in a voluntary aided church school will be predominantly Christian to reflect the school's Trust Deed. Following advice from the Church of England Education Division's publication *Excellence and Distinctiveness*⁶,

- the amount of Christianity taught in VA schools should form $\frac{2}{3}$ – $\frac{3}{4}$ of the syllabus for RE.

The Diocese recommends that **Christianity should be taught alongside other world religions and world views** as follows;

Foundation Stage and Key Stage 1	<ul style="list-style-type: none">• Christianity including the Anglican dimension• At least one other principal religion• A religious community with a significant local presence, where appropriate.
Key Stage 2	<ul style="list-style-type: none">• Christianity including the Anglican dimension• At least two other principal religions• A religious community with a significant local presence, where appropriate.• A secular world view, where appropriate

The Diocese recommends that **schools follow guidance in the Local Agreed Syllabus when teaching other world religions and world views**.

The diocesan syllabus offers...

- units of work detailing what pupils should study about Christianity at Foundation Stage, Key Stage 1 and Key Stage 2;
- for each year group, a unit of work that reflects the Anglican dimension of Christianity. (This will also be a useful resource for VC schools.)
- flexibility of structure to complement the various agreed syllabuses used by schools in different parts of the Diocese.

⁶ Ibid

Programmes of Study

The following programmes of study have been taken from *The Non-Statutory Framework: Religious Education* and outline the knowledge skills and understanding and breadth of study that underpin this diocesan syllabus and the agreed syllabuses devised by Local Authorities in the Diocese of Chelmsford.

The Foundation Stage and RE

Introduction

The Foundation Stage (FS) describes the phase of a child's education from the age of 3 to the end of Reception at the age of 5. Religious Education (RE) is statutory for all pupils registered on the school roll. The statutory requirement for RE does not extend to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the FS. It will, however, form a valuable part of the educational experience of children throughout the key stage.

Characteristics of learning

During the FS, children will ...

- explore the world of religion in terms of special people, places, books, times and objects and by visiting places of worship.
- listen to and talk about stories.
- be introduced to some religious words
- use their senses in exploring religious beliefs, practices and forms of expression.
- reflect on their own feelings and experiences.
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

The contribution of RE to the Early Learning Goals

The Early Learning Goals set out what most children should achieve by the end of the FS. RE can make an active contribution to all of the areas of learning but has a particular contribution to make to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development

Early learning goals:

Self-confidence and self-esteem

- respond to significant experiences showing a range of feelings when appropriate
- have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- have a developing respect for their own cultures and beliefs and those of other people.

Making relationships

- work as part of a group or class, taking turns, sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people including adults and children, to work together harmoniously.

Behaviour and self-control

- understand what is right, what is wrong and why
- consider the consequences of their words and actions for themselves and others.

Sense of community

- understand that people have different needs, views, cultures and beliefs that need to be treated with respect
- understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Personal, social and emotional development

Examples of religious education-related experiences and opportunities

- Children use stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meaning through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

Example of an activity

In the context of a learning theme to do with 'growing' or 'the natural world', children encounter the parable of the mustard seed. They look at and talk about some tiny seeds and the teacher tells the parable, putting it into context as a story Jesus told. The teacher emphasises how, in the story, the tree that grew from the little seed became a safe home for birds. Children talk about what helps them to feel safe. They take a walk to look at trees and touch trees. They think about how they should look after trees. They talk about what it would be like to fly up into the branches. They plant seeds and role-play the growth of the seed in dance. They produce shared or independent writing on what they would like to grow into. Through these experiences children become more aware of themselves, for example of the concepts 'I am growing' 'I need to feel safe'. They respond to the significant experiences of exploring a story and wonder at the growth of seeds. They learn to understand their responsibility to the natural world and begin to consider beliefs about Jesus.

Language for communication

- listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- extend their vocabulary, exploring the meaning and sounds of new words.

Language for thinking

- use language to imagine and recreate roles and experiences
- use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Reading

- retell narratives in the correct sequence, drawing on language patterns of stories.

