



Appendix 1

Programme of study

Programme of study and scheme of work for RE

This guidance provides schools and teachers of RE in Wakefield with some exemplary starting points for the development of the school's RE Scheme of Work.

The guidance uses and develops much of the material from the 2003 syllabus, with which many teachers are familiar.

In addition, the development of questions for pupils to consider has been added to the materials.

The Qualifications and Curriculum Authority has published some units of work in two sets, from 2000 and from 2007, to assist schools in implementing RE. These units are compatible with the Wakefield Agreed Syllabus for RE, and are available on the QCA website: www.qca.org.uk/re

This guidance material is intended to support teachers, but is in no way prescriptive. Schools are at liberty to develop their own programmes of study and units of work in any way which fulfils the requirements of the statutory Agreed Syllabus.

The Early Years Foundation Stage

In RE, learning for all pupils in the Foundation Stage is related to the Standards for the Early Years Foundation Stage (EYFS). These standards are directly related to the development of awareness and understanding which form the basis of religious education. The teaching of RE becomes mandatory in Upper Foundation Stage as children reach statutory school age and are on the school roll.

This programme of study draws on the Statutory Framework for the Early Years Foundation Stage (2007) for the development of the RE curriculum. The statements for Strands A, B and C are from the Statutory Framework. For Strand D, children are expected to be given the opportunity to listen and talk about familiar stories from a range of faiths and also start to explore shapes and patterns in celebrations. References below are taken from the Statutory Framework for Early Years Foundation Stage (2007)

For all aspects of this programme of study teachers should draw on Christianity and one other religion. Providing RE is clearly identifiable, schools can be flexible in their approach when planning and thus ensure that the learning experiences (based on the following strands) are appropriate to the needs of the children. This will often form part of 'Continuous Provision'

Allocated time for collective worship and assemblies is separate from that allocated to RE.

EYFS reference	Agreed Syllabus Programme of Study Strands	Key Questions to Support Learning
PSE 2.8d	Strand A: Self, Others and Encountering the world Respond to significant experiences, showing a range of feelings when appropriate	Self, Others and Encountering the world What makes me or others happy, sad, angry? Are they the same? How am I the same as others? How am I different? What makes me special?
PSE 2.8e	Have a developing awareness of their own needs, views and be sensitive to the needs, views and feelings of others.	What do I like to see, to hear, to feel and why? Do others like to see, feel, and hear the same things?
PSE 2.8g	Form good relationships with adults and peers	Can I do what I want all the time? Do I listen to others? Can I share?
PSE 2.8h	Work as part of a group or a class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.	What is a friend? Do I respect others? Can I take turns?
PSE 2.8 i	Understand what is right, what is wrong and why. Consider the consequences of their words and actions for themselves and others	Do I understand the class rules and why we have them? Do I hear stories about characters that follow or break the rules and the effects of their behaviour on others?

EYFS reference	Agreed Syllabus Programme of Study Strands	Key Questions to Support Learning
PSE 2.8 j	<p>Strand B: Beliefs and Teachings Begin to know about their own cultures and beliefs and those of other people</p>	<p>Beliefs and Teachings What stories are told about Jesus? What stories did Jesus tell? What do Christians say about Jesus? What stories are told about Muhammad (Peace Be Upon Him)? Or other leaders? What do Muslims say about Muhammad (PBUH)? Or other leaders?</p>
K&U 2.14k PSE 2.8f	<p>Strand C: Ways of Living Have a developing respect for their own cultures and beliefs and those of other people</p> <p>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>	<p>Ways of Living What special clothes do I wear? If I was a Christian / Muslim (or belonged to another faith) what special clothes would I wear? What would I eat? What music would I enjoy? What special clothes would I wear if I was Muslim / Christian What special times do I celebrate? Do other people celebrate? How do I celebrate them? How do I treat others? What makes me do something nice/bad? How does it make me feel? Why am I special? Who gave me my name? What does it mean?</p>
PSE 2.8 m PSE 2.8n K&U 2.14k CD 2.18b	<p>Strand D: Expressing Meaning Listen and talk about a range of stories from different faiths e.g. Christmas stories (religious and non-religious).</p> <p>Explore patterns, shapes and themes associated with celebrations and festivals such as the star at Christmas, and the Hanukiah at Hanukah.</p>	<p>Expressing Meaning What stories do I know about special times? Who is a special friend to me? Why do I like my friends? What is special about Christmas? What is special about Eid ul Fitr? Or another faith festival such as Hanukah. Why is a star associated with Christmas? Why is a Hanukiah associated with Hanukah?</p>

Programme of Study

Key Stage One

Opportunities must be provided for pupils to Learn from Religion (AT2) as well as to Learn about Religions (AT1) in each strand. When planning units of work teachers should ensure all the strands in the following programme of study are covered at key stage one.

Minimum time allocation: 30 hours per year

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 5 - 6 hours.	Key questions to support learning
<p>Strand A Self, Others and Encountering the world</p> <p>Become more aware of self through exploring periods of stillness and quiet, having time to reflect on their own feelings and emotions</p> <p>Reflecting on their personal identity, respect for others, responsibilities and the value of differences.</p> <p>Consider the choices that they and others make and the effect these have.</p> <p>Exploring the mystery of the world and questioning why things are as they are. For example questions about life, death, hunger, pain, and natural beauty, to which there are no agreed answers and recognising that to some people God may be part of that answer.</p> <p>Strand B Beliefs and Teachings</p> <p>Being introduced to Jesus as a central figure in Christianity and exploring the impact of one other key leader from a faith other than Christianity.</p> <p>Being introduced to the Bible in Christianity and a special book from one other religion.</p>	<p>Year 1</p> <p>1:1 Identity – Myself and Others (Aiming for most pupils at Level 1)</p> <p>1:2 Celebration - How and why do Christians and Jews (or members of another faith) celebrate festivals? (Aiming for most pupils at Level 1)</p> <p>1:3 Belonging - What does it mean to belong in Christianity? QCA Scheme of Work Unit 1B</p> <p>1:4 Special Places - What can we learn from visiting a church? QCA Scheme of Work Unit 1F</p> <p>1:5 Worship - How and why do Christians and Muslims (or members of another faith) worship? (Aiming for most pupils at Level 1 and 2)</p> <p>1:6 Religious Leaders - Why are the Lord Jesus and Muhammad (PBUH) important? (Aiming for most pupils at Level 2)</p> <p>Year 2</p> <p>2:1 Questions - What do Christians and Jews (or members of another faith) say about nature? (Aiming for most pupils at Level 1 and 2)</p>	<p>A: Self, Others and Encountering the world</p> <p>Who am I? What makes me 'me'? How have I changed? How am I the same as before?</p> <p>How are my likes/dislikes the same or different to my friends? Is this good or bad? Why should I be kind? Why should I forgive?</p> <p>Who do I admire? Why? What can I learn from this person? Would I like to be this person?</p> <p>What makes me happy? Sad? Puzzled? How do my feelings affect others?</p> <p>What questions can I ask about the world? Where can I find answers, if at all?</p> <p>B: Beliefs and Teachings</p> <p>What are religious leaders? Why are they special to believers?</p> <p>What makes some books special? Why do Christians think the Bible is special? Can the Bible be any help to people?</p> <p>Why is the Qur'an (or Torah) special?</p> <p>When might a Christian pray? Have you ever prayed? Can praying help people?</p>

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 5 - 6 hours.	Key questions to support learning
<p>Exploring two places of worship (one of which must be Christian) and the ceremonies, prayer / meditation that take place there.</p> <p>Strand C Ways of Living</p> <p>Hearing faith stories and also being introduced to some of the ways people have had religious experience.</p> <p>Hearing about or talking to people whose lives have been affected by what they believe such as charity work, fasting, food laws, worship, pilgrimage, from two religions one of which must be Christianity.</p> <p>Reflecting on special times in families drawing on Christianity and one other faith. Pupils should find out about preparations, celebrations, stories associated with the occasion and be introduced to some of the key ideas being expressed.</p> <p>Strand D Expressing Meaning</p> <p>Creating and using symbols to express their own thoughts and feelings including exploration of body language.</p> <p>Being introduced to signs and symbols in everyday life and the key symbols of at least two religions one of which must be Christianity.</p>	<p>2:2 Celebration – Why do Christians believe that Jesus was a special baby? (Aiming for most pupils at Level 1 and 2)</p> <p>2:3 Special Books - In what ways are the Bible and Qur'an special to believers? (QCA level 2)</p> <p>2:4 Why did Jesus tell stories? QCA Scheme of Work Unit 2B</p> <p>2:5 Special Places - What places are special to believers? (Aiming for most pupils at Level 2)</p> <p>2:6 Expressing Meaning – What signs and symbols do people use in everyday life and religion? (Aiming for most pupils at Level 2)</p>	<p>What ceremonies take place at a church and mosque (or synagogue)?</p> <p>C: Ways of Living</p> <p>Is there a God? Why can't God be seen? What do people say about God?</p> <p>Is it hard to follow rules? Why? What sort of rules do you think a religious person follows? Do I follow any rules? Why?</p> <p>Why do I enjoy special family times? What would believers of the religions I have studied say is important about their festivals?</p> <p>Why do people fast? Why do people become vegetarians?</p> <p>Why do some people volunteer to help others?</p> <p>D: Expressing Meaning</p> <p>How do people show they are happy, sad, peaceful, angry or upset?</p> <p>What signs and symbols do I see around me in everyday life?</p> <p>What body positions and movements do I think of when a person is praying?</p> <p>What sounds, smells and tastes do I think of for worship?</p> <p>Why is a cross a symbol for Christianity? Why is a crescent moon a symbol for Muslims (or Menorah for Jews)?</p>

Key Stage One Exemplar Units of Work

The following units of work give an example of how the programme of study can be covered at key stage one. They draw on all six religions as appropriate to the topic. Schools and teachers must ensure that Christianity and one other religion are studied in any particular year. This does not have to be the same religion throughout the key stage. If schools and teachers devise their own units of work, they should ensure that all strands in the programme of study are covered. Opportunities must also be provided for pupils to Learn from Religion (AT2) as well as Learn about Religions (AT1) across the four strands in the programme of study. The statutory Agreed Syllabus gives further details regarding how many religions should be taught.

