

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 Religious education should be taught to all pupils in full-time education, except for those withdrawn at the wish of their parents (details to be found in DFE Circular 1/94, paragraph 44).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 1/94.¹)

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

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.

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, meets 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 deciding 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 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 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.

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.

KEY STAGE 1 – CHRISTIANITY 1a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Christmas</p> <ul style="list-style-type: none"> • The celebration of Jesus’ birth, which shows he is special for Christians • Stories about the birth of Jesus, illustrating the idea that God is a loving parent • Symbols of Christmas, eg crib 	<p>Pupils could</p> <ul style="list-style-type: none"> • Encounter Christmas celebrations and share experiences of celebrations they enjoy • Look at/handle artefacts and ask about their meaning, eg crib • Listen and respond to stories about the birth of Jesus 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about how the Christmas stories relate to experiences and feelings in their own lives, eg the birth of a baby, vulnerability, being loved and protected, giving and receiving
<p>Easter</p> <ul style="list-style-type: none"> • Stories about Jesus’ death and resurrection, in a child’s version which emphasises the idea that Jesus is special for Christians and the theme of ‘new life’ • Symbols of Easter, eg Easter garden, paschal candle, cross 	<ul style="list-style-type: none"> • Encounter Easter celebrations • Listen and respond to stories about Easter • Look at a paschal candle being made and talk about the meaning of its symbolism 	<ul style="list-style-type: none"> • Talk about signs of new life in the world around them in spring, and talk about new beginnings • Discover that there are puzzling questions • Share feelings of being let down by friends, and discuss how friendships are healed
<p>The Church</p> <ul style="list-style-type: none"> • The Church as the Christian community which takes Jesus as its example • Keeping Sunday as a special holy day • Worshipping together, including reading the Bible (a special book for Christians), listening to stories, singing and praying • Special leaders, eg priests, ministers, elders • Important ceremonies, eg baptisms and weddings 	<ul style="list-style-type: none"> • Visit a local church and/or look at pictures or film of churches • Observe how the Bible is treated with respect and find out why • Hear someone read from the Bible and talk to them about why they respect it as a holy book • Meet and put questions to a church member/Christian 	<ul style="list-style-type: none"> • Share feelings about belonging to a group and identify the characteristics of groups they belong to in school • Participate in periods of quiet reflection, and share thoughts on what silence feels like
<p>God</p> <ul style="list-style-type: none"> • Stories, songs, poems and sayings from the Bible which describe God as: <ul style="list-style-type: none"> – the Creator who has given the world as a gift to humanity – a loving parent 	<ul style="list-style-type: none"> • Listen and respond to stories about the natural world and creation • Read, or listen to, songs and poems which describe God as ‘Father’ and talk about what this means 	<ul style="list-style-type: none"> • Experience and respond to the natural world • Share feelings related to experiences of awe, wonder and mystery • Recognise some questions can be answered in different ways
<p>Christian values</p> <ul style="list-style-type: none"> • The two greatest commandments – ‘love God’ and ‘love your neighbour’ • Jesus’ teaching on forgiveness and love • Relationships with family and friends • The lives of Christians who followed the example of Jesus 	<ul style="list-style-type: none"> • Listen to a Christian talking about how they try to ‘love their neighbour’ • Make a collage, using pictures from newspapers and magazines, to illustrate the theme ‘love your neighbour’ • Listen to stories about famous Christians past and present 	<ul style="list-style-type: none"> • Talk about rules and why they are important • Think about their own behaviour and the things that influence it • Share feelings about values that may be important, eg fairness, honesty, forgiveness, kindness • Think about how people show concern for others • Talk about issues arising from relationships with friends and family

KEY STAGE 1 – CHRISTIANITY 1b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Following Jesus</p> <ul style="list-style-type: none"> • Stories about men, women and children who have tried to follow the example of Jesus, both in his own times and in later centuries (including contemporary examples) 	<p>Pupils could</p> <ul style="list-style-type: none"> • Read or listen to stories about people who have followed Jesus, eg the disciples, saints, men and women of faith 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about people whose example they would like to follow
<p>Churches</p> <ul style="list-style-type: none"> • Church buildings • Objects and symbols in churches • Differences between churches 	<ul style="list-style-type: none"> • Visit two churches in the area and learn the names of key points, eg font, table/altar, candles • Talk about differences between churches 	<ul style="list-style-type: none"> • Talk about feelings about the building(s), eg their atmosphere and why people might like to go there
<p>The Bible as a special book</p> <ul style="list-style-type: none"> • The Bible is different from other books, eg it is used for preaching and teaching • Christians read from it to learn about their faith – it has authority for them 	<ul style="list-style-type: none"> • Look at and carefully handle some special Bibles, eg a family Bible • Find out why the Bible is special to Christians • Read some well-loved stories from the Bible, eg the birth of Jesus 	<ul style="list-style-type: none"> • Find out about books which have a special authority • Bring to school, and/or talk about, things that have a special meaning and importance for them
<p>Caring and sharing</p> <ul style="list-style-type: none"> • Christians believe that everyone is important and of equal value. How this is expressed through: <ul style="list-style-type: none"> – caring for others, eg children, the elderly – sharing with others, eg charities, harvest festival 	<ul style="list-style-type: none"> • Find out how churches in the community care for people and talk about why • Find out about ways in which Christians share with others, eg Christian Aid, giving to the elderly at harvest, and talk about why 	<ul style="list-style-type: none"> • Talk about how and why we share things with each other • Share ideas about how they care for other people and how other people care for them

KEY STAGE 1 – BUDDHISM 1

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Buddha (stories about his life)</p> <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 	<p>Pupils could</p> <ul style="list-style-type: none"> • Listen to, or read, stories about the life of Siddhatta Gotama • Listen to stories of how suffering can be eased, eg The Buddha and Nalagiri the elephant • See pictures or artefacts of Buddha images 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about their idea of a perfect person • Think about what it would be like for a prince today to give up all he owned
<p>Moral teaching of the Buddha</p> <ul style="list-style-type: none"> • People should be kind and compassionate, generous, truthful, and patient • They should not hurt any living thing, steal or tell lies 	<ul style="list-style-type: none"> • Hear what the Buddha taught about the way people should treat one another • Listen to Buddhist stories with a moral message 	<ul style="list-style-type: none"> • Talk about how people show kindness to one another • Think about instances when we hurt people or animals, steal and tell lies, and why people believe these things are wrong • Identify other things they believe are wrong
<p>The Buddhist community</p> <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 	<ul style="list-style-type: none"> • Listen to, or read, stories about living as a Buddhist • Watch a film about Buddhist monks in Great Britain or other parts of the world 	<ul style="list-style-type: none"> • Identify people in our society who have different roles • Talk about their own values for living in a community, eg at school

