

Warrington Agreed Syllabus for Religious Education

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Lancashire and Blackpool

Agreed Syllabus for Religious Education

(Launched in 2011 for full implementation in September 2012)

'SEARCHING FOR MEANING'

**For the full version with support materials and
hyperlinks please go to
<http://www.lancsngfl.ac.uk/re-syllabus>**



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Lancashire and Blackpool Agreed Syllabus for Religious Education

'Searching for Meaning'

Welcome to the new version of the Lancashire and Blackpool Agreed Syllabus for Religious Education (2011) 'Searching for Meaning'. This new Religious Education syllabus, while strongly rooted in the previous version of the Lancashire Agreed Syllabus for RE 2006, contains both important changes and new material. Schools are advised to retain the 2006 syllabus for reference purposes.

What is the principle aim for RE in Lancashire and Blackpool?

'To support pupils' personal search for meaning by engaging enquiry into the question 'What is it to be human?' - exploring answers offered by religion and belief.'

The new Syllabus is presented in the form of a website. You can access all of the information presented in this document, as well as a 'Support Materials' section. This will include exemplification materials, faith contacts, planning materials, all of which are downloadable.

The address is: www.lancsngfl.ac.uk/re-syllabus/. You will be able to access the site in school without entering a password. However, you will require a password for use outside of the school.

Foreword: Cabinet Member for Children and Schools



Welcome to the Lancashire and Blackpool Agreed Syllabus for RE, Searching for Meaning, which is the result of a real partnership of collaboration involving teachers, pupils, consultants, SACREs, Youth SACRE, Universities and local faith groups and Blackpool SACRE. In response to feedback from many teachers, the SACREs have decided to update the syllabus from 2006-2011 to allow schools more flexibility when planning in today's curriculum.

At the heart of the syllabus the aim continues to be to support pupils' personal quest for meaning by engaging pupils' enquiry into the question 'What is it to be human?', exploring answers offered by religion and beliefs'. In this way, in the words of one SACRE member, we seek to enhance the life experiences of our young people and give them the skills to tackle this life long quest for meaning.

This updated version encourages teachers to help their pupils ask questions and seek out a variety of answers for consideration from people of religious and secular beliefs. To enable this, an online syllabus has been developed that will support teachers as they plan creative and engaging learning experiences. It does so by providing a clear planning structure that helps teachers to plan for quality Religious Education. The 'Planning Process' is designed to support subject leaders and teachers of RE, to increase their confidence in planning and delivering RE. The aim is to encourage teachers to be more creative in developing enquiry based RE.

Children seek to make sense of the many issues they encounter at an age when life appears to become increasingly more complex and in a society that is certainly more diverse. RE is able to help children become more aware of their own nature, their strengths and gifts and to celebrate what it is to be human. It can help support children to not only identify those values which will become the touchstones in their own lives but also engender tolerance and understanding to respect the diverse beliefs and traditions of other peoples or cultures with a different heritage. RE has a privileged position in the curriculum, allowing it to be planned locally, addressing local needs and encouraging our pupils to engage with their local faith communities. This syllabus encourages schools to engage with the faith communities around them as they identify and explore questions about meaning and purpose.

I hope that this Agreed Syllabus for RE will inspire and develop the provision of RE in both authorities over the coming years and look forward to seeing the outcome from these new approaches in the future.

**County Councillor
Susie Charles**

Foreword: Chairman of Lancashire Standing Advisory Council on Religious Education (SACRE)



A young Teaching Assistant supported a challenged and challenging Year 7 student as he went through his school week. His eternal refrain was, 'What's the point?' This syllabus has at its heart the question **'What does it mean to be Human?'** with the response – to be human is the search for meaning – to answer this young man's crucial question, to help us all on our life long quest for purpose.

Now before you throw your hands up in despair at having to tackle the meaning of life with your four or fourteen year olds on a cold and wet Tuesday afternoon, this syllabus been created to help you work alongside your pupils, all of them, to help them in their quest for meaning in their lives. Lancashire and Blackpool teachers asked for strong continuity with the philosophy and field of enquiry model of the existing RE syllabus [2006] thus all planning and learning will make reference to concepts that relate to all humans [shared human experience] and turn to the faith and belief groups for some of their answers to the questions thrown up by life. Through consideration of beliefs and values expressed through the living religious traditions of others, our young people can make their enquiries as they search for personal meaning. This will, of course, include the negative aspects of being human that one of our Lancashire RE Youth conferences concluded was vital to include – the quest is not always about the 'nice' aspects of being human. This will also require close partnership with the faith and belief groups as our schools work with their local communities.

The teacher's role is crucial in this. As Philosophy for Children demands, they are 'the guide on the side' rather than 'the sage on the stage'. This syllabus supports flexible planning that will empower pupils to develop skills and attitudes that make them compassionate, critical enquirers, understanding the life quests of others as they make their own journey through life.

This 'new improved' version of the 2006 syllabus has been long in the planning. The two SACREs involved were committed to consulting with as many partners as possible which have included teachers, trainee teachers, pupils of all ages [including Lancashire Youth SACREs], local and national religious groups, RE ASTs, Universities, parents and national bodies for RE. Research results have been considered and used to inform the work of the SACRE Agreed Syllabus Conferences ASCs, a writing group of teachers and a small steering group of RE professionals.

We hope to have kept the best of the existing syllabus while allowing teachers more freedom to support their pupils as enquirers. RE is a challenging subject for many as the life long quest for meaning and the religions explored are organic by nature. No two members of a faith will think exactly the same thing. Yet it is this very diversity that aids our search for answers to support a 'life well lived'. We hope to have created a resource that encourages teacher colleagues to create learning opportunities that will engage and encourage a wide variety of skills and understanding that will equip them for life.

Peter Martin
Chairman of Lancashire SACRE



Councillor Ivan Taylor, Cabinet Member for Children, Adult and Family Services, Blackpool Council

It is a great pleasure to welcome teachers from Lancashire and Blackpool to this new venture. The Lancashire and Blackpool Agreed Syllabus for RE has been developing for the last two years, with extensive consultation, planning and exemplification taking place, involving many people from many different perspectives.

This syllabus is all about enabling students to engage in their personal search for meaning. The question 'What does it mean to be human?' is the very essence of this search. Our objective is to show the potential of Religious Education as a powerful tool for enhancing the life experiences of our young people and for giving them the skills to pursue this lifelong enquiry.

I have every confidence that the syllabus will help provide our children and young people with the foundation on which to make their life choices, build relationships and create positive lifestyles.

Sue Harrison, Assistant Director, Children, Adult and Family Services, Blackpool Council

The philosopher Eugene Ionescu once said " It is not the answer that enlightens, but the question". The updated version of our current syllabus encourages teachers to help their pupils ask questions and seek out a variety of answers for consideration from people of religious and secular beliefs. To enable this, an online syllabus has been developed that will support teachers as they plan creative, engaging and compelling learning experiences. It does so by providing a clear planning structure that helps teachers plan high quality Religious Education. The exemplification of the planning process will support subject leaders and teachers of RE and help them to increase their confidence in planning and delivery. The aim is to encourage teachers to be more creative in developing enquiry based RE.

I am confident that this syllabus will prove to be an important part of wider curriculum development in our schools, and provide our young people with the foundation to live confident, responsible and healthy lives.

Reverend Chris Weddle, Chair of Blackpool SACRE

I am delighted to see this collaboration between the SACREs, teachers, students and local authority staff from Lancashire and Blackpool. Our aim is to give our children and young people an excellent preparation to live in our multi-cultural world. The essence of our revised syllabus is to support them in this lifelong mission and to understand how we each impact on, and learn from, the lives and beliefs of others. The enquiry 'What is it to be human?' is well established in Lancashire and Blackpool as this syllabus is strongly rooted in the previous one. We have kept all the best practice, but made it more flexible to meet the requirements of a more contemporary curriculum.

I send my best wishes to all our teachers and young people, and hope that the next five years in their personal search for meaning are happy and positive ones.

- 1. Religious Education must be taught to all registered pupils in maintained schools, including those in the sixth form, except to those withdrawn by their parents.** The usual interpretation of this clause is that withdrawal on grounds of conscience is implied.

This requirement does not apply to nursery classes in maintained schools, but it does apply as far as is practical to pupils in special schools and PRUs.

Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (s 71 SSFA 1998). This will include school children in Reception classes as well as Post 16 students (but not those at Sixth Form colleges). Special schools should comply as far as is practicable.

In Lancashire and Blackpool, in Community Schools and Foundation and Voluntary Schools without religious character, Religious Education must be provided in accordance with the current Lancashire Agreed Syllabus for Religious Education 2011. RE provision is legal if the Agreed Syllabus is planned and taught. Provision is illegal if it is not.

2. What is the relationship between RE and the National Curriculum?

Religious Education is a component of the legally required Basic Curriculum, to be taught alongside the National Curriculum in all maintained schools.

“The curriculum for every maintained school in England shall comprise a basic curriculum which includes:

- a) provision for religious education for all registered pupils at the school (in accordance with such of the provisions of Schedule 19 to the School Standards and Framework Act 1998 (c. 31) as apply in relation to the school).*
- b) a curriculum for all registered pupils at the school who have ceased to be young children for the purposes of part I of the Children Act 2006 [i.e. the curriculum for pupils in Foundation Stage 2] (known as “the National Curriculum for England”).*

Education Act 2002, s80

3. Which schools must follow this Agreed Syllabus?

Religious education must be taught in accordance with the Lancashire and Blackpool Agreed Syllabus in all:

- Community schools *and*
- Foundation and Voluntary controlled schools (SSFA 1998 paras 2(1) and 2(2) Schedule 19)

For Voluntary Aided schools with a religious character, the RE offered is to be determined by the governors in accordance with the trust deed. (SSFA1998 Schedule 19 para 4). The required provision is:

- a) according to the Trust Deed of the school; or
- b) according to the tenets of the religion or religious denomination (where provision is not specified in the Trust Deed); or
- c) according to the Lancashire and Blackpool Agreed Syllabus where parents request it (if a child cannot reasonably attend a school where the Agreed Syllabus is being taught)

The Funding Agreements for new academies stipulate that all academies are required to teach RE.

For denominational academies with a religious character (Church of England or Roman Catholic – but also Muslim or Jewish academies), this will be in line with the denominational syllabus [where there is one].

For non-denominational (such as Christian) faith academies this can be either of the above, depending on the wishes of the sponsor and what is agreed by Ministers.

DCSF Guidance on religious education in English Schools, 2010

The model Funding Agreement for new academies (2010) follows this stipulation that RE should be taught in all schools, following the local agreed syllabus or denominational syllabus. The rules for Free Schools are the same as for new academies.

In Sixth Form Colleges, governing bodies are required to ensure that Religious Education is provided at the institution for all students who wish to receive it and that the provision be at a time when it is convenient for the majority of full-time students to attend. Sixth form students over the age of 18 may exercise the right to withdraw from Religious Education for themselves – without reference to their parents.

In Lancashire and Blackpool schools, it is expected that all special schools will provide Religious Education as far as is practicable in accordance with this Agreed Syllabus. Regulations state that, so far as is practicable, every pupil including all pupils with statements of SEN and on the roll of special schools should receive Religious Education.

4. Religions and the Agreed Syllabus

An agreed syllabus must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain.' (s375 (3) Education Act 1996) The Lancashire and Blackpool Agreed Syllabus 2011 meets this requirement.

An agreed syllabus must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils. This syllabus maintains that teaching about religions and beliefs should be sufficiently fair, balanced and open. It should promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

An agreed syllabus must not require that Religious Education be provided by means of any catechism or formula which is distinctive of any particular denomination. The Lancashire and Blackpool Agreed Syllabus 2011 meets this requirement.

5. Local Authority Responsibilities

Each Local Authority must maintain a Standing Advisory Council on Religious Education (SACRE) to advise the LA on matters connected with Religious Education to be given in accordance with the Agreed Syllabus.

In respect of Community Schools and Foundation and Voluntary Schools without a religious character, the Local Education Authority and the governing body shall exercise their functions with a view to securing, and the Headteacher shall secure, that Religious Education is given in accordance with the legal requirements.

6. Withdrawal from RE

There is a legal right of parental withdrawal from RE. Parents have a legal right to withdraw their child/children from part of or the whole of the RE curriculum provided by the school

There is a legal right for teachers to withdraw from teaching Religious Education (with certain exceptions in Voluntary Aided schools).

Schools may consider including a policy about withdrawal from RE in their prospectus, for example: 'The school teaches open minded religious education, and is inclusive: all pupils develop their own beliefs and values through RE. So any parent considering exercising the right of withdrawal and removing their child from the subject is invited to make an appointment with staff to discuss the approach we take to RE. The school does not support selective withdrawals from RE lessons.'

The review of this Agreed Syllabus has been based on legal requirements, the most recent of which are:

- *The Education Act 1996*
- *The School Standards and Framework Act 1998*
- *The Education Act 2002*
- *The Children Act 2004*
- *The Education and Inspections Act 2006*

The review takes account of guidance issued in circulars by the Department for Education which do not have the force of law, particularly 'Religious Education in School, Non Statutory Guidance 2010'.

What are the requirements of this Syllabus?

- This syllabus, approved in line with the law by the Agreed Syllabus Conference, SACRE and the local authority, explains all the requirements for the RE curriculum for Lancashire and Blackpool schools. This summary should be read in the light of the following statutory syllabus.
- Schools must provide an RE curriculum in line with this syllabus to all registered pupils. This includes pupils on the school roll in the reception year / FS2 and those in 16-19 education in schools. Parents may withdraw their children from RE. See legal requirements.
- Religious Education plays a leading role in pupils' spiritual, moral, social and cultural development. The syllabus provides for this through opportunities at each key stage.
- This syllabus is the legal basis for RE in Lancashire and Blackpool. National government curriculum guidance does not replace or supplant this syllabus, but may assist schools in delivering the curriculum at a high quality.
- With regard to the contribution RE makes to pupils' learning as a whole, this syllabus places RE firmly and comprehensively within the whole curriculum with reference to government guidance.
- All pupils will study Christianity throughout their years in schools. Other religious traditions represented in Great Britain will also be studied, in line with the requirements of the syllabus for breadth; depth and progression in learning see which religions to study and how to plan our RE programme.
- RE is to be taught through two attainment targets (learning about religion and belief, AT1 and learning from religion and human belief AT2).
- The Lancashire Field of Enquiry for RE lies at the heart of the syllabus with its central question 'What does it mean to be Human?' Pupils will progress in RE with regard to the exploration of shared human experience, beliefs and values, living religious traditions and the search for personal meaning. All planning must be audited against the Lancashire Field of Enquiry for RE.
- Programmes of study for RE for each year of pupils' schooling are delineated in the syllabus. The syllabus supports the enquiry process of RE through the recommended planning process. Further support is available to schools through the accompanying non-statutory guidance materials.
- The assessment of pupils' progress is governed by the Lancashire and Blackpool 8 level scale of attainment. Assessment for Learning in RE means that schools are to use this scale to set standards and expectations and to monitor pupils' progress in RE. A 'P scale' is provided for pupils with special needs and working below level 1.
- Lancashire SACRE has a monitoring role in law with regard to the RE syllabus.
 - Schools are required to use standard self evaluation procedures with regard to RE.
 - Collected attainment scores at the end of a key stage should be:

Sent to Lancashire SACRE during the summer term as part of the evaluation of RE process.

Transferred between schools and teachers to enable progression.

- In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum allocation of curriculum time for RE based upon the law and DfE and QCDA guidance: a minimum 5% of curriculum time is required for teaching RE.

Section 1: The Importance of RE

Religion and belief inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religion and belief which form part of contemporary society.

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 can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development, thinking skills and others. It offers opportunities for deep personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

[adapted from 'RE in English Schools Non-statutory Guidance 2010']

What is the nature of RE?

RE develops pupils' knowledge and understanding of, and their ability to respond to Christianity and the other principal religions presented in Great Britain. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and their influence on individuals, societies, communities and cultures.

Through the uses of distinctive language, listening and empathy, RE develops pupils' skills of enquiry and response. RE encourages pupils to reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

RE does not seek to urge religious beliefs on pupils by promoting one religion over another. RE is not the same as collective worship which has its own place within school life.

Why have an Agreed Syllabus?

The Lancashire and Blackpool Agreed Syllabus for RE has four purposes, which are parallel to the four main purposes of the National Curriculum.