Time allocation – approximately 5-6 hours per unit

Year 1

Unit 1.1, Identity: Myself and Others (Aiming for most pupils at Level 1)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
About the uniqueness of the individual, their feelings and values	Identify and talk about their experiences and feelings about being unique or special	What is my identity?
About the differences and similarities of human beings	Reflect on questions about differences and similarities, changes and responsibilities, identifying things they find puzzling and/or interesting	What makes me special?
About what it means to belong to a family or group of friends	Identify what is of value to them about their family and friends	Why am I unique?
About the value of family and friends	Talk about what is special about their family and friends	Why are my family and friends so special?
To reflect on choices they make and how these affect others	Talk about choices they have made and how these have affected others	Who am I?
To think about the meanings in signs and symbols		What makes me 'me'?
		How have I changed?
		How am I the same as before?
	Agreed syllabus strand: A (i), (ii), (iii)	

Unit 1:2, Celebration: How and why do Christians and Jews (or members of another faith) celebrate festivals? (Aiming for most pupils at Level 1)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
That celebrations are important in religions and in life	Recount outlines of some religious stories	How and why do members of faith celebrate festivals?
About the differences between festivals and other religious celebrations	Recognise some religious practices associated with festivals	Why do people fast?
About the stories of Christmas and Hanukah	Identify things they find puzzling or interesting about the stories or festivals	How are festivals celebrated?
About some of the ways these festivals are celebrated	Recognise some religious symbols and words	What is interesting about the story you have listened to?
The meanings of some of the symbols	Recognise features of religious life and practice from these festivals	Why is a festival important to a person belonging to a faith?
To reflect on why these festivals matter to Christians and Jews	Agreed syllabus strands: B (i), C (iii), D (ii)	How do you feel or we feel when a special time approaches?
		Why do people celebrate together?
		What is being celebrated?
		How are the Christingle and Divali festivals similar or different for Christians and Hindus?

Unit 1:3, Belonging: What does it mean to belong in Christianity?

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
About where and how people belong, and about why belonging is important	Agreed syllabus strands: B (i), C (iii), D (ii)	What does it mean to belong to Christianity?
NB: in order to fulfil the requirements of this Agreed Syllabus, teachers will need to ensure they include a ceremony of belonging in one other faith as well as Christianity, such as the Muslim Adhan ceremony.		What shows that a person belongs to Christianity?
See QCA Scheme of Work Unit 1B		What do you know about the symbols in Christianity?
		Are there any symbols that are important in Christianity?
		What groups do you belong to and how do you show that you belong?

Unit 1:4 Special Places – What can we learn from visiting a church?		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About some of the symbols and the community life of the place of worship in one or two different religions</p> <p>See QCA Scheme of Work Unit 1F</p>	<p>Agreed syllabus strands: B (iii), C (ii), D (ii)</p>	<p>Special Places – What can we learn from a Church?</p> <p>What makes a special place to you?</p> <p>Why is a Church special to those who use it?</p> <p>How do people behave in special places like this?</p> <p>How does the building show what takes place in it?</p> <p>How do you feel when you enter your special place?</p> <p>What would you like to ask someone who goes to Church?</p>
Unit 1:5 Worship - How and why do Christians and Muslims (or members of another faith) worship? (Aiming for most pupils at Level 1 and 2)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>Some stories of the Lord Jesus and the prophet Muhammad (PBUH)</p> <p>About what it is like to worship in a church or in a mosque</p> <p>About how Christians and Muslims use their sacred texts in the home and the place of worship</p> <p>About the meanings of some symbols used by Christians and Muslims</p> <p>To reflect on the places, people and books that matter most to them.</p>	<p>Retell a story about the Lord Jesus</p> <p>Retell a story about the prophet Muhammad (PBUH)</p> <p>Identify two symbols used by Christians and Muslims</p> <p>Suggest a reason why Christians and Muslims might want to pray</p> <p>Respond sensitively to the feelings of others about things that matter to them</p> <p>Agreed syllabus strands: B (i), C (i), (ii)</p>	<p>Worship – How and why do members of faith worship?</p> <p>When might a Christian or a Muslim pray?</p> <p>Have you ever prayed?</p> <p>Can praying help people?</p> <p>What body positions do I think of when a person is praying?</p> <p>What sounds, smells, and tastes do I think of to do with praying and worshipping God?</p>

Unit 1:6 Religious Leaders - Why are the Lord Jesus and Muhammad (PBUH) important? (Aiming for most pupils at Level 2)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
Stories about the Lord Jesus	Retell a story about the Lord Jesus and identify a belief about him	Religious leaders - Why are the Lord Jesus and Muhammad (PBUH) important?
Stories about Muhammad (PBUH) telling how Muhammad (PBUH) received God's message	Retell a story about Muhammad (PBUH) and identify a religious belief	Who do I admire? Why? What can I learn from this person?
A belief about the Lord Jesus such as the light of the world	Respond sensitively to the experiences and feelings of someone with religious faith	Would I like to be this person?
A teaching from Islam such as fasting during Ramadan	Identify a religious practice and know that it takes place in more than one religion e.g. prayer	What do we all think about our heroes and leaders?
How Christians and Muslims put these beliefs into action	Suggest meanings about the symbol of light	Who is the most inspiring person we know? What stories are told about this person?
Agreed syllabus strands: B (i), C (i)		

Year 2

Unit 2:1 Questions - What do Christians and Jews (or members of another faith) say about nature? (Aiming for most pupils at Level 1 and 2)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>Stories about people and the natural world from religious traditions</p> <p>To explore questions about God and the creation of the world</p> <p>To recognise that some questions do not have an answer</p> <p>To reflect on their own thoughts and feelings about the world</p> <p>About how the stories of creation in different religions are important to believers</p> <p>About how the world is mistreated and ways they can help to look after it</p>	<p>Retell a story about creation</p> <p>Identify things they find puzzling</p> <p>Realise that some questions that cause people to wonder are difficult to answer</p> <p>Respond sensitively to the thoughts and feelings of others</p> <p>Respond sensitively to values of concern to others especially regarding right and wrong</p> <p>Agreed syllabus strand: A (i), (iii), (iv)</p>	<p>What is it like to create things?</p> <p>How did the world begin? What stories are told about this?</p> <p>What are the most amazing things in the universe? How do we find out about them?</p> <p>Some people believe god made the world. How do they show this belief?</p> <p>Who should look after the planet earth? Why should all of us care for the earth? What do religious stories show us about caring for planet earth?</p> <p>Why do some people choose to be vegetarians?</p>

Unit 2:2 Celebration – Why do Christians believe that the Lord Jesus was a special baby? (Aiming for most pupils at Level 1 and 2)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To think about the celebrations and symbols that are used when a baby is born</p> <p>To reflect on why babies are special and how people show that they are</p> <p>About why the Lord Jesus was a special baby</p> <p>About what Christians do to celebrate this special birth</p> <p>About the story of the Lord Jesus' birth, the visit of the shepherds and the wise men</p>	<p>Speak and write about what happens in the story of the Lord Jesus' birth</p> <p>Put six parts of the Christmas story in the right order</p> <p>Talk about what makes the baby Lord Jesus a special baby</p> <p>Talk about how the shepherds and the wise men in the story showed that the baby Lord Jesus was a special baby</p> <p>Agreed syllabus strands: A (i), C (iii)</p>	<p>What happens on special days like Birthdays or New Year?</p> <p>On what days do people have special food, clothes, songs or parties? Why?</p> <p>Why do I enjoy special family times?</p> <p>What would believers of the religions I have learned about say is important about their festivals?</p> <p>Why was Jesus such a special baby for the Christians?</p> <p>Can every day be special? What are my favourite days this year? Why?</p>

Unit 2:3 Special Books - In what ways are the Bible and Qur'an special to believers? (QCA level 2)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
To reflect on books which are special to them and why	Talk about a book which is special to them and suggest a reason why	What are my favourite books?
To identify why the Bible is special or sacred for Christians and the Qur'an is special or sacred for Muslims	Share their own ideas about special books Re-tell a story from the Bible and suggest what it says about God	Does everyone have favourite books? Why is the Bible the world's best seller? Why is the Qur'an so important to Muslims?
Facts about how the Bible is used and treated and why	Identify the Bible and talk about how it is used by Christians	What do we find out about Christian beliefs about God from the Bible?
Facts about how the Qur'an is used and treated and why	Identify the Qur'an and talk about how Muslims treat it and why	What do we find out about Muslim beliefs about Allah from the Qur'an?
A story from the bible which tells Christians about God e.g. the story of the lost sheep	Agreed syllabus strands: B (ii), C (i)	Why can't we see God, or hear God talk? What do Christians say about this?

Unit 2:4 Beliefs and Teachings – Why did the Lord Jesus tell stories?

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
To recognise that the stories Jesus told matter to Christians: they are special or sacred. See QCA Scheme of Work Unit 2B	Agreed syllabus strands: B (i), (ii), C (ii)	Is there a God? Why can't God be seen? What do people say about God? Is it hard to follow rules? Why? What sort of rules do you think a religious person follows? Do I follow any rules? Why? Why do some people volunteer to help others?

Unit 2:5 Special Places - What places are special to believers? (Aiming for most pupils at Level 2)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To reflect on places that are special to them</p> <p>To reflect on why some places are special</p> <p>About some artefacts and objects in the Muslim Mosque (or another place of worship)</p> <p>About why these are special to believers by listening and talking to a member of the Muslim faith (or another faith)</p>	<p>Talk about what places are special to them and say why</p> <p>Identify some of the artefacts and objects in a Muslim Mosque (or another place of worship)</p> <p>Suggest what the artefact or object is used for and what it means</p> <p>Respond sensitively to a member of the Muslim faith when they talk about their special building and artefacts</p> <p>Agreed syllabus strands: A (i), B (iii)</p>	<p>What makes a special place in my home or school?</p> <p>How do we feel in special places? What words describe them?</p> <p>Why are holy building special places for religious people?</p> <p>What is a Mosque like? What happens there?</p> <p>Is the mosque like our special places? In what ways?</p>
Unit 2:6 Expressing Meaning: What signs and symbols do people use in everyday life and religion? (Aiming for most pupils at Level 2)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About signs and symbols, gestures and actions people use everyday</p> <p>To identify some symbols and body language which might be used in religious ceremonies</p> <p>To explore the meanings of these symbols and body postures for believers</p>	<p>Recognise signs, symbols and body postures used in everyday life and religion</p> <p>Suggest meanings to body postures used for example in Christian and Muslim prayer</p> <p>Respond sensitively to reasons why believers use these postures when they pray</p> <p>Agreed syllabus strand: D (i), (ii)</p>	<p>How do people show they are happy, sad, peaceful, angry or upset?</p> <p>What signs and symbols do I see around me in everyday life?</p> <p>Why is a cross a symbol for Christianity?</p> <p>Why is a crescent moon a symbol for Muslims (or a menorah for Jews)?</p>

Programme of Study

Key Stage Two

Opportunities must be provided for pupils to Learn from Religion (AT2) as well as Learn about Religions (AT1) in each strand. When planning units of work teachers should ensure all the strands from the following programmes of study are covered at key stage two.

