

Introduction

In August 1993 the Minister of State for Education wrote to Sir Ron Dearing, asking the National Curriculum Council (NCC), and subsequently the School Curriculum and Assessment Authority (SCAA), to produce model syllabuses for religious education. Sir Ron was asked to involve the faith communities and teachers in this work.

The models

Two models have been developed, using the *Working Group Reports*.

Model 1 is structured around the knowledge and understanding of what it means to be a member of a faith community.

Model 2 is structured around the knowledge and understanding of the teachings of religions and how these relate to shared human experience.

SCAA acknowledges that the two models published as a result of this consultation do not represent the only way of structuring an agreed syllabus. However, they do offer examples of material which might be incorporated into a local agreed syllabus in a way which would:

- meet the legal requirements;
- take into account an educational rationale for religious education;
- present knowledge and understanding of religions as agreed by members of faith communities.

For more detailed information about the content of each religion, refer to the *Working Group Reports*.

**The model syllabuses are NOT statutory documents
The models are intended for use by agreed syllabus conferences
They are not intended as schemes of work for schools**

The basis of an agreed syllabus

An agreed syllabus should satisfy two key requirements:

- the law (as set out in the Education Reform Act 1988);
- the aims of religious education as defined by the agreed syllabus conference.

The legal requirement

The Education Reform Act (1988) requires that:

1. Religious education should be taught to all pupils in full-time education, except for those withdrawn at the wish of their parents (details to be found in DFE Circular 1/94, paragraph 44).
2. Maintained schools, other than voluntary-aided schools and those of a religious character, must teach religious education according to the locally agreed syllabus.
3. As part of the curriculum, religious education should promote the 'spiritual, moral, cultural, mental and physical development of pupils'.
4. An agreed syllabus should 'reflect the fact that the religious traditions of Great Britain are, in the main Christian, while taking account of teachings and practices of the other principal religions represented in Great Britain' (Education Reform Act 1988, Section 8 (3)).
5. DFE Circular 1/94, para 32, states, 'The law has always stated that agreed syllabuses must be non-denominational. Accordingly, they must not require teaching by means of any catechism or formulary which is distinctive of any particular religious denomination. Teaching about a particular catechism or formulary, for example as part of a comparative study, is not prohibited. Syllabuses must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.' (See also Education Act 1944, Section 26 (2).)

(Guidance on the interpretation of the legal requirement may be found in DFE Circular 1/94¹.)

The aims of religious education

The following aims of religious education reflect a broad consensus about the subject's educational rationale and purpose. Religious education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- enhance their spiritual, moral, cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study;
- develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religions.

¹ This guidance does not constitute an authoritative legal interpretation of the provisions of the Education Acts; that is a matter for the courts.

Guidance to agreed syllabus conferences

Conferences wishing to use the models are advised to consider carefully the following guidance.

1. *Time for religious education*

The models are based on the expectation that the following minimum hours will be devoted to religious education:

- key stage 1: 36 hours per year;
- key stage 2: 45 hours per year;
- key stage 3: 45 hours per year;
- key stage 4: 40 hours per year.

2. *Use of the models in syllabus construction*

An agreed syllabus conference wishing to use the models could:

- use various sections unchanged;
- select materials from different sections to draw up their own models;
- adapt the sections for their own purposes;
- use parts of the sections and add others of their own devising.

3. *Prescription and flexibility*

An agreed syllabus is mandatory in its entirety, meaning that any optional elements must be agreed by the conference. SCAA recommends that:

- local agreed syllabus conferences give as much flexibility as possible to individual schools, provided that the syllabus as a whole, and the teaching based on it, meet the legal requirements;
- the prescriptive elements of an agreed syllabus should include Christianity at each key stage *and* ensure that all the other principal religions have been included in the syllabus as a whole;
- the conference should decide at which key stages study of particular religions should be made mandatory;
- account should be taken of the consequences of choices made at primary level for progress at secondary level: any religion encountered during years 1 to 4 should be revisited at a later key stage;

- Standing Advisory Councils for Religious Education (SACRE) should advise schools of the importance of liaison between the phases of education to ensure continuity and progression;
- in cases where schools are given the opportunity to choose from a number of sections, the pupils' knowledge and understanding required in relation to each of those sections should be clearly stipulated by the conference;
- although the models were developed on the basis of *five* principal religions in addition to Christianity, this list should not be seen as exclusive.

4. *Breadth and balance*

Local agreed syllabus conferences will need to make decisions about the balance that should be achieved between Christianity and the other principal religions in Great Britain. This decision must be in accordance with the requirements of the Education Reform Act (1988) Section 8 (3). Guidance on the interpretation of this section of the law may be found in DFE Circular 1/94¹.

A conference will need to decide how many religions should be taught in depth at each key stage. There are no legal requirements governing this matter, and decisions should be taken on educational grounds. When making decisions on the precise balance between Christianity and other faiths, conferences are advised to take into account:

- the national and local positions;
- the age, aptitude, ability and experience of all pupils, whether they come from religious or secular backgrounds;
- the importance of advising schools to take account of the wishes of parents and governors, and of making decisions which minimise the number of parents who might withdraw their children from religious education.

While an agreed syllabus might stipulate a limited number of religions for specific inclusion in the scheme of work, teachers should be advised to take additional faiths into account when there are adherents in the classroom. This may be done in a number of ways, eg by acknowledging festivals when they occur and making these times 'special days' for children who celebrate them.

5. The distinctiveness of religions

The models are structured around sections specific to each religion. This is to emphasise the importance of pupils acquiring a coherent understanding of individual religions, and to clarify for conferences the knowledge and understanding recommended at each key stage.

The model syllabuses have begun by identifying the key beliefs and practices of religions. However, this does not preclude the possibility of designing sections in a syllabus, or encouraging teachers to teach in ways that cover issues from the perspective of the faiths included at that key stage.

There will be occasions on which it is important to look at an issue in terms of two or more religions in order to explain the relationship between them. For example, an understanding of Christian worship or the identity of Jesus requires reference to Judaism as well as to Christianity.

When constructing units that focus on moral or religious issues, it is recommended that conferences should first identify the religions to be covered in depth at each key stage, and then consider any issues which may be addressed by those faiths, eg monotheism in Judaism and Islam. Inevitably, while some ideas and issues are characteristic of several faiths, others are distinctive in one religion and may need to be treated separately. A balance should be struck between requirements designed to help pupils acquire a coherent understanding of religions and those designed to promote an understanding of the wider contexts that concern people of all or many faiths.

For example, a key stage 2 study might focus on family values, considering the traditions of different religions. A sensitive presentation should make children aware of the distinctive beliefs of each faith, but also show the importance to many people of a mutually supportive family life.

Such an approach, if handled sensitively, should contribute to pupils developing understanding of, and respect for, others who do not share their beliefs or traditions. At all key stages, pupils will frequently be interested in general religious and moral issues. These might include belief in God, life after death, relationships, personal identity, values, a sense of community, and the need to keep alive traditions and memories which form part of their

heritage. Advantage should be taken of the opportunities this provides for them to consider such issues in the light of the teachings of both Christianity and other religions. This is particularly the case where children from religious backgrounds other than Christian are present. It is important that religious education offered in schools wins the trust of parents. Teaching of some issues from a cross-religious perspective will help to achieve this.

6. Progression in the model syllabuses

As pupils pass from one key stage to another, and within a key stage, there should be a noticeable progression in their knowledge, understanding and skills. The following strategies are used in the models for promoting progression:

a) The end of key stage statements of attainment

These set out the knowledge, understanding and skills expected of most pupils at the end of each key stage.

b) The aims

The aims set out the knowledge, understanding, skills and attitudes to be developed through religious education, and the expectations of their spiritual, moral, cultural and social development. Each key stage begins with a statement of progression in relation to the aims.

c) Knowledge and understanding

Throughout the key stages, there is a deepening of the knowledge and understanding of religious beliefs, practices, moral values and the nature of communities. In cases where the same material is studied as an introduction to a religion at key stages 2 and 3, the learning experiences and learning outcomes make increased demands on pupils at the higher key stage.

7. *Model attainment targets*

The following attainment targets are recommended for inclusion in an agreed syllabus:

Attainment target 1 – Learning about religions

This includes the ability to:

- identify, name, describe and give accounts, in order to build a coherent picture of each religion;
- explain the meaning of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

Attainment target 2 – Learning from religion

This includes the ability to:

- give an informed and considered response to religious and moral issues;
- reflect on what might be learnt from religions in the light of one's own beliefs and experience;
- identify and respond to questions of meaning within religions.

8. *Skills and processes in religious education*

Progress in RE is dependent upon the application of general educational skills and processes, which in turn will themselves be strengthened through this application. The following skills are central to RE and should be reflected in attainment targets and in learning opportunities.

a) **Investigation** – this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing what may constitute evidence for understanding religion(s).

b) **Interpretation** – this includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

c) **Reflection** – this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.

d) **Empathy** – this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

f) **Evaluation** – this includes:

- the ability to debate issues of religious significance with reference to evidence and argument;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

g) **Analysis** – this includes:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions.

h) **Synthesis** – this includes:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

i) **Application** – this includes:

- making the association between religions and individual community, national and international life;
- identifying key religious values and their interplay with secular ones.

j) **Expression** – this includes:

- the ability to explain concepts, rituals and practices;
- the ability to identify and articulate matters of deep conviction and concern, and respond to religious questions through a variety of media.

9. *Attitudes in religious education*

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following should be included:

- a) **Commitment** – this includes:
 - understanding the importance of commitment to a set of values by which to live one's life;
 - willingness to develop a positive approach to life;
 - the ability to learn while living with certainty.
- b) **Fairness** – this includes:
 - listening to the views of others without pre-judging one's response;
 - considering other views carefully;
 - willingness to consider evidence and argument;
 - readiness to look beyond surface impressions.
- c) **Respect** – this includes:
 - respecting those who have different beliefs and customs to one's own;
 - recognising the rights of others to hold their own views;
 - avoidance of ridicule;
 - discerning between what is worthy of respect and what is not;
 - appreciating that people's religious convictions are often deeply felt;
 - recognising the needs and concerns of others.

- d) **Self-understanding** – this includes:
 - developing a mature sense of self-worth and value;
 - developing the capacity to discern the personal relevance of religious questions.
- e) **Enquiry** – this includes:
 - curiosity and a desire to seek the truth;
 - developing a personal interest in metaphysical questions;
 - an ability to live with ambiguities and paradox;
 - the desire to search for meaning of life;
 - being prepared to acknowledge bias and prejudice in oneself;
 - willingness to value insight and imagination as ways of perceiving reality.

10. *Recommendation for all programmes of study*

Appropriate provision should be made for pupils who need to use:

- a means of communication other than speech, including computers, technological aids, signing or lip reading;
- non-sighted methods of reading, such as Braille, or the need to acquire information in a non-visual or non-aural way;
- computers and technological aids in producing written work;
- aids to allow access to practical activities within and beyond the school.

Notes on model 2 and its use

1. This model contains for each key stage:
 - a) The aims of religious education, applied to the age and aptitude of pupils;
 - b) Sections on Christianity and five other religions, which set out:
 - key teachings specific to each religion;
 - how these teachings might be explored in relation to children's experiences and questions;
 - knowledge and understanding of religions which illustrate the key teachings.
2. Each section contains the key teachings of the religion. Pupils cannot achieve an understanding of religions without a grasp of the teachings which underpin them.
3. Each section then includes suggestions as to how key teachings may be approached by drawing upon human experience and questions. To many children, religious beliefs in themselves may be unfamiliar. It is important that teachers present these beliefs in ways that make sense to pupils. Approaching religious teachings through human experience provides the bridge which allows pupils to cross over from their own world of experience into understanding that of a member of another faith community. So, for example, in learning about Christian forgiveness, pupils could begin by reflecting on the experience of forgiving and being forgiven in their own lives.
4. In each section, the knowledge and understanding have been presented in a way that preserves the integrity of the religions and ensures that pupils will develop a coherent understanding of each religion. Conferences may also wish to draw upon the Working Group Reports, in order to augment the content set out in the model.
5. The teachings form the basis for study throughout the key stages. The model is structured to promote a progressive understanding of religions. At each key stage, the key teachings are expressed at

increasing levels of sophistication. The level of demand made on pupils is further increased by the application of the aims for each key stage. This progression is reflected in the attainment targets and end of key stage statements.

6. In planning how to use the materials across a key stage, teachers may wish to consider a range of starting points. In some cases, such as 'worship' or 'the birth of Jesus', it may be most appropriate to begin with knowledge and understanding. Teaching which engages pupils' imagination through exposure to explicit religious language and material can provide opportunities for them to further their understanding of what it means to be a member of a faith community. Other matters, such as 'what is right and wrong?', or 'what is most important in life?' may best be approached through discussion of shared human experience, or arise from questions asked by pupils.