- 1. To establish an entitlement.** The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in RE. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their personal fulfillment and development as active and responsible citizens.
- 2. To establish standards.** The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in RE. These standards may be used to set targets for improvement and measure progress towards those targets.
- 3. To promote continuity and coherence.** The Agreed Syllabus for RE contributes to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.
- 4. To promote public understanding.** The Agreed Syllabus for RE will increase public understanding of, and confidence in, the work of schools in RE. Through the SACRE, the religious communities of Lancashire have been involved in its development. This is part of the mission of Lancashire SACRE.

Aims for the school curriculum

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

The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and highest attainment for all. By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better.

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

In doing this the school curriculum should help pupils to develop principles for distinguishing between right and wrong. It should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. It should promote equality of opportunity and enable pupils to challenge discrimination and stereotyping. It should develop pupils' ability to relate to others and work for the common good.

The contribution of RE to preparation for the opportunities of adult life and for life long learning should enable pupils to respond positively to opportunities and responsibilities, to manage risk and cope with change.

RE and the whole school curriculum

In carrying out the 2011 review of the Lancashire and Blackpool Agreed Syllabus for RE, the SACREs have created a new syllabus in continuity with Lancashire's previous RE syllabuses (1994, 2000, 2006) taking due account of national developments in education and in RE.

The National Curriculum of 2000 included statements of values, aims and purposes underpinning the whole school curriculum. Whilst RE is a subject of the basic curriculum, and was not part of the review of the National Curriculum, the whole school curriculum context is important to the subject's policies, provision and outcomes.

Education influences and reflects the values of society, and the kind of society we want it to be. Foremost is a belief in education, at home and at school, as a route to moral, social, cultural, physical and mental development, and thus the well being of the individual. Education is a route to equality of opportunity for all.

This includes valuing ourselves, our families and our relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

How does this Syllabus address pupils' needs?

This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world.

In this, RE should enable children and young people to:

- be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others
- approach sensitively and respectfully the beliefs, actions and feelings of all people, so that they can take full part in building a more cohesive community where people of different religions and no religion can live well together.
- understand the relationships between the individual and the community in religious life
- develop appropriate ways of communicating their own thoughts, feelings and responses
- apply these insights to the development of their own beliefs, values and attitudes

Section 2: What Do We Have To Do?

What is the Lancashire Field of Enquiry?

Life is sometimes described as a journey, a search for meaning and purpose. This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world. Lancashire and Blackpool pupils are supported by this syllabus to be equipped in their search for personal meaning.

In this, RE should enable children and young people to:

- be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others.
- approach sensitively and respectfully the beliefs, actions and feelings of believers.
- understand the relationships between the individual and the community in religious life.
- develop appropriate ways of communicating their own thoughts, feelings and responses.
- apply these insights to the development of their own beliefs, values and attitudes.

The Lancashire Field of Enquiry model continues to be central to this syllabus, ensuring meaningful and child centred RE for our pupils. The key question for teachers as they create opportunities for learning must constantly be 'How will this help my pupils in their search for meaning?', it secures the syllabus' principle aim; 'To support pupils' personal search for meaning by engaging enquiry into the question 'What is it to be human? exploring answers offered by religion and belief.'

At the centre the question '**What does it mean to be human?**'

The exploration then requires the following four areas:

- **shared human experience** - the nature of human being.
- **living religious tradition** - principal religious traditions encountered in the world.
- **beliefs and values** - which lie at the heart of these traditions.
- the **search for personal meaning** – a life long quest for understanding.

This model secures all Religious Education planning in this syllabus. As well as a planning model it also acts as a check list when creative curriculum planning with other areas. If teachers confirm that in any medium term planning all four elements of the Field of Enquiry are in place then this syllabus will be secure.

The Lancashire Agreed Syllabus maintains the central focus of these elements is the question – What does it mean to be human? All planning and learning must relate to this key question as well as the four elements.

Shared Human Experience

This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude. The questions that these experiences raise for all humans, religious and non religious, include these:

These include the big questions raised by being human. For example:

- Why do we look up to certain people in our society?
- What would the ideal community be?
- What do we mean by 'being fair'?
- Is death the end? Should death affect the way we live our lives?

This may be seen as the 'we' aspect of the field of enquiry and delivery often starts from here with pupils involved in selecting questions to explore.

Living Religious Tradition

This refers to the ways in which people who are, for example, Buddhists, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today. While planning ask 'How does this relate to the lives of people who follow religion and secular beliefs today?

For example:

- Many Muslims today follow Muhammad's example reading about stories of the Prophet in the Hadiths
- The Khalsa [baptised Sikhs], the story of Baisaki, symbols and names [Kaur, Singh] all relate to many Sikh's identity
- Examples of Christian prayer – in Jesus' life and how this relates to Christians today
- Humanist naming ceremonies to welcome babies into our society

This may be seen as the 'they' aspect of the Field of Enquiry [although if I am a member of the religion explored this may also be a 'we' or a 'me' aspect] and serve as gateways to exploring the underlying beliefs that they express.

Schools are free to identify which aspects of living religious tradition [and the beliefs and values that underlie them] to explore in response to the Key and Focus questions selected but possible religious content are exemplified in the support materials including the Faith Focus document for this syllabus.

Beliefs and Values

This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities. Teachers need to identify a 'theological nugget' that lies at the heart of this aspect of the Field of Enquiry, which is expressed by the living religious tradition. In the original version of this syllabus this was where the planning started from to ensure depth.

For example:

- Many Muslims believe that Allah chose Muhammad to be the perfect role model, and excellent exemplar [although no one is perfect except Allah] for humans to follow
- The belief held by many Sikhs that the Great Guru [God] expects service to others [sewa] as part of everyday living
- Most Christians believe that God is a compassionate Father and is there for them to turn to.
- Many Humanists believe that this life is all we have, and that we should live it as well as we can.

This may also be seen as the 'they' aspect of the Field of Enquiry [although if I am a member of the religion explored this may also be a 'we' or a 'me' aspect] and be discovered as pupils ask why people express themselves through living religious tradition.

Schools are free to identify which aspects of beliefs and values [in connection with the living religious tradition that expresses them] to explore in response to the Key and Focus questions chosen but possible religious content are exemplified in the support materials including the Faith Focus document for this syllabus.

The Search for Personal Meaning

This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of *my* beliefs, values and attitudes and search for meaning?

For example:

- What do I think of Muhammad's example? Who do I choose to copy/ be influenced by? Who do my family think I should be like? Why is this? What do I think? How might the example of Islamic leadership be an influence or challenge to me?
- Have I been through any belonging ceremonies? Why [not]? If I was to choose a symbol or name to represent what is important to me and who I am what would it be? Who do others think I am? What can I learn from the community life of the religions I am studying?
- Do I have any use for prayer? Why [not]? How does that compare to the Christian prayers I have looked at? Should we pray at school? How might I advise a Christian minister writing a prayer [e.g.] for my class? Where else might I turn for support, special time for reflection? How could I evaluate the impact of praying in other people's lives?

This may also be seen as the 'me' aspect of the Field of Enquiry and although will be present throughout the exploration, allows reflection as a result of taking key human issues to faith and belief groups for their answers. This is not the 'end product' as the search for meaning inevitably goes on.

Each of the four elements should be explored in every curriculum unit in order that the Field of Enquiry is secure.

As a planning device, the Agreed Syllabus sees **learning about religion and belief (AT1)** as centrally concerned with living religious traditions and beliefs and values, and **learning from religion and belief (AT2)** as centrally concerned with shared human experience and the search for personal meaning. However, there is inevitably an overlap between the two targets.

What is enquiry based RE?

At the heart of this syllabus is the search for meaning. In order to support this quest, enquiry methods of learning should be employed throughout. Pupils should create questions, identify ways of finding answers [and acknowledge that sometimes there may be no answer], research into the local and wider community's attitude towards beliefs. The teacher's role should, in the words of Philosophy for Children, be 'guides on the side' rather than 'sages on the stage'. In RE pupils and teachers investigate the big questions of life together as part of a lifelong search for understanding. [See the 'Support Materials' area of the website for more information about enquiry].

What are RE's two attainment targets?

The attainment targets for this syllabus amends the previous use of 'Learning about Religion' and '*Learning from Religion*'. This reflects the need to include planning for the exploration of non-religious worldviews within RE.