Exploration and investigation

1. investigate objects and materials by using all their senses as appropriate
2. find out about and identify some features of living things, objects and events they observe.

Information and communication technology

- use information and communication technology to support their learning.

A sense of time

- find out about past and present events in their

Communication, language and literacy

Examples of religious education-related experiences and opportunities

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration
- Through artefacts, stories and music, children learn about important religious celebrations.

Example of an activity

In the context of a learning theme to do with 'books' or 'favourite stories', children look at a child's Haggadah and are encouraged to ask questions about it. The children are told that the book belongs to a Jewish child who is celebrating Passover. The story of Passover is briefly told. Children are invited to think about their favourite books. The teacher talks about the child learning Hebrew and having an important job to do at the celebration meal. Children think about where and how they learn and how it feels to do something really well. They learn the words 'Jewish' and 'Hebrew'. They use language in role-playing a family meal. They look at and talk about a variety of dual-language books, share other old stories from both oral and written traditions and make a class book based on a favourite story or a celebration they have shared. A questions board is set up for children to record any questions that come into their heads. Through these experiences, they learn about the importance of story and sacred texts in religion, develop respect for the beliefs and values of others and extend their vocabulary.

Knowledge and understanding of the world

Examples of religious education-related experiences and opportunities

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship.
- They listen to and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.
- Having visited a local place of worship, children learn new words associated with the place, showing respect.

Example of an activity

In the context of a learning theme to do with 'buildings' or 'special places', children are shown a selection of pictures. They then learn about three different places children go with their families to worship God: a church, the Golden Temple and a mosque. Children are invited to talk about the

own lives, and in those of their families and other people they know.

A sense of place

- find out about their environment and talk about those features they like and dislike.

Cultures and beliefs

- begin to know about their own cultures and beliefs and those of other people.

pictures of places of worship, looking for common and distinctive features. Children talk about somewhere they have been that they will remember. They go out and photograph significant places (and people) in the local area and display their pictures in school. They visit a place of worship and record what they see. They talk about building materials and how they are used. They look at patterns. They sort collections of photographs of buildings and they compare buildings in their local environment and far away, talking particularly about the local church, the Golden Temple and the mosque. Through these experiences, children learn the importance of places of worship, relating this to their own special places. They begin to be aware of their own cultures and beliefs and those of other people.

Imagination

- use their imagination in art and design, music, dance, imaginative play, role-play and stories.

Responding to experiences, and expressing and communicating ideas

- respond in a variety of ways to what they see, hear, smell, touch and feel.

Creative development

Examples of religious education-related experiences and opportunities

Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact. Children share their own experiences and feelings and those of others, and are supported in reflecting on them.

Example of an activity

In the context of a learning theme to do with 'water', 'journeys' or 'the natural world', children look at a sealed pot that has water from the Ganges river inside it. Once they know that the pot contains water, they are encouraged to imagine a wide, flowing river. They look at photographs or videos of rivers and waterfalls and talk about how water moves. They hear the story of the birth of the river Ganges (regarded by Hindus as sacred). The teacher emphasises that it is a story that helps some people imagine what God might be like. They look at photographs of Hindus bathing in the Ganges and talk about why the river is important to them. They are invited to think about their ideas about heaven. In response to the story, they explore water through play. They create a great river collage, using a variety of media. They make a river dance, using lengths of coloured fabric and accompany it with percussion music. Through these experiences, children develop their imagination through a variety of creative and expressive arts. They begin to think about the importance of water as a symbol in religion and why some people regard particular places as sacred.