Minimum time allocation: 40 hours per year

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 6-7 hours	Key questions to support learning
<p>Strand A Self, Others and Encountering the world</p> <p>Pupils will be taught (to/about):</p> <p>Deepen awareness and understanding of self through taking part in stillness and quiet, thinking about ideas, feelings and emotions within themselves and others.</p> <p>Begin to understand the importance of stillness and quiet within Christianity and one other religion.</p> <p>Explore and recognise the value of differences between people and identify aspects shared by all human beings.</p> <p>Consider the need to care for others.</p> <p>Investigate teachings from Christianity and one other religion about relationships with others.</p> <p>Reflect on their ability to make choices and the reasons/values behind the choices they make.</p> <p>Encounter and reflect on situations they may respond to and exploring responses others make.</p>	<p>Lower Key Stage Two</p> <p>Year 3</p> <p>3:1 Belonging - What does it mean to belong to a community? (Aiming for most pupils at Level 2 and 3)</p> <p>3:2 Celebration - What ideas about light are portrayed through festivals? (Aiming for most pupils at Level 2 and 3)</p> <p>3:3 Special Figures - What can we learn from the life and teaching of the Lord Jesus? (Aiming for most pupils at Level 2 and 3)</p> <p>3:4 Rites of Passage – What are the special times in a believer’s life? (Aiming for most pupils at Level 3)</p> <p>3:5 Sacred Days - Why is Shabbat special to Jews? (Aiming for most pupils at Level 3)</p> <p>3:6 Faith – What is faith and what difference does it make? See QCA Scheme of Work Unit 3E</p> <p>Year 4</p> <p>4:1 Sacred Journeys - Why do believers choose to go on sacred journeys? (Aiming for most pupils at Level 3)</p>	<p>Self, others and encountering the world</p> <p>What value is silence to me? What value is stillness to believers?</p> <p>Do human beings have anything in common? Who cares for me? Why should I care? What do the religions I am studying say about caring for others?</p> <p>When I decide to do something, what reasons or values affect my choices?</p> <p>Why should I care for the planet? What do believers say about caring for the planet?</p> <p>Is it possible to be rich without having lots of money?</p> <p>Key beliefs and teachings</p> <p>What do the religions I am learning about say about God as Creator?</p> <p>Why do people follow leaders? When would it not be good to follow a leader? What rules and guidance did the leaders of the religions I have studied give?</p>

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 6 - 7 hours.	Key questions to support learning
<p>Explore the idea that there may be more to life than the material world</p> <p>Explore and discover the complementary nature of religious and scientific ways of understanding the world and learn that some knowledge can only be known through experience.</p> <p>Strand B Beliefs and Teachings</p> <p>The concept of God as creator and sustainer as found in Christianity and one other religion.</p> <p>Explore the impact of significant religious figures (then and now) and reflecting upon the respect in which they are held by the faith community.</p> <p>Relate key religious teachings to everyday life situations today.</p> <p>Begin to understand the key beliefs about Jesus held by Christians.</p> <p>Discover the role of holy books in Christianity and one other religion, and the ways they are treated with respect and reverence.</p> <p>Explore the ways in which people have had religious experiences and how these have been expressed e.g. miracles, answered prayers.</p> <p>Strand C Ways of living</p> <p>Explore increasingly widely the life of believers from Christianity and one other religion.</p> <p>Explore values such as love, honesty, trust, justice and truth also exploring links between beliefs, action and commitment.</p>	<p>4:2 Celebrations – Christmas Journeys. See QCA Scheme of work Unit 4B</p> <p>4:3 Living with change – What do Christians and Muslims (or another religion) believe about change in peoples’ lives? (Aiming for most pupils at Level 3)</p> <p>4:4 Easter – Why is Easter important to Christians? See QCA Scheme of Work Unit 4C</p> <p>4:5 Worship - Why is worship of value to believers? (Aiming for most pupils at Level 3)</p> <p>4:6 Signs and Symbols - What precious objects can be found in a place of worship? (Aiming for most pupils at Level 2 and 3)</p> <p>Upper Key Stage Two</p> <p>Year 5</p> <p>5:1 Beliefs into Practice - What can we learn from people who belong to a religion? (Aiming for most pupils at Level 3)</p> <p>5:2 Christmas - What key beliefs about Jesus are expressed at Christmas? (Aiming for most pupils at Level 3)</p> <p>5:3 Relationships - What can we learn from believers about caring for others? (Aiming for most pupils at Level 3)</p> <p>5:4 Values - How do charities and World wide organisations put Christian and Jewish (or another faith) values into practice? (Aiming for most pupils at Level 3)</p>	<p>What impact did leaders such as Jesus and Muhammad (PBUH) have on people’s lives - then and now? What do Christians say about Jesus’ incarnation and resurrection?</p> <p>Why do religions value their Holy Books? How do they use them? How are they treated with respect and reverence?</p> <p>What kind of things do people say about talking to God? Is it possible for prayers to be answered?</p> <p>Ways of Living</p> <p>What would a believer say is important about belonging to a religion? Is it difficult to be committed to something/someone?</p> <p>What does it mean to give up your life for God? How do believers put their beliefs into action?</p> <p>What are the best ways to live?</p> <p>What are the most important events in my life? How do I celebrate these? How do members of religions celebrate these?</p> <p>How do members of the religions I am learning about celebrate their major festivals? What do these festivals tell me about beliefs?</p> <p>Ways of Expressing meaning</p> <p>How are colours, gestures, sounds and postures used for communicating ideas in life and in religion?</p>

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 6 - 7 hours.	Key questions to support learning
<p>How believers sometimes put their beliefs in to practice through working for or supporting world wide organisations such as CAFOD, Christian Aid, Islamic Relief, Jewish Care, BAPS (Sikh)</p> <p>Explore the ways in which people celebrate significant events using ceremony and ritual.</p> <p>Discover how Christians and believers from one other religion celebrate rites of passage.</p> <p>Explore the celebration of major festivals of Christianity and at least one other religion, developing understanding of the key ideas of these festivals.</p> <p>Discover and explore the ways in which worship is expressed through sacred buildings, places or worship and pilgrimages.</p> <p>Strand D Ways of expressing meaning</p> <p>Deepen their understanding of the symbols they use to communicate e.g. colour, sound, gesture, posture</p> <p>Explore meanings and use of key symbols and artefacts in Christianity and one other religion.</p> <p>Explore the ways in which belief is expressed through gesture and ritual in worship e.g. genuflection, the Rosary, using Muslim prayer beads, the Islamic Prayer Positions, parading the Sefer Torah and similar examples.</p> <p>Explore metaphor, myth, parable, allegory, story, hymn, poetry from Christianity and at least one other religion.</p>	<p>5:5 Places of Worship - What can be learnt about Christian and Jewish (or another religion) beliefs and practices from exploring buildings for worship? (Aiming for most pupils at Level 3)</p> <p>5:6 Special People - What makes a leader worth following? (Aiming for most pupils at Level 3)</p> <p>Year 6</p> <p>6:1 Prayer - Why is prayer important to believers? (Aiming for most pupils at Level 3 and 4)</p> <p>6:2 Worship and community: What is the role of the mosque? See QCA Scheme of Work Unit 6B</p> <p>6:3 Fasts and Festivals - Why are fasts and festivals important to believers? (Aiming for most pupils at Level 3 – higher level achieving pupils may reach level 4)</p> <p>6:4 Special Books – Why are sacred texts important? See QCA Scheme of Work Unit 6C</p> <p>6:5 Questions - What do Christianity and Islam (or another religion) say about God the creator? (Aiming for most pupils at Level 3 and 4)</p> <p>6:6 Expressing Meaning – How do people express their faith through the arts? See QCA Scheme of Work Unit 6F</p>	<p>What is the difference between a sign and a symbol?</p> <p>What thoughts, feelings and traditions are expressed with candles and other forms of light, or through artefacts used for worship, or through clothing?</p> <p>How are prayers, poetry, stories and hymns used in worship and celebration? Do they make it better or worse? Why?</p> <p>What stories tell of evil being overcome by good? Is a story a good way of getting a difficult message across to people?</p>

Key Stage Two Exemplar Units of Work

The following units of work give an example of how the programme of study can be covered at key stage two. They draw on all six religions as appropriate to the topic. Schools and teachers must ensure that Christianity and two other religions are studied in any particular year. This does not have to be the same two religions throughout the key stage. If schools and teachers devise their own units of work, they should ensure that all strands in the programme of study are covered. Opportunities must also be provided for pupils to Learn from Religion (AT2) as well as Learn about Religions (AT1) across the four strands in the programme of study. The statutory syllabus gives further details regarding how many religions should be taught.

Time allocation – approximately 6-7 hours per unit

Lower Key Stage Two – year 3 and 4 Year 3

Unit 3:1 Belonging - What does it mean to belong to a community? (Aiming for most pupils at Level 2 and 3)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
About a key teaching in Christianity about beliefs such as love, trust, honesty, justice	Describe a religious teaching from Christianity	Belonging – What does it mean to belong to a community?
About a key teaching in one other religion about beliefs such as love, trust, honesty, justice	Describe a religious teaching from Islam or another religion	What do Christians believe about love, trust, honesty, and justice?
About a Christian who has put their beliefs into practice such as Mother Teresa	Compare aspects of their own experiences with those of a person they admire, and what influences their lives	What do Muslims believe about values like honesty, truthfulness, community or mercy?
About a Muslim who has put their beliefs into practice such as Yusuf Islam	Make links between their commitments and values and what a religious person values and is committed to	What is hard about and what is easy about belonging to a religion?
To reflect on their own beliefs, and commitments and the choices they make as a result of these	Talk about their behaviour and say how it relates to what a religious person will think they ought to be like	How have some Christians put their beliefs in practice?
To reflect on what is hard and what is easy about belonging to a religion	Agreed syllabus strands: A (i), (iii), (iv), (v), B (ii), C (ii)	How have some Muslims put their beliefs in practice?
		How does my behaviour relate to what a religious person thinks they ought to be like?
		Who influences my life?