Key teachings

Key teachings in Christianity

KEY TEACHINGS	FOCUS AT KEY STAGE 1	FOCUS AT KEY STAGE 2	FOCUS AT KEY STAGE 3	FOCUS AT KEY STAGE 4
GOD The nature and activity of God Understanding God	<ul style="list-style-type: none"> Father and Creator Through Jesus and the Bible 	<ul style="list-style-type: none"> Understood by Christians as Father, Son and Holy Spirit Through human experience 	<ul style="list-style-type: none"> Belief in God as Three and One Through reason, expression and evidence. The basis of belief and how it is communicated 	<ul style="list-style-type: none"> The debate about God Evidence for God
JESUS Incarnation Revelation	<ul style="list-style-type: none"> Jesus – a special person for Christians Jesus changed/changes people's lives 	<ul style="list-style-type: none"> Jesus' birth and life reflecting God's presence in the world New beginnings as a result of Jesus' death and resurrection 	<ul style="list-style-type: none"> The two natures of Christ – human and divine The purpose for which Jesus came 	<ul style="list-style-type: none"> The Messianic Kingdom – the heralding of a new age in history Eternal life – a new dimension experienced in relationship with Christ
CHURCH The Body of Christ Worship	<ul style="list-style-type: none"> Belonging Celebrating 	<ul style="list-style-type: none"> The Christian community finds its identity in Jesus Christ Prayer, festival, sacrament 	<ul style="list-style-type: none"> Unity and diversity – a family belonging to Christ but with many branches The Holy Spirit in the Church – the idea of the continuing presence of God 	<ul style="list-style-type: none"> The Church in the world Forms of worship
BIBLE Revelation Authority	<ul style="list-style-type: none"> Special book A book used in special ways 	<ul style="list-style-type: none"> God revealed through the Bible The Bible as a source of guidance and inspiration 	<ul style="list-style-type: none"> Functions of different genres of writing The central place of the Bible in the Christian tradition 	<ul style="list-style-type: none"> Interpretation of the Bible Application of the Bible
WAYS OF LIFE The human condition Discipleship	<ul style="list-style-type: none"> The worth of people Following a leader 	<ul style="list-style-type: none"> Humans as created, rebellious but redeemed Living by Christian values 	<ul style="list-style-type: none"> The perfect relationship between God and humanity and its loss Personal and corporate commitment through following Jesus 	<ul style="list-style-type: none"> Purpose in life defined in relation to obedience to God Witness and mission – spreading the good news

Key teachings in Buddhism

KEY TEACHINGS	FOCUS AT KEY STAGE 1	FOCUS AT KEY STAGE 2	FOCUS AT KEY STAGE 3	FOCUS AT KEY STAGE 4
BUDDHA	Wise teacher	The meaning of the Buddha image	Enlightened One	Buddhahood
BUDDHIST TEACHING	Values	Rules for living	The way to wisdom and compassion	Nirvana
THE BUDDHIST COMMUNITY	Following the example of the Buddha	Putting Buddhist teaching into practice	Ordained and lay people	Enlightened community

Key teachings in Hinduism

KEY TEACHINGS	FOCUS AT KEY STAGE 1	FOCUS AT KEY STAGE 2	FOCUS AT KEY STAGE 3	FOCUS AT KEY STAGE 4
CONCEPTS, TRUTHS AND VALUES	Respect	One God	Belief in action	Unity and diversity
FAMILY, COMMUNITY AND TRADITIONS	The Hindu home	The journey of life	Identity and responsibility	The goal of life
WORSHIP	Hindu celebrations	Special times and places	Expressions of devotion	Self-realisation
SCRIPTURES	Stories of Rama and Krishna	Hindu holy books	Relevance of scriptures	Revelation and tradition

Key teachings in Islam

KEY TEACHINGS	FOCUS AT KEY STAGE 1	FOCUS AT KEY STAGE 2	FOCUS AT KEY STAGE 3	FOCUS AT KEY STAGE 4
TAWHID (Oneness of Allah)	Allah the Creator	Signs of Allah's Creation	The attributes of Allah	Oneness of Allah
IMAN (Faith)	Stories of Allah's prophets	Books of Guidance	Key beliefs	Sources of authority
IBADAH (Worship/Belief in action)	Prayer and celebration	Worship	Belief in action	Living an Islamic life
AKHLAQ (Character and moral conduct)	The Muslim family	The community of Muslims	Islamic ethics	Islam in the world today

Key teachings in Judaism

KEY TEACHINGS	FOCUS AT KEY STAGE 1	FOCUS AT KEY STAGE 2	FOCUS AT KEY STAGE 3	FOCUS AT KEY STAGE 4
GOD	One God, the Creator who cares for all people	Responding to God	Elements of belief	Free will and determinism
TORAH	Guidance and stories	Values for living	Revelation	Applications and dilemmas
PEOPLE AND THE LAND	Family and community life	Special times and places	The Jewish people	Unities and diversities

Key teachings in Sikhism

KEY TEACHINGS	FOCUS AT KEY STAGE 1	FOCUS AT KEY STAGE 2	FOCUS AT KEY STAGE 3	FOCUS AT KEY STAGE 4
BELIEFS AND VALUES	God is the Creator and all people are equal	God is the Supreme Being	God as described in the Mool Mantar	God is transcendent and imminent
THE GURUS	Stories about the lives of the Gurus	The message of the Gurus	The implications of the Gurus' teachings for contemporary society	The unity of the Gurus' teachings
COMMUNITY	Family and Gurdwara	Gurdwara and worship	Worship and the community	The Sikh community
PRACTICES	Festivals (Gurpurbs)	Ceremonies and celebrations	The Sikh way of life	The Sikh guide to life

Programme of study

Reception and key stage 1

Across the key stage, the programme of study will focus on Christianity and normally one other religion. In addition, the programme of study includes issues related to pupils' spiritual and moral development.

All aspects of the programme of study should involve the development of skills and attitudes, as well as knowledge and understanding. Pupils in a reception class or year 1 come from a variety of cultural and religious backgrounds. Some will come from overtly religious homes, Christian or non-Christian; some will have occasional experience of religion; others none at all. It is important that teachers take this variety of experience into account when devising schemes of work.

Use of the key stage 1 sections in an agreed syllabus

An agreed syllabus based on this model would:

- i) include Christianity section 1a *and* ONE of the following sections:
 - Buddhism (1)
 - Hinduism (1)
 - Islam (1)
 - Judaism (1)
 - Sikhism (1)

AND ALSO

- ii) require schools to include ONE of the following sections (not already included at this key stage):
 - Christianity (1b)
 - Buddhism (1)
 - Hinduism (1)
 - Islam (1)
 - Judaism (1)
 - Sikhism (1)

or sections selected from others devised by the conference.

Progression within key stage 1

Throughout key stage 1, pupils should increasingly have opportunities to:

LEARN ABOUT RELIGION BY:

- acquiring and developing knowledge and understanding of Christianity and normally one principal religion through:
 - encountering and learning the names of some of the important places and objects connected with the religions studied, and becoming familiar with stories about the lives of religious leaders and teachers
 - recognising that some ideas and practices, such as festivals, are shared by more than one religion but expressed differently
 - talking about the meanings of stories and symbols
 - meeting people who belong to the religious community studied.

LEARN FROM RELIGION BY:

- enhancing their own spiritual and moral development by:
 - realising that stories from religious traditions often deal with concerns and feelings similar to their own
 - talking and thinking about puzzling questions which arise from the study of religions
 - talking about things that matter to them and listening to what others have to say
 - exploring the sense of belonging to a community
 - exploring the difference between right and wrong; fair and unfair
 - expressing themselves creatively in art, drama, dance etc
 - exploring times of quiet to reflect on a story or other experience
 - responding to the wonder and beauty of the natural world.

- developing positive attitudes towards other people and their right to hold different beliefs, for example by:
 - feeling confident about their own religious and cultural background
 - exploring the religious beliefs, values and practices of others in their class
 - enjoying stories from the different religious traditions
 - recognising the similarities and differences of belief and points of view among their friends
 - seeing diversity and difference as potentially positive rather than necessarily threatening.

End of key stage statements for key stage 1

The following statements describe the types and range of performance which pupils characteristically demonstrate by the end of key stage 1. The statements are designed to help teachers judge the extent to which the pupils' attainment relates to the expected performance levels.

Attainment target 1: Learning about religions

Pupils recognise and describe people, objects, symbols, places and events encountered in the programme of study, and remember the outlines of stories. They talk or write about a religion, or an aspect of religion, linking some of the key people, objects, places and events. They identify the religions to which these belong, and show awareness that some features, eg festivals, are characteristic of more than one religion. They suggest meanings for religious symbols, stories and language, eg God as Father.

Attainment target 2: Learning from religion

Pupils respond to spiritual or religious aspects of stories in the light of their own experience and thoughts. They show understanding that some questions in life are difficult to answer. They recognise good and bad examples set by characters in stories and by those around them. They show awareness that some things are right and some are wrong, and relate the moral issues encountered in their daily lives to religious teachings.

EXAMPLES OF LEARNING EXPERIENCES FOR KEY STAGE 1

LEARNING EXPERIENCES RELATED TO AT1	ACTIVITY	LEARNING EXPERIENCES RELATED TO AT2
<ul style="list-style-type: none"> Find out about the celebrations, symbols and stories associated with festivals Learn the names of some of the main features and symbols in a church and other places of worship; find out how the building is used Find out how the Bible and other sacred texts are treated with respect, and why Listen to someone reading from the Bible and other sacred texts Talk about the rules which people believe are important Find out what is most important to Christians and people from other religious backgrounds Listen and respond to stories about the natural world and Creation Make a simple presentation of important events in the lives of religious leaders 	<p>Encounter festivals</p> <p>Visit places of worship, or see pictures and films about them</p> <p>Look at examples of sacred texts and objects that are special to some religious people</p> <p>Talk to representatives of faith communities about what they value and what they believe is right and wrong</p> <p>Experience the natural world</p> <p>Listen to stories about important leaders in religious traditions</p>	<ul style="list-style-type: none"> Talk about how stories from religious traditions relate to experiences of their own Share feelings about belonging to a group Participate in periods of quiet reflection; share thoughts about what silence feels like Talk about books or other objects in their home that are special or have particular significance Talk about rules and why they are important Talk about what is right and wrong Talk about their own behaviour and the things that influence it Share feelings related to experiences of awe, wonder and mystery Recognise that some questions are puzzling and difficult to answer Talk about people whose example they would like to follow Talk about their idea of a 'good' person

KEY STAGE 1 – CHRISTIANITY

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (1a)	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (1b)
<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> How people show their love and concern for each other – especially adults and children How we find out about people we haven't seen or met 	<p>GOD The nature and activity of God Father and Creator</p> <p>Understanding God Through Jesus and the Bible</p>	<ul style="list-style-type: none"> Christians call God: <ul style="list-style-type: none"> – 'Father' because they believe he loves, cares, has authority – 'Creator' because he made and cares for the world Stories of God's actions from the Bible A Gospel as a book showing what God is like as seen through Jesus' life 	<ul style="list-style-type: none"> Creation stories from the Bible – what they say about God's relationship with the world Stories, poems, songs and sayings which refer to God as Father and Creator
<ul style="list-style-type: none"> Who is special to each of us, and why? People we admire People who influence how we behave and live 	<p>JESUS Incarnation Jesus – a special person for Christians</p> <p>Salvation Jesus changed/changes people's lives</p>	<ul style="list-style-type: none"> Christians believe Jesus was special – seen through his birth, healings, death and resurrection Christmas and Easter as celebrations of the special nature of Jesus Stories from the Bible, history and the modern world, of people whose lives were changed 	<ul style="list-style-type: none"> Stories from the Gospels of how Jesus changed people's lives Festivals celebrating people whose lives were changed, eg the Saints, Pentecost Stories of how Jesus changes people's lives today
<ul style="list-style-type: none"> The importance of belonging to a group Groups to which we belong Why celebrations are important Celebrations in our lives 	<p>THE CHURCH The Body of Christ Belonging</p> <p>Worship Celebrating</p>	<ul style="list-style-type: none"> Worship: <ul style="list-style-type: none"> – includes reading the Bible, listening to stories, singing, prayers – how particular things are used in worship, eg font, altar, Bible, musical instruments Sunday as a special day Festivals 	<ul style="list-style-type: none"> The meaning of 'Church': <ul style="list-style-type: none"> – community of believers – the name given to buildings People who have a special role in the Church – ministers, elders, priests, teachers The cross as a symbol for the Christian family

Christianity is continued on the next page

KEY STAGE 1 – CHRISTIANITY (continued)