Key stage 1

Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Knowledge, skills and understanding

Learning about religion

1. Pupils should be taught to:
 - a. explore a range of religious stories and sacred writings and talk about their meanings
 - b. name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
 - c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
 - d. explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
 - e. identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion

2. Pupils should be taught to:
 - a. reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
 - b. ask and respond imaginatively to puzzling questions, communicating their ideas
 - c. identify what matters to them and others, including those with religious commitments, and communicate their responses
 - d. reflect on how spiritual and moral values relate to their own behaviour
 - e. recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Breadth of study

3. During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the following areas of study:

Religions and beliefs

- a. Christianity
- b. at least one other principal religion
- c. a religious community with a significant local presence, where appropriate
- d. a secular world view, where appropriate

Themes

- e. believing: what people believe about God, humanity and the natural world
- f. story: how and why some stories are sacred and important in religion
- g. celebrations: how and why celebrations are important in religion
- h. symbols: how and why symbols express religious meaning
- i. leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- j. belonging: where and how people belong and why belonging is important
- k. myself: who I am and my uniqueness as a person in a family and community

Experiences and opportunities

- l. visiting places of worship and focusing on symbols and feelings
- m. listening and responding to visitors from local faith communities
- n. using their senses and having times of quiet reflection
- o. using art and design, music, dance and drama to develop their creative talents and imagination
- p. sharing their own beliefs, ideas and values and talking about their feelings and experiences
- q. beginning to use ICT to explore religions and beliefs as practised in local and wider community.

1a Links to other subjects

This builds on En1/1b, where pupils in drama activities present stories to others and En1/2c-e, where pupils make relevant comments, listen to others' reactions and ask questions to clarify their understanding.

1a-b ICT opportunity

Pupils could use the internet or CD-ROMs to obtain a wide range of stories about religious beliefs and teachings.

1c Attitudes

Pupils have the opportunity to develop respect for all.

2a Links to other subjects

This builds on Gg1c and 3a, where pupils express their own views about places and environments, which can lead to reflection on spiritual experiences and concepts.

2a Attitudes

Pupils have the opportunity to develop appreciation and wonder.

2c-d Links to other subjects

These build on PSHE/Ci1a-b, 2c and 2e, where pupils are taught about what is fair and unfair, right and wrong, to share their opinion on things that matter to them, to recognise choices they make and to realise that people and other living things have needs and they have responsibilities to meet them.

3i Links to other subjects

This builds on Hi6c, where pupils are taught about the lives of significant men, women and children drawn from the history of Britain and the wider world.

3l ICT opportunity

Pupils could use digital recording equipment to enhance their learning about places of worship.

3m ICT opportunity

Pupils could record their work using digital video and use ICT painting, desktop publishing or multimedia authoring packages.

Key stage 2

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Knowledge, skills and understanding

Learning about religion

1. Pupils should be taught to:
 - a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
 - b. describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
 - c. identify and begin to describe the similarities and differences within and between religions
 - d. investigate the significance of religion in the local, national and global communities
 - e. consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
 - f. describe and begin to understand religious and other responses to ultimate and ethical questions
 - g. use specialist vocabulary in communicating their knowledge and understanding
 - h. use and interpret information about religions from a range of sources.

Learning from religion

2. Pupils should be taught to:
 - a. reflect on what it means to belong to a faith community, communicating their own and others' responses
 - b. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways

- c. discuss their own and others' views of religious truth and belief, expressing their own ideas
- d. reflect on ideas of right and wrong and their own and others' responses to them
- e. reflect on sources of inspiration in their own and others' lives.

Breadth of study

3. During the key stage, pupils should be taught the Knowledge, skills and understanding through the following areas of study:

Religions and beliefs

- a. Christianity
- b. at least two other principal religions
- c. a religious community with a significant local presence, where appropriate
- d. a secular world view, where appropriate

Themes

- e. beliefs and questions: how people's beliefs about God, the world and others impact on their lives
- f. teachings and authority: what sacred texts and other sources say about god, the world and human life
- g. worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites
- h. the journey of life and death: why some occasions are sacred to believers, and what people think about life after death
- i. symbols and religious expression: how religious and spiritual ideas are expressed
- j. inspirational people: figures from whom believers find inspiration
- k. religion and the individual: what is expected of a person in following a religion or belief
- l. religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life
- m. beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Experiences and opportunities

- n. encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- o. discussing religions and philosophical questions, giving reasons for their own beliefs and those of others
- p. considering a range of human experiences and feelings
- q. reflecting on their own and others' insights into life and its origin, purpose and meaning
- r. expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT
- s. developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

1a-b Links to other subjects

These build on PSHE/Ci4b, where pupils are taught about the lives of people in other places and times, and people with different values and customs.