Unit 3:2 Celebration - What ideas about light are portrayed through festivals? (Aiming for most pupils at Level 2 and 3)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the symbolism of light and dark</p> <p>About the Christian period of Advent how it is celebrated and why</p> <p>About the Hindu festival of Divali and how it is celebrated and why</p> <p>Why light is an important symbol in religion</p> <p>A story about good overcoming evil such as the Hindu story of Rama and Sita</p>	<p>Talk about the use of light at festivals e.g. the Advent wreath for Christians and divas for Hindus</p> <p>Describe stories about people in religious festivals</p> <p>Know why light is an important symbol in these festivals</p> <p>Compare their own and other peoples ideas about questions that are difficult to answer</p> <p>Make a link between goodness overcoming evil in the stories and in their own lives</p> <p>Agreed syllabus strands: C (v), D (ii)</p>	<p>Celebration – What ideas about light are portrayed through festivals?</p> <p>Why is light an important symbol in religion?</p> <p>Why is Advent celebrated in Christianity?</p> <p>Why is Divali celebrated in Hinduism?</p> <p>What do the symbols of light mean at Divali and at Advent and Christmas?</p> <p>Is light better than darkness? Why?</p>
Unit 3:3 Special Figures - What can we learn from the life and teaching of the Lord Jesus? (Aiming for most pupils at Level 2 and 3)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>Some stories from the life of the Lord Jesus, such as meeting the disciples, eating with sinners, a miracle</p> <p>Some teachings of the Lord Jesus, such as from the Prodigal Son, the Good Samaritan</p> <p>About how these teachings can be put into practice today</p> <p>To reflect on who the pupils follow and why</p>	<p>Re-tell some stories from the life of the Lord Jesus such as the stories of the Ten Lepers, Barabbas or the man born blind.</p> <p>Understand that some religious stories have a deeper meaning</p> <p>Talk to people about what they consider to be right and wrong behaviour and why</p> <p>Ask some questions and suggest answers about what they could learn from these teachings</p> <p>Agreed syllabus strands: A (iv), B (ii), (iii)</p>	<p>What can we learn from the life and teaching of the Lord Jesus?</p> <p>What is considered right and wrong behaviour?</p> <p>What does the story that we have read really mean?</p> <p>How does the story make me feel?</p>

Unit 3:4 Rites of Passage - What are the special times in a believer's life? (Aiming for most pupils at Level 3)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About major events in people's lives – such as coming of age, birthdays, marriage, death</p> <p>How members of Christianity mark important events in their lives such as a Christian wedding</p> <p>How members of Judaism (or another faith) mark important stages in their life such as Bar Mitzvah, a wedding or a funeral</p> <p>To reflect on their own personal experiences of major events in life</p>	<p>Describe important landmarks in a persons life</p> <p>Describe what Christians do to celebrate important events in their lives</p> <p>Describe what Jews (or believers from another faith) do to celebrate important events in their lives</p> <p>Ask questions about why believers choose to go through special ceremonies</p> <p>Make links between beliefs and behaviour from their own and believer's experience</p> <p>Agreed syllabus strands: A (i), C (iii), (iv)</p>	<p>How do Christians celebrate important events in their lives?</p> <p>How do Jews celebrate important events in their lives?</p> <p>What are the major events in my own life?</p> <p>How do beliefs affect our own lives?</p> <p>Why do believers choose to go through special ceremonies?</p>

Unit 3:5 Sacred Days - Why is Shabbat special to Jews? (Aiming for most pupils at Level 3)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To reflect on things that take place in their homes that are important</p> <p>About the religious practices that take place in a Jewish home on Shabbat</p> <p>To explore what is important to a Jew about keeping Shabbat</p> <p>About what is easy and what is hard to follow on Shabbat</p>	<p>Understand the important beliefs and teachings about Shabbat</p> <p>Describe what Jews do and do not do on Shabbat</p> <p>Suggest meanings for some of the symbols at Shabbat</p> <p>Compare their lifestyle with that of a Jew so that they can sensitively give their views about the value of Shabbat</p> <p>Agreed syllabus strands: A (i), (vii), B (i), C (iii), D (ii)</p>	<p>What makes me feel restful?</p> <p>Why is rest important to us all?</p> <p>What takes place in a Jewish home on Shabbat?</p> <p>What is easy and hard to follow on Shabbat?</p> <p>How is my lifestyle different to that of a Jew?</p>

Unit 3:6 Faith - What is faith and what difference does it make?

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To understand the impact of faith and belief on people's lives, with reference to two different religions.</p> <p>See QCA Scheme of Work Unit 3E</p>	<p>Agreed syllabus strands: B (ii), C (i), (ii)</p>	<p>What is faith?</p> <p>What different beliefs do we know about?</p> <p>Where do people get their beliefs from? (For example from a religion)</p> <p>How does faith make a difference to a believer's life?</p>

Year 4

Unit 4:1 Sacred Journeys - Why do believers choose to go on sacred journeys? (Aiming for most pupils at Level 3)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the key events on a Christian pilgrimage to Lourdes</p>	<p>Describe what the important elements of pilgrimage are for Christians</p>	<p>Sacred Journeys - Why do believers choose to go on sacred journeys?</p>
<p>About the key events on a Muslim Pilgrimage to Makkah</p>	<p>Describe the important elements of pilgrimage for Muslims</p>	<p>What are the important elements of pilgrimage for Christians?</p>
<p>About the rituals, symbols and gestures associated with pilgrimage</p>	<p>Make links between religious rituals, symbols and gestures and the beliefs that underlie them</p>	<p>What are the important elements of pilgrimage for Muslims?</p>
<p>To reflect on the hopes of a pilgrim and why pilgrimage is important</p>	<p>Ask some questions and suggest some answers about what they could learn from a Christian or Muslim about going on pilgrimage</p> <p>Agreed syllabus strands: A (ii), B (ii), (v), C (iii), (vi), D (i)</p>	<p>What questions could we ask Christians and Muslims about going on a pilgrimage?</p> <p>What can be learnt from journeys that believers go on?</p> <p>How does this link to our own journey in life?</p>

Unit 4:2 Celebrations – Christmas Journeys		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To understand the authority of the Bible narratives for Christians and to make links between the stories, celebrations and modern practices of Christmas</p> <p>See QCA Scheme of Work Unit 4B</p>	<p>Agreed syllabus strands: C (iii), (v), (vi), D (i), (iv)</p>	<p>What journeys took place in the stories of the first Christmas? Angels, Mary, shepherds and wise men. Why were they travelling?</p> <p>What journeys (e.g. to church, or to family gatherings) matter at Christmas today?</p> <p>Christians believe God was on a journey to rescue humanity when Jesus was born. How can we understand this?</p> <p>What do Christians believe about the baby Jesus? Why?</p>
Unit 4:3 Living with Change - What do Christians and Muslims (or another religion) believe about change in peoples' lives? (Aiming for most pupils at Level 3)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To explore and reflect on change in their own lives</p> <p>About stories of people whose lives have changed in Christianity such as Zacchaeus, St Paul, Mother Teresa, local examples.</p> <p>About stories of people whose lives have changed in Islam (or another religion) such as Yusuf Islam, Muhammad Ali or the prophet Muhammad (PBUH)</p> <p>To explore what Christians/Muslims (or another religion) believe about change in people's lives</p> <p>To reflect on experiences which have helped them to change and grow</p>	<p>Describe some changes that take place in life</p> <p>Describe what caused the changes in the lives of Zacchaeus or St Paul</p> <p>Describe what caused the changes in the lives of Yusuf Islam or Muhammad Ali or the prophet Muhammad (PBUH)</p> <p>Suggest answers Christians or Muslims might give to questions about people changing</p> <p>Ask some questions and suggest some answers about what they could learn from the experiences of these believers</p> <p>Agreed syllabus strands: A (v), (vi), B (ii), (v)</p>	<p>What changes have you experienced in your own life?</p> <p>Why did the people whose stories you learned change their lives?</p> <p>What happens when people change their lives to try and follow God? Why do some people do this?</p> <p>What can we learn from the experience of believers?</p> <p>Can we change our own lives? What changes would we like to make in our own lives?</p>

Unit 4:4 Easter – Why is Easter important to Christians?		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To understand the significance of the stories and celebrations of Easter for Christians, especially with regard to beliefs about life after death.</p> <p>See QCA Scheme of Work Unit 4C</p>	<p>Agreed syllabus strands: C (iii), (v), (vi), D (ii), (iii)</p>	<p>What journeys took place in the stories of the first Christmas? Angels, Mary, shepherds and wise men. Why were they travelling?</p> <p>What journeys (e.g. to church, or to family gatherings) matter at Christmas today?</p> <p>Easter – Why is Easter important to Christians?</p> <p>What do Christians believe about life after death? What does resurrection mean to Christians?</p> <p>What do the symbols in the festival of Easter mean for Christians?</p> <p>What do I think about new life? What symbols for new life can I design? What do Christians believe about the baby Jesus? Why?</p>
Unit 4:5 Worship - Why is worship of value to believers? (Aiming for most pupils at Level 3)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the key aspects of worship for Christians including prayer and Holy Communion</p> <p>About the beliefs underlying them</p> <p>To reflect on the feelings that believers may have when worshipping</p> <p>About Hindu puja in the home and why this is important to Hindus</p>	<p>Describe the main features of prayer and worship including exploring a text</p> <p>Link Christian beliefs such as God the Father, Son and Holy Spirit to worship and understand the importance of some of these beliefs</p> <p>Describe what Hindus do to celebrate puja</p> <p>Make a link between Christian and Hindu beliefs</p> <p>Make a link between their own lifestyle with that of a believer and suggest how a believer may benefit from worship</p> <p>Agreed syllabus strands: A (ii), B (i), C (vi), D (ii), (iii)</p>	<p>What is worship? Who is a worshipper?</p> <p>Why are prayer and Holy Communion important for Christians?</p> <p>How do Hindus celebrate puja?</p> <p>How do believers benefit from worship?</p> <p>Why is worship of value to believers?</p> <p>If worship shows what we value, then what do I value?</p>

Unit 4:6 Expressing Meaning - What precious objects can be found in a place of worship? (Aiming for most pupils at Level 3)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To reflect on things that are precious to them and why</p> <p>About Christian artefacts such as the cross, crucifix, the Bible, chalice and paten. The key beliefs these represent</p> <p>About Hindu artefacts such as the puja tray, and murtis, images of gods. The key beliefs these represent.</p>	<p>Make links between the artefacts and the beliefs/ideas that underlie them</p> <p>Suggest what a believer would say about why these artefacts are so precious</p> <p>Compare their own precious things with those of believers</p> <p>Agreed syllabus strands: B (iv), C (vi), D (ii), (iii)</p>	<p>What do we mean by 'precious'?</p> <p>What precious objects matter more than money can buy?</p> <p>How are precious objects used in a Church or a Mandir?</p> <p>What are the meanings of precious objects?</p> <p>Which objects would be most precious to me? Why?</p>

Upper Key Stage Two – years 5 and 6

Year 5

Unit 5:1 Beliefs into Practice - What can we learn from people who belong to a religion? (Aiming for most pupils at Level 3)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the key beliefs and teachings a Christian will follow such as the Ten Commandments, and the Greatest Commandment</p> <p>About the key beliefs and teachings in Islam (or another religion) such as the Five Pillars</p> <p>How a believer puts their beliefs into practice on a daily basis</p> <p>About a contemporary key religious figure who has put their beliefs into practice e.g. Nelson Mandela or Martin Luther King</p>	<p>Make a link between the key beliefs of Christianity and Islam (or another religion)</p> <p>Explain how believers show they belong to a religion</p> <p>Ask some questions about important people in the religions about how they live their life and compare them with their own attitude to life</p> <p>Show that they understand some of the problems that believers face in following their religion</p> <p>Agreed syllabus strands: A (iv), B (ii), C (i), (ii)</p>	<p>What can we learn from people who belong to a religion?</p> <p>What would a believer say is important about following a religion?</p> <p>Who gives you advice about how to live?</p> <p>Is it difficult to be committed to a religion today and in the past?</p> <p>What do believers gain or lose by belonging?</p> <p>How does my life compare to that of a believer?</p> <p>What do believers contribute to the local community? The global community?</p>