AT 1 – Learning about Religion and Belief

AT 2 – Learning from Religion and Belief

AT1 - Learning about Religion and Belief

Enquiring into, investigating and understanding religions and beliefs.

This includes discovering, thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 - Learning from Religion and Belief

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied.

This includes investigating, communicating reflections, responses, and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

How does our school decide which religions to study?

The Agreed Syllabus affirms the legal basis of RE and gives guidance for schools in determining which religions are to be studied. To make sure the requirements are met and the curriculum is broad and balanced:

- **Christianity should be studied throughout each key stage**
- **the other principal religions represented in Great Britain (here regarded as Buddhism, Hindu Dharma, Islam, Judaism and Sikh Dharam) should be the focus of a progressed study between the ages of 5 and 16**

It is also essential that RE enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds but others have no attachment to religious beliefs and practices. To ensure that all pupils' voices are heard and the RE curriculum is broad and balanced, schools may also provide opportunities for all pupils to study:

- **other religious traditions as is appropriate to the school's local community**
- **secular philosophies such as humanism.**

How do we plan our RE programme?

In each primary, secondary and special school, RE programmes are to be designed in the light of:

- **Christianity** being required for a minimum of 50% of RE curriculum time.
- The nature of the population of the **school**.
- The nature of the community in which the school finds itself i.e. **town or area**.
- The nature of the religious profile of the **Lancashire/Blackpool authorities** and the **UK community**.
- The need for our pupils to be aware of their role as **global citizens**.

RE intends to be plural, broad and deep. In the years from 4-14, pupils must have in depth learning opportunities with regard to Christianity and the other five principal religions in the UK.

Schools should use **census information** for Lancashire as one part of the data that decides which religions they will study. The population of the school and its community is to be taken into account.

Schools have a measure of flexibility.

Primary Schools

- **In the early years and foundation stage**, pupils must have opportunities to learn about **Christianity and other religions represented in the class**. If no other principal religions is represented at least **ONE** other religion should be explored.
- **In Key stage 1**, pupils must have opportunities to learn about **Christianity and at least TWO other principal religions**, and other religions and beliefs represented in the school community.
- **In Key stage 2**, pupils must have opportunities to learn about **Christianity and at least TWO other principal religions**, and other religions and beliefs represented in the local area/Lancashire and Blackpool region.

What this might look like in Primary schools - [click here for an example](#)

Secondary Schools

- **In Key Stage 3** pupils must have further opportunities to investigate religions and beliefs in depth. These are to include **Christianity, religions and beliefs represented in the local area and at least TWO other principal religions**.
- **In Key Stage 4** This syllabus sets out an entitlement for all students to study RE and to have the opportunity to have their learning accredited. Students **should follow nationally accredited courses**, e.g. GCSE full or short courses or Entry Level Certificate. The chosen course should enable the study of Christianity and at least ONE other religion

Sixth Form Provision

Years 12 and 13

Students will follow a course which is based on the units in the Faith Focus Folder. This must be **at least 50% Christianity**, with the study of **at least ONE other religion**.

OR

This syllabus supports the release of students from the content of the Agreed Syllabus post 16 where:

A school has adopted a **nationally accredited course** for at least 5% of curriculum time **and**, that course requires the study of at least TWO religions, one of which must be Christianity.

How do we plan for each Key Stage?

Remember the principal aim for RE in Lancashire and Blackpool:

'To support pupils' personal quest for meaning by engaging enquiry into the question 'What is it to be human? , exploring answers offered by religion and beliefs.'

The **Field of Enquiry** of the Agreed Syllabus secures for the school a syllabus for RE which enables pupils to be aware of a variety of responses to the question – What does it mean to be human? This study will, as required by law, progress from Early Years Foundation Stage to Post 16 education where this syllabus applies.

The chart below gives an overview of the Key questions with samples of some possible focus questions. The year themes used in previous versions of this Syllabus, are placed in brackets.

Key Stage	Key question [previous year theme in brackets]	Samples of focus questions See Programmes of Study for further planning information
EYFS	Where do we belong? [Community]	E.g. What does it mean to belong? Who are our neighbours and how should we treat them? Where are special places in our community? How do special times help us belong? etc.
One	What do people say about God? [Y1 God]	What do people say about God? What stories are told about God? How do we find out about God? What do people do because they believe in God? <i>[different questions can be devised if a school chooses Buddhism here.]</i>
	How do we respond to the things that really matter? [Y2 Worship]	E.g. What is worship? What matters most to us? What is worship? What makes us go 'wow' or makes us think hard? Why do some people have religious rituals? etc.

Two	Who should we follow? [Y3 Founders and Leaders]	E.g. What is a leader? Can we learn from the life of people who started a religion? What is a powerful person? Who should we follow? etc.
	How should we live our lives? [Y4 Living the Faith]	E.g. What do religions say about being good? Why are some occasions sacred to believers? What does it mean to do our duty? Why do some sports people do religious things before taking part?
	Where can we find guidance about how to live our lives? [Y5 Sacred books & Revered Literature]	E.g. What can stories teach us? How do holy words guide people in their lives? Are religious stories meant to be true? What is wisdom – can words from long ago help us be wise? What sort of writings are found in religion? Do people have to follow every word of their holy books? Can we learn from how some people treat their holy books? etc.
Three	Where do we belong? [Y7 Community] NB EYFS reprise	E.g. Where do we belong? What are the rights and responsibilities of belonging? Why is community life so important in religion? Who are our heroes and villains? Can I learn from religious communities? etc.
	Where can we find guidance about how to live our lives? [Y8 Sacred books and Revered Literature] NB Yr 5 reprise What matters most?	E.g. Can words have power? What is true? Can writings make us wise? What is a myth? Why have religious stories lasted? Can words really ever describe God? What can we do when words are not enough? Should laws today still be influenced by religious writings? The creationist debate – what's that about? etc. E.g. Is God? What does it mean to be human? What are

	[Y9 Philosophy/worship]	the purposes in our lives? Can the truth be discovered? How do religions help their followers to answer these questions? etc.
Four	The requirement in KS4 is to follow an appropriate nationally accredited course which focuses on Christianity and at least one other religion.	
Post 16*	How should we live our lives? [Living the Faith] NB Reprises Y4	In developing my own stance to life, how have philosophy, religious study, experience and argument contributed to my view of the world? What is to be learned from the religions about responses to ultimate questions of meaning, value, commitment and truth? Where do I find meaning? etc

**** Special note is given to post 16 provision of RE, where the requirements of the Agreed Syllabus are replaced if an appropriate course such as GCSE, AS or A level is followed, where this focuses on the study of Christianity and at least one other religion.***

The Early Years Foundation Stage [EYFS] is a distinct Key Stage from Key Stage 1 and relates to the phase of young children's education from the age of 3 to the end of reception at the age of 5. RE is a statutory requirement for all pupils registered on the school roll, including those children in EYFS in reception classes. This legal requirement does not include children in EYFS in the year before reception who may be receiving their education in a maintained nursery school or nursery class. However in order to progress through stepping stones leading up to achieving Early Learning Goals, it is good practice to explore aspects relating to a range of cultures and beliefs.

Contribution of RE to the Early Learning Goals:

The Early Learning Goals set out what most children should achieve by the end of the Early Years Foundation Stage. The six areas of learning identified in the EYFS Curriculum Guidance are:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

Learning for young children takes place across the curriculum both in adult directed activities and through child initiated activities within on going continuous provision. Having a range of continuous provision is fundamental to good early years practice and is a positive way of promoting awareness of a range of cultures and beliefs.