KEY STAGE 1 – HINDUISM 1

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>God</p> <ul style="list-style-type: none"> Hindus believe in One God represented through different names and images, eg Krishna, Rama and Shiva Stories about Rama and Krishna, eg Rama’s exile and return, the childhood of Krishna 	<p>Pupils could</p> <ul style="list-style-type: none"> Look at artefacts and posters of Krishna, Rama and Shiva Listen to stories from the Ramayana, and look at illustrated versions of the story 	<p>Pupils could</p> <ul style="list-style-type: none"> Think about the meaning of stories with which they are familiar Talk about events in their own lives which compare with events in the stories of Rama and Krishna Consider the qualities of heroes in stories they have read
<p>Hindu traditions</p> <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 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"> Find out where India is Talk with Hindus or watch a video about family life in Great Britain and in India Find out about the similarities and differences between a Hindu family and other families 	<ul style="list-style-type: none"> Find out where their families came from and where they have relatives Share feelings about the importance of friends and family Talk about groups to which they belong
<p>Observance of faith</p> <ul style="list-style-type: none"> Puja (worship) in the home: <ul style="list-style-type: none"> the shrine the Arti ceremony Festivals, eg Divali, Raksha Bandhan, birthdays of Rama and Krishna Festival foods 	<ul style="list-style-type: none"> Look at a Hindu shrine, and talk about the things in it See pictures, or a film, of the Arti ceremony Find out about the way some Hindu festivals are celebrated Listen to stories associated with Hindu festivals Cook and taste Hindu festival foods 	<ul style="list-style-type: none"> Talk about special times and occasions in their own lives Explore feelings associated with celebrations Discuss which food they enjoy on special occasions
<p>Values</p> <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"> Hear Hindu stories which draw out Hindu values of respect, honesty and truthfulness 	<ul style="list-style-type: none"> Talk about how people show respect for one another

KEY STAGE 1 – ISLAM 1

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Allah is the Islamic name for the God</p> <ul style="list-style-type: none"> Muslims believe that: <ul style="list-style-type: none"> Allah is the One True God He has no partners He is the Creator who provides all good things 	<p>Pupils could</p> <ul style="list-style-type: none"> Learn that the Islamic name for God is ‘Allah’ 	<p>Pupils could</p> <ul style="list-style-type: none"> Distinguish between what is made by people and what belongs to the natural world Experience and talk about the care of living things
<p>Guidance</p> <ul style="list-style-type: none"> Allah has sent guidance through the Qur’an and His Prophets¹ Stories from the life of the Prophet Muhammad² Stories of other prophets, eg Ibrahim (peace be upon him) 	<ul style="list-style-type: none"> Listen and respond to stories about how Allah sent guidance through His Prophets 	<ul style="list-style-type: none"> Talk about how stories from the lives of the Prophets might guide people in their daily lives
<p>Worship of Allah</p> <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"> Observe salah, and find out where and how it takes place Look at pictures showing how Muslims prepare for prayer Encounter Islamic festivals, and find out how they are celebrated Listen and respond to stories about the Prophet Ibrahim and his family 	<ul style="list-style-type: none"> Talk about when and how people pray Talk about cleanliness and occasions when washing is particularly encouraged Share experiences of special occasions in their lives Share feelings of gratitude and thankfulness
<p>Islamic values</p> <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 	<ul style="list-style-type: none"> Listen to Muslims talking about their values Talk with Muslims about their family Find out what Muslims mean by ‘respect’, and how this is demonstrated in action 	<ul style="list-style-type: none"> Think about why we try to be ‘good’, and what that involves Think about how adults, especially parents, show love and care for their children Talk about how people show respect for each other

¹ After the names of the other Prophets, Muslims will say, or write, ‘peace be upon him’, or ‘p.b.u.h.’.

² 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 1 – JUDAISM 1

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Jews believe that God:</p> <ul style="list-style-type: none"> • Is the one Creator • Cares for all people 	<p>Pupils could</p> <ul style="list-style-type: none"> • Listen to stories and poems from the Tenakh which refer to God as Creator, eg Genesis 1, Psalm 8, Psalm 148 	<p>Pupils could</p> <ul style="list-style-type: none"> • Make their own response to the beauty of the natural world • Talk about how people care for each other
<p>The Torah (the first part of the Tenakh) contains:</p> <ul style="list-style-type: none"> • The Sefer Torah • Rules, eg the Ten Commandments • Sayings which express values, eg ‘love your neighbour as yourself’ • Stories about the beginning of the world and the people of Israel 	<ul style="list-style-type: none"> • Know some of the Ten Commandments, eg ‘do not steal’, ‘do not tell lies about people’, and say why they are important • Encounter some well-known sayings from the Torah, eg ‘love your neighbour as yourself’, and discuss what they mean • Listen to, or read, famous stories from the Torah, eg stories about Joseph or Moses 	<ul style="list-style-type: none"> • Show awareness of right and wrong, with reference to events in their daily lives • Talk about what it means to ‘love your neighbour’ as yourself • Talk about characters in stories, and reflect on what sort of example they give others to follow
<p>The Jewish home</p> <ul style="list-style-type: none"> • The mezuzah • Shabbat and the Friday night meal • Hanukkah 	<ul style="list-style-type: none"> • Examine a mezuzah and its contents, and talk about why it is important • Look at, and talk about, some of the items associated with the Friday night meal, eg the candles, and Hanukkah, eg the Hanukiah • Listen to Jewish people talking about what is important to them 	<ul style="list-style-type: none"> • Share feelings about things that are important or special in their own homes • Talk about times and occasions that are special in their homes • Share any prayers that are special to them with the rest of the class
<p>Israel</p> <ul style="list-style-type: none"> • A special place for the Jewish people 	<ul style="list-style-type: none"> • Find Israel on a globe or in an atlas 	