Unit 5:2 Christmas - What key beliefs about the Lord Jesus are expressed at Christmas? (Aiming for most pupils at Level 3)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the Christian belief that God became a man in Jesus</p> <p>How this belief is expressed in the word Immanuel or incarnation</p> <p>Where references to this belief can be found – Isaiah, carols</p> <p>To explore whether Christmas means the same to everyone – Christians and non- Christians</p>	<p>Describe the importance of Christmas for a Christian</p> <p>Make links with how believers show they belong to a religion by the practices they follow at Christmas</p> <p>Ask some questions and suggest some answers about the difficult Christian belief in God becoming man at Christmas</p> <p>Ask questions and suggest answers about whether Christmas means the same for everyone</p> <p>Agreed syllabus strands: B (iii), C (v)</p>	<p>What key beliefs about the Lord Jesus are expressed at Christmas?</p> <p>How do Christians express their faith at Christmas? Is it different from a non-believer?</p> <p>Why do some people find it difficult to believe that Jesus became man?</p> <p>How do Christians express their faith at Christmas?</p> <p>What would non-believers gain spiritually at Christmas?</p>

Unit 5:3 Relationships - What can we learn from believers about caring for others? (Aiming for most pupils at Level 3)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To explore their own feelings and others about the need to care</p> <p>Teachings from Christianity about caring for others</p> <p>Teachings from Islam (or another religion) about caring for others</p> <p>To explore what values influence their behaviour</p>	<p>Describe some Christian teachings about how to care for others</p> <p>Describe some Muslim teachings about how to care for others</p> <p>Ask some questions and suggest some answers about what they could learn from the Christian and Muslim teachings for their own life such as forgiveness and saying sorry</p> <p>Ask some questions and suggest answers about what values influence their behaviour</p> <p>Agreed syllabus strands: A (iii), (vi), B (iv)</p>	<p>Relationships – what can we learn from believers about caring for others?</p> <p>Why should I care?</p> <p>Which is the best way to live?</p> <p>How do I feel when I show forgiveness and say sorry?</p> <p>Why do humans need to show they care?</p>

Unit 5:4 Values - How do charities and worldwide organisations put Christian and Jewish (or another faith) values into practice? (Aiming for most pupils at Level 3)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To explore their own values</p> <p>To reflect on what influences their values</p> <p>About the key Christian values of love, justice, forgiveness, caring for others</p> <p>From sacred text, such as Psalm 23, about the value of caring in Jewish and Christian thinking and the idea of God's care.</p> <p>About the Jewish belief in giving to the needy, and a Jewish charity such as Jewish Care.</p> <p>About an organisation such as Christian Aid, or person who has put their Christian values into practice</p>	<p>Ask questions about what influences them with regard to what they value</p> <p>Ask some questions and suggest some answers about how values influence a Christian and how they put these into practice</p> <p>Ask questions and suggest answers about what they can learn from people who sacrifice their life for the other people</p> <p>Consider their own attitudes towards caring for others in the light of what they have learnt</p> <p>Agreed syllabus strands: A (i), (vi), C (i), (ii)</p>	<p>How do charities and worldwide organisations of the religions we are studying put values into practice? Why should believers support charities and service to others?</p> <p>What does it mean to sacrifice your life to others? Is this a good way to live? How is service to others putting beliefs into practice?</p> <p>What are human rights? What rights should I and others have?</p> <p>Are believers of a faith more likely to be fair and just?</p> <p>Is it possible to be rich without having lots of money?</p>

Unit 5:5 Places of Worship - What can be learnt about Christian and Jewish (or another religion) beliefs and practices from exploring buildings for worship? (Aiming for most pupils at Level 3)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the key features of the church</p> <p>About the key features of the synagogue (or other building)</p> <p>About key beliefs about Jesus from features such as the altar, and font</p> <p>About key beliefs in Judaism such as Ner Tamid, and Sefer Torah</p> <p>To explore other uses for the church and synagogue as centres of community life.</p>	<p>Describe three beliefs about Jesus based on the features in a church building</p> <p>Describe three beliefs in Judaism based on the features of the synagogue</p> <p>Use the correct words to describe the key features of a church and synagogue</p> <p>Suggest some answers Christians and Jews might give to questions about the use of their church/synagogue and the rituals performed</p> <p>Ask question about puzzling aspects of the buildings, beliefs and worship of Christians and Jews</p> <p>Agreed syllabus strands: C (vi), D (ii), (iii)</p>	<p>What can be learnt about religious beliefs and practices from exploring beliefs and sacred places for worship?</p> <p>Do believers really need a building for worship?</p> <p>Why are sacred places important to believers?</p> <p>How can worship support believers on their journey through life?</p> <p>Can visits to sacred places make faith stronger?</p>

Unit 5:6 Special People - What makes a leader worth following? (Aiming for most pupils at Level 3)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>How Jesus has inspired people</p> <p>How Muhammad (PBUH) has inspired people</p> <p>How some contemporary figures in religions inspire people today</p> <p>To explore what makes a good leader</p> <p>Why people need leaders</p>	<p>Ask questions and suggest answers about what makes a good leader</p> <p>Suggest what a Christian might say about their leaders, what makes them special and why</p> <p>Suggest what a Muslim might say about Muhammad (PBUH), what makes him special and why</p> <p>Ask some questions about these leaders with regard to self-sacrifice, asking what could the pupils learn from them</p> <p>Agreed syllabus strands: A (i), (vi), B (iii)</p>	<p>Why do people follow leaders?</p> <p>When would it not be good to follow a leader?</p> <p>What rules and guidance did leaders give? Can I learn anything from this?</p> <p>What impact do leaders have on people's lives – today and in the past?</p> <p>What do religious leaders give up in order to inspire others?</p> <p>What qualities does a good leader have?</p> <p>Who are the religious leaders locally? What do they do? Who helps them?</p>

Year 6

Unit 6:1 Prayer – Why is prayer important to believers? (Aiming for most pupils at Level 3 and 4)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
About special prayers in Christianity	Describe the importance of prayer to believers	Why is prayer of value to the believer?
About special prayers in Hinduism (or another religion)	Show understanding of what it means to belong to a faith by describing the reasons for prayer	What are the emotions, gestures, multi-sensory rituals and feelings of prayer?
About special movements, gestures, and positions for prayer	Make links between prayer and movement/positions saying how these may help a believer	How can stillness and quiet aid prayer?
To explore why believers feel it is important to communicate with God	Ask some questions and suggest some answers about why worshippers need to communicate with God	What do religious people believe about prayer?
How stillness and quiet are important to prayer and meditation	Ask questions and suggest answers about the benefits of prayer to a believer	How is prayer used in the home?
To explore their own experience of reflection and/or prayer	Ask questions and suggest answers about how stillness and silence might benefit a person	Do religious people need to pray to God?
To consider ultimate questions such as 'why does it seem some prayers are answered, and some are unanswered?'	Agreed syllabus strands: A (ii), D (i), (iv)	What does prayer reveal about beliefs in God?
		What is similar / distinctive about prayer in two different religions?
		Is prayer worthwhile? What are the different views about this?

Unit 6:2 Worship and Community: What is the role of the mosque?

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
To understand where, how and why Muslims worship and pray at the Mosque, making links to the routines and rituals of others and themselves. See QCA Scheme of Work Unit 6B	Agreed syllabus strands: B (iv), C (i), (vi), D (iii)	What is the role of the mosque? Why is the mosque of value to the individual and community? What beliefs are expressed in the décor and design of a mosque? How can a mosque aid worship? Where is Allah? Can you be a Muslim and not attend mosque? What difference does the mosque make for Muslim families? What buildings are special to you and why?

Unit 6:3 Fasts and Festivals - Why are fasts and festivals important to believers? (Aiming for most pupils at Level 3 – higher achieving pupils may reach level 4)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
About the Muslim pillar of Sawm (fasting) and the celebration of Eid ul Fitr	Suggest answers that believers would give to questions about fasting	Why are fasting and feasting important in two religions? What symbols are at work?
About the Jewish festival of Rosh Hashanah and Yom Kippur	Ask questions about fasting that they find puzzling	What is good and what is difficult about fasting?
To explore the reasons for fasting and its benefits	Describe how a Muslim would feel at Eid ul Fitr or a Jew at Yom Kippur	How does it feel to fast? What can the believer learn from fasting?
To reflect on celebrations that are important to them and the feelings associated with these times	Suggest what difficulties a Muslim would face during the fast of Ramadan	How can family life help to fast?
	Ask if they could learn anything from fasts and festivals for their own life	Why do people celebrate? What do you think is worth celebrating and why?
	Agreed syllabus strands: A (viii), C (iii), (v)	What would life be like if there were no festivals? How would it change things?
		What difference does fasting and celebrating festivals make to the individual, family and community?
		Should we care that people are hungry?
		Why is sharing a meal with the family important?

Unit 6:4 Special Books - Why are sacred texts important?		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To understand the impact of the teaching and authority of sacred writings by learning about what sacred texts say about God, the world and human life.</p> <p>See QCA Scheme of Work Unit 6C</p>	<p>Agreed syllabus strands: B (ii), (iv), D (iv)</p>	<p>What does it mean to say a text is 'sacred'? Which book is special to you and why?</p> <p>How do believers show their holy book respect? How does this express belief?</p> <p>Who gives you advice about how to live? Why do you think it is important to have rules for living? Are sacred texts 'inspired' by God? Who inspires you?</p> <p>What does the sacred text teach or reveal about God? The world? Human nature? What does the sacred text teach about humanity? What impact does the sacred text make to the life of a believer?</p> <p>How can the sacred text be used in worship at home and in the place of worship?</p>
Unit 6:5 Questions - What do Christianity and Islam (or another religion) say about God as the creator? (Aiming for most pupils at Level 3 and 4)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>A creation story from Christianity</p> <p>Ideas about Allah as Creator in Islam (or another religion)</p> <p>About the scientific theory of how the world was created</p> <p>About how science and religion can complement each other</p> <p>About how believers put their beliefs about God as creator into practice</p>	<p>Describe the Genesis creation myth, understanding that beliefs about creation are shared by more than one religion</p> <p>Describe the key ideas held by Muslims about the creation of the world</p> <p>Make links between the Genesis creation story and Muslim ideas about Allah the creator</p> <p>Ask questions about God as creator and suggest answers</p> <p>Suggest how a Christian or Muslim might treat the earth based on their beliefs</p> <p>Agreed syllabus strands: A (viii), B (i), D (iv)</p>	<p>What beliefs are expressed in creation stories? Could these stories be 'true myths'? What beliefs about creation are common in two religions?</p> <p>What is a steward? Are you a good steward? What does it mean to say 'God is creator'? How should believers in two religions treat the earth?</p> <p>What does science say about creation? Can science and religion work together? Why is creation a puzzling question?</p> <p>What difference does the answer to question 'how did our world get here?' make to believers, and to you?</p> <p>Should you care for the environment? Do you think God created a perfect world?</p>

Unit 6:6 Expressing Meaning - How do people express their faith through the arts?		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To consider and respond creatively to the meaning of a range of forms of religious expression that are important in religion, developing their understanding of how religious and spiritual ideas are expressed.</p> <p>See QCA Scheme of Work Unit 6F</p>	<p>Agreed syllabus strands: D (i), (ii), (iii), (iv)</p>	<p>Why is art a good way to express belief?</p> <p>How can the arts help believers to worship?</p> <p>What does the artwork in a local church tell you about beliefs about beliefs about God?</p> <p>How can dance, music, drama or poetry express belief?</p> <p>Why is art used to express faith?</p> <p>How does the colour express emotions?</p> <p>How would religious life be different without the arts? Is art an effective expression of faith?</p> <p>Compare two forms of art from two different faiths. How they are similar / different? Why?</p> <p>What symbols can you create to express your beliefs?</p>

Programme of Study

Key Stage Three

Opportunities must be provided for pupils to Learn from Religion (AT2) as well as Learn about Religions (AT1) in each strand. When planning units of work teachers should ensure all the strands in the following programme of study are covered at key stage three.