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (1a)	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (1b)
<ul style="list-style-type: none"> • Our special things. Why are they special? • Things we take special care of. How we show that they are important to us • Books which have authority, eg the Highway Code, encyclopedias 	<p>THE BIBLE Revelation Special book</p> <p>Authority Used in special ways</p>	<ul style="list-style-type: none"> • The Bible as the holy book of the Christian faith • How the Bible is used for reading and teaching 	<ul style="list-style-type: none"> • Types of writings in the Bible: <ul style="list-style-type: none"> – stories – poems – sayings • Further examples of famous stories and poems from the Bible
<ul style="list-style-type: none"> • What makes people different from animals? • Why and how do we value each other? • People we admire. What are their qualities? 	<p>CHRISTIAN WAYS OF LIFE The human condition The worth of people</p> <p>Discipleship Following a leader</p>	<ul style="list-style-type: none"> • Christians believe that everyone is important and of equal value • Christians try to follow the example of Jesus as a basis for living their lives, eg in relation to friends and family 	<ul style="list-style-type: none"> • Examples of how people care for one another, eg through giving up time to help people • Jesus’ teaching on forgiveness and love • How caring is shown through use of money, eg raising funds for Children in Need • People who have set an example of Christian life, eg the Saints

KEY STAGE 1 – BUDDHISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF BUDDHISM (1)
Pupils should be encouraged to think about <ul style="list-style-type: none"> • People in their lives, or stories they read, who are ‘wise’ • What a good teacher does • The signs of a good person 	BUDDHA Wise teacher	<ul style="list-style-type: none"> • He was a human being (not a God) • Siddhatta Gotama – the prince who gave up his wealth to search for truth • How he reached perfection
<ul style="list-style-type: none"> • The need for rules in everyday life • How we show kindness to each other • How people hurt each other and how that feels • Why stealing and lying are wrong • Other things which are wrong 	BUDDHIST TEACHING Values	<ul style="list-style-type: none"> • People should be kind and compassionate, generous, truthful, kind and patient • They should not hurt any living thing, steal or tell lies
<ul style="list-style-type: none"> • Different communities to which they belong • How they look after each other in school and at home • People who wear different clothes to show that they do a special task 	THE BUDDHIST COMMUNITY Following the example of the Buddha	<ul style="list-style-type: none"> • Lives out the teachings of the Buddha • Made up of ordained monks, nuns, priests and lay people • All members support each other

KEY STAGE 1 – HINDUISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF HINDUISM (1)
Pupils should be encouraged to think about <ul style="list-style-type: none"> How people show respect for one another How and why we take care of the environment 	CONCEPTS, TRUTHS AND VALUES Respect	<ul style="list-style-type: none"> Devotion to God Respect for all people and living things The importance of honesty and truthfulness
<ul style="list-style-type: none"> Where their families came from in the past What it's like to have friends all over the world Different communities to which we belong 	FAMILY, COMMUNITY AND TRADITIONS The Hindu home	<ul style="list-style-type: none"> Originally an Indian religion Hindus live in Great Britain and all over the world The importance of close contact between Hindus in Great Britain and families in India Love and loyalty between all members of the extended family, eg grandparents often live with the family and are respected The community as a family
<ul style="list-style-type: none"> Family customs and traditions Places at home that are special Celebrations and special occasions Giving and receiving gifts When they have special food 	WORSHIP Hindu celebrations	<ul style="list-style-type: none"> Puja (worship) in the home: <ul style="list-style-type: none"> the shrine the Arti ceremony Festivals, eg Diwali, Raksha Bandhan, birthdays of Rama and Krishna Festival foods
<ul style="list-style-type: none"> Favourite stories and characters People they admire What it means to have courage 	SCRIPTURES Stories of Rama and Krishna	<ul style="list-style-type: none"> Ramayana (Rama's exile and return) Puranas (the childhood of Krishna)

KEY STAGE 1 – ISLAM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF ISLAM (1)
Pupils should be encouraged to think about <ul style="list-style-type: none"> How we make things and what we need Distinguish between ‘natural’ and ‘manufactured’ Why we use special names for people, eg Mum, Nan 	TAWHID (Oneness of Allah) Allah the Creator	<ul style="list-style-type: none"> Allah is the Islamic name for God. Muslims believe that Allah: <ul style="list-style-type: none"> – is the One True God – has no partners – is the Creator who provides all good things
<ul style="list-style-type: none"> How we get advice and information from books Why some books are very special How we copy people we like People who are special to us 	IMAN (Faith) Stories of Allah’s Prophets	<ul style="list-style-type: none"> Allah has sent guidance through the Qur’an and His Prophets Stories from the life of the Prophet Muhammad¹ Stories of other prophets, eg Ibrahim²
<ul style="list-style-type: none"> Our routines – the things we do every day How refreshing it is to wash and be clean How and why we have celebrations 	IBADAH (Worship/Belief in action) Prayer and Celebration	<ul style="list-style-type: none"> Muslims serve Allah in many ways, including daily salah Festivals, specifically Id-ul-Fitr and Id-ul-Adha
<ul style="list-style-type: none"> How groups and families care for new members Why we are ‘good’, or try to be How children show respect for parents and teachers 	AKHLAQ (Character and moral conduct) The Muslim Family	<ul style="list-style-type: none"> The importance of good values Home and family life for children Respect for each other, parents, elders and children Honesty and good manners Responsibility for all creation

¹After the name of the Prophet Muhammad, Muslims say, or write, ‘salla-llahu alaihi wa sallam’ (peace and blessings of Allah upon him).

²After the names of the other Prophets, Muslims will say, or write, ‘peace be upon him’, or ‘p.b.u.h.’.

KEY STAGE 1 – JUDAISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF JUDAISM (1)
Pupils should be encouraged to think about <ul style="list-style-type: none"> • The beauty and value of the world around them • How everything in the world is connected 	GOD One God, the Creator who cares for all people	<ul style="list-style-type: none"> • God is One, which is why everything in the world inter-relates • Poems in the Tenakh, eg Psalm 8 and 148
<ul style="list-style-type: none"> • The need for rules • Rules which are important to them • The difference between right and wrong 	TORAH Guidance and stories	<ul style="list-style-type: none"> • Rules which set out how people should live: <ul style="list-style-type: none"> – the Ten Commandments – ‘love your neighbour as yourself’ (Leviticus 19) • Stories from the Tenakh, eg Joseph and his brothers
<ul style="list-style-type: none"> • Homes that they know • What a home should be like 	PEOPLE AND THE LAND Family and community life	<ul style="list-style-type: none"> • Marks of the Jewish home • The mezuzah • Shabbat and the Friday night meal • Festivals, eg Hanukkah • Israel as a special place for Jewish families

KEY STAGE 1 – SIKHISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF SIKHISM (1)
Pupils should be encouraged to think about <ul style="list-style-type: none"> The wonder of the natural world How and why we share with each other How we welcome visitors to our home or school 	BELIEFS AND VALUES God is the Creator and all people are equal	<ul style="list-style-type: none"> Sikhs believe that: <ul style="list-style-type: none"> there is one God God is the creator of all things all human beings are equal before God This is shown by the way in which Sikhs: <ul style="list-style-type: none"> share everything all sit, eat and worship together in the Gurdwara and welcome people of all races and religions
<ul style="list-style-type: none"> People who are special to us People who need our help How we show concern for one another People who influence how we behave and live 	THE GURUS Stories about the lives of the Gurus	<ul style="list-style-type: none"> Sikhs believe the truth is revealed by the Ten Gurus and the Guru Granth Sahib Stories from the lives of the Gurus: <ul style="list-style-type: none"> Guru Nanak, eg his life; Bhai Lalo story Guru Gobind Singh, eg the story of Bhai Khanaya
<ul style="list-style-type: none"> Their families and why they are important Books which are special to them When and why we share meals together Places which are important to them 	COMMUNITY Family and Gurdwara	<ul style="list-style-type: none"> The family is very important in Sikhism, this is shown by: <ul style="list-style-type: none"> worship together in the Gurdwara role of parents in bringing up their children in the Sikh faith The Gurdwara: <ul style="list-style-type: none"> place of worship where the Guru Granth Sahib is housed langar (shared meal and name of the place in the Gurdwara where it is eaten)
<ul style="list-style-type: none"> Why some people wear special clothes and uniforms Special occasions in our lives Joyful occasions, such as the naming of a new baby 	PRACTICES Festivals (Gurpurbs)	<ul style="list-style-type: none"> Sikh appearance: <ul style="list-style-type: none"> uncut hair turban Ceremonies: <ul style="list-style-type: none"> naming ceremony marriage Festivals (Gurpurbs): <ul style="list-style-type: none"> birthdays of Guru Nanak and Guru Gobind Singh Baisakhi

Programme of study

Key stage 2

Teaching at key stage 2 should normally focus upon Christianity and two other religions in depth. In addition, the programme of study includes issues related to pupils' spiritual and moral development. Teachers should also refer to, and build upon, what pupils have already learnt at key stage 1 and, where appropriate, should make reference to the teachings and practices of other religions, especially those that have adherents in the school, taking account of the pupils' family background.

Teachers should help pupils develop their awareness of the place of religion in human life by enabling them to understand that some ideas and practices are characteristic of most religions. These would include 'belief', 'festival', 'community', 'worship', 'morality' and service to others. It is important that this is taught in such a way that pupils maintain a coherent understanding of each faith and know what is distinctive about individual religions.

Use of the key stage 2 sections in an agreed syllabus

An agreed syllabus based on this model would:

- i) include Christianity section 2a *and* AT LEAST ONE of the following sections:
- | | |
|---------------|---------------|
| Buddhism (2a) | Buddhism (2b) |
| Hinduism (2a) | Hinduism (2b) |
| Islam (2a) | Islam (2b) |
| Judaism (2a) | Judaism (2b) |
| Sikhism (2a) | Sikhism (2b) |

AND ALSO

- ii) require each school to include UP TO THREE of the following sections (not already included at this key stage):
- | | |
|-------------------|-------------------|
| Christianity (2b) | Christianity (2c) |
| Buddhism (2a) | Buddhism (2b) |
| Hinduism (2a) | Hinduism (2b) |
| Islam (2a) | Islam (2b) |
| Judaism (2a) | Judaism (2b) |
| Sikhism (2a) | Sikhism (2b) |

or sections selected from others derived by the conference.

Progression within key stage 2

Throughout key stage 2, pupils should have increasing opportunities to:

LEARN ABOUT RELIGION BY:

- developing their knowledge and understanding of Christianity and normally two other principal religions through:
 - learning about the historical context of religions
 - encountering key objects, people, places and activities associated with the religions studied and discussing their purposes and functions
 - extending their awareness that certain features, eg festivals, worship, a sense of community, are shared by more than one religion, although expressed differently between religions
 - considering the meaning of symbols, stories and symbolic language for members of faith communities
 - encountering the key beliefs of the religions studied
 - studying the lives of people who are held by members of their faith to be examples to others, looking particularly at how these people have lived out the beliefs and values of their faith.
- developing an understanding of the influence of religions by:
 - looking for evidence of religion in the world around them
 - considering the impact of religious beliefs on individuals and their local community.

LEARN FROM RELIGION BY:

- enhancing their own spiritual and moral development through:
 - considering the value of certain religious practices for their own lives, eg prayer, celebrations of turning points in life, periods of silence
 - talking about stories which focus on values, relationships or religious teachings, and considering the relevance of this teaching to their own lives
 - exploring questions of the meaning and mystery of life evaluating answers to these questions by supporting their own points of view, and referring to, and showing consideration towards, views expressed by others
 - relating what they learn in religious education to other areas of the curriculum and their general knowledge of the world
 - developing an understanding of what it means to belong to a community
 - discussing the differences between fairness and unfairness, right and wrong, and the nature of individual responsibility
 - expressing ideas and innermost thoughts and feelings in the forms of art, music, drama etc
 - exploring times of stillness, in order to reflect quietly on what has been studied.
- developing positive attitudes towards other people and their right to hold different beliefs by:
 - developing confidence to express their own views and beliefs
 - exploring religious beliefs, practices and issues
 - recognising and respecting the right to hold different views and beliefs
 - showing readiness to accept and learn from diversity.

End of key stage statements for key stage 2

The following statements describe the types and range of performance which pupils characteristically demonstrate by the end of key stage 2. These statements are designed to help teachers judge the extent to which their pupils' attainment relates to the expected performance levels.

Attainment target 1: Learning about religions

Pupils name correctly and describe the functions of key objects, places, people and events encountered in the programme of study, and identify the key points in the stories of important religious figures. They make accurate connections between people, beliefs, places, events and specific religions, demonstrating an understanding of what is involved in belonging to a faith community in terms of beliefs, practices and values. They can explain some of the interpretations of symbols, stories and language given by believers and recognise that different religions share similar features such as beliefs, values, holy books and places of worship. They make simple comparisons between religions in terms of these features. They give examples to show that religion is important to some people and affects people's daily lives.

Attainment target 2: Learning from religion

Pupils understand the significance of key people and teachings in the religions they have studied. They make comparisons between significant experiences of such people and their own feelings and experiences. Where confronted with questions which they and others find puzzling, they suggest answers, making reference to the teachings of religions where relevant. They develop an understanding of why certain things are right and wrong, and how moral values may be embodied in religions. They respond thoughtfully to others' views on religious and moral issues.