RE can make an active contribution to all six areas of learning but has a particularly important contribution to make to aspects of:

- Personal, social and emotional development
- Knowledge and understanding of the world

And to a lesser extent to aspects of:

- Communication, language and literacy
- Creative development

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

<p>EYFS Goals <i>Self-confidence and self-esteem:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Making relationships:</i></p> <ul style="list-style-type: none"> • Work as part of a group or class, taking turns, sharing fairly, understanding there need to be agreed values and codes of behaviour for groups of people including adults and children, to work together harmoniously. <p><i>Behaviour and self-control:</i></p> <ul style="list-style-type: none"> • Understand what is right, what is wrong and why. • Consider the consequences of their words and actions for themselves and others. <p><i>Sense of community:</i></p> <ul style="list-style-type: none"> • 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 and cultures and beliefs with respect. 	<p>Personal, social and emotional development</p> <p>Examples of RE related experiences and opportunities:</p> <ul style="list-style-type: none"> • Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways. • Using story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. • Learn about a story and its meaning through a range of play activities e.g. re-act in small world play. • Using role-play (e.g. vets, hospital, baby clinic) as a stimulus, children talk about some of the ways people show care and concern for others and why it is important. • Children think about issues of right and wrong within the school environment and how humans help one another.
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<p>Exploration and investigation:</p> <ul style="list-style-type: none"> Investigate objects and materials by using all their senses as appropriate. Find out about and identify some features of living things, objects and events they observe. <p>Information & communication technology:</p> <ul style="list-style-type: none"> Use information & information technology to support their learning. <p>A sense of time:</p> <ul style="list-style-type: none"> Find out about past and present events in their own lives and those of their families and other people they know. <p>A sense of place:</p> <ul style="list-style-type: none"> Find out about their environment and talk about those features they like and dislike. <p>Cultures and beliefs:</p> <ul style="list-style-type: none"> Begin to know about their own cultures and beliefs and those of other people. 	<p>Knowledge and understanding of the world Examples of RE related experiences and opportunities:</p> <ul style="list-style-type: none"> 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, they show respect. Children learn new vocabulary associated with the visit.
<p>Early Learning Goals Language for communication:</p> <ul style="list-style-type: none"> 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. <p>Language for thinking:</p> <ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Reading:</p> <ul style="list-style-type: none"> Retell narratives in the correct sequence, 	<p>Communication, language and literacy: Examples of RE related experiences and opportunities:</p> <ul style="list-style-type: none"> 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 celebrations. Through artefacts, stories and music children learn about important religious celebrations.

<p>drawing on language pattern of stories.</p>	
<p>Early Learning goals: Imagination:</p> <ul style="list-style-type: none"> • Use their imagination in art, design and expressing and communicating ideas. <p>Responding to experiences and expressing and communication ideas:</p> <ul style="list-style-type: none"> • Respond in a variety of ways to what they see, hear, smell, touch and feel. 	<p>Creative development Examples of RE related experiences and opportunities:</p> <ul style="list-style-type: none"> • 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 to reflect on them.

Early Years Foundation Stage 2 / Reception

Key Question: Where do we belong? [Community]

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

What is a neighbour?/ Who are our neighbours?

What are our community symbols/how do we show we belong/believe?

What builds/helps our community?

Where are the special places in our community?

When are the important times for our communities/y?

Pupils' Learning and the Field of Enquiry:

- **Shared human experience:** pupils will begin to talk about the experiences that make us ask questions about belonging.
- **Living religious traditions:** pupils will begin to observe and learn simply about what Christians and other religions do to show they belong.
- **Beliefs and values:** pupils will begin to observe and learn simply about beliefs through asking questions about what people are doing to show they belong to a religious community.
- **The search for personal meaning:** pupils will begin to find ways of expressing their own ideas about experiences of being part of a community.

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

This work links to Early Learning goals in

- **Personal, social and emotional development.**
- **Knowledge and understanding of the world.**

And to a lesser extent to aspects of:

- **Communication, language and literacy.**
- **Creative development**

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 – Learning about religion and belief

- Find out about belonging to their own cultures and communities and those of other people.
- Begin to consider that there need to be agreed values and codes of behaviour for groups of people including adults and children, to work together harmoniously.
- Begin to understand that people have different ways of expressing they belong to a religious community.
- Begin to ask questions about the actions of a religious community

AT2 – Learning from Religion and Belief

- 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.
- Understand what is right and wrong in our communities and begin to ask why.
- Consider the consequences of their words and actions for themselves and others.
- Understand they can expect others to treat their needs, views, culture and belief with respect

Teachers should plan for one or two religions to be studied and will find further religion specific exemplification in the Faith Focus
To plan an enquiry [click here](#)

To see how this connects to the previous non statutory units [click here](#)

To see some exemplification [click here](#)

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

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

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

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

The key questions KS1 in will be:

What do people say about God? [God]

How do we respond to the things that really matter? [Worship]

NB these enquiry themes can be rearranged into different years but exemplification will be based on this planning. Previous themes which link to the new planning are placed in brackets, to allow for continuity of planning where desired.

Key question What do people say about God? [God]

*[Critical that this is planned without giving the impression God is true for everyone]**

Investigations could consider focus questions and issues such as:

What is God like?/ Where is God?

How do people find out about God?

Why might some people not believe in God?

What stories are told about God? Why are they told?

How and why do symbols help some people understand God?

What can we find out about God from the paintings and songs that religious people make?

What do some people say God wants?

What do some people do because they believe in God?

Is praying talking to God?

Why do some people think God made the world?

What do people in our school/community tell us about God?

How do some people change/ behave/ feel because they believe in God?

Pupils' learning and the Field of Enquiry

- **Shared human experience:** pupils will explore and ask questions about the experiences of wondering about puzzling questions.
- **Living religious traditions:** pupils will explore and recognize some things religious people say about God.
- **Beliefs and values:** pupils will explore and ask questions about some beliefs and stories about God and human life.
- **The search for personal meaning:** pupils will explore simple beliefs about God and suggest their own responses.

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

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 Learning from Religion and Belief:

- **explore** a range of religious stories, events and sacred writings and talk about their meanings and what they say about God.
- **explore** how religious beliefs and ideas about God can be expressed through the arts and communicate their responses.
- **identify and suggest meanings** for religious symbols of God and begin to use a range of religious words.

AT2 Learning from Religion and Belief:

- **reflect on** and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness.
- **ask and respond** imaginatively to puzzling questions about God, communicating their ideas.
- **respond sensitively to other people's ideas, thoughts and comments about God.**

Teachers should plan for one or two religions to be studied and will find further religion specific exemplification in the Faith Focus

To plan an enquiry click here

To see how this connects to the previous non statutory units click here

To see some exemplification click here

KS1

Key Question How do we respond to the things that really matter? (Worship)

Investigations *could* consider questions and issues such as:

How and why is celebrating and remembering important in religion and worship.

How and why do symbols show us what is important in religion?

What do special stories teach worshippers and others?

What is really important? Why is this? How do we show this? Can worship help people remember what is important?

What do people think is important to do daily, [weekly, monthly]? [Why] are these important? Why do some people have religious rituals?

What makes us go 'wow' or makes us think hard? Does worship have to happen in a special place/a certain time?

Does worship help people?

Pupil's learning and the Field of Enquiry e.g.

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

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 Learning from Religion and Belief:

- **name and explore** a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- **identify the importance**, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- **enquire into and** explore how religious beliefs and ideas can be expressed through the arts in worship and **communicate their responses**.
- **identify and suggest meanings** for religious symbols and begin to use a range of religious words.

AT2 Learning from Religion and Belief:

- **reflect on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern.**
- **enquire into and identify what matters to others and themselves including those with religious commitments, and communicate their responses.**
- **recognise that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community.**

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

Teachers should plan for one or two religions to be studied and will find further religion specific exemplification in the Faith Focus.

To plan an enquiry [click here](#)

To see how this connects to the previous non statutory units [click here](#)

To see some exemplification [click here](#)

From support from CLEO, click on the link below:

www.cleo.net.uk/resource/asyr2

Focus statement: In Key Stage 2, pupils must have opportunities to learn about Christianity and at least two other principal religions, and other religions and beliefs represented in the local area/Lancashire and Blackpool region, recognising the impact of religion and belief locally, nationally and globally.

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

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

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

The key questions in KS 2 will be:

Who should we follow? [Founders and Leaders]

How should we live our lives? [Living the Faith]

Where can people find guidance about how to live our lives? [Sacred books and revered literature]

In what ways is life like a journey? [Life as a journey]

NB these key questions can be rearranged into different years but exemplification will be based on this planning. Previous 2006 themes, which link to the new planning, are placed in brackets, to allow for continuity of planning where desired.

KS2

Key Question: Who should we follow? [Founders and leaders]

Investigations *could* consider questions and issues such as:

What is power/a powerful person?
Who should we look up to?
What is/Who has the X factor?
Can people/one person change the world
What qualities make a good leader?
Are the founders of the faiths good role models?
Can following others get us into trouble?
What does it mean to inspire/be inspired? What can we learn from the life of people who started a religion?