Minimum time allocation: 45 hours per year

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 9 hours	Key questions to support learning
<p>Strand A: Self, Others and Encountering the world</p> <p>Pupils will be taught (to/about):</p> <p>Learn from periods of stillness, to reflect on feelings, emotions, beliefs and values. Also to give an insight into meditation, private prayer, devotion and silence in worship.</p> <p>Reflect on, deepen and clarify ideas about the uniqueness of the individual, the value of similarities and differences, needs beyond the material world and what religions say about these.</p> <p>Reflect on and analyse what it means to belong to a group or community – the decisions, choices, responsibilities, and consequences of actions.</p> <p>Understand and interpret perceptions about the world and religious responses to these e.g. conflict, war, peace, justice, equality, the environment, scientific experiments, animal rights. Understand the contributions inter faith dialogue and understanding can make to harmony in our communities</p>	<p>Year 7</p> <p>7:1 Questions of Identity – Who am I? Who are we? (Aiming for most pupils at Level 4)</p> <p>7:2 Belonging – how do believers show they are committed to a religion? (Aiming for most pupils at Level 4)</p> <p>7:3 Questions about God – Where can God be found? (Aiming for most pupils at Level 4)</p> <p>7:4 Worship – How and why do Christians, Muslims and Hindus worship God? (Aiming for most pupils at Level 4)</p> <p>7:5 Special Journeys – What effects do sacred places have on people? (Aiming for most pupils at Level 4)</p> <p>Year 8</p> <p>8:1 Worship – what is the value of places of worship to believers? (Aiming for most pupils at Level 4 and 5)</p> <p>8:2 Beliefs into Action – How should we treat others? (Aiming for most pupils at Level 5)</p>	<p>Self, Others and Encountering the World</p> <p>How can stillness, quiet and silence be aids to worship? How can believers benefit from these? What brings peace and harmony to my life?</p> <p>What is a human being? How am I unique?</p> <p>What is the value of life? What common needs and feelings do humans share? What differences are there? What needs do humans have beyond physical ones?</p> <p>How do my choices, decisions and action affect others? What factors affect my choices?</p> <p>Why is life like it is? How does religion respond to positive and negative issues in life?</p> <p>What questions about life am I unable to answer? What do science and religion say about these questions? Can humans ever know everything about life and death issues?</p> <p>Beliefs and Teachings</p> <p>What makes a good leader? What kind of authority do religious leaders have? How have religious leaders been inspired by their experience of God?</p>

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 9 hours.	Key questions to support learning
<p>Ask questions of origins and destiny and explore religious and scientific responses to these. Recognise the limit of human knowledge in answering fundamental questions.</p> <p>Strand B: Beliefs and teachings</p> <p>Reflect on, deepen and clarify knowledge and understanding of significant figures, how they have influenced others and how the teachings, ideas and actions of such people express their understanding of God.</p> <p>Understand and interpret key beliefs, teachings, behaviour and values in Christianity and two other religions.</p> <p>Know and understand the practices and beliefs associated with worship (private and public) and sacred times in Christianity and two other faiths, and explain how these are significant to the believer.</p> <p>Explore beliefs associated with the main features of places of worship.</p> <p>Reflect on experiencing the transcendent and how this has affected a person's life.</p> <p>Investigate and interpret different types of authority and inspiration.</p> <p>Explore the concept of revelation and the ways in which religions believe truth to be revealed through people, writings and the world.</p>	<p>8:3 Celebrations – What do believers gain by celebrating festivals? (Aiming for most pupils at Level 5)</p> <p>8:4 Questions – What do creation myths tell us? (Aiming for most pupils at Level 5)</p> <p>8:5 Values – What matters to me and others? (Aiming for most pupils at Level 5)</p> <p>Year 9</p> <p>9:1 Questions – What are the purposes of life? (Aiming for most pupils at Level 5)</p> <p>9:2 Questions – Why do people suffer? (Aiming for most pupils at Level 5 and 6)</p> <p>9:3 Rites of Passage – What happens when we die? (Aiming for most pupils at Level 5)</p> <p>9:4 Beliefs into Action – What do religions teach about justice and equality? (QCA level 5)</p> <p>9:5 Expressing meaning – how can beliefs be expressed through or influence art, music, and other forms of creativity? (Aiming for most pupils at Level 5 and 6)</p>	<p>How do Christians and members of other religions express their ideas about God or ultimate reality? How do these ideas vary? How has experiencing God altered people's lives?</p> <p>How does worship help believers in their spiritual and religious growth? In sharing common values with others? In their thinking and feelings? What do I do to encourage my own personal growth and sharing common values with others?</p> <p>What do the religions I have studied say about the sacred and the holy? How do the religions I have studied say the truth has been revealed?</p> <p>Why do groups within a faith interpret sacred writings differently? How is religious authority challenged or accepted?</p> <p>Ways of Living</p> <p>What do religions expect of their followers?</p> <p>How should following a faith make a difference to everyday life and in the community in which they live? What conflicts and tensions might this cause for a believer?</p> <p>Do rules restrict, guide, teach, or encourage self-discipline? Is it ever right to break a rule? Is it always right to be honest? How do beliefs affect choices? What can I learn from the values that religions teach?</p>

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 9 hours.	Key questions to support learning
<p>Strand C: Ways of living</p> <p>Deepen and clarify their understanding of the ways beliefs affect the everyday life of the believer.</p> <p>Explore rules, behaviour and values such as love, honesty, trust, justice in relation to the moral ideas of Christianity and at least two other religions.</p> <p>Analyse the significance of life events and how these are expressed in rites of passage.</p> <p>Deepen and clarify their understanding of the key ideas underlying the major festivals of Christianity and two other religions.</p> <p>Analysing the importance of pilgrimage and sacred journeys.</p> <p>Explore the diversity and the common ground within one religion regarding worship and interpretation of scripture.</p> <p>Explore what it means to belong to a religious community such as the Sangha, monastic orders, ashrams, the Ummah or Christian teaching regarding the Body of Christ. Explain how religious communities sometimes co-operate with each other.</p> <p>Strand D: Ways of expressing meaning</p> <p>Deepen understanding of religious language and expression by exploring the use of symbol and ritual in worship, creeds or the arts to convey meaning.</p>		<p>Why are ceremonies associated with key moments in a believer's life so important? What responsibilities and commitments do they bring? Why do people want to make this commitment? Why do people want to share important events in their lives?</p> <p>Why do celebrations matter in the religions we have studied? Why are religious festivals important to non-believers?</p> <p>How can a pilgrimage change someone's life? How is pilgrimage different to a holiday? What experiences have I had that have changed my ideas, thoughts and feelings?</p> <p>Ways of Expressing Meaning</p> <p>How do symbols and rituals enable believers to convey ideas or meaning in their worship? Why do some traditions have an absence of symbols? Why are there variations within a tradition?</p> <p>Why do people find it hard to describe God, something greater than themselves or their encounter with God? Can language ever describe such encounters adequately?</p> <p>How are beliefs expressed through or influence art, music, dance, or drama? What do these show people about the nature of God, humans, love, justice, and praise?</p>

Agreed Syllabus programme of study strands	Exemplar topics/unit of work. Approximate time allocation for each unit: 9 hours.	Key questions to support learning
<p>Explore how religious ideas can be expressed through art, music, dance, drama, poetry or other creative forms.</p> <p>Explore how symbol, myth, parable and other forms of religious communication express insights and meaning in relation to fundamental questions.</p> <p>Explore how metaphor, allegory, poetry, art, calligraphy, hymns, symbol and story are used to express ways in which people have encountered God and attempted to express insight into the deity.</p> <p>Investigate how symbols can be understood, and misunderstood.</p>		<p>How are symbols, myths, parables and other forms of religious communication used to express insights into questions about creation, good and evil, the meaning and purpose of life?</p> <p>How have symbols been misused and misinterpreted? Why does the same symbol mean different things to different groups of people?</p>

Key Stage Three Exemplar Units of Work

The following units of work give an example of how the programme of study can be covered at key stage three. They draw on all six religions as appropriate to the topic. Schools and teachers must ensure that Christianity and two other religions are studied in any particular year. This does not have to be the same two religions throughout the key stage, providing two are studied in more depth. If schools and teachers devise their own units of work, they should ensure that all strands in the programme of study are covered. Opportunities must also be provided for pupils to Learn from Religion (AT2) as well as Learn about Religions (AT1) across the four strands in the programme of study. See the statutory Agreed Syllabus for further details regarding how many religions should be taught.

Recommended time allocation: 9 hours per unit

Year 7

Unit 7:1 Questions of Identity – Who am I? Who are we? (Aiming for most pupils at Level 4 – 5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the uniqueness of the individual through stilling exercises and in other ways</p> <p>About the Christian belief that humans are made in the image of God</p> <p>To explore the idea of valuing ourselves and others</p> <p>About how the Lord Jesus showed he valued others through a healing miracle e.g. the man with the withered hand</p> <p>About how the prophet Muhammad (PBUH) or key figure from another religion, showed how they valued others.</p>	<p>Show their understanding of what it means to be unique</p> <p>Ask some questions and suggest some answers about what it means to value yourself and to value others</p> <p>Describe the Christian teaching about being made in God's image and link it with the Christian belief in helping those in need</p> <p>Suggest what can be learnt from the life of Jesus about valuing others</p> <p>Suggest what can be learnt from the life of the Prophet Muhammad (PBUH) or other key figure about valuing others</p> <p>Agreed syllabus strands: A (i), (ii), B (i), (vii)</p>	<p>What will be studied in RE? How does this relate to your circumstances and today's society? What is RE? What skills, qualities and attitudes will be developed?</p> <p>Who am I? What gives humans identity?</p> <p>What is spirituality and how is it developed?</p> <p>Where are we from? Where are we going and what helps us to achieve our goals?</p> <p>What gives peoples of different faiths/cultures identity?</p> <p>What does belonging mean? What are the benefits and responsibilities of belonging to a group?</p> <p>How do believers and I show commitment?</p> <p>What are we missing if we don't belong to a faith?</p>