KEY STAGE 1 – SIKHISM 1

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Sikhs believe in One God who is:</p> <ul style="list-style-type: none"> • The Supreme Truth • The Creator of all things 	<p>Pupils could</p> <ul style="list-style-type: none"> • Hear Sikhs talking about themselves and their faith on video, radio or in real life 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about their own feelings about the Natural World
<p>All human beings are equal before God</p> <ul style="list-style-type: none"> • 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"> • Visit a Gurdwara to see the dining area (langar) and to see how people are treated as equals 	<ul style="list-style-type: none"> • Talk about all the things that people throughout the world have in common • Consider the questions that are raised about sharing – why we sometimes like to share and when it is hard to share • Share a meal or food in class in a way that expresses togetherness and equality • Talk about the meaning of people sharing food together
<p>Stories from the lives of the Gurus</p> <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"> • Listen to stories about Guru Nanak • Make a class booklet about the life of Guru Nanak 	<ul style="list-style-type: none"> • Consider what the stories about Guru Nanak and Guru Gobind Singh have to say to Sikhs today • Discuss stories with a message which they enjoy
<p>The Sikh way of life</p> <ul style="list-style-type: none"> • The family is important in Sikhism, eg worshipping together in the Gurdwara, the role of parents in bringing up their children in the Sikh faith • Symbols of belonging, eg uncut hair, turban 	<ul style="list-style-type: none"> • Watch a video of a Sikh tying his turban • Find out about the meaning of uncut hair for Sikhs 	<ul style="list-style-type: none"> • Talk about their own family, if appropriate, and the activities they enjoy together • Share their experiences of belonging to a community • Talk about signs of belonging, eg uniform, badges and symbols • Talk about the times when people need to stick together
<p>Ceremonies and celebrations</p> <ul style="list-style-type: none"> • Ceremonies, eg naming ceremony, marriage • Celebrations, eg birthdays of Guru Nanak and Guru Gobind Singh, Baisakhi 	<ul style="list-style-type: none"> • Find out about the Sikh naming ceremony and the meaning of the Sikh names Kaur and Singh • Find out about the birthday of Guru Nanak and how it is celebrated • Listen to the story of Baisakhi 	<ul style="list-style-type: none"> • Share ideas on the importance of names and look up their own names in a dictionary of first names • Share experiences and feelings about birthdays and other celebrations

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 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 devised 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 purpose and function
 - 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 the 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 values.

KEY STAGE 2 – CHRISTIANITY 2a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>The Bible</p> <ul style="list-style-type: none"> • A source for Christian belief and teaching • Different translations of the Bible • The Bible includes many books • The Old and New Testaments • Different types of literature (with examples), including history, and law and songs • Some Christians read the Bible every day, and find it helpful for their everyday lives 	<p>Pupils could</p> <ul style="list-style-type: none"> • Read a variety of stories from the Bible, eg stories about Jesus, stories about Creation, stories with moral teaching • Read two different translations of the same passage and talk about the contrasts between them • Listen to a Christian talking about why they read the Bible • See on film, or in practice, how the Bible is read in church services 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about the things that guide their life and behaviour • Compare the experiences of people in biblical stories with their own experiences and feelings, eg how Jesus felt when he was abandoned by his friends in the Garden of Gethsemane
<p>Jesus</p> <ul style="list-style-type: none"> • Events in Jesus’ life as told in the Gospel stories and put into a historical context: <ul style="list-style-type: none"> – baptism and temptations – teaching about the Kingdom of God in parables and acts of healing – Jesus’ followers • The celebration of key events in Jesus’ life throughout the year: <ul style="list-style-type: none"> – Christmas (the story of Jesus’ birth and its meaning for Christians) – Easter (the story of Jesus’ death and resurrection, and how Christians understand these events) 	<ul style="list-style-type: none"> • Place the life of Jesus in a historical context • Talk about and discuss the meaning of stories that Jesus told and stories about his life, eg the Lost Son, the Good Samaritan, the Widow’s Mite, and Zaccheus • Explore the festivals which celebrate events in Jesus’ life and understand how they relate to these events • Consider what Christians believe about Jesus and the importance of this belief to them • Describe the main events of the Christmas narrative and illustrate them using Christmas cards • Design a poster to show the meaning of Easter for Christians 	<ul style="list-style-type: none"> • Consider feelings of being lost and found, talk about feelings of being accepted • Talk about giving up something precious, and giving to charity • Discuss the answers offered by Christianity to questions of meaning and purpose in life • Make a collage to show what the theme of ‘new life’ means to them • Talk about how Christmas and Easter have become commercialised, and how they feel about this

Christianity 2a is continued on the next page

KEY STAGE 2 – CHRISTIANITY 2a (continued)

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>God</p> <ul style="list-style-type: none"> • Language, symbols, stories, songs and creeds which describe God as: <ul style="list-style-type: none"> – The Holy Trinity – Father, Son and Holy Spirit – creating and sustaining, loving, just, saving 	<p>Pupils could</p> <ul style="list-style-type: none"> • Explore ways in which Christians respond to the belief that God is ultimately responsible for order and purpose in the world • Read Genesis 1-2 and illustrate the days of Creation • Identify beliefs about God in the Creation story 	<p>Pupils could</p> <ul style="list-style-type: none"> • Consider Christian ideas about God, and share their personal views with the class • Consider the experiences and feelings which give rise to questions about meaning and purpose • Share ideas on the evidence for order and pattern in the natural world and the universe
<p>The Church</p> <ul style="list-style-type: none"> • The Church as an international fellowship of Christians • Commitment, shared identity and belief in the power of the Holy Spirit seen through baptism (and confirmation) and the Eucharist • How buildings, religious objects and symbols play a part in the worship, rituals and ceremonies of the community • The Lord’s Prayer • Shared celebrations, including Ascension and Pentecost • Shared times of reflection, including Advent and Lent 	<ul style="list-style-type: none"> • Consider the application of Christian values to specific circumstances, particularly in relation to personal, social and global issues • Talk to Christians about the importance of the Church in their lives • Make a display of objects and symbols associated with Christian worship and state their use and significance • Find out how two different denominations celebrate the Eucharist • Listen to stories associated with important festivals, eg Pentecost and the giving of the Holy Spirit 	<ul style="list-style-type: none"> • Consider the importance of ritual and ceremony in life, eg birthdays, anniversaries, sports day, school celebrations • Participate in moments of directed silence and discuss their value as an aid to reflecting on important issues and ideas • Explore the human emotions which may be expressed in religious terms, eg joy and praise, guilt and penitence • Consider the value of setting aside a time for self-discipline and reflection • Talk about the importance of belonging to a group and sharing activities together • Consider what commitment to a religious group may involve
<p>Christian ways of life</p> <ul style="list-style-type: none"> • Considering attitudes to personal, social and global issues, and considering the teachings of Christianity: <ul style="list-style-type: none"> – Ten Commandments – the two great commandments – Sermon on the Mount – the Beatitudes 	<ul style="list-style-type: none"> • Listen to a Christian talking about what being a Christian means to them • Explore the way one Church expresses its values, eg Salvation Army • Look at the work of one Christian individual or organisation in the community • Listen to stories which convey messages about accountability and responsibility, God and humanity, and qualities of fairness, love and justice 	<ul style="list-style-type: none"> • Deepen their exploration of feelings and relationships, eg friendship, loyalty, hurt, fear, acceptance • Consider the importance of values to themselves and others • Identify the key values which lie at the heart of Christianity and talk about the values which they share with their friends and family • Share ideas about the role that commitment plays in their own lives and experiences, eg friendship