EXAMPLES OF LEARNING EXPERIENCES FOR KEY STAGE 2

LEARNING EXPERIENCES RELATED TO AT1	ACTIVITY	LEARNING EXPERIENCES RELATED TO AT2
<ul style="list-style-type: none"> • Compare traditions and celebrations in different homes and religions • Explore how festivals celebrate important events, and when they occur 	<p>Read or talk to people about important festivals and events in religious life</p>	<ul style="list-style-type: none"> • Discuss the significance of turning points and other significant events in their own lives, and any rituals or ceremonies which mark these • Consider the importance to a community of having annual celebrations
<ul style="list-style-type: none"> • Locate important religious leaders in a historical setting • Discover the meaning of stories told by, and about, religious figures 	<p>Read about important events in the life of Jesus and other important religious figures</p>	<ul style="list-style-type: none"> • Talk about important figures in their own lives • Discuss why some people are held up as examples for others to follow • Compare events in the lives of religious leaders with events in their own lives, eg suffering, friendship
<ul style="list-style-type: none"> • Investigate what is involved in being a member of a specific religious community • Talk to religious community leaders about their training and work 	<p>Visit buildings which act as a focus for a religious community</p>	<ul style="list-style-type: none"> • Consider what is meant by commitment to a community with shared values • Identify and discuss groups and communities to which they belong
<ul style="list-style-type: none"> • Find out how people express their beliefs through symbols, stories and language 	<p>Listen to people talking about their religious beliefs and values</p>	<ul style="list-style-type: none"> • Make a collage to express what they value in the world
<ul style="list-style-type: none"> • Write about, or illustrate, religious teachings about the origins of the universe 	<p>Talk to representatives of faith communities about their beliefs about God</p>	<ul style="list-style-type: none"> • Talk about people or things to which they turn for guidance in everyday life
<ul style="list-style-type: none"> • Make a display to show how people who belong to a religious group seek guidance from their sacred texts and how they treat these texts with respect 	<p>Study passages from sacred texts</p>	<ul style="list-style-type: none"> • Share stories or poems which they find full of meaning

KEY STAGE 2 – CHRISTIANITY

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (2a)	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (2b)	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (2c)
<ul style="list-style-type: none"> How do we know what someone is like, and how do people show us what they are like? Encountering mystery; making sense of the unknown Discerning purpose in life; learning from other people's lives 	<p>GOD The nature and activity of God Understood by Christians as Father, Son, and Holy Spirit</p> <p>Understanding God Through human experience</p>	<ul style="list-style-type: none"> Stories, songs, pictures and other media which refer to belief in God as Father, Son and Holy Spirit Stories of how people have experienced God in their lives 	<ul style="list-style-type: none"> Symbols of the Trinity How Christian beliefs about God are expressed in the tradition of the Church and in worship 	<ul style="list-style-type: none"> How Christian understanding of God is expressed through the Creeds Stories about the relationship between God and Israel
<ul style="list-style-type: none"> Being powerless and vulnerable Sharing other people's experience in order to help them People matter Self-sacrifice for others Release from the past – starting with a clean slate 	<p>JESUS Incarnation Jesus' birth and life reflecting God's presence in the world</p> <p>Salvation New beginnings as a result of Jesus' death and resurrection</p>	<ul style="list-style-type: none"> The birth of Jesus in its historical context Stories of Jesus' birth, baptism and temptation Easter celebrations – beliefs expressed through stories of Holy Week, the passion narrative and the resurrection 	<ul style="list-style-type: none"> Stories illustrating how Jesus helped people, eg healing Teaching about 'starting again' through parables, eg the lost son 	<ul style="list-style-type: none"> Stories about people who met Jesus and made a new start, eg Zacchaeus
<ul style="list-style-type: none"> Working together as a team People have different aptitudes, strengths and weaknesses Sharing, interdependence, leadership, rules, responsibilities, obedience, shared identity and purpose Celebration, affirmation, devotion, valuing, offering, thanksgiving 	<p>CHURCH The Body of Christ The Christian community finds its identity in Jesus Christ</p> <p>Worship Prayer, festival, sacrament</p>	<ul style="list-style-type: none"> Beliefs about the Church as a community expressed through the Eucharist, Lord's Prayer, baptism and confirmation Beliefs about the purpose of worship and celebration expressed through prayer and praise, Advent, Lent and Pentecost 	<ul style="list-style-type: none"> Key figures in the history of the Church The Church as a family of believers past and present A variety of prayers and their meanings 	<ul style="list-style-type: none"> How Christian festivals are celebrated in other parts of the world

Christianity is continued on the next page

KEY STAGE 2 – CHRISTIANITY (continued)

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (2a)	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (2b)	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (2c)
<ul style="list-style-type: none"> Questioning, openness, developing awareness, inspiration, insight, discovery Why do we believe some things and not others? Who or what do we respect/follow/believe? Why? How people/things with authority affect our lives 	<p>BIBLE Revelation God revealed through the Bible</p> <p>Authority The Bible as a source of guidance and inspiration</p>	<ul style="list-style-type: none"> The Bible as two testaments – Old and New Types of writing and their purpose – law and Gospel The Bible in worship – its authority and influence 	<ul style="list-style-type: none"> God is revealed through history – Old Testament narratives Use of the Bible – inspiration for songs and poems 	<ul style="list-style-type: none"> Translations and translators – giving clarification for new situations Use of the Bible in private study
<ul style="list-style-type: none"> Who am I? Being special; aware of not being perfect and of wrongdoing; failure, needing forgiveness; destiny; purpose in life Leadership, loyalty, shared values, sacrifice, setting an example, putting principles into practice, living for a cause/purpose 	<p>CHRISTIAN WAYS OF LIFE The human condition Human as created, rebellious but redeemed</p> <p>Discipleship Living by Christian values</p>	<ul style="list-style-type: none"> Christian belief that human beings were made in the image of God and that they became sinful and are capable of being redeemed The Ten Commandments and the two greatest commandments as a basis of living How commitment can be shown in personal relationships 	<ul style="list-style-type: none"> Christian teaching on forgiveness How discipleship is expressed through attitudes to social issues – Christian exemplars and organisations 	<ul style="list-style-type: none"> Key Christian values which exemplify what human beings should be like, eg courage, commitment, justice, self-sacrifice.

KEY STAGE 2 – BUDDHISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF BUDDHISM (2a)	KNOWLEDGE AND UNDERSTANDING OF BUDDHISM (2b)
<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • What it would be like to give up all our possessions • Pictures of people suffering and how these make us feel • People who they think are wise • Their idea of a 'perfect' person 	<p>BUDDHA The meaning of the Buddha image</p>	<p>Stories about Gotama Buddha and how he found an answer to suffering, especially:</p> <ul style="list-style-type: none"> • His birth and upbringing • The four signs and the great renunciation • Years in the forest • Enlightenment, teaching and passing away 	<ul style="list-style-type: none"> • Celebrations of the Buddha: <ul style="list-style-type: none"> – festivals – celebration of his birth, Enlightenment and passing away – images of the Buddha and how they communicate values of tranquillity and compassion – symbols, eg the Bodhi tree, wheel and lotus • Stories which illustrate Buddhist values, eg: <ul style="list-style-type: none"> – the monkey king – Nalagiri the elephant
<ul style="list-style-type: none"> • The need for rules • The importance of self-control • Why some things are wrong, eg stealing, greed, gossip • The importance of stillness and silent reflection • Why people always want things • What sort of things hurt us most or make us irritable 	<p>BUDDHIST TEACHING Rules for living</p>	<p>The Five Moral Precepts, Buddhists must refrain from:</p> <ul style="list-style-type: none"> • Harming living things • Taking what is not given • Misuse of senses, eg over-indulgence • Wrong speech, eg lying, gossip • Taking drugs or drink which clouds the mind – importance of awareness and alertness 	<p>Important Buddhist teachings (Dhamma):</p> <ul style="list-style-type: none"> • Four Noble Truths: <ul style="list-style-type: none"> – life is suffering (dukkha) until Enlightenment – the origins of suffering lie in selfishness and greed – suffering, selfishness and greed are like fires which can be extinguished (Nirvana) – following the Eightfold Path is the way to Nirvana • Introduction to the Eightfold Path
<ul style="list-style-type: none"> • Groups and communities to which they belong : • What is most important in life • What makes them feel happy and fulfilled • What it would be like to choose to live in a monastic community 	<p>THE BUDDHIST COMMUNITY Putting Buddhist teaching into practice</p>	<p>Just as Siddhatta Gotama left his home and wealth, so Buddhist monks and nuns do the same in search for truth and happiness.</p> <ul style="list-style-type: none"> • Life of a monk/nun/priest: <ul style="list-style-type: none"> – teaching – leading by example • Symbols <ul style="list-style-type: none"> – the robe, bowl, shaven head – priest's attire, eg in Japan • How Buddhists involve themselves in the community, eg supporting the monastic Sangha 	<p>Buddhists around the world:</p> <ul style="list-style-type: none"> • The Sangha as universal – Buddhist communities in Great Britain • The importance of self-discipline

KEY STAGE 2 – HINDUISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF HINDUISM (2a)	KNOWLEDGE AND UNDERSTANDING OF HINDUISM (2b)
Pupils should be encouraged to think about <ul style="list-style-type: none"> How people have different sides to their character and activities Attitudes towards each other and to the environment 	CONCEPTS, TRUTHS AND VALUES One God	<ul style="list-style-type: none"> God is worshipped in different forms and is believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga The concept of avatar – the ‘descents of Vishnu’ 	<ul style="list-style-type: none"> Atman (the individual soul) Respect for God, other people, the cow and all forms of life Ahimsa (non-violence): <ul style="list-style-type: none"> the importance and reasons for non-violence its implications, eg vegetarianism
<ul style="list-style-type: none"> Family trees Why families are important Different roles people play at home and in school Ceremonies and traditions that mark special occasions in life 	FAMILY, COMMUNITY AND TRADITIONS The journey of life	<ul style="list-style-type: none"> Originally an Indian religion Hindus in Great Britain today The importance of the family – not just the nuclear, but also the extended family, and the Hindu community Family responsibilities and rules Upholding religion, values and rituals in the home The four different ashramas (stages of life) and their associated duties Samskars (sacraments) associated with birth and marriage 	<ul style="list-style-type: none"> Origins of the community: <ul style="list-style-type: none"> Hinduism, the oldest religion in the world, encompasses many traditions The Indus Valley civilisation – the Aryans The Hindu Way of life: <ul style="list-style-type: none"> samskars, especially initiation (sacred thread), death rites (funeral and cremation) ashramas – brahmachari (student), grihasti (householder), vanaprastha (retired person), sannyasin (renunciate)
<ul style="list-style-type: none"> Places that are special to themselves and others Different celebrations Signs and symbols in everyday life Important journeys for a special purpose 	WORSHIP Special times and places	<ul style="list-style-type: none"> Puja (worship) at home and in the Mandir (Temple); in particular, the shrine, the Arti ceremony, the role of divine images in worship, symbols used, havan (fire), yoga and meditation Festivals, eg Holi, Divali, Raksha Bandhan, food associated with festivals and worship 	<ul style="list-style-type: none"> The importance of pilgrimage in India, eg Varanasi (Benares), Gangotri (source of the Ganges), Ayodhya Festivals, eg birthdays of Rama (Ramnavami) and Krishna (Janmashtami), Dassehra The importance of spiritual teachers, eg holy people who visit Great Britain
<ul style="list-style-type: none"> Favourite stories and the meanings they convey Favourite characters in books and films What they mean by good and evil 	SCRIPTURES Hindu holy books	Stories connected with Krishna and Rama: <ul style="list-style-type: none"> Ramayana (Rama’s exile and return) Puranas (the childhood of Krishna) 	<ul style="list-style-type: none"> Names of some of the scriptures and how they are used by adherents Stories with a moral, eg the Panchatantra Good and evil – Stories on the theme of good and evil, eg the Ramayana, the Mahabharata

KEY STAGE 2 – ISLAM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF ISLAM (2a)	KNOWLEDGE AND UNDERSTANDING OF ISLAM (2b)
Pupils should be encouraged to think about <ul style="list-style-type: none"> What people need for survival The world we live in and our dependence on it The natural world and the interdependence of planets, ecosystems etc 	TAWHID (Oneness of Allah) Signs of Allah’s Creation	Allah is the Islamic name for God. Muslims believe that Allah: <ul style="list-style-type: none"> Is the One True God Has no partners Is the Creator – signs of His creation Provides all things Gives guidance through Messengers and Books Cannot be compared to anything else 	Allah as the Creator: <ul style="list-style-type: none"> Human beings are the best of His creation Angels are created by Allah Shirk – regarding anything as being equal or a partner to Allah is forbidden
<ul style="list-style-type: none"> Why we handle books with care and respect Why some people are chosen to do special tasks What qualities and knowledge make us follow people 	IMAN (Faith) Books of Guidance	<ul style="list-style-type: none"> The Qur’an, which is the revealed book for Muslims and is treated with respect Stories from the life and traditions of Prophet Muhammad¹ – the final Prophet and recipient of the final revelation Other books of guidance – Scrolls of Ibrahim, Tawrah, Zabur, Injil 	<ul style="list-style-type: none"> Other Prophets associated with written revelation, eg Ibrahim, Musa, Dawud and Isa² (peace be upon them) How the Qur’an was revealed Stories from the Sunnah, Hadith and Sirah
<ul style="list-style-type: none"> The importance of doing things together and sharing activities The need to organise care in the community 	IBADAH (Worship/Belief in action) Worship	Shahadah and acts of worship: <ul style="list-style-type: none"> Salah and wudu Sawm and Id-ul-Fitr Zakah and Khums Hajj and Id-ul-Adha 	Further study of: <ul style="list-style-type: none"> al Fatihah (opening Surah of the Qur’an) Ramadan and Id-ul-Fitr Hajj and Id-ul-Adha
<ul style="list-style-type: none"> How we care and are cared for Belonging to a family, class, neighbourhood, worldwide community 	AKHLAQ (Character and moral conduct) The community of Muslims	Activities and relationships in: <ul style="list-style-type: none"> Family life – home life for children, leadership, roles of parents, respect for elders and the wise Social life, eg the role of the Mosque and the importance of honesty and good manners Sadaqah The meaning of Ummah in Islam 	Family and social life: <ul style="list-style-type: none"> Birth and naming of children How people greet each other The importance of visiting Respect and kindness to guests How the family prepares for festivals Respect for teachers, elders and the wise

¹ After the name of the Prophet Muhammad, Muslims say, or write, ‘salla-llahu alaihi wa sallam’ (peace and blessings of Allah upon him).