Unit 7:2 Belonging – How do believers show they are committed to a religion? (Aiming for most pupils at Level 4-5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To explore groups they belong to and what rights and responsibilities these bring</p> <p>About the Christian ceremony of infant baptism as a ceremony of belonging and variations within Christianity including believers' baptism</p> <p>About belonging and identity in the Sikh faith through initiation into the khalsa</p> <p>To explore the importance of the ceremonies to the believer, their family and community, including what new responsibilities these bring</p> <p>About symbols of belonging such as the Sikh 5 Ks</p> <p>About symbols associated with baptism such as the Cross, water, candle, oil</p>	<p>Describe groups they belong to and the value of belonging</p> <p>Describe the ceremony of baptism and link it to Christian beliefs, explaining the diversity of practice</p> <p>Use the right words to describe their understanding of the Sikh Amrit ceremony and compare it with another ceremony of belonging such as adult / believer's baptism</p> <p>Describe and explain the key symbols involved in these ceremonies and suggest what beliefs they express</p> <p>Suggest what a believer would say is important about these ceremonies</p> <p>Ask questions about how hard following a faith may be, and suggest what answers a believer would give</p> <p>Agreed syllabus strands: A (iii), B (ii), (iii), C (i), (iii), D (i)</p>	<p>What are the signs of being religious?</p> <p>What are the signs of non-religious commitment?</p> <p>How does belief have an impact on our lives?</p> <p>What does it mean to be human?</p> <p>What does it mean to be an adult?</p> <p>How do religions mark the transition to adult life?</p> <p>Is Confirmation, believers' baptism or Amrit similar to or different from the driving test or taking GCSEs?</p> <p>What marks of adult life matter to me?</p> <p>What's my understanding of the value of religious commitment?</p>

Unit 7:3 Questions about God – Where can God be found? (Aiming for most pupils at Level 4-5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To explore questions about the existence of God</p> <p>To reflect on whether there is evidence that God exists</p> <p>About the Christian belief that God revealed himself through the Lord Jesus</p> <p>About the Muslim belief that Allah revealed himself to the Prophet Muhammad (PBUH) in the words of the Qur'an</p> <p>About some of the ways Christians describe God</p> <p>About some of the ways Muslims describe Allah</p>	<p>Ask five good questions about the existence of God and suggest answers giving their own opinions and explanations</p> <p>To use words such as theist, atheist and agnostic when discussing the impact of diverse points of view about the existence of God</p> <p>Describe how Christians believe the character of God is expressed in the Lord Jesus, and explain the impact of this belief</p> <p>Connect stories from the prophet Muhammad (PBUH) receiving the words of the Qur'an with ideas about Allah, revelation and Ummah, explaining diversity of understanding.</p> <p>Ask questions about the character of God/Allah, suggesting answers and giving their own opinions</p> <p>Agreed syllabus strands: A (v), B(i), (v)</p>	<p>Is God real? Does God exist?</p> <p>Where can God be found?</p> <p>How does God reveal himself? What is God's Job? What questions can we ask about God?</p> <p>Why is there evil and suffering? Is God to blame?</p> <p>What happens when people die? What is the purpose of life?</p> <p>What do different religions teach about God?</p> <p>Why do different religions teach different ideas about God?</p> <p>What are my own thoughts about God?</p> <p>What has influences my thoughts about God?</p>

Unit 7:4 Worship – How and why do Christians, Muslims and Hindus worship God? (Aiming for most pupils at Level 4-5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
To reflect on what worship means	Describe what worship means	What is worship? How do people worship?
About Christian worship e.g. prayer, Holy Communion, and reading the Bible	Describe three ways Christian worship shows devotion to God	What do people worship today?
About Muslim worship e.g. salat and reading the Qur'an	Describe and explain three ways Muslim worship shows devotion to Allah	Do we all worship something? Does our society worship money, celebrity and sexiness rather than God or goodness?
About Hindu Puja e.g. in the home and at the mandir	Use the right words to describe their understanding of Hindu Puja and explain its impact on life in India and in the UK	How and why do people worship in the different religions we are studying?
To explore some meanings of symbols, gestures and rituals within worship	Use the right words to describe and explain some Christian, Muslim and Hindu symbols, rituals and gestures used in worship that show devotion to their faith	Why does worship matter so much to some people, and not at all to others?
To reflect on how worship helps faith to grow	Ask some questions and suggest some diverse answers about how worship helps faith develop and grow	What difference does worship make to everyday life?
	Agreed syllabus strands: A(i), B(iii), (v), C(i), (vi), D (i),(ii), (iv)	How does ritual link to worship?
		What do I worship – if anything? How does it show?

Unit 7:5 Sacred Journeys – What effects do sacred places have on people? (Aiming for most pupils at Level 4-5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To reflect on the value of special places and special journeys</p> <p>About the importance of pilgrimage for a Muslim</p> <p>About the importance of Christian holy places such as Walsingham, Lourdes or Jerusalem</p> <p>About the importance of Amritsar for Sikhs</p> <p>About what effects special journeys and sacred places have on the life of a believer</p>	<p>Show their understanding of what it means to belong in Islam by describing how it feels to go on pilgrimage and explaining the impact of pilgrimage on life.</p> <p>Connect stories from Islam with the journey of pilgrimage</p> <p>Connect stories from Christianity with sacred places</p> <p>Suggest reason why Amritsar is a sacred place for Sikhs</p> <p>Describe three benefits a pilgrim might have from going on pilgrimage, applying the ideas of 'sacrifice' or 'community' to the case studies</p> <p>Agreed syllabus strands: B(v),C(i), (v)</p>	<p>Is life like a journey?</p> <p>What places have inspired you?</p> <p>Does a journey or place have to be related to God in order to be sacred? What makes a place sacred?</p> <p>Why are journeys to sacred places often life changing events?</p> <p>What helps people on their journey?</p> <p>Can anyone be inspired by a place?</p> <p>What places are most inspiring to me and why?</p> <p>In what different ways can pilgrimages be interpreted?</p>

Year 8

Unit 8:1 Worship – What is the value of places of worship to believers? (Aiming for most pupils at Level 4 and 5)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
To explore the idea of sacred places and why places of worship are so important	Explain why places of worship are so important to some believers	What matters most? Where do people worship and does it matter?
About the Christian church and some differences between denominations	Explain some of the differences in worship between Christian denominations such as Church of England and Society of Friends	What sources of authority matter to you? Are Holy Books relevant today?
About the Muslim mosque (or other place of worship)	Describe three Muslim beliefs about Allah expressed through worship	Why do some people worship daily, others never?
About the worship that takes place in these buildings including private devotion	Ask some questions and suggest answers about the benefits of private devotion as opposed to worshipping with others	What are the emotions of worship? How does worship make you feel? Is it a way of life?
About the beliefs that underpin the features of a building for worship	Respond in an informed way to questions about the benefits of belonging to the Christian or Muslim community	Which elements of worship are most helpful? Does this change? Will Wakefield's worshipping places get more or less in the next decade? Why?
	Explain the diversity of practice within and between the religions studied with regard to sacred days, holy places or community gatherings	Should the government support religious worship, or not? Why?
	Agreed syllabus strands: B(iii), (iv), C (vi)	

Unit 8:2 Beliefs into Action – How should we treat others? (Aiming for most pupils at Level 5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To identify the qualities or capacities needed in order to get on with other people</p> <p>About the Christian teachings on conflict, reconciliation and forgiveness such as the Golden Rule</p> <p>About the Golden rule for Muslims</p> <p>About the Hindu codes for living</p> <p>To reflect on their own responses to living together in harmony and peace in a multi – faith society</p>	<p>Explain how Christians and Muslims share some of the same beliefs about the way they treat others</p> <p>Explain how Hindus put their codes for living into practice</p> <p>Explain what difference following these teachings makes to the life of a believer</p> <p>Respond in an informed way to what followers of a faith would say about conflict, reconciliation, and forgiveness giving their own views about these</p> <p>Agreed syllabus strands: A (ii), (iii) B(vii), C (ii)</p>	<p>How do religious leaders express their beliefs? What makes a good leader?</p> <p>Can religion change the world?</p> <p>Who is an inspiring believer? What beliefs are key to inspiring action today?</p> <p>Can inspirational characters make a difference without support? Can you think of specific examples where beliefs inspired people to make a difference today or in history?</p> <p>Who is inspiring to you, from the world of sport, music or some other area? Are these ‘heroes’ like the great religious leaders or different? In what ways?</p> <p>Do we all need inspiring leaders?</p>

Unit 8:3 Celebrations – What do believers gain by celebrating festivals? (Aiming for most pupils at Level 5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the Christian period of Lent and Easter</p> <p>About the meaning of resurrection for Christians</p> <p>About the Jewish festival of Pesach</p> <p>To explore the idea of liberation associated with Pesach</p> <p>To explore symbols, rituals and story associated with these festivals</p> <p>To reflect on the benefits of celebrating festivals</p>	<p>Explain how Christians celebrate Lent and Easter relating this to stories from the Lord Jesus’ life</p> <p>Respond in an informed way to the meanings of resurrection for Christians giving their point of view</p> <p>Explain how Jews celebrate Pesach relating this to the story of Moses</p> <p>Respond in an informed way to the Jewish ideas of liberation giving their own point of view</p> <p>Explain why symbols are important at festivals</p> <p>Respond in an informed way to whether celebrating festivals helps to strengthen faith.</p> <p>Agreed syllabus strands: B(v), (vii), C(i), (iv)</p>	<p>What are life’s big moments? How do we express the meanings in life?</p> <p>How have celebrations changed?</p> <p>Why do some people celebrate Christmas / Easter, and others don’t?</p> <p>In what ways is New Year, your birthday, or Comic Relief day similar to and different from a religious festival?</p> <p>Can you design a new celebration or ritual of your choice, e.g. the coronation of Charles III in a multi faith society?</p> <p>How could you express beliefs through your celebration?</p>

Unit 8:4 Questions – What do creation stories tell us? (Aiming for most pupils at Level 5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the Genesis creation story</p> <p>To explore the different views on how this story is interpreted – myth, meaning, or fact?</p> <p>About the Hindu ideas about creation</p> <p>About the scientific theory about the existence of the universe</p> <p>How Christian and Hindu beliefs about a creator God affect the way they treat the world and animals</p>	<p>Respond in an informed way to different views on the Christian creation story, giving their own opinions</p> <p>Explain what a Hindu might say about the creation.</p> <p>Explain how Hindus put their beliefs into practice e.g. the environment and vegetarianism</p> <p>Explain how Christians and Hindus put their beliefs into practice e.g. 'green' issues, animal rights</p> <p>Respond in an informed way to the view that religion and science can compliment one another</p> <p>Agreed syllabus strands: A(iii), (v), D(iv)</p>	<p>Science and Religion: how are they connected?</p> <p>Has the universe been Caused or Designed?</p> <p>Is human life an accident or a plan?</p> <p>Are you more like a monkey or a child of God?</p> <p>Is God green? If God created the world, will humanity destroy it?</p> <p>Are humans good stewards on planet earth? What responsibilities should humans have for the environment?</p> <p>What do creation stories tell you about beliefs to do with the nature of God?</p> <p>What do you believe about human origins?</p>