KEY STAGE 2 – CHRISTIANITY 2b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Special times and ceremonies</p> <ul style="list-style-type: none"> • Special people in the Church • Work of Church leaders 	<p>Pupils could</p> <ul style="list-style-type: none"> • Find out how Churches set people apart for special ministries and what sort of work they do • Identify differences between notions of leadership in a school/club context and in a church • Listen to a priest and/or minister talking about their work 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about examples of leadership in their own lives, eg in the brownies or cubs, as form monitors or prefects, and the use of badges and special uniforms to set people apart • Talk about the value of having appointed leaders
<p>The Church's year</p> <ul style="list-style-type: none"> • The Church has its own calendar with special names for certain times of the year • How these times of the year are related to events in the life of Jesus and other Christian beliefs, eg harvest, God the Creator and sustainer • Stories and symbols which are associated with these times of year 	<ul style="list-style-type: none"> • Find out when Christian festivals occur and the names for seasons, eg Advent, Lent • Make a display to show connections between times of year in the Christian calendar and key people and beliefs in the Christian tradition • Investigate stories, symbols, colours etc associated with these seasons and festivals in some Churches • Explain the meaning of Christian symbols for believers 	<ul style="list-style-type: none"> • Think about stories from their own lives that are important or meaningful to them • Express/explore the symbolism of colours, and their connection with moods and feelings • Consider the significance and value of symbols in daily life • Read poems, hymns and songs associated with different times of the Christian year, and make an illustrated display of their favourites • Collect harvest gifts for the elderly, and talk about the value of the harvest distribution for the recipients and the donors
<p>Stories of Christian commitment</p> <ul style="list-style-type: none"> • Stories of Christians and Christian organisations through the ages who have exemplified the teaching and work of Jesus, eg Mother Teresa, Christian Aid, CAFOD, TEAR fund 	<ul style="list-style-type: none"> • Investigate the lives of key figures in Christianity • Explain how Christian belief made a difference to these people's lives 	<ul style="list-style-type: none"> • Suggest reasons why these people are held to be examples to others • Talk about people who they respect and look up to as 'role models' • Discuss the principle, 'we should share what we have with others'

KEY STAGE 2 – CHRISTIANITY 2c

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>The history of the Church</p> <ul style="list-style-type: none"> • Key figures in the history of the Church, especially with reference to Christianity coming to, and developing in, Great Britain • Key events in the history of the Church, eg Augustine, the Reformation 	<p>Pupils could</p> <ul style="list-style-type: none"> • Learn about the lives of key figures in Christian history • Show how these people act and live out Christian beliefs and values • Look for modern examples of Christians making history, eg Desmond Tutu • Look at the events surrounding important figures, eg Augustine, Bede, Hilda • Compare early Celtic and Roman traditions in Great Britain 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about famous characters in the past and what made them famous • Share views on principles and beliefs that they would make sacrifices to preserve • Talk about the people they admire and the qualities which inspire them
<p>The Bible</p> <ul style="list-style-type: none"> • Translations of the Bible • How the Psalms, other parts of the Old Testament, the Gospels and Epistles are used in worship in different Churches • How the Bible is used as a basis for modern songs and stories and films 	<ul style="list-style-type: none"> • Compare different translations of short Bible passages • Encounter songs, poems, stories and pictures that take their ideas from biblical passages • Find out where and how parts of the Bible are used in Christian worship • Discover why the Bible has special status in Churches • Carry out a survey to find out people’s favourite Bible passages, and why they selected those passages 	<ul style="list-style-type: none"> • Read passages in the Bible which give guidance on issues such as jealousy, friendship and honesty, and discuss the message of these passages in relation to their own experiences • Discuss which translations of the Bible they like best, and why
<p>Prayer</p> <ul style="list-style-type: none"> • The use of stillness and silence in worship • Some well-loved prayers and their meanings • Reasons why people pray • The meaning of prayer 	<ul style="list-style-type: none"> • Make an illustrated display of some famous Christian prayers, and state when they might be used • Talk to Christians about what prayer means to them 	<ul style="list-style-type: none"> • Experience stillness, silence and time for quiet reflection, and talk about the value of this • Look at some famous Christian prayers, eg the Lord’s Prayer, the Jesus prayer and prayers used in collective worship, and talk about the feelings and beliefs they express • Suggest reasons why, and times when, other people pray, and talk about whether prayer is helpful