Pupils' learning and the Field of Enquiry:

- **Shared human experience:** pupils will ask questions about and make links between their own experience and stories of people who are followed.
- **Living religious traditions:** pupils will ask questions about the lives and examples of founders and leaders of religion;
- **Beliefs and values:** pupils will investigate the beliefs and values of founders and leader.
- **The search for personal meaning:** pupils will consider the values example of those people who are followed for their own lives and their own beliefs and values; example of those people who are followed for their own lives and their own beliefs and values;

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

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 Learning from Religion and Belief:

- **describe** the ways in which founders and those we follow influence the beliefs and values of members of the faith;
- **describe** some links between stories of founders and leaders and the beliefs and teachings of a religion;
- **consider the meaning** of believers' responses to leaders and religious founders, including artistic or musical responses;
- **begin to use specialist vocabulary** in communicating their knowledge and understanding.
- **use and suggest the meaning of** information about religious founders and leaders from some different sources.

AT2 Learning from Religion and Belief:

- **respond** to the challenges of commitment to following leaders and religious founders;
- **discuss their own and others' views** of those we follow including religious founders and leaders expressing their own ideas.
- **reflect** on sources of influence and inspiration in their own and others' lives.

Teachers should plan for one or two religions to be studied and will find further religion specific exemplification in the Faith Focus

To plan an enquiry click [here](#)

To see how this connects to the previous non statutory units click [here](#)

To see some exemplification click [here](#)

For support from CLEO, click on this link:

www.cleo.net.uk/resource/asyr3

KS2

Key Question: How should we live our lives?

[Living the Faith]

Investigations *could* consider questions and issues such as:

Why are some occasions sacred to believers?
How and why do people worship, including at particular sites?

What is expected of a person in following a religion or belief?

How do religious families and communities practice their faith, and what contributions does this make to local life?

What do the religions say about doing good?

How can we best express our beliefs and ideas?

Should we celebrate special times in our lives?

What's the point?

What is it to 'Do our duty'?

What are our rules?

What 'lights our way'?

What are we prepared to sacrifice/never sacrifice?

Why do some sports people do religious things before taking part?

Pupils' learning and the Field of Enquiry:

- **Shared human experience:** pupils will consider questions about commitment, change and explore people's experiences of life as it connects to what we believe and value.
- **Living religious traditions:** pupils will consider the impact of religion as individuals, in family and in community, in the religions studied.

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 Learning from Religion and Belief:

- **describe** and consider the variety of practices and ways of living the faith in up to two religions and understand where these practices come from, and are closely connected with, beliefs and teachings.
- **consider the meaning** of a range of forms of religious expression, understand why they are important in religion and note links between them.
- **use specialist vocabulary** in communicating their knowledge and understanding of living the faith.
- **use different sources** to find information about living the faith and discuss its meaning.

AT2 Learning from Religion and Belief:

- **reflect** on what it means to belong to a faith community, communicating their own and others' responses.
- **respond** to the challenges of commitment both in their own lives and within religious traditions.
- **recognize** ways in which commitment to a religion is shown in a variety of ways.
- **make links** between their attitudes to their own lives and values and the lives and values of local religious communities.

Teachers should plan for one or two religions to be studied and will find further religion specific exemplification in the Faith Focus

- **Beliefs and values:** pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs.
- **The search for personal meaning:** pupils will make links between their own lives and what they believe to be of value.

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

To plan an enquiry click here

To see how this connects to the previous non statutory units click here

To see some exemplification click here

For support from CLEO, click on this link:

www.cleo.net.uk/resource/asyr4

KS2

Key question: Where can people find guidance on how to live their lives? [Sacred Books and Revered Literature]

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

What can stories teach us?

What guidance to follow?

What can we learn from the way religions treat their scriptures?

Can words have power?

What is there to learn from the stories/history of others?

What different kind of writings and story are important to belief/religions?

Are religious stories meant to be true? What do religious texts and teachings say about God, the world and human life?

What is wisdom? Can words from long ago make us wise?

Do [should?] religious teachings affect our laws today?

Pupils' learning and the Field of Enquiry:

- **Shared human experience:** pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance.
- **Living religious traditions:** pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community.
- **Beliefs and values:** pupils will identify and consider the beliefs and values within religious teachings from revered

With regard to the religious traditions and beliefs selected for study, pupils should be taught to

AT1 Learning from Religion and Belief:

- **describe** the importance and nature of revered literature showing its influence on beliefs and values.
- **identify** and begin to describe the similarities and differences within and between religions with regard to sacred texts [max two religions].
- **consider the meaning** of a range of forms of religious expression, in revered literature, understand why these are important in religion and begin to explore questions of truth and symbolism.
- **describe** and begin to understand religious and other responses to ultimate and ethical questions.
- **use specialist vocabulary** in communicating their knowledge and understanding.

AT2 Learning from Religion and Belief:

- **discuss their own and others' views** of issues addressing truth and belief as they are expressed in revered literature, expressing their own ideas.
- **identify and explain non religious** sources of guidance and truth that they turn to. Consider the connections to and differences from religious writings.
- **reflect** on ideas of right and wrong found in revered literature, and on their own and others' responses to them.
- **reflect** on sources of inspiration and

literature.

- **The search for personal meaning:** pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.

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

guidance in their own and others' lives.

Teachers should plan for one or two religions to be studied and will find further religion specific exemplification in the Faith Focus.

To plan an enquiry click here

To see how this connects to the previous non statutory units click here

To see some exemplification click here

For support from CLEO, click on this link:

www.cleo.net.uk/resource/asyr5

KS2

Key question: In what ways is life like a journey? [Life as a journey]

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

Is life like a journey?

What is a good life well lived?

How do religions mark the 'signposts' and the 'turning points' on the journey?

If life is a journey, where does it lead? What is happiness?

What is worth celebrating?

Predestination or free will?

Are children a gift/precious?

Why do we suffer?

What is the map for our journey?

Can people really change?

Who or what are we accountable to?

Should we prepare for the future?

Where do we start and end on this journey?

Who are the important people on our journey?

What is death?

What do we commit ourselves to on our journey?

What beauty and ugliness will we encounter?

What should our attitudes be on our journey?

Is love all we need?

Pupils' learning and the Field of Enquiry:

- **Shared human experience:** develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'.

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 Learning from Religion and Belief:

- **identify** and ask questions about key aspects of religions in terms of life's journey (e.g. birth, growing up, marriage, death and beyond).
- **describe** and question some steps on the journey of life in religions making links to beliefs (e.g. where does the soul come from? Where is the soul going?).
- **identify** and begin to describe some similarities and differences between different peoples' journeys through life;
- **describe** and begin to understand religious and other responses to ultimate and ethical questions Identity: Who am I? Origin: Where do we come from? Destiny? Where are we going?
- **use specialist vocabulary** in communicating their knowledge and understanding.
- **use different sources** to find information about life's journey and consider its meaning.

AT2 Learning from Religion and Belief:

- **reflect** on what it means to belong to a faith community, communicating their own and others' responses;
- **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;
- **reflect** on sources of inspiration and guidance in their own journey of life.

Teachers should plan for one or two

- **Living religious traditions:** identify and question how religious traditions support the journey of life and celebrate or mark life's milestones.
- **Beliefs and values:** identify and consider the beliefs and values that underpin a religious life at its different stages.
- **The search for personal meaning:** in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.

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

religions to be studied.

To plan an enquiry click here

To see how this connects to the previous non statutory units click here

To see some exemplification click here

Further religion specific exemplification can be found in the Faith Focus

For support from CLEO, click on this link:

www.cleo.net.uk/resource/asyr6

Throughout Key Stage 3, pupils extend their quest for personal meaning by seeking even deeper understanding of Christianity and the other principal religions in a local, national and global context. They extend their understanding of important beliefs, values, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of questions of belief and values with a focus on self awareness, relationships, rights and responsibilities. They further develop their enquiry skills and explain some reasons for similarities and differences in religious beliefs and values. They advance the use of questioning in their learning. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, and for themselves. They begin to consider religions in relation to each other and in relation to non-religious ways of life, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

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

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

The key questions in KS3 will be:

Where do we belong? [Community – Identity and Belonging]

Where can we find guidance? [Sacred books and revered literature]

What matters most? [Philosophy]

NB these key questions can be rearranged into different years but exemplification will be based on this planning.