² After the names of the other Prophets Muslims will say, or write, ‘peace be upon him’, or ‘p.b.u.h.’.

KEY STAGE 2 – JUDAISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF JUDAISM (2a)	KNOWLEDGE AND UNDERSTANDING OF JUDAISM (2b)
<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • People who care for them • The meaning of responsibility • When we need to be forgiven • What it feels like to be forgiven 	<p>GOD Responding to God</p>	<ul style="list-style-type: none"> • Responsibility to God: <ul style="list-style-type: none"> – the Shema, mezuzah, tallit, tefilin, kippah – the Ten Commandments • Judgement and forgiveness seen through: <ul style="list-style-type: none"> – Rosh Hashanah – Yom Kippur 	<ul style="list-style-type: none"> • Illustrations from psalms, songs and prayers • The love of God, demonstrated through stories in the Tenakh • Stories showing God’s love, care, goodness and power • Responding to God through worship <ul style="list-style-type: none"> – Mishkan, Ark, Temple and Synagogue – role of the Synagogue and the Rabbi
<ul style="list-style-type: none"> • What is important in their own lives • What values are and why they are important • The difference between right and wrong • Why society needs rules and values which everyone agrees to 	<p>TORAH Values for living</p>	<ul style="list-style-type: none"> • Jewish values set out in the Torah: <ul style="list-style-type: none"> – love of the stranger and hospitality – the Ten Commandments – ‘love your neighbour as yourself’ • Why the Torah is important: <ul style="list-style-type: none"> – first five books of the Tenakh – the Sefer Torah 	<ul style="list-style-type: none"> • Korash’s rebellion • The symbolism of structure in the structure of the scroll and materials used • Shavuot – showing the importance of the Torah • Study of the Torah and the Hebrew text
<ul style="list-style-type: none"> • Special occasions and places in their own lives • Special times of year, and times in their lives 	<p>PEOPLE AND THE LAND Special times and places</p>	<ul style="list-style-type: none"> • Special occasions in Jewish life – Bar Mitzvah, marriage • Special places – synagogue and Jerusalem • Special times: <ul style="list-style-type: none"> – Shabbat and the Friday night meal – Pesach – Sukkoth 	<p>Special marks of the Jewish home:</p> <ul style="list-style-type: none"> • Kashrut • Brit Milah, funerals and mourning • Symbols – the Magen David and the menorah

KEY STAGE 2 – SIKHISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF SIKHISM (2a)	KNOWLEDGE AND UNDERSTANDING OF SIKHISM (2b)
Pupils should be encouraged to think about <ul style="list-style-type: none"> The wonder of the natural world The meaning of equality How we can care for the world 	BELIEFS AND VALUES God is the supreme being	<ul style="list-style-type: none"> Sikhs believe that God is One; Creator and Sustainer; without image, and that all human beings are equal in the eyes of God – people should therefore treat each other as equals This is reflected in the Gurdwara, vand chhakna (sharing), sewa (service) and respect for all Creation 	<ul style="list-style-type: none"> God as described in the Mool Mantar – God is One, Truth, Creator, without fear Principles for living – nam simran, kirat karna, vand chhakna, sewa and hukam
<ul style="list-style-type: none"> People who are special to them People who influence the way they live their lives How they show respect for things that are special Special books 	THE GURUS The message of the Gurus	The lives of the Gurus, with special reference to: <ul style="list-style-type: none"> Guru Nanak – the first Guru, his call, journeys and teachings Guru Har Gobind – the story of Diwali – the release of prisoners of conscience Guru Gobind Singh – installed the Guru Granth Sahib and founded the Khalsa Guru Granth Sahib – contains the teachings of the Gurus – how it is cared for in the Gurdwara 	<ul style="list-style-type: none"> The Guru Granth Sahib – how it was compiled The importance of the Ten Gurus – outline of their lives
<ul style="list-style-type: none"> Special places Groups to which they belong – the importance of sharing values and traditions with others How they show respect for people 	COMMUNITY Gurdwara and worship	<ul style="list-style-type: none"> Worship is led by the Granthi – consists of kirtan (hymn singing), ardas (prayer), langar (shared meal) Respect is shown to the Guru Granth Sahib: <ul style="list-style-type: none"> shoes are removed heads are covered offerings are made 	<ul style="list-style-type: none"> Significant personnel within the Gurdwara; Granthi, Ragi, Giani The Golden Temple (Harmandir Sahib) and other historic Gurdwaras Symbols: <ul style="list-style-type: none"> ik Onkar Khanda
<ul style="list-style-type: none"> Symbols in their own lives and what they stand for, eg badges, uniforms Why we have ceremonies to mark special occasions The idea of suffering for a principle 	PRACTICES Ceremonies and celebrations	<ul style="list-style-type: none"> Panj Kakke (the Five Ks) and the turban as marks of Sikhs' identity – kesh (uncut hair), kangha (comb), kara (steel bangle), kachera (shorts) and kirpan (sword) Ceremonies – Amrit ceremony Gurpurbs – birthdays of Guru Nanak and Guru Gobind Singh, the founding of the Khalsa, and Baisakhi 	<ul style="list-style-type: none"> Ceremonies: <ul style="list-style-type: none"> turban tying marriage death and cremation Festivals (Gurpurbs): <ul style="list-style-type: none"> Akhand Path martyrdoms of Guru Arjan, Guru Tegh Bahadur and the sons of Guru Gobind Singh

Programme of study

Key stage 3

Teaching at key stage 3 should normally focus upon Christianity and two other religions in depth. Teachers should also refer to, and reinforce, previous learning and, where appropriate, should make reference to the teachings and practices of other religions, especially those that have adherents in the school.

An agreed syllabus for key stage 3 should advise teachers to:

- find out what pupils have studied previously;
- build on existing knowledge, understanding and skills;
- develop knowledge of religions, or aspects not previously studied, rather than repeating earlier work.

At this stage, pupils should be consolidating their understanding of the key ideas and issues shared by the religions they encounter. These key elements are likely to include ‘belief’, ‘morality’, ‘deity’, ‘values’, ‘worship’ and beliefs about the nature of humanity. This should be considered in a way that preserves the integrity of faiths and ensures that pupils acquire a coherent knowledge and understanding of each religion.

Use of the key stage 3 sections in an agreed syllabus

An agreed syllabus based on this model would:

- i) include Christianity section 3a *and* AT LEAST ONE of the following sections:

Buddhism (3a)	Buddhism (3b)
Hinduism (3a)	Hinduism (3b)
Islam (3a)	Islam (3b)
Judaism (3a)	Judaism (3b)
Sikhism (3a)	Sikhism (3b)

AND ALSO

- ii) require each school to include UP TO TWO of the following sections (not already included at this key stage):

Christianity (3b)	Christianity (3c)
Buddhism (3a)	Buddhism (3b)
Hinduism (3a)	Hinduism (3b)
Islam (3a)	Islam (3b)
Judaism (3a)	Judaism (3b)
Sikhism (3a)	Sikhism (3b)

or sections selected from others advised by the conference.

Progression within key stage 3

Throughout key stage 3, pupils should have increased opportunities to:

LEARN ABOUT RELIGION BY:

- extending their knowledge and understanding of Christianity and normally two other principal religions through:
 - researching a key period in the history of religions studied
 - acquiring a coherent and broad coverage of individual religions in terms of their principal beliefs, literature, practices and moral codes
 - identifying the key elements shared by religions, eg worship, moral values, and being clear as to the different ways in which these elements are expressed in different religions
 - finding out about the historical relationships that exist between some religions
 - exploring a variety of means of expressing and interpreting religious belief, eg drama, music, art, symbolism, architecture.
- extending their understanding of the influence of religions by comparing the impact of religions on societies, values and cultures in different parts of the world.

LEARN FROM RELIGION BY:

- enhancing their spiritual and moral development by:
 - considering the value of silence and reflection in their own lives
 - reflecting on the experiences of others which might be described as ‘spiritual’ in relation to their own experience
 - considering questions of meaning, eg the existence of God and the problem of suffering, what characterises these questions and why they are difficult to answer
 - evaluating religious responses to ultimate questions and ethical issues in relation to their own beliefs and values, taking account of other people’s viewpoints, and showing sensitivity to the beliefs and views of others
 - relating their knowledge of religions to other curricular areas and their general knowledge of the world
 - developing a sense of responsibility in relation to the community, and relationships within the community

- beginning to recognise the limitations of human language and the value of other media to express ideas and feelings.
- developing positive attitudes towards other people and their right to hold different beliefs by:
 - developing an understanding of how beliefs and values contribute to personal identity
 - exploring religious and philosophical questions and developing critical awareness of the issues involved
 - recognising the right of others to hold and practise different religious beliefs.

End of key stage statements for key stage 3

The following statements describe the types and range of performance which pupils characteristically demonstrate by the end of key stage 3. These statements are designed to help teachers judge the extent to which their pupils' attainment relates to the expected performance.

Attainment target 1: Learning about religions

Pupils identify some of the principal beliefs, practices, people, places and objects of religions in the programme of study. They correctly use some technical terminology, and explain the meanings of texts, language and symbols in relation to the central beliefs of a religion. They give a coherent account of what it means to belong to the faith communities studied, showing some awareness of different denominations, groups and traditions, and showing understanding of the historical links that exist between some religions. They show understanding of how religions have made, and do make, a difference to the lives of individuals and communities, identifying the moral values which religions have given to society. They understand that some beliefs, values and practices shared by religions are expressed in similar and different ways, eg belief in God, attitudes to family life.

Attainment target 2: Learning from religion

Pupils consider whether the teachings of religions might clarify the meaning of significant experiences in their own lives, and suggest what might be learnt from the lives of inspirational people. They identify 'questions of meaning' asked by most people, suggest characteristics shared by these questions and suggest answers to their own questions about meaning, with reference to religious teachings. They explain why these questions are difficult to answer. Based on their understanding of right and wrong, pupils express their own values and commitments. They follow, or take part in, debates on religious or moral issues, identifying clearly contrasting views and giving well-argued reasons for taking one view rather than the other.