KEY STAGE 2 – BUDDHISM 2a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>The Buddha</p> <ul style="list-style-type: none"> • Stories about Gotama Buddha and how he found an answer to suffering, especially: <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 	<p>Pupils could</p> <ul style="list-style-type: none"> • Listen to, or read about, Gotama’s childhood, and discuss the reasons why he abandoned life as a prince • Read some famous Buddhist stories, eg Gotama and the Swan • Explore a variety of images showing Buddha as the ‘Enlightened One’ 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss what it would be like to give up all one’s wealth and possessions • Consider the causes of suffering of all kinds • Talk about the consequences of people being selfish and greedy • Share feelings about what ‘compassion’ means and how it may be demonstrated
<p>Some Buddhist teachings (Dhamma)</p> <ul style="list-style-type: none"> • The Five Moral Precepts. Buddhists promise not to: <ul style="list-style-type: none"> – harm living things – take what is not given – misuse senses, eg overindulgence – use wrong speech – take drugs or drink 	<ul style="list-style-type: none"> • Interview a Buddhist about the meaning of the Five Moral Precepts in daily life • Design a poster to illustrate the Five Moral Precepts 	<ul style="list-style-type: none"> • Consider the value of having precepts and what this means for the individual • Suggest what sort of lifestyle would be likely to result from holding the Five Moral Precepts • Make up Five Moral Precepts that they would like everyone to keep
<p>Buddhist community (Sangha)</p> <ul style="list-style-type: none"> • The life of a monk, nun and priest – teaching and leading by example • Symbols, eg the robe, bowl, shaven head, priest’s attire (particularly in Japan) 	<ul style="list-style-type: none"> • Visit a Vihara, if possible, and talk with the monks and/or nuns about their lifestyle • Give interpretations of the meaning of Buddhist monastic symbols 	<ul style="list-style-type: none"> • Identify, and talk about, communities or groups to which they belong • Share accounts of being solitary and how that felt

KEY STAGE 2 – BUDDHISM 2b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Celebrations of the Buddha</p> <ul style="list-style-type: none"> • Festivals – celebration of his birth, Enlightenment and passing away • Images of the Buddha – how they communicate values of tranquillity and compassion • Symbols, eg the Bodhi tree, wheel and lotus 	<p>Pupils could</p> <ul style="list-style-type: none"> • Explore the links between some Buddhist festivals and events in the life of the Buddha • Talk with Buddhists about the use of the Buddha image in Buddhism • Identify Buddhist symbols and their meanings 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about festivals with which they are familiar, and the ways in which these are celebrated • Study images of the Buddha and discuss what feelings they communicate • Visit, or see pictures of, a Zen garden or other symbol of tranquillity, and talk about the feelings it inspires
<p>Stories that illustrate Buddhist values</p> <ul style="list-style-type: none"> • The Monkey King • Nalagiri the elephant 	<ul style="list-style-type: none"> • Listen to, or read, stories that illustrate Buddhist values, and discuss their meaning 	<ul style="list-style-type: none"> • Write their own stories around animal characters that express important values
<p>Important Buddhist teachings (Dhamma)</p> <ul style="list-style-type: none"> • The Four Noble Truths • Introduction to the Noble Eightfold Path 	<ul style="list-style-type: none"> • Find a simple version of the Four Noble Truths, and make a poster to illustrate them • Suggest ways in which a Buddhist might try to avoid selfishness and greed 	<ul style="list-style-type: none"> • Collect newspaper articles to create a mural about suffering in today’s world • Give examples of suffering in their lives and the lives of other people • Suggest causes of suffering • Discuss how selfishness and greed might cause suffering, and talk about how this suffering might be revealed
<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 • How Buddhists involve themselves in the community, eg supporting the monastic Sangha 	<ul style="list-style-type: none"> • If possible, talk to Buddhists, visit a Vihara or Temple, or see pictures and films of Buddhists in Great Britain • Find out how Buddhist lay people support the monastic Sangha 	<ul style="list-style-type: none"> • Discuss what self-discipline means and why it is important • Share experiences of belonging to a community

KEY STAGE 2 – HINDUISM 2a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>God</p> <ul style="list-style-type: none"> God is worshipped in diverse forms and/or believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga The concept of avatar – the ‘descents of Vishnu’ Stories connected with Krishna and Rama, eg Rama’s exile and return (Ramayana), the childhood of Krishna (Puranas) 	<p>Pupils could</p> <ul style="list-style-type: none"> Make observational drawings of artefacts associated with Vishnu, Lakshmi etc Find out what ‘avatar’ means, with reference to Rama and Krishna Listen to stories of some of the avatars of Vishnu 	<p>Pupils could</p> <ul style="list-style-type: none"> Consider how people have different sides to their personality, and how they have different roles in their lives Talk about heroes and heroines in their own lives, and the qualities they admire in them Discuss the nature of good and evil and what the story of Rama may contribute to people’s understanding of this
<p>Hindu traditions</p> <ul style="list-style-type: none"> Originally an Indian religion Hindus in Great Britain today The importance of the family – not just the nuclear family, but also the extended family and the Hindu community 	<ul style="list-style-type: none"> Find out where India is Listen to Hindus talking about their religion and their families 	<ul style="list-style-type: none"> Share, if appropriate, their experiences of family life – especially the role of grandparents in the family Discuss what it must be like to have relations in other parts of the world
<p>The Journey of life</p> <ul style="list-style-type: none"> 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"> Find out about rituals and traditions in a Hindu home Design a poster to illustrate some of the symbols associated with Hindu birth ceremonies Watch a film about a Hindu wedding Talk to Hindu families to find out how religion is transmitted in the home 	<ul style="list-style-type: none"> Discuss what is meant by ‘values’, and what values they regard as important Consider the similarities and differences between traditions and values in a Hindu family and other families Consider the importance of turning points or special times in their own lives Suggest reasons why many people mark special occasions with rituals
<p>Observance of faith</p> <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, Diwali, Raksha Bandhan, food associated with festivals and worship 	<ul style="list-style-type: none"> Visit a Mandir or watch a film to see how Puja is conducted Examine the purpose and function of important objects, symbols and people in Hindu worship Explore the way in which Hindu festivals are celebrated and the stories associated with festivals 	<ul style="list-style-type: none"> Talk about why people worship and why it is important to them Consider the importance of annual celebrations in people’s lives