Previous themes, which link to the new planning, in brackets, to allow for continuity of planning where desired.

KS3

Key question: Where do we belong?
[Communities]

Investigations could consider focus questions and issues such as:

Do we 'belong' because of choice or circumstance?

What unites us? What divides us?

Is the family the most important community?

What can we learn from religious communities?

What does it mean to have 'team spirit'?

Who are the heroes and villains in our community?

What makes/builds/helps a community?

Is an individual ever more important than the community?

Should we all be ecologists?

What can an individual do for the community?

Why might everyone contribute?

Is an individual ever more important than the community?

Who is my neighbour – should charity begin at home?

Does/should everyone belong?

Is our community broken?

Pupils' learning and the Field of Enquiry:

- **Shared human experience:** pupils will develop understanding of the significance, value and challenges of belonging in a diverse community e.g. through community life, building respect for all.

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 Learning from Religion and Belief:

- **investigate and explain** the differing impacts of religious beliefs and teachings on individuals, communities and societies;
- **investigate and explain** why people belong to faith communities and explain the reasons for diversity in religion;
- **apply** a wide range of religious and philosophical vocabulary consistently and accurately;
- **enquire into and interpret** a variety of forms of religious and spiritual expression in communities of faith.

AT2 Learning from Religion and Belief:

- **express** *their own beliefs and ideas, in a variety of ways.*
- **evaluate** *the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas.*
- **express insights** *into the significance and value of religion and other world views on human communities, personally, locally and globally.*
- **reflect on and evaluate** *their own and others' beliefs about issues of community, communicating their own ideas.*

Teachers should plan for up to three religions to be studied in any investigation and will find further religion specific exemplification in the Faith Focus

- **Living religious traditions:** pupils will investigate how the sense of belonging and being part of religious communities have an impact on believers' lives in various ways;
- **Beliefs and values:** pupils will develop insights into the ways religious communities, and the individuals within them, develop and practice their beliefs and values;
- **The search for personal meaning:** pupils will develop insight into their own sense of identity and belonging, relating to communities, their place within them and with reference to their exploration of religious communities.

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

To plan an enquiry click here

To see how this connects to previous non statutory units click here

To see some exemplification click here

For support from CLEO, please click on this link:

www.cleo.net.uk/resource/asyr7

KS3

Key question : Where can we find guidance on how to live our lives? [Sacred Books and Revered Literature]

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

What can stories teach us?

Can/should writings develop respect for all?

Are some rules common to all /universal and timeless?

Can words have power?

What is true?

Can writings make us wise?

What is a myth?

Why have religious stories lasted?

Can words really ever describe God?

What can we do when words are not enough?

Should laws today still be influenced by religious writings?

The creationist debate – what's that about?

What are different sources of authority and how do they inform believers' lives, especially the use and impact of sacred texts and religious rulings?

Do religious texts that can be related topical issues such as civil partnerships reveal faith to be 'out of touch'?

Can we trust what we read?

Are religious texts contradictory?

Do religious texts still matter today?

Pupils' learning and the Field of Enquiry:

- **Shared human experience:** pupils will reflect upon experiences such as

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 Learning from Religion and Belief:

- **explain and analyse** how religious beliefs and ideas are transmitted by sacred texts and revered literature.
- **analyse and compare** the evidence and arguments used when considering issues of truth in religion and philosophy, referring to sacred texts.
- **discuss and evaluate** how religious beliefs and teachings and sacred texts inform answers to ultimate questions and ethical issues.
- **interpret and evaluate** a range of religious sources, texts and authorities, from a variety of contexts.

AT2 Learning from Religion and Belief:

- **reflect** on the relationship between beliefs, teachings and ultimate questions in sacred and revered literature.
- **communicate** their own ideas using reasoned arguments.
- **express** their own responses, beliefs and ideas, using a variety of forms of expression.

Teachers should plan for up to three religions to be studied and will find further religion specific exemplification in the Faith Focus.

To plan an enquiry click here

To see how this connects to the previous

receiving guidance, trusting in and questioning authority, shaping one's life in the light of tradition, and identifying and evaluating questions of authority and experience.

- **Living religious traditions:** pupils will investigate, explain and interpret the meanings and use of sacred text in different traditions creating questions to ask of adherents.
- **Beliefs and values:** pupils will identify, consider and evaluate questions of belief and value in the light of the teaching of sacred texts and other religious authorities.
- **The search for personal meaning:** pupils will express their own ideas and insights about questions of authority, meaning and purpose in the light of the teachings of sacred texts and other guidance.

non statutory units click here

To see some exemplification click here

For support from CLEO, please click on this link:

www.cleo.net.uk/resource/asyr8

KS3

Key question: What matters most?

These areas have been selected to link Y9 to preparation for some RS GCSE courses Investigations *could* consider focus questions and issues such as:

Is God real?

What does it mean to be human?

What are the purposes in our lives?

How can the truth be discovered?

Is death the end?

Is religion a force for peace or a cause of conflict?

What is the relationship between religion and science? Where are we from? How can we find the truth? Does science disprove God?

Religion, media and arts: spiritual expression or manipulation?

Should comedy and religion mix?

With regard to the religious traditions and beliefs selected for study, pupils should be taught to:

AT1 Learning from Religion and Belief:

- **analyse and compare** the evidence and arguments used when considering issues of truth in religion and philosophy.
- **investigate and explain** the differing impacts of religious beliefs and teachings on individuals, communities and societies.
- **discuss and evaluate** how religious beliefs and teachings inform answers to ultimate questions and ethical issues.
- **apply** a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs.

Why don't religions agree about good and evil?

And what is truth – is truth unchanging laws, we all have truths are mine the same as yours?

If God is real then which religion is right?

Where is God?

If God exists why do people suffer/experience 'evil'?

Pupils' learning and the Field of Enquiry:

- **Shared human experience:** pupils will develop insight and their own interpretations of questions of meaning, purpose, truth, values and commitment;
- **Living religious tradition:** pupils will devise enquiries and examine answers to questions about God and the meaning and purpose of life found in different religions and belief systems.
- **Beliefs and values:** pupils will consider how beliefs and values address ultimate questions, and ways in which believers from different traditions may view each other and learn from each other.
- **The search for personal meaning:** pupils will develop and express critical insights into the questions: They will consider the impact of their answers for themselves.

AT2 Learning from Religion and Belief:

- **reflect** on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments.
- **express** their own beliefs and ideas about issues such as religion and science, the impact of religion on life today and religious plurality, using a variety of forms of expression.

Teachers should plan for up to three religions to be studied and will find further religion specific exemplification in the Faith Focus

To plan an enquiry click here

To see how this connects to the previous non statutory units click here

To see some exemplification click here

For support from CLEO, please click on this link:

www.cleo.net.uk/resource/asyr9

Key Stage Four Requirements

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

Key Stage 4 Syllabus Requirements:

Any pupil following one of the nationally accredited courses below is deemed to have met the requirements of the Agreed Syllabus:

- a) A GCSE Religious Studies course which is based on the study of Christianity and at least one other major religion;
- b) A GCSE (Short Course) in Religious Studies which is based on the study of Christianity and at least one other major religion;
- c) A CoEA (Certificate of Educational Achievement) e.g. Entry level certificate in RE which is based on the study of Christianity and at least one other major religion.
- d) Another nationally accredited course of RE or religious study, approved by DfE for school use.

16 – 19 Provision

Living the Faith - the theme for these two years

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

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

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

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

Students will follow a course which is based on the units in the Faith Focus Folder. This must be at least 50% Christianity, with the study of at least ONE other religion.

OR

The Agreed Syllabus Conference supports the release of students from the content of the Agreed Syllabus post 16 where:

- a school has adopted an approved course for at least 5% of curriculum time.
- and, that course requires the study of at least TWO religions, one of which must be Christianity.

What evaluation of the RE provision is required?

Lancashire SACRE has a responsibility to monitor and support schools' RE provision. SACRE requests that schools report AT1 and AT2 levels at the end of each key stage. Please [click here](#) to access information about how you can complete your forms.