EXAMPLES OF LEARNING EXPERIENCES FOR KEY STAGE 3

LEARNING EXPERIENCES RELATED TO AT1	ACTIVITY	LEARNING EXPERIENCES RELATED TO AT2
<ul style="list-style-type: none"> Find out about the involvement in aid work on the part of the religions studied, and explain how such work exemplifies the teachings of those religions Demonstrate what can be learnt from visiting places of worship about the religious and social activities of the people who frequent the buildings Identify the similarities and differences in moral teachings between the religions studied Discover what religions teach about the identity and example of their key figures, and how teachings about these people are reflected in the lives of religious communities Find out how these objects are used, and explore the beliefs they express With reference to two religions, show how differences in lifestyle may result from adherence to a religion 	<p>Watch a film or documentary about world poverty</p> <p>Visit places of worship used by the religions studied</p> <p>Study the moral teachings of the religions studied</p> <p>Explore the lives of key people in the religions studied</p> <p>Look at and, if possible, handle objects which have a special significance for the religions studied</p> <p>Talk to members of the religions studied about their life as a member of a faith community</p>	<ul style="list-style-type: none"> Discuss the value of giving, both to the recipient and to the donor Consider the value to themselves of prayer, and of religious buildings as conducive to prayer and quiet reflection Discuss the nature and importance of personal responsibility and how this might be demonstrated in everyday life Discuss the qualities of people they respect, and consider why the influence of some people stands the test of time Consider when language might be insufficient for the expression of deeply held beliefs and convictions, and discuss what other means might be used to communicate these to others Identify the responsibilities, benefits and other implications of belonging to a community

KEY STAGE 3 – CHRISTIANITY

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/ FOCUS	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (3a)	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (3b)
<ul style="list-style-type: none"> Paradox and mystery at the heart of attempts to explain the mystery of the natural world The use of symbolic language to grapple with the complex nature of reality The nature of truth and evidence Belief without physical proof – what ‘truths’ do we accept on the word of another, and what do we not accept? 	<p>GOD The Holy Trinity Belief in God as one and three persons</p> <p>Reason, expression, evidence Basis of belief and how it is communicated</p>	<ul style="list-style-type: none"> Christian belief in God as The Father (Creator and Sustainer), The Son (incarnate to reveal the nature of God and his will for humanity), and the Holy Spirit (guide, comforter, giver of understanding and insight) Evidence of God – examples from Scripture, the tradition of the Church, human experience and human reasoning which leads to belief in God 	<ul style="list-style-type: none"> In-depth study of how God is described in the writings of some Christian teachers and mystics Expressions of God in hymns, songs, symbols and the arts
<ul style="list-style-type: none"> Different aspects of being The spiritual nature of humanity Learning and facing up to the truth about ourselves Ways of coming to terms with what we are People who rescue us from despair – being able to start again 	<p>JESUS Human and divine The two natures of Jesus Christ</p> <p>Sin and salvation The purpose for which Jesus came</p>	<ul style="list-style-type: none"> His humanity and divinity seen through stories, including his birth, temptation, transfiguration, relationship with friends, cleansing the Temple, death, resurrection and ascension Different understandings of the purpose of Jesus’ death and resurrection Examples of how Jesus caused people to examine their lives and take stock of their situation, and gave people a new life, eg Zacchaeus, Mary Magdalene, the woman at the well, Lazarus, the penitent thief Stories of Christian conversion, illustrating some people’s belief in an encounter with Jesus 	<ul style="list-style-type: none"> In-depth study of the teaching of Jesus, with a focus on human weakness and salvation Reference to people in the New Testament, eg St Paul, and to Christians through the ages
<ul style="list-style-type: none"> The importance of unity; shared ideals and targets The benefits and disadvantages of different perspectives and traditions How can we disagree and avoid destructive conflict? The possibility of the influence on our lives by outsiders The feeling that there is ‘something there’ 	<p>CHURCH Unity and diversity A family belonging to Christ but with many branches</p> <p>The Holy Spirit in the Church Idea of continuing presence of God</p>	<ul style="list-style-type: none"> What unites Christians – belief in God, experience of the Holy Spirit, Creeds, baptism, the eucharist, worship The Ecumenical movement; how different Churches offer different emphases The Church as the ‘Body of Christ’ and other imagery Christian experience of the Holy Spirit – Pentecost, preaching, healing, worship The advantages and disadvantages of diversity seen through traditional and modern singing, forms of preaching, formal and extempore prayer, different leadership structures, different attitudes to authority and interpretation of Scripture 	<ul style="list-style-type: none"> How the early Church came together as a community and added to its members Different traditions and nationalities which existed from the earliest times The later historical and geographical spread of the Church

Christianity is continued on the next page

KEY STAGE 3 – CHRISTIANITY (continued)

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/ FOCUS	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (3a)	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (3b)
<ul style="list-style-type: none"> Richness of human language – different forms of expressing what is dear to us, and difficulties of expressing innermost feelings in words The importance of having principles and values by which to live People and literature whose words have a deep meaning for us The relationship between authority, rules, guidance and free will 	<p>BIBLE Different forms of writing Functions of different genres</p> <p>The value of the Bible Its central place in the Christian tradition</p>	<ul style="list-style-type: none"> The belief that Biblical writers wrote revealed truth – the quality and beauty of the literature, and its lasting influence and impact Examples of the use of language, metaphor, simile etc to express fundamental but difficult beliefs seen through examples from historical writings (eg stories of Saul and David), poetry (eg the Psalms, songs in Luke’s Gospel) and prophecy (eg Isaiah, Amos, Hosea) Reasons why many people treasure and value these texts – how they show their value through reading in Church, private study and personal reflection, personal guidance, and as a basis for songs and hymns 	<ul style="list-style-type: none"> How belief in the authority of the Bible and desire to discern the original meaning of writings maintains an interest in the Biblical languages, eg Hebrew, Greek, Aramaic
<ul style="list-style-type: none"> What should people be like? What would be the ideal human being in an ideal world? Why are we not perfect? What’s the problem? How to live by a set of values on a daily basis Questions about purpose and identity in life The effects of peer group pressure 	<p>CHRISTIAN WAYS OF LIFE Made in the image of God/loss of the image Perfect relationship and its loss</p> <p>Personal and corporate commitment through following Jesus Christ</p>	<ul style="list-style-type: none"> Christians believe that humans were made in God’s image – the belief in the ‘Fall’ expressed through the Genesis story Christian teaching on individual value, personal redemption and eternal life The relation of Jesus’ teaching to the contemporary world The belief that Jesus revealed how people <i>should</i> be (leading to an attempt to regain the lost image of God) The centrality of, forgiveness, love and service as the basis of the Christian response expressed through personal, social and global issues and the arts 	<ul style="list-style-type: none"> A case study of Christian involvement in a social or global issue How Christian action is related to, and driven by, scripture, tradition, prayer, example and precedent, and reason

KEY STAGE 3 – BUDDHISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF BUDDHISM (3a)	KNOWLEDGE AND UNDERSTANDING OF BUDDHISM (3b)
<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> How people use the phrase ‘I have seen the light’ What causes suffering and unhappiness Events that change people’s lives 	<p>BUDDHA Enlightened One</p>	<p>Gotama Buddha:</p> <ul style="list-style-type: none"> Stories from his life, showing: <ul style="list-style-type: none"> his discovery of how to overcome suffering and unhappiness his renunciation his Enlightenment his compassion and wisdom His teaching – all things have the potential for Enlightenment 	<p>Gotama Buddha:</p> <ul style="list-style-type: none"> As a supreme example to his followers (with reference to episodes in his life) The diversity of different images of the Buddha and their significance, eg mudras
<ul style="list-style-type: none"> The need to control feelings, emotions and senses The need for rules in a harmonious society The value of stillness and quiet reflection What brings us joy and peace People they regard as wise 	<p>BUDDHIST TEACHING The way to wisdom and compassion</p>	<p>Dhamma – wisdom and compassion in Buddhist teaching:</p> <ul style="list-style-type: none"> The Five Moral Precepts The Four Noble Truths The Noble Eightfold Path The purpose of meditation Symbols which express Buddhist teachings, eg the wheel and the lotus 	<ul style="list-style-type: none"> Buddhist teachings: <ul style="list-style-type: none"> Kamma (the law of cause and effect); for every intentional good or bad thought, word or deed, there is an effect Buddhist texts, eg the Dhammapada verification of teachings through personal experience Buddhist practices: <ul style="list-style-type: none"> festivals and daily ceremonies meditation; the purpose of meditation
<ul style="list-style-type: none"> Belonging to a community The role of the individual within the community How we learn from example – who we look to as role models Who we learn from Leadership qualities Which values they support and reject 	<p>THE BUDDHIST COMMUNITY Ordained and lay people</p>	<ul style="list-style-type: none"> All Buddhists try to: <ul style="list-style-type: none"> learn and practise the Dhamma become free from greed, hatred and ignorance develop loving kindness and compassion In addition, the Ordained: <ul style="list-style-type: none"> obey the rules of their order, eg Vinaya study texts, teach and counsel conduct services and the daily office Lay people also support the monastic Sangha or temple 	<ul style="list-style-type: none"> The Sangha: <ul style="list-style-type: none"> the geographical spread of Buddhism and the Sangha in different countries new movements East and West the purpose of the Sangha; to work towards Enlightenment Bodhisattvas Buddhists try to help alleviate suffering by: <ul style="list-style-type: none"> giving hospitality being sympathetic giving generously teaching by example

KEY STAGE 3 – HINDUISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF HINDUISM (3a)	KNOWLEDGE AND UNDERSTANDING OF HINDUISM (3b)
Pupils should be encouraged to think about <ul style="list-style-type: none"> The importance of keeping promises The use of violence Puzzling questions in life How people have different aspects to their character, and how they act out different roles, eg father, businessman, husband, friend 	CONCEPTS, TRUTHS AND VALUES Belief in action	<ul style="list-style-type: none"> God is worshipped in different forms, eg Vishnu, Krishna, Rama, Lakshmi, Shiva, Shakti The concept of avatar – especially the ‘descents of Vishnu’ Core concepts, eg atman, seva, maya, karma, the three gunas, dharma, samsara, moksha, Brahman Beliefs about the universe 	<ul style="list-style-type: none"> Ahimsa (non-violence) and its implications, eg vegetarianism Self-discipline, eg vrat (making vows), fasting Gunas (the three strands) – Sattva (goodness), Rajas (passion), Tamas (ignorance and sloth)
<ul style="list-style-type: none"> How they have changed since early childhood Important ceremonies associated with different times of life How we have different roles in communities to which we belong, eg school, youth club 	FAMILY, COMMUNITY AND TRADITIONS Identity and responsibility	<ul style="list-style-type: none"> Ashramas – four different stages of life and their associated duties Samskars – purificatory rituals associated with birth and marriage 	<ul style="list-style-type: none"> Varna: <ul style="list-style-type: none"> the traditional four-fold classification of society jati (caste) as a kinship system and support group hereditary and evolving nature of caste Roles within the family: <ul style="list-style-type: none"> defined by gender and age duties within the extended family the equal importance of women
<ul style="list-style-type: none"> The importance of community and celebrating shared values The awesome nature of the natural world The importance of ritual in everyday life 	WORSHIP Expressions of devotion	<ul style="list-style-type: none"> Worship in the home and in the Mandir (Temple) – including the arti ceremony, bhajan and kirtan (singing), havan (sacred fire), pravachan (sermon), visiting holy people from India The nature and function of the Mandir (Temple) in India and in Great Britain Festivals, eg Holi, Navaratri, Shivaratri 	<ul style="list-style-type: none"> Personal worship Ceremonies associated with: <ul style="list-style-type: none"> initiation (sacred thread) death (funeral and cremation) Pilgrimage in India, eg Varanasi (Benares), Gangotri (the story of the source of the Ganges), Vrindaban Festivals, eg Dassehra, birthdays of Rama (Ramnavami), and Krishna (Janmashtami)
<ul style="list-style-type: none"> Books that have influenced their thinking Qualities they admire in people The beauty of language and literature 	SCRIPTURES Relevance of scripture	Names and nature of the sacred texts and how they are used by adherents, especially: <ul style="list-style-type: none"> The Ramayana (Rama’s exile and return) The Puranas (the childhood of Krishna) The Vedas (descriptions of the creation) Stories with a moral, eg the Panchatantra 	Further explore the nature of the sacred texts and how they are used by adherents, especially: <ul style="list-style-type: none"> The Bhagavad Gita The Mahabharata (epic) The Vedas

KEY STAGE 3 – ISLAM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF ISLAM (3a)	KNOWLEDGE AND UNDERSTANDING OF ISLAM (3b)
Pupils should be encouraged to think about <ul style="list-style-type: none"> The difficulties of having more than one leader Human limitations in understanding the complexity of the universe The purpose of life 	TAWHID (Oneness of Allah)	The qualities of Allah: <ul style="list-style-type: none"> Has no partners and nothing is comparable to Him Is the Creator – signs of His creation Provides all things Gives guidance through Messengers and Books Shirk – regarding anything as being equal or a partner to Allah is forbidden 	Key beliefs about Allah: <ul style="list-style-type: none"> The attributes of Allah recorded in Surah 1, Surah 112 and Surah 59: 22-24, eg Ar-Rahman (All Gracious), Ar-Rahim (All Merciful) Further study of Tawhid
<ul style="list-style-type: none"> The nature of evidence – how we can believe or trust anything Qualities of an inspired leader Consequences of action 	IMAN (Faith) Key beliefs	Sources of guidance include: <ul style="list-style-type: none"> The Qur'an: <ul style="list-style-type: none"> – the revealed book treated with respect – how the Qur'an was revealed The Prophet Muhammad¹ – his key role as the final Prophet and recipient of the final revelation Stories from Sunnah, Hadith and Sirah Messengers of Allah as exemplars The Hereafter 	<ul style="list-style-type: none"> Qur'an – text concerning its unchanging nature, structure, compilation and commentaries Detailed study of the life of the Prophet Muhammad Further study of Sunnah and Hadith – compilation, chain of authority and examples The Day of Judgement Akhirah (life after death) Qadar
<ul style="list-style-type: none"> Equality of human beings – is this demonstrable? What is worth making an effort for Commitment as a means to achievement 	IBADAH (worship/belief in action) Belief in action	Shahadah and acts of worship: <ul style="list-style-type: none"> Salah and wudu Sawm and Id-ul-Fitr Zakah and Khums Hajj and Id-ul-Adha Opening Surah of the Qur'an (al Fatihah) 	<ul style="list-style-type: none"> Jihad Jumu'ah Recommended acts of worship: <ul style="list-style-type: none"> – Du'a – Sadaqah – Sawm – Umrah
<ul style="list-style-type: none"> What happens to individuals and societies when the ethical framework breaks down How can a society be structured fairly Who is worthy of respect, and why 	AKHLAQ (character and moral conduct) Islamic ethics	Activities and relationships in: <ul style="list-style-type: none"> Family life – distinctive features of the home and conduct of family members, including hygiene, diet, modesty and sexual relations Social life – the role of the Mosque, the importance of honesty and good manners, the Islamic concept of Ummah, social justice and equity 	<ul style="list-style-type: none"> Conduct based on beliefs about humanity as: <ul style="list-style-type: none"> – obedient to Allah – Khalifah (custodians) Islamic culture: <ul style="list-style-type: none"> – respect for people of other faiths – lives of influential Muslims and how they are motivated by Islamic beliefs and values

¹ After the name of the Prophet Muhammad, Muslims say, or write, 'salla-llahu alaihi wa sallam' (peace and blessings of Allah upon him).