KEY STAGE 2 – HINDUISM 2b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Respect for life</p> <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) – the importance and reasons for non-violence and its implications (eg vegetarianism) 	<p>Pupils could</p> <ul style="list-style-type: none"> • Visit a Mandir (Temple) to see how the Deities are shown respect through Puja • Listen to Hindus talking about the meaning and importance of Ahimsa in their lives • Discuss what Hindus mean by a ‘soul’ • Find out how Gandhi used non-violence in his life 	<p>Pupils could</p> <ul style="list-style-type: none"> • Consider the implications for Hindu lifestyles of respecting the cow and all forms of life • Consider why many people believe the use of violence is wrong • Think about why some people are vegetarians
<p>Origins of the community</p> <ul style="list-style-type: none"> • Hinduism, the oldest religion in the world – traditions it encompasses • The Indus Valley civilisation; the Aryans 	<ul style="list-style-type: none"> • Draw a diagram to show the different traditions within Hinduism • Find out where and when Hinduism began • Draw a time line showing when different religions began 	<ul style="list-style-type: none"> • Draw their own family tree showing their extended family
<p>The Hindu way of life</p> <ul style="list-style-type: none"> • Samskars – especially initiation (sacred thread), death rites (funeral and cremation) • Ashramas – brahmachari (student), grihasti (householder), vanaprasthi (retired person), sannyasin (renunciate) 	<ul style="list-style-type: none"> • Talk with Hindus about ceremonies linked with initiation and death • Design a poster to illustrate the four Ashramas (stages of life) 	<ul style="list-style-type: none"> • Discuss feelings and emotions associated with growing up and death • Consider how rituals might help in understanding the changes which occur during life • Relate the Ashramas to their own experience of growing up and to other people at different stages of life
<p>Observance of faith</p> <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 Britain 	<ul style="list-style-type: none"> • Locate on a map important places of pilgrimage for Hindus • Consider the beliefs and values expressed through Ramnavami and Janmashtami • Find out the names of some current Hindu leaders 	<ul style="list-style-type: none"> • Share ideas about places they would most like to visit and why • Suggest reasons why some people think of life as a pilgrimage
<p>Scriptures</p> <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 • Stories on the theme of good and evil, eg the Ramayana, the Mahabharata 	<ul style="list-style-type: none"> • Explain the ‘moral’ or the values expressed through stories from Hindu traditions • Read, listen to, or watch films of stories from the Ramayana and Mahabharata 	<ul style="list-style-type: none"> • Talk about recent events in the world which could be placed under the headings of ‘good’ and ‘evil’

KEY STAGE 2 – ISLAM 2a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Allah is the Islamic name for God</p> <ul style="list-style-type: none"> Muslims believe that Allah is the One True God who: <ul style="list-style-type: none"> 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 	<p>Pupils could</p> <ul style="list-style-type: none"> Learn that the Islamic name for God is ‘Allah’ Listen and respond to Surahs 16:1-21, 66-70, 77-83 on the wonders of Creation Find out how the Prophets Muhammad and Ibrahim destroyed idols in order to demonstrate the powerlessness of idols 	<p>Pupils could</p> <ul style="list-style-type: none"> Become aware of their dependence on the natural world for food, light, heat etc Experience the natural world directly or through films, and discuss their feelings and thoughts about it
<p>Guidance</p> <ul style="list-style-type: none"> Sources of guidance include: <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, including the Scrolls of Ibrahim, Tawrah, Zabur, Injil 	<ul style="list-style-type: none"> Find out about how and why the Qur’an is treated with respect Listen to and talk about stories from the life of the Prophet Muhammad Find out how other books of guidance have changed over time 	<ul style="list-style-type: none"> Talk about special things in their homes, and how these are treated and cared for Consider why Muhammad is held to be an example for people to follow Compare their own experience of where they seek and receive guidance, and talk about when it is important to listen to and follow guidance
<p>Worship</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Watch wudu and salah, and talk about the meanings of the actions Talk to Muslims about when and why they fast Encounter the festivals of Id-ul-Fitr and Id-ul-Adha Talk to Muslims about Zakah and Khums and how this is beneficial to the community 	<ul style="list-style-type: none"> Talk about the value of doing something difficult because it is thought to be the right thing to do Discuss the importance of putting principles and beliefs into practice Compare the value of giving, to the giver and the recipient
<p>Islamic conduct</p> <ul style="list-style-type: none"> Activities and relationships in: <ul style="list-style-type: none"> family life, eg home life for children, leadership, roles of parents, respect for elders and the wise social life, eg the role of the Mosque, the importance of honesty and good manners Sadaqah the meaning of Ummah in Islam 	<ul style="list-style-type: none"> Consider the importance of being able to trust and be trusted Talk to Muslims about home life for Muslim children Visit a mosque or see pictures of a mosque, and discover its importance for Islamic community life in Great Britain Find out what a Muslim means by ‘Ummah’ 	<ul style="list-style-type: none"> Discuss the meaning of ‘respect’, and why people believe it is important to treat other, especially older people, with respect Talk about mosques they have seen Share news about groups they belong to, and any places which are special to those groups

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 2 – ISLAM 2b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Allah as the Creator</p> <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 to, or a partner to, Allah, is forbidden 	<p>Pupils could</p> <ul style="list-style-type: none"> • Find out what Muslims believe about the place of humans in the created order • Find out what Muslims mean by ‘shirk’ and why it is unacceptable to them 	<p>Pupils could</p> <ul style="list-style-type: none"> • Consider how they could treat the environment with respect • Consider modern equivalents of ‘idols’ and how people respond to them
<p>Sources of Guidance</p> <ul style="list-style-type: none"> • How the Qur’an was revealed • Stories from the Sunnah, Hadith and Sirah • Other Prophets associated with written revelation, eg Ibrahim, Musa, Dawud and Isa² (peace be upon them) 	<ul style="list-style-type: none"> • Read the story of how the Qur’an was revealed • Read and respond to stories from Sirah • Read stories about the Prophets Ibrahim, Musa, Dawud and Isa and consider their importance in Islam 	<ul style="list-style-type: none"> • Consider the importance of keeping records of people’s heritage and tradition • Consider why many people prefer to keep their traditions and texts in the original language • Talk about books and people which have a special importance for them and for other people
<p>The Service of Allah</p> <ul style="list-style-type: none"> • Further study of: <ul style="list-style-type: none"> – opening Surah of the Qur’an – al Fatihah – Ramadan and Id-ul-Fitr • – Hajj and Id-ul-Adha 	<ul style="list-style-type: none"> • Listen to an Arabic recitation of al Fatihah, study the words in English and write a text decorated in Islamic style to illustrate its importance to Muslims • Listen to Muslims talking about fasting and/or their Hajj 	<ul style="list-style-type: none"> • Find examples of calligraphy and illustrated texts and suggest why these have been marked for special attention • Talk about self-discipline – why it is important and how it might be achieved
<p>Family and social life</p> <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 	<ul style="list-style-type: none"> • Find out about the traditions associated with the birth and naming of children in Islam • Encounter Islamic greetings, and discuss their meaning 	<ul style="list-style-type: none"> • Compare notes on the meaning of names and why people choose particular names for their children • Invite guests to the class and plan a programme for greeting, looking after and entertaining them