Unit 8:5 Values – What matters to me and others? (Aiming for most pupils at Level 5)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To reflect on the values pupils have and what matters to them and others</p> <p>About the Christian teaching 'Love God and love your neighbour as you love yourself'</p> <p>About the Buddhist teachings of the Five Precepts (or teachings from another religion)</p> <p>To reflect on some of the things that money cannot buy and the value of these things e.g. love, care, friendship, good health</p> <p>To understand some of the Christian teachings about material possessions</p> <p>To understand some of the teachings of Buddha (or another religion) about materialism</p>	<p>Explain how Christians and Buddhists share some of the same values</p> <p>Respond in an informed way to what Christians and Buddhists say about material possessions and give their own opinions</p> <p>Explain how Christians put their teachings about love into practice.</p> <p>Explain how Buddhists put the five precepts into practice</p> <p>Respond in an informed way to what Christians and Buddhists might say about the difference such beliefs make to their lives and give their own views on this. Explain the impact of religious values in action.</p> <p>Agreed syllabus strands: A (ii), B(ii), C(ii)</p>	<p>What's valuable, but cannot be bought? Why are some things more valuable than money?</p> <p>What do Christian and Buddhist values offer to me? Where do my values come from? Who has influenced them? What can be learned from religious values? What happens when values conflict?</p> <p>Goodness, truth, love, beauty, forgiveness, acceptance – what matters most and why? The value of honesty, forgiveness, integrity, love, truth, commitment, moral choices, conscience. How are these expressed in today's society?</p> <p>Has the importance of values changed in today's fast paced society? Why have changes taken place? Can you think of specific examples and ways to change it?</p>

Year 9

Unit 9:1 Questions – What are the purposes of life? (Aiming for most pupils at Level 5-6)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
To reflect on their own ideas about the purposes of life	Explain their own ideas about the purpose of life and why	What do religious teachings say about life's purposes?
To explore Christian teaching on the purposes of life e.g. love for God, self and others and how that can be achieved	Respond in an informed way to Christian teaching about the purpose of life and to give their own views about this	What is the point or purpose of life to you?
To explore the Buddhist teaching on the purpose of life e.g. compassion and how that is achieved	Respond in an informed way to Buddhist teaching about the purpose of life and to give their own views about this	How do people discover and describe their sense of destiny or purpose in life?
To explore Jewish belief authority of scripture and in following the mitzvot	Make an informed response to Jewish belief in following the mitzvot and the affect this will have on the purpose of life, and to give their own views on this	If life doesn't have a point or purpose, then what?
About how these beliefs affect a believer's life e.g. in their everyday life and for those who choose to belong to a religious community.	Explain or interpret how beliefs about the purposes of life are put into action	'Time is given for us to find love and truth.' Do you agree?
	Use quotations from sacred texts to develop insight into Buddhist or Christian values and purposes.	'Life is the gateway to Nirvana, so we seek to live for the wellbeing of all living things and without attachments' (Buddhist). Do you agree?
	Agreed syllabus strands: A(iii), (v), B (vi), C (ii), C(vii)	What purposes are inspiring your life so far?

Unit 9:2 Questions – Why do people suffer? (Aiming for most pupils at Level 5 and 6)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>To reflect on their own responses about suffering</p> <p>About the Christian view of suffering, including the suffering of the Lord Jesus</p> <p>About the Buddhist teaching on suffering – Dukkha, The Four Noble Truths</p> <p>To explore the life of a Christian who suffered and died for his beliefs e.g. Dietrich Bonhoeffer</p> <p>To consider the causes of suffering in the light of the holocaust experience</p> <p>To reflect on what you would be willing to risk your life for</p>	<p>Explain types of suffering and give their own responses</p> <p>Explain with understanding two different Christian views of suffering with reference to the suffering of the Lord Jesus</p> <p>Respond in an informed way to the Buddhist ideas contained in the Four Noble Truths, giving their own views on these</p> <p>Respond in an informed way to someone willing to risk their life for their faith and give their own views and insights</p> <p>Explain or interpret situations where you might be willing to risk your life for what you believe in</p> <p>Agreed syllabus strands: A (i),(iv), C(i), (ii)</p>	<p>Why do people suffer? Does God choose suffering for some people? Whose responsibility is suffering and evil in the world?</p> <p>What is 'evil'? Moral evil and natural evil. What can people do to reduce evil? Who has done this very well?</p> <p>Is it possible for Jewish people to believe in God after the holocaust? What examples of genocide have occurred since the holocaust? How is religion involved?</p> <p>What control do we have over evil on earth?</p> <p>Nature or nurture: are we free to choose good or evil?</p> <p>What can you do to reduce suffering? What do case studies of those who are called 'evil' show us?</p>
Unit 9:3 Rites of Passage – What happens when we die? (Aiming for most pupils at Level 5 – 6)		
Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the Christian death rites and belief in life after death</p> <p>To explore what kind of judge is the Christian God</p> <p>About Muslim death rites and belief in life after death</p> <p>About the Hindu death rites and belief in reincarnation</p> <p>To explore their own views about life after death</p>	<p>Explain what differences Christian beliefs about life after death will make to a believer</p> <p>Explain what differences Muslim beliefs about life after death will make to a believer</p> <p>Explain what differences Hindu beliefs about life after death will make to a believer</p> <p>Respond in an informed way to what Hindus would say about reincarnation giving their own opinions and interpreting sacred writings</p> <p>Explain their own views and insights about life after death giving reasons why</p> <p>Agreed syllabus strands: A(v), B(i), (ii), C(iii)</p>	<p>When we die, does anything else happen? What would count as evidence for life after death?</p> <p>If death is the end, does that make life pointless?</p> <p>How do different religions deal with death?</p> <p>What can comfort the bereaved?</p> <p>Do you believe in heaven, reincarnation or loss of consciousness after death? Why? Can it be proved?</p> <p>Why do people so often fear death? Can faith help deal with these fears?</p>

Unit 9:4 Beliefs into Action – What do religions teach about justice and equality? (Aiming for most pupils at Level 5 - 6)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About the key teachings of Martin Luther King on non-violent protest</p> <p>About the Hindu teaching of ahimsa and how Mahatma Gandhi put this into practice</p> <p>About Aung San Sui Kyi who stood up against injustice and oppression</p> <p>To reflect on what pupils would be willing to stand up against and what beliefs/values underpin these actions</p> <p>To reflect on what values/beliefs would make the world a better place to be</p>	<p>Respond in an informed way to how Christians might put their beliefs about justice and human equality into action and give their own views and insights</p> <p>Explain clearly how young people today might be inspired by the above figures</p> <p>Explain clearly the strengths and weaknesses of these figures in terms of making the world a better place to live</p> <p>Explain what they would be willing to stand up against and why</p> <p>Agreed syllabus strands: A (iv), B(i), (ii)</p>	<p>What do the religions we are studying say about wealth, war, crime and sanctity of life?</p> <p>What affects our sense of right and wrong?</p> <p>What influences make a difference to the causes we believe in and choices we make?</p> <p>Do charities like Christian Aid, Muslim Aid or Jewish Care change the world? How and why?</p> <p>What about those who don't believe in God or spiritual life: how and why do they put their beliefs into action?</p> <p>What about me? What do I believe, and what impact does it have on my life?</p>

Unit 9:5 Expressing meaning – How can beliefs be expressed through or influence art, music, and other forms of creativity? (Aiming for most pupils at Level 5 and 6)

Pupils will be taught:	So that pupils can:	Questions for pupils to think about:
<p>About how the key elements of the Lord Jesus' life have been expressed through art</p> <p>About icons and their meaning and use in worship</p> <p>About Muslim calligraphy and patterns without human or animal form</p> <p>To explore the use of music in worship e.g. Christian and Sikh hymns, the cantor in Judaism,</p> <p>How symbols and rituals convey ideas and how these can be misunderstood</p>	<p>Explain with understanding how the Lord Jesus has been portrayed through art and the differences in cultures and/or denominations</p> <p>Explain and interpret how icons convey meaning about the divine and key figures</p> <p>Explain how Christians, Sikhs and Jews use music to express their ideas about the divine</p> <p>Respond in an informed way to the idea that beliefs can be expressed in many ways, giving their own views and insights about spiritual experience</p> <p>Agreed syllabus strands: D (i), (ii), (iii), (iv), (v)</p>	<p>How do people express their convictions and commitments and beliefs through different art forms?</p> <p>What does York Minster express about Christian belief? What does Stonehenge express?</p> <p>What does the Haram Mosque express about Islamic faith?</p> <p>Is modern expression getting in the way of true worship?</p> <p>How is religion expressed on a day to day basis?</p> <p>Is religion creative with music, dance, drama, art or poetry? How and why?</p>

Programme of Study

Key Stage Four

Minimum time allocation: 5% of curriculum time with a minimum of 60 hours over two years.

All students must be taught using at least one of the following specifications:

- One of the full GCSE syllabuses in Religious Studies
- One of the short course GCSE syllabuses in Religious Studies
- A certificate in Religious Education offered by one of the examination boards such as an Entry Level Certificate

NB: Best practice would be to follow an examination course where Christianity and one other religion are studied. This should build on and reinforce previous work.

There is no requirement for schools to enter students for these awards.

Religious Education 16-19

Rationale

The Law and this Agreed Syllabus require schools to provide RE for all registered students in Years 12 and 13 in school Sixth Forms (except where the right of withdrawal has been exercised). An approach has been developed for the Sixth Form that aims to build on the students' personal, spiritual and religious understanding. The contribution of RE should be clearly identifiable in the curriculum.

Flexible and stimulating learning opportunities should be provided which will allow students to develop their own thinking on important religious, philosophical social and moral issues. Key Skills (in particular Communication, Problem solving, Working with others, Improving own learning and performance and Information technology) should underpin the work done by students in RE.

The LEA recommends that schools or consortia of schools should offer AS/A2 levels in Religious Studies as an examination option and make provision for viable groups of students who wish to take it.

Managing Provision for Religious Education 16-19

There is a wide variety of ways the requirement for RE 16-19 can be met. These include:

- A unit in General Studies
- A unit within Citizenship
- A key skills induction course
- A discrete day conference.

Units of Work

A. Religion in Life	B. Religion in Society	C. Religion in Philosophy and Ethics	D. Religion in the Community (This unit will encompass units previously studied)
Religious Experience and Miracles Religion and Sexuality Death - what comes next? Myth, Symbol and Story Religion and Psychology Religion and Literature Religion and the Media	Religion and Conflict Religion and the Environment Religion and Politics Religion and Race New Religious Movements Religion and Gender Specific Moral Issues	Arguments for and against the existence of God Free will and determinism The problem of evil and suffering Ethical dilemmas e.g. in medicine Religion and Science	School based 6th Form conference. Inter-school conference. Multicultural Activities Day Projects linked to one of the three previous units e.g. portfolio of photography; newspaper/magazine format; action research; Design web paper; Podcast or Video presentation Organising debates on current issues with local religious figures. A field study at a local site of religious interest.

NB: Although the names of the units are different from those used at KS1 to KS3, each unit has the potential to build on aspects of the four strands.