KEY STAGE 3 – JUDAISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/ FOCUS	KNOWLEDGE AND UNDERSTANDING OF JUDAISM (3a)	KNOWLEDGE AND UNDERSTANDING OF JUDAISM (3b)
<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Things which are mysterious and have no apparent explanation The concept of holiness Possible feelings of a spiritual presence 	<p>GOD Elements of belief</p>	<ul style="list-style-type: none"> Jewish beliefs about God expressed through the Shema, psalms, songs, prayers, stories, kippah and tallit and the Ten Commandments Judgement and forgiveness – Rosh Hashanah, Yom Kippur, the Book of Life Gratitude expressed through blessings, especially before and after meals 	<ul style="list-style-type: none"> Understanding God – Shekhinah The justice and mercy of God The meaning of 'Israel' ('He who struggles with God') Prayer (tefillah) Repentance (Rosh Hashanah and Yom Kippur) Social justice (tzedeka) The Amidah Grace after meals
<ul style="list-style-type: none"> Stories and traditions they hear by word of mouth Things that never change Written texts that have importance in their own lives 	<p>TORAH Revelation</p>	<ul style="list-style-type: none"> The Sefer Torah, its symbolism and the work of the scribe Contents of the Torah The importance of the Torah seen through worship, Shavuot and the study of the Torah The contents of the Tenakh, with examples The Hebrew text – its use in Orthodox and Progressive traditions 	<ul style="list-style-type: none"> The Noachide laws – salvation for all people Rashi – using commentary to study the text The process of Jewish law – Torah, Talmud, Mishnah Gemara, Halakhah (law) and Agadah (legend)
<ul style="list-style-type: none"> Their own sense of identity The ways in which identity is expressed 	<p>PEOPLE AND THE LAND The Jewish people</p>	<p>Jewish identity expressed through:</p> <ul style="list-style-type: none"> Kashrut and the Jewish kitchen Brit Milah, Bar/Bat Mitzvah, weddings, funerals, mourning Shabbat and the Friday night meal Festivals – Pesach, Shavuot and Sukkot The importance of Jerusalem Symbols – Magen David, menorah, mezuzah Compare family life in Orthodox and Progressive traditions Mishkan, Ark, Temple and synagogue The role of the Synagogue and the Rabbi 	<p>Jewish identity expressed through:</p> <ul style="list-style-type: none"> The Jewish vision for the future Israel today Cultural diversity (Ashkenazim/ Sephardim) Religious diversity, past and present Responses to racism Contribution to a just society: <ul style="list-style-type: none"> Board of Deputies relations with other religions

KEY STAGE 3 – SIKHISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF SIKHISM (3a)	KNOWLEDGE AND UNDERSTANDING OF SIKHISM (3b)
Pupils should be encouraged to think about <ul style="list-style-type: none"> The existence and nature of God The implications of believing in God for how people live 	BELIEFS AND VALUES God as described in the Mool Mantar	<ul style="list-style-type: none"> Concepts of God – One, Truth, Creator, without form or enmity, beyond time not incarnated, self-existent Principles for living – Nam Simran, Kirat Karna, Vand Chhakna, Seva, Hukam 	<ul style="list-style-type: none"> Descriptions of God in the Mool Mantar (see <i>Working Group Reports</i> part 3) Sikh values (see <i>Working Group Reports</i> part 3)
<ul style="list-style-type: none"> The nature of wisdom, and the qualities of good teachers Books which have made a difference to their lives or which have a special place in their home 	THE GURUS The implications of the Gurus’ teachings for contemporary society	<ul style="list-style-type: none"> The Ten Gurus – outline of their lives (see <i>Working Group Reports</i> part 2) Guru Granth Sahib: <ul style="list-style-type: none"> – the revelation of God’s message – the contribution of the Gurus to Sikh teaching on equality, religious tolerance, service to the sick, human rights 	Guidance from the Gurus’ teachings for contemporary issues, for example: <ul style="list-style-type: none"> Peace and conflict Racism Social and political justice etc
<ul style="list-style-type: none"> The importance of daily routine When and why people pray The value of self-discipline The value of community and of shared traditions 	COMMUNITY Worship and the community	<ul style="list-style-type: none"> Worship in the home: <ul style="list-style-type: none"> – before sunrise and evening – Japji Sahib Worship in the Gurdwara, and the importance of: <ul style="list-style-type: none"> – obeisance, Kirtan, readings, Vak – the nature of worship Daily routine – daily installation of the Guru Granth Sahib, evening worship, Kirtan Sohila, laying the Guru Granth Sahib to rest 	Gurdwara: <ul style="list-style-type: none"> Gurdwaras of particular historical significance and events linked to these places, such as: <ul style="list-style-type: none"> – Nankana Sahib – Sis Ganj Sahib – Bangla Sahib The relationship between Gurdwaras in Great Britain and throughout the world
<ul style="list-style-type: none"> Groups to which they belong, and any special badges or signs of belonging that are involved The importance of moral values Rituals and their significance in daily life 	PRACTICES The Sikh way of life	Rahit and Kurahit: <ul style="list-style-type: none"> Obligations (Rahit): <ul style="list-style-type: none"> – keep the Five Ks – recite prayers five times daily Prohibitions (Kurahit). Never: <ul style="list-style-type: none"> – cut the hair – take tobacco, alcohol or harmful drugs – commit adultery – eat meat which has been ritually slaughtered 	Sikh attitudes to contemporary issues such as: <ul style="list-style-type: none"> Ecology Abortion Family life Social responsibility

Programme of study

Key stage 4

Teaching at key stage 4 should draw upon Christianity and at least one other religion in depth. Teachers should also refer to, and reinforce, previous learning and, where appropriate, should make reference to the teachings and practices of other religions, especially those that have adherents in the school.

An agreed syllabus for key stage 4 should advise teachers to:

- find out what pupils have studied previously;
- build on existing knowledge, understanding and skills;
- develop knowledge of religions or aspects not previously studied, rather than repeating earlier work.

At key stage 4, pupils' knowledge and understanding should focus particularly on the concepts, beliefs and values of religions in relation to their own. There should be less emphasis on knowing outward elements of religion – the objects of worship, buildings, festivals etc, except with reference to a religion not previously encountered. Pupils should develop an understanding of how the beliefs, values and concepts are exemplified through the elements of religion. Pupils should also be comparing the teachings of religions on key moral and metaphysical questions. In order to avoid conflict with GCSE options, all teaching on Christianity has been included in one section from which schools can choose.

Use of the key stage 4 sections in an agreed syllabus

It is recommended that an agreed syllabus based on this model would incorporate material in one of the following ways:

- i) include material from Christianity (4a) *and* from ONE of the following sections:
- | | |
|--------------|--------------|
| Buddhism (4) | Hinduism (4) |
| Islam (4) | Judaism (4) |
| Sikhism (4) | |

AND ALSO

- ii) require each school to include material drawn from ONE of the following sections:
- | | |
|-------------------|--------------|
| Christianity (4b) | Buddhism (4) |
| Hinduism (4) | Islam (4) |
| Judaism (4) | Sikhism (4) |

or from other sections devised by the conference.

Progression within key stage 4

Throughout key stage 4, pupils should have increased opportunities to:

LEARN ABOUT RELIGIONS BY:

- deepening their knowledge and understanding of Christianity and at least one other principal religion through:
 - making comparisons between different religions, noting the similarities and differences between them in terms of their principal beliefs, practices and moral codes
 - extending their knowledge of the different denominations and traditions within religions
 - comparing interpretations of religious beliefs expressed through a variety of media, eg dance, drama, music, art, symbolism, architecture
 - considering the variety of views on religious issues held by people of different faiths and within the same faith.
- deepening their understanding of the influence of religion by:
 - discovering the extent to which individuals and societies vary in their adherence to their traditional faith
 - comparing the impact of religions on attitudes to contemporary issues.

LEARN FROM RELIGION BY:

- enhancing their own spiritual and moral development by:
 - considering the experiences which take people beyond the realm of everyday experience, and thinking about possible explanations given for these happenings
 - reflecting on moral and religious issues arising from the study of religion, and their relationship to their own beliefs and values, studying and evaluating different points of view
 - considering the value of silence, prayer, meditation and ritual for human life and for themselves
 - relating their knowledge and understanding of religion to other areas of the curriculum and to their general knowledge
 - showing sensitivity to the beliefs of others, and valuing the contribution of the different points of view to an overall debate
 - beginning to formulate their own responses to life's issues, and recognising that life poses questions which remain puzzling.

- developing positive attitudes towards other people and their right to hold different beliefs by:
 - developing confidence in their religious/philosophical standpoint and cultural identity, and extending their ability to defend their position
 - developing a readiness to explore and engage with religious ideas and questions
 - showing willingness to uphold and defend the rights of individuals and communities to practise their religions and hold their own beliefs
 - remaining open to the challenge and richness of diversity.

End of key stage statements for key stage 4

The following statements describe the types and range of performance which pupils characteristically demonstrate by the end of key stage 4. The statements are designed to help teachers judge the extent to which their pupils' attainment relates to these expected performance levels.

Attainment target 1: Learning about religions

Pupils identify the key features of religions studied, held to be important by members of the faith. They use correct technical terminology, and show how texts, languages and symbols etc are interpreted differently within faiths. They explain the importance of key features of religions in relation to the beliefs of adherence, and give coherent accounts of what it means to belong to the studied faith communities. They give accounts of the key teachings of religions and the way in which they influence the lives of individuals and societies, especially their values and traditions. They demonstrate an understanding of the contemporary relevance and practical application of religions. They explain the key similarities and differences between religions, and between denominations and traditions within a faith. With reference to specific issues, they compare the extent to which individual adherents apply their faith to daily life, and the extent to which societies share core values based on religions.

Attainment target 2: Learning from religion

Pupils compare the difficulties of applying religious and moral values to their own lives, with the experiences of people who try to live by religious faith in the modern world. They show understanding of what is meant by 'ultimate questions', and refer to moral principles, religious teachings, insight and reasoning in responding to these questions. They recognise influences on their own beliefs and values. They discuss religious and moral issues, following up and responding to the ideas of others by asking relevant questions, and giving a reasoned reply when objections are raised to their own arguments.