1a-d ICT opportunity

Pupils can use ICT to find information on a variety of subjects and use ICT tools to present their findings.

1b Links to other subjects

This builds on Hi2b, where pupils learn about the social, cultural, religious and ethnic diversity of societies in Britain and the wider world.

1d Attitudes

Pupils have the opportunity to develop open-mindedness.

1e Links to other subjects

This requirement builds on Mu5e, where pupils develop their skills through a range of live and recorded music from different times and cultures.

1g Links to other subjects

This requirement builds on En2 and 5a, where pupils are taught to identify the use and effect of specialist vocabulary.

2d Attitudes

Pupils have the opportunity to develop self-awareness.

3e-m ICT opportunity

Pupils could find information on the internet and CD-ROMs and could use email, particularly to share their views on global issues of human rights, social justice and the importance of the environment.

3I Links to other subjects

This requirement builds on Gg6a-b, where pupils investigate a locality in the UK and a locality in a country that is less economically developed. They can consider the contribution of religion to local life.

Section 4

Attainment Targets

About the attainment targets

The attainment targets for religious education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of key 1, 2 and 3. As with the National Curriculum subjects, the attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance about level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. Apart from their summative use, these level descriptions can be used in assessment for learning.

The key indicators of attainment in religious education are contained in two attainment targets:

- Attainment target 1: Learning about religion
- Attainment target 2: Learning from religion

Learning about religion includes enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on, and response to, their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

The level descriptions provide the basis to make judgements about pupils' performance at the end of key stages 1, 2 and 3. In the foundation stage, children's attainment is assessed in relation to the early learning goals. At key stage 4, national qualifications are the main means of assessing attainment in religious education.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	1-3	At age 7	2
Key stage 2	2-5	At age 11	4
Key stage 3	3-7	At age 14	5/6

Assessing attainment at the end of a key stage

The two attainment targets, **Learning about religion** and **Learning from religion** are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets.

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels. There are no national statutory assessment requirements in religious education, but schools must report to parents on pupils' progress in religious education. Agreed syllabuses may require schools to report progress in terms of levels of attainment.

It is important to note that not all aspects of religious education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

Level Descriptions

The level descriptions for **Attainment target 1: Learning about religion** refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs, teachings and sources
- practices and ways of life
- forms of expression

The level of description for **Attainment target 2: Learning from religion** refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- identity and belonging
- meaning, purpose and truth
- values and commitments

Level 1

- Attainment target 1 - pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religion stories and recognise symbols, and other verbal and visual forms of religion expression.
- Attainment target 2 – pupils talk about their experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Level 2

- Attainment target 1 – pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities. Pupils retell religious stories and suggest meanings for religious action and symbols. They identify how religion is expressed in different ways.
- Attainment target 2 – pupils ask, and responds sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

Level 3

- Attainment target 1 – pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.
- Attainment target 2 – pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

Level 4

- Attainment target 1 – pupils use a developing religions vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.
- Attainment target 2 – pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to

their own and other people's lives. They describe what inspires and influences themselves and others.

Level 5

- Attainment target 1 – pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religions, spiritual and moral expression, within and between religions.
- Attainment target 2 – pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Level 6

- Attainment target 1 – pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significant of different forms of religious, spiritual and moral expression.
- Attainment target 2 – pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

Level 7

- Attainment target 1 – pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.
- Attainment target 2 – pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

Level 8

- Attainment target 1 – pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.
- Attainment target 2 – pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They

synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

Exceptional performance

- Attainment target 1 – pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religions diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religions, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.
- Attainment target 2 – pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well –substantiated and balanced conclusions.

Section 5

Schemes of Work

for

Foundation stage

Key Stage 1

and

Key Stage 2

The Schemes of Work are available as a separate document