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 2a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>God</p> <ul style="list-style-type: none"> • Beliefs about God expressed through: <ul style="list-style-type: none"> – the Shema (mezuzah, tallit) – tefillin and kippah – the first four of the Ten Commandments – psalms, songs and prayers – stories from the Tenakh 	<p>Pupils could</p> <ul style="list-style-type: none"> • Draw conclusions about the importance of the Shema by examining a mezuzah and considering the meaning of the words inside • Give meanings of some songs and prayers, and Commandments which refer to God 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss their own beliefs about God • Talk about any objects, songs or prayers known to them which help to remind people of their faith
<p>Judgement and forgiveness seen through:</p> <ul style="list-style-type: none"> • Rosh Hashanah • Yom Kippur 	<ul style="list-style-type: none"> • Find out about how Rosh Hashana and Yom Kippur are observed, and why they are important to the Jewish people 	<ul style="list-style-type: none"> • Consider the feelings associated with guilt, forgiving and being forgiven • Share experiences of trying to make a new start or ‘turning over a new leaf’
<p>The Torah</p> <ul style="list-style-type: none"> • The Sefer Torah • The first five books of the Tenakh • Contents – rules and laws, sayings and stories 	<ul style="list-style-type: none"> • Find out the names of the books of the Torah • Listen to Jewish people talking about why the Torah is important to them • Visit a synagogue and see the Sefer Torah, or see photographs or a video 	<ul style="list-style-type: none"> • Discuss the importance of community rules • Talk about books or stories that are special to them • Compare experiences of visiting religious buildings and what they remember best
<p>Special places, times and occasions in Jewish life</p> <ul style="list-style-type: none"> • Bar/Bat Mitzvah, Bat Chayil • Weddings • Shabbat and the Friday night meal • Pesach • Sukkot 	<ul style="list-style-type: none"> • Watch a film or see pictures of a Bar/Bat Mitzvah and a Jewish wedding • Watch and listen to a Jewish family preparing for Shabbat, and explore the symbolism involved • Find out about how and why Pesach and Sukkoth are celebrated 	<ul style="list-style-type: none"> • Talk about any significant points in their own lives and any ceremonies or rituals which mark these times • Compare important family occasions • Identify festivals in their own lives and talk about the similarities and differences between festivals

KEY STAGE 2 – JUDAISM 2b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>God</p> <ul style="list-style-type: none"> • Illustrations of the nature of God from psalms, songs and prayers in the Siddur • The love of God, illustrated through stories in The Tenakh • Stories showing God’s love, care, goodness and power 	<p>Pupils could</p> <ul style="list-style-type: none"> • Explain the meaning of words used for God, eg ‘Melekh’ – King, in Jewish literature and tradition • Write an article for a school/class magazine about ‘what it means to be Jewish’ • Suggest meanings of Jewish stories which tell of God’s love and forgiveness 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about any books or traditions which they believe everyone should know • Discuss how people show their care for one another
<p>The Tenakh</p> <ul style="list-style-type: none"> • Consists of Torah (law), Nevi’im (Prophets) and Ketuvim (writings) 	<ul style="list-style-type: none"> • Read examples of different types of literature in the Tenakh, eg the prophets and their lives, psalms and proverbs 	<ul style="list-style-type: none"> • Find out some of the proverbs in the Tenakh which are still in common use today, and consider why they are still relevant
<p>The importance of the Torah seen through:</p> <ul style="list-style-type: none"> • Symbolism in the structure of the Sefer Torah • The work of the scribe • Shavuot (giving of the Torah) • Study of the Torah • The Hebrew text 	<ul style="list-style-type: none"> • Examine closely the work of a scribe and the ornamentation of the Sefer Torah, and explain its significance • Find out how Jewish children learn to read and study the Torah • Learn a few Hebrew letters and look at the Hebrew text 	<ul style="list-style-type: none"> • Compare the lessons at a Jewish school with the curriculum at their own school • Talk about what and who they feel thankful for and how they show their thanks • Read stories with a Jewish context
<p>Special marks of the Jewish home</p> <ul style="list-style-type: none"> • Kashrut • Brit Milah, funerals and mourning • Symbols, eg the Magen David (Star of David), the Menorah 	<ul style="list-style-type: none"> • Give the meanings and importance for Jewish people of the Magen David and the Menorah • Explore the Jewish dietary laws • Find out about Jewish customs connected with birth and death 	<ul style="list-style-type: none"> • Compare traditions and celebrations in different homes • Discuss their thoughts and feelings about death • Talk about any symbols or badges with which they are familiar and talk about their meaning
<p>Jewish worship</p> <ul style="list-style-type: none"> • Mishkan, Ark, the Temple and Synagogue • Role of the Synagogue and the Rabbi 	<ul style="list-style-type: none"> • Read or listen to stories about the Mishka and the Temple in Jerusalem • Talk to Rabbis about their work, or watch a film/read an account on the subject • Find out what part the Synagogue plays in Jewish life, and consider any institutions in their lives that play similar roles 	<ul style="list-style-type: none"> • Identify people who have authority in their own lives and talk about the nature of that authority • Talk about why people get together for worship and how this might help them

KEY STAGE 2 – SIKHISM 2a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Beliefs and Values</p> <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: <ul style="list-style-type: none"> – the Gurdwara – Vand Chhakna (sharing) – Sewa (service) – respect for all Creation 	<p>Pupils could</p> <ul style="list-style-type: none"> Listen to, or watch a video of, a Sikh talking about God Visit a Gurdwara, and identify expressions or manifestations of Sikh belief in their practice 	<p>Pupils could</p> <ul style="list-style-type: none"> Explore the meaning of the belief that every human is equal, through drama, role play, stories Investigate the importance of meals/food in the community
<p>The lives of the Gurus</p> <ul style="list-style-type: none"> With special reference to: <ul style="list-style-type: none"> – Guru Nanak – Guru Har Gobind – Guru Gobind Singh – the Guru Granth Sahib containing the teachings of the Gurus; how it is cared for in the Gurdwara 	<ul style="list-style-type: none"> Listen to stories about the Sikh Gurus Act out a story from the lives of the Gurus Hear a passage read from the Guru Granth Sahib 	<ul style="list-style-type: none"> Talk about the significance of teachers/heroes, and give examples from their own lives Think about books which they regard as special
<p>Worship</p> <ul style="list-style-type: none"> Is led by the Granthi Consists of kirtan (hymns), ardas (prayer) and langar (a shared meal) Respect is shown to the Guru Granth Sahib: shoes are removed, heads are covered, offerings are made 	<ul style="list-style-type: none"> Observe Sikh worship in the Gurdwara, using video, film, photographs/slides Read translations of Sikh prayers, eg Ardas Listen to Sikh hymns and music 	<ul style="list-style-type: none"> Discuss ways in which people demonstrate respect, and how it feels to be respected Share experiences and feelings of visiting places of worship
<p>Ceremonies and celebrations</p> <ul style="list-style-type: none"> Ceremonies <ul style="list-style-type: none"> – The Five Ks and the turban are marks of a Sikh's identity, eg Amrit ceremony, turban tying Gurpubs (celebrations): <ul style="list-style-type: none"> – birthdays of Guru Nanak and Guru Gobind Singh – Baisakhi 	<ul style="list-style-type: none"> Make a poster explaining the Five Ks Listen to a Sikh talk about the Amrit ceremony Find out the meaning of commitment in Sikhism Observe some of the celebrations of Baisakhi on video, film, slides etc Act out the story of the founding of the Khalsa 	<ul style="list-style-type: none"> Think about ways in which outward signs and symbols demonstrate inward belief and commitment Talk about the meaning of making a personal commitment Share ideas about important stages in life and how these are celebrated

KEY STAGE 2b – SIKHISM 2b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Beliefs and Values</p> <ul style="list-style-type: none"> • God as described in the Mool Mantar – God is One, Truth, Creator, without fear • Sikh values: <ul style="list-style-type: none"> – Nam Simran – Kirat Karna – Vand Chhakna – Sewa – Hukam 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about the meaning of the Mool Mantar • Listen to a Sikh recite the Mool Mantar on video, radio or in real life • Interview a Sikh about Sikh values and how these are translated into daily life 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss what values are important in their own lives and within the school community, and how these are expressed • Talk about earning a living by honest means (Kirat Karna) and about jobs that could and could not be done as a consequence
<p>The Gurdwara</p> <ul style="list-style-type: none"> • Significant roles within the Gurdwara, eg Granthi, and musicians • The Golden Temple (Harmandir Sahib) • Symbols: <ul style="list-style-type: none"> – Ik Onkar – Khanda 	<ul style="list-style-type: none"> • Talk to a Granthi to find out what he/she does • Look at pictures of the Golden Temple, and listen to a Sikh talking about why it is special • Find out where Amritsar is on a map • Make a Nishan Sahib and find out about its meaning and about ceremonies associated with it 	<ul style="list-style-type: none"> • Explore why worshipping together is seen to be important in many religions • Consider why so much effort, time and resources are put into making places like the Golden Temple so beautiful • Design their own symbol(s) to express something about themselves
<p>Ceremonies and celebrations</p> <ul style="list-style-type: none"> • Marriage • Death celebrations (Gurpurbs) • Akhand Path • Martyrdoms of: <ul style="list-style-type: none"> – Guru Arjan – Guru Tegh Bahadur – the sons of Guru Gobind Singh 	<ul style="list-style-type: none"> • Watch a Sikh tie his turban (using video or pictures) • Find out about the Sikh martyrs • Find out on which occasion the Akhand Path is performed 	<ul style="list-style-type: none"> • Talk about their own feelings about death and whether or not there is an afterlife • Discuss the meaning of martyrdom and whether beliefs are important enough to give one's life for

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 practice 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.

KEY STAGE 3 – CHRISTIANITY 3a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Belief in God</p> <ul style="list-style-type: none"> The Holy Trinity: <ul style="list-style-type: none"> The Father – Creator, Sustainer, humanity made in God’s image; the unique value of individuals The Son – incarnate to reveal the will of God; redeemer of humanity The Holy Spirit – guide, comforter, giver of understanding and insight How Christians find evidence of God through scripture, tradition, human experience and reason 	<p>Pupils could</p> <ul style="list-style-type: none"> Explore the ways in which God is portrayed in art, poetry, music and drama in different traditions Examine the nature and meaning of key words such as ‘incarnation’, ‘redemption’ etc Consider the ways in which Christians reveal their belief in the Holy Spirit Meet Christians from different denominations and interview them about their belief in God, Father, Son and Holy Spirit, about their experiences of worship, and about commitment and belonging to a Christian community Explore the Christian belief in God and discover why so many people believe in God 	<p>Pupils could</p> <ul style="list-style-type: none"> Consider experiences which take people beyond everyday events, and which might be interpreted as examples of the spiritual dimension of life Discuss experiences of needing help and support from other people, and how it feels to get such help Talk about the advantages and disadvantages of diversity within groups and communities Consider Christian responses to the cycle of development in the natural world and in human life Explore ways in which encounters with the natural world have inspired spirituality Extend their awareness of the inadequacy of words to express deep emotion or belief
<p>The Gospels</p> <ul style="list-style-type: none"> Passages of the Gospels which act as ‘windows’ into the Early Church’s understanding of Jesus’ identity Selected passages about birth, baptism, temptations, transfiguration, relationships with people, suffering, death, resurrection and ascension The idea of the Gospels as good news The different emphases of the Gospel writers How the writers portrayed Jesus as the fulfilment of Old Testament messianic prophecies The relationship between events in the life of Jesus and major Christian festivals 	<ul style="list-style-type: none"> Compare different Gospels, eg the Birth narratives in Matthew and Luke, and discuss the different emphasis of each writer Consider how the Early Church’s understanding of Jesus is reflected in the different Gospel writings Make links between key events in the life of Jesus and Christian festivals celebrated throughout the world Explore the significance of miracles for the Early Church and for