EXAMPLES OF LEARNING EXPERIENCES FOR KEY STAGE 4

LEARNING EXPERIENCES RELATED TO AT1	ACTIVITY	LEARNING EXPERIENCES RELATED TO AT2
<ul style="list-style-type: none"> • Prepare a speech for a debate on ‘life after death’, referring to the teachings of the religions studied • Compare acts of communal worship in two religions, or in two different traditions within the same religion, identifying similarities and differences of belief and practice • Identify the teaching of religions studied on the nature and purpose of human life • Explain how these teachings are reflected in the attitudes of respective religions to medical issues such as abortion, embryo technology or euthanasia • Compare different explanations for the origin and purpose of the universe • Compare understandings of what constitutes ‘evidence’ in a scientific enquiry and in an enquiry into the truth claims of religion 	<p>Talk with representatives of religious communities about their beliefs about death and what might happen after death</p> <p>Watch videos showing acts of worship in the religions studied</p> <p>Listen to doctors and members of faith communities talking about medical questions which pose ethical dilemmas</p> <p>Experience and reflect upon the natural world</p> <p>Take part in or attend a debate on science and religion</p>	<ul style="list-style-type: none"> • Find examples of how ‘life after death’ has become a popular theme in the media, eg contemporary films and television programmes • Discuss the assumptions about death in these cases, and how they relate to religious teachings on death • Compare experiences of prayer and worship and discuss the value of prayer both to the individual and to groups who pray together • Talk about the nature of human life as ‘sacred’, and what this might imply for human relationships • Share poems and songs they have encountered which reflect on the natural world, and suggest what beliefs about the origins and nature of the universe are expressed within them • Debate the truth of the claim that there is a conflict between religion and the sciences

KEY STAGE 4 – CHRISTIANITY

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/ FOCUS	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (4A AND 4B)
<ul style="list-style-type: none"> The human quest for a power beyond The basis for knowledge, certainty, belief and unbelief 	GOD The debate about God	<ul style="list-style-type: none"> Different Christian experiences of God; as love (eg St Francis), ruler and judge (eg Isaiah), saving Different expressions of God – the use of metaphor, analogy and symbol in selected writings of contemporary and past Christian thinkers The grounds on which Christians argue for the existence of God – revelation through scripture; personal experience of the presence of God; observation and reflection on the universe; reason Case study – the theology of two contrasting Christian writers
<ul style="list-style-type: none"> Utopia. What <i>should</i> the world be like? How do we want it to be? What's wrong with it at the moment? How do we put it right? What happens when we die? Is there life after death? Does religious belief make any difference? Accountability 	JESUS Messianic Kingdom The heralding of a new age in world history Eternal life A new dimension experienced in relation with Christ	<ul style="list-style-type: none"> Jesus as within but beyond a point in history. Illustrative passages from: <ul style="list-style-type: none"> – prophecy, relating to an ideal King and Kingdom to come – Jesus in the experience of the early Church, living in the Kingdom – how Christians today experience Jesus and apply his teachings to their personal lives The notion of the Kingdom as a present reality, not simply a future possibility The promise of eternal life in the Kingdom Contrasting Christian teachings on judgement, the parousia, re-creation Portrayals of Jesus in the arts and film – the extent to which these convey the essence of his identity
<ul style="list-style-type: none"> Values which are personal and values which are public What can be achieved when people work together? Human responses to the numinous and to mystery 	CHURCH The Church in the world Forms of worship	<ul style="list-style-type: none"> The Church's self-identity seen through the impact of Christianity on education, moral norms, institutions and traditions, government and monarchy, and social reform Worship: <ul style="list-style-type: none"> – the value of a variety of forms of worship – different reasons for worshipping – devotional and contemplative life as an option Case study of two contrasting Churches in different parts of the world – how they express their identity

Christianity is continued on the next page

KEY STAGE 4 – CHRISTIANITY (continued)

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/ FOCUS	KNOWLEDGE AND UNDERSTANDING OF CHRISTIANITY (4A AND 4B)
<ul style="list-style-type: none"> • What is truth? What can we trust or believe in? • How do we know, what do we believe? • The nature of inspiration and lasting value 	<p>BIBLE</p> <p>Interpretation of the Bible</p> <p>Application of the Bible</p>	<ul style="list-style-type: none"> • Different attitudes to the Bible and the meaning of ‘truth’ in relation to Biblical texts • Views of the Bible, including inerrancy, typology, allegory – critical approaches • How this leads to different views over contents and inspiration • What makes Biblical literature ‘different’, in particular prophecy, wisdom, apocalyptic and letters • How the Bible is and has been used as a source of inspiration (eg for music and literature), as a basis of theological and personal understanding and as a guide for action • In-depth study of two contrasting types of Biblical literature and their interpretation, eg Gospel, letter, prophecy, history, wisdom, poetry, apocalyptic
<ul style="list-style-type: none"> • Why are we here? What is the purpose of it all? • Should we try to persuade people that our view of life is right? • How can we recognise a genuine leader or a creed worth following? 	<p>CHRISTIAN WAYS OF LIFE</p> <p>Purpose in life defined in relation to obedience to God</p> <p>Witness and mission – spreading the good news</p>	<ul style="list-style-type: none"> • Christian belief: <ul style="list-style-type: none"> – purpose to fulfil the will of God by following the example of Jesus and so spreading the Kingdom on Earth – restoration of the original purpose of God • Belief that decisions should be made on the basis of Scripture, tradition, prayer, reason and example • How this works out in relation to specific issues, eg religion and science, secularisation, the problem of suffering, and the place of women in the Church • The belief that Christians have an obligation to evangelise, and how this takes different forms, from witness through example to active evangelism and mission • In-depth study of views of humanity in two contrasting Christian writers, with particular reference to beliefs about Creation, the Fall, salvation and the summing up of all things

KEY STAGE 4 – BUDDHISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF BUDDHISM (4)
<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • People who set an example to us – qualities we admire • The value of concentration • How we show respect and deference • The power of art to convey beauty and to uplift us 	<p>BUDDHA Buddhahood</p>	<p>The place of the Buddha in Buddhism:</p> <ul style="list-style-type: none"> • Supreme example to followers (refer to key episodes in his life) – not worshipped • Reminder of the need to develop the potential for Enlightenment • Images – focal points to remind Buddhists of the Dhamma, and to uplift the mind • Diversity of different images which reflect the variety of Buddhist schools of thought
<ul style="list-style-type: none"> • The purpose of life • Human destiny • What happens at death? • The possibility of immortality • The nature of truth 	<p>BUDDHIST TEACHING Nirvana</p>	<ul style="list-style-type: none"> • Buddhist teachings: <ul style="list-style-type: none"> – Nirvana – Buddhist texts (eg Dhammapada, Metta Sutta, Lotus Sutra) – the three signs of being/marks of existence (Anicca, Dukkha, Anatta) • Buddhist attitudes to contemporary issues, for example: <ul style="list-style-type: none"> – the environment – peace and conflict
<ul style="list-style-type: none"> • Issues involved in practising a minority religion • Community – shared values • Why people who belong to the same religion have different beliefs and traditions 	<p>THE BUDDHIST COMMUNITY Enlightened community</p>	<p>Buddhism in the 20th century:</p> <ul style="list-style-type: none"> • The Sangha in different countries • The purpose of the Sangha (work towards Enlightenment, four stages in Enlightenment) • Adaptation to Western society • Rise, development and spread of different traditions, eg Theravada, Mahayana and Vajrayana • New movements East and West • Practical work, eg peace movements, prison chaplains, hospitals and hospices

KEY STAGE 4 – HINDUISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF HINDUISM (4)
Pupils should be encouraged to think about <ul style="list-style-type: none"> The nature of truth The nature of time The importance of focusing the mind The importance of living out one's values 	CONCEPTS, TRUTHS AND VALUES Unity and diversity	<ul style="list-style-type: none"> Brahman as an impersonal absolute, as the Supreme Person, as a particular chosen deity for self, family and community The nature of time: <ul style="list-style-type: none"> – traditional views relating to the four yugas (ages) – the nature of the present age (Kali yuga) Unity in diversity: <ul style="list-style-type: none"> – the three marg (ways to salvation) – karma, jnana and bhakti yoga (and, sometimes, raj yoga) – systems of philosophy – advaita and dvaita
<ul style="list-style-type: none"> Aim and purpose in life The importance of self-discipline Important stages and changes in one's life 	FAMILY, COMMUNITY AND TRADITION The goal of life	The four aims of life: <ul style="list-style-type: none"> Dharma Artha Kama Moksha
<ul style="list-style-type: none"> The importance of knowing oneself The importance of stillness and quietness for contemplation 	WORSHIP Self-realisation	<ul style="list-style-type: none"> The role of divine images in worship Yoga, meditation and mantra The significance of pilgrimage, with special reference to reasons for pilgrimage and why places are regarded as sacred
<ul style="list-style-type: none"> Teachings which have authority The idea of revelation Learning from word of mouth and tradition 	SCRIPTURES Revelation and tradition	Further explore the nature and use of scriptures by adherents. There are two main groups: <ul style="list-style-type: none"> Shruti – 'revealed' scriptures such as the Vedas, and the Upanishads Smriti – 'remembered' scriptures, which include the Bhagavad-Gita (Song of the Lord) and the Puranas

KEY STAGE 4 – ISLAM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF ISLAM (4)
Pupils should be encouraged to think about <ul style="list-style-type: none"> How belief in a creator, as supreme authority for humankind, affects people's lives How people can be manipulated by others using superstition, power etc 	TAWHID (Oneness of Allah) Oneness of Allah	Allah: <ul style="list-style-type: none"> His attributes The importance of Tawhid How Tawhid permeates all aspects of thought and practice
<ul style="list-style-type: none"> Legal systems and the delivery of justice Individual accountability for moral choices Role and accountability of leaders 	IMAN (Faith) Sources of authority	<ul style="list-style-type: none"> Qur'an – as the main source of Shari'ah Akhirah – life after death Khilafah/Imamah al Mahdi – the (rightly) guided one
<ul style="list-style-type: none"> The development of laws and customs, and why they are needed The value of living one's life according to a code of conduct Being a good example for others to follow 	IBADAH (Worship/Belief in action) Living an Islamic life	Service through the implementation of Shari'ah: <ul style="list-style-type: none"> Political, economic, social and religious aspects of Shari'ah in daily life The practice of Islam in a non-Muslim environment Da'wah – helping people to understand Islam
<ul style="list-style-type: none"> Interdependence of humanity – the rights and responsibilities of the individual Exploitation or protection in human relationships Holding to one's beliefs in the face of opposition/persecution 	AKHLAQ (Character and moral conduct) Islam in the world today	<ul style="list-style-type: none"> Conduct based on beliefs that humanity is: <ul style="list-style-type: none"> – created from one soul – mutually interdependent Islamic view of contemporary issues, for example: <ul style="list-style-type: none"> – care for the environment/animal rights – usury and interest – morality and health education

KEY STAGE 4 – JUDAISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF JUDAISM (4)
Pupils should be encouraged to think about <ul style="list-style-type: none"> • People who feel they have experienced God in their lives • The unexplained, eg the idea of miracles 	GOD Free will and determinism	<ul style="list-style-type: none"> • The Jewish experience of God intervening in history • The Thirteen Principles of Faith • Divine providence and free will • Emulating God's ways
<ul style="list-style-type: none"> • The difficulty of maintaining traditional values in the modern world • Why it is important to maintain traditional values 	TORAH Applications and dilemmas	<p>Application of Torah and Rabbinic principles in resolving contemporary issues:</p> <ul style="list-style-type: none"> • Exploration of the legal process • Examples of: <ul style="list-style-type: none"> – pikuach nefesh (saving life) – tikun olam (mending the world – green issues) • Pirkei Avot (moral issues) • An examination of medical ethics and their relevance to Halakkha <ul style="list-style-type: none"> – in-vitro fertilisation – organ transplant • An examination of the Torah and technology • The Shoah (Holocaust) – Jewish responses to the key questions: <ul style="list-style-type: none"> – where was God? – where was Humanity?
<ul style="list-style-type: none"> • Ways in which members of different groups and communities can be similar and different • Pressures to conform • What happens when people resist conformity 	PEOPLE AND THE LAND Unities and diversities	<p>Israel:</p> <ul style="list-style-type: none"> • Archaeology and its importance in Israel • Immigrant absorption • Cultural and religious diversity • Maintaining Jewish identity • The Anglo-Jewish experience

KEY STAGE 4 – SIKHISM

KEY IDEAS AND QUESTIONS ARISING FROM HUMAN EXPERIENCE	KEY TEACHINGS/FOCUS	KNOWLEDGE AND UNDERSTANDING OF SIKHISM (4)
Pupils should be encouraged to think about <ul style="list-style-type: none"> Experiences which they have found moving What is in a name Their own values in life 	BELIEFS AND VALUES God is transcendent and immanent	<ul style="list-style-type: none"> Attributes of God (transcendence, immanence, grace, benevolence): <ul style="list-style-type: none"> names for God (see <i>Working Group Reports</i> part 4) Narn, Shabad and Hukam Sikh Values (Gurmat) <ul style="list-style-type: none"> living according to God's will (see <i>Working Group Reports</i> part 4)
<ul style="list-style-type: none"> Contemporary issues which concern them What society would be like without the influence of great people and their teachings People who have influenced their own thinking 	THE GURUS The unity of the Gurus' teachings	<ul style="list-style-type: none"> Sikh attitudes to contemporary issues The unity of the Gurus' teachings and their guidance on issues such as: <ul style="list-style-type: none"> peace and conflict racism social and political justice etc
<ul style="list-style-type: none"> People and groups that have authority over others Belonging to a global community The different roles they have within the different communities to which they belong 	COMMUNITY The Sikh Community	The Sikh Community (Khalsa Panth): <ul style="list-style-type: none"> The organisation of Gurdwaras Gurdwaras of particular historical significance, and events linked to these places The relationship between Gurdwaras in Great Britain and throughout the world
<ul style="list-style-type: none"> Their own views about contemporary issues The diversity of opinions about some of these issues Their own unique role within society 	PRACTICES The Sikh guide to life	<ul style="list-style-type: none"> Rehit Maryada (the Sikh Guide to life) Sikh attitudes to the following contemporary issues: <ul style="list-style-type: none"> personal relationships family (the importance of married life) the environment inter-faith dialogue