The Lancashire Agreed Syllabus for RE requires schools to set up appropriate arrangements for monitoring the quality and effectiveness of RE provision, in line with the current requirements of HMI for school self-evaluation.

How do we assess RE?

Achievement and assessment in RE

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 stage 1, 2 & 3. As with the national curriculum subjects the attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The key indicators of attainment in RE are contained in Attainment Target 1 (Learning about religion and belief) and *Attainment Target 2 (Learning from religion and belief)*.

Learning about religion and belief includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion and belief is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and 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 are expected to meet the early learning goals. At key stage 4, national qualifications are the main means of assessing attainment in RE.

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:

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 RE, but schools must report to parents on pupils' attainment and progress in Religious Education.

The level descriptions

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

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

*The level descriptions for Attainment target 2: **Learning from religion and belief** 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, belonging and diversity*
- *meaning, purpose and truth*
- *values and commitment*

Assessment - Eight Level Scale

Level Description with key skill terms	Attainment target 1: Learning about religion and belief	Attainment target 2: Learning from religion and belief
<p style="text-align: center;">1 Name, talk about</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious traditions. • can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 	<p>Pupils talk about:</p> <ul style="list-style-type: none"> • <i>their own experiences and feelings, (SHE).</i> • <i>what they find interesting or puzzling (B&V).</i> • <i>what is of value and concern to themselves and to others. (SPM)</i>
<p style="text-align: center;">2 Retell, Respond sensitively</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religious traditions. • begin to show awareness of similarities in religions. • retell and suggest meanings for religious stories, actions and symbols. • identify how religion is expressed in different ways. 	<p>Pupils:</p> <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings (SHE). • recognise that some questions cause people to wonder and are difficult to answer (B&V). • <i>in relation to matters of right and wrong, recognise their own values and those of others. (SPM)</i>

<p style="text-align: center;">3 Describe Make links</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religious traditions, recognising similarities and differences. • make links between beliefs and sources, including religious stories and sacred texts. • begin to identify the impact religion has on believers' lives. • describe some forms of religious expression. 	<p>Pupils:</p> <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences (SHE). • ask important questions about religion and beliefs, linking their own and others' responses (B&V). • make links between values and commitments, and their own attitudes and behaviour SPM).
<p style="text-align: center;">4 Show understanding apply ideas</p>	<p>Pupils</p> <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. • make links between aspects of religious traditions and describe some similarities and differences both within and between religious traditions. • describe the impact of religion on people's lives, in terms of beliefs, values & personal meaning. • suggest meanings for a range of forms of religious expression. 	<p>Pupils</p> <ul style="list-style-type: none"> • raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments.(SHE, BV) • apply their ideas to their own and other people's lives simply. (BV) • describe what inspires and influences themselves and others. (SPM).

5
Explain
Express their views

Pupils

- use an increasingly wide religious vocabulary to **explain** the impact of beliefs upon individuals and communities.
- **describe** why people belong to religious traditions.
- **know that similarities and differences** illustrate distinctive beliefs within and between religions and **suggest possible reasons for this.**
- **explain** how religious sources are used to provide answers to ultimate questions and ethical issues, **recognising diversity** in forms of religious, spiritual and moral expression, within and between religions.

Pupils

- *pose and **suggest answers** to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. (SHE, B&V)*
- ***explain** what inspires and influences them, **expressing their own and others' views** on the challenges of belonging to a religion.(SHE, SPM)*

6
Interpret
Express insight

Pupils

- use religious and philosophical vocabulary to **give informed accounts** of religious traditions and questions of B & V) explaining the reasons for diversity within and between them.
- **explain why** the impact of religions and beliefs upon individuals, communities and societies varies.
- **interpret** sources and arguments, **explaining** the reasons that are used in different ways by different traditions to provide answers to questions of personal meaning.
- **interpret** the significance of different forms of religious spiritual and moral expression.

Pupils

- *use reasoning and example to **express insights** into the relationship between beliefs, teachings and world issues. (SHE, B&V)*
- **evaluate** their own and others' views on questions of identity and belonging, meaning, purpose and truth. (B&V, SPM)
- **consider the challenges of belonging** to a religion in the contemporary world, focussing on values and commitments. (SPM)

7
Account for
Evaluate

Pupils

- use a wide religious and philosophical vocabulary to **show a coherent understanding** of a range of religious traditions, beliefs and values.
- **analyse** issues, values and questions of meaning and truth.
- **account for** the influence of history and culture on aspects of religious life and practice. (SHE)
- **explain why** the consequences of belonging to a faith are not the same for all people within the same religion or tradition. (RTs B&V)
- **begin to evaluate critically** 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.

Pupils

- *articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues.*(SHE, SPM, B&V)
- *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. (SPM)*

<p>8 Analyse and contextualise justify their views</p>	<p>Pupils</p> <ul style="list-style-type: none"> • use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. • contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. • critically evaluate the impact of religions and beliefs on differing communities and societies. • analyse differing interpretations of religious spiritual and moral sources, using some of the principal methods by which religion spirituality and ethics are studied. • interpret and evaluate varied forms of religious spiritual and moral expression. 	<p>Pupils</p> <ul style="list-style-type: none"> • coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. • synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation into the perspectives of others.
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The Lancashire ladder of key RE skills

This is the key way for teachers to begin interpreting the scale, and to begin sharing its demands with students. One skill has been selected from each attainment target, usually summed up in just one word. These skills are carefully chosen to exhibit the progression that the scale envisages. They function as a simple shorthand for each of the levels, highlighting the key ability that this level seeks to develop.

Teachers may find this ladder helpful for themselves and for classroom display, as a way of sharing what progress in RE means and looks like with learners.

	AT1 Learning about religion and belief	<i>AT2 Learning from religion and belief</i>
8	Analyse and contextualise	<i>Synthesise and justify their views</i>
7	Show coherent understanding, give coherent accounts	<i>Evaluate personally and critically</i>
6	Interpret	<i>Express insights</i>
5	Explain why, explain similarity and difference	<i>Express their views using reasons</i>
4	Show understanding	<i>Apply ideas</i>
3	Describe	<i>Make links</i>
2	Retell stories	<i>Respond sensitively</i>
1	Name, recognise	<i>Talk about</i>

Performance Descriptions P Scales

For many pupils in Special Schools and DSPs, the Level Descriptions will not be an appropriate means to measure their progress. Where pupils' attainment is likely to be below Level One in the Level Description, schools should use the performance descriptions. They outline early learning and attainment before level one in eight levels from P1 to P8. The Performance Descriptions can be used by teachers in the same way as the Agreed Syllabus Level Descriptions to:

- Decide which description best fits a pupil's performance over a period of time and in different contexts.
- Develop or support more focused day-to-day approaches to ongoing teacher assessment by using the descriptions to refine and develop long, medium and short term planning.
- Track linear progress towards attainment at Level One.
- Identify lateral progress by looking for related skills at similar levels across their subjects.
- Record pupils' overall development and achievement, for example, at the end of a year or Key Stage.

Performance Descriptions for Religious Education (“P” Scales)

P levels 1-3: **early development** expected across the curriculum

P levels 4-8: development specifically **related to Religious Education**

Early Development (P levels 1-3)	
•	P1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, <i>e.g. startling at sudden noises or movements.</i>
•	P2 Pupils begin to respond to familiar people, events and objects, <i>e.g. reaching and holding objects, smiling and turning to familiar voices.</i> They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, <i>e.g. protesting or requesting, using facial expressions to enhance meaning.</i>

- **P3** Pupils begin to communicate intentionally. They show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys, artefacts or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Performance Descriptions in RE (P levels 4-8)

Levels P4 to P8 describe pupils' performance in terms of the development of skills, knowledge and understanding in religious education. The descriptions provide an example of how this can be done.

- **P4** Pupils use single elements of communication, *for example, words, gestures, signs or symbols*, to express their feelings. They begin to respond to the feelings of others, *for example, matching their emotions and laughing when another pupil is laughing*. They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.

- **P5** Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, *for example, involving music, drama, colour, lights, food or tactile objects*. They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.

- **P6** Pupils express and communicate their feelings in different ways. They respond to others in group situations and co-operate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, *for example, through gestures, facial expressions or by offering comfort*. They start to be aware of their own influence on events and other people.

- **P7** Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.

- **P8** Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religions and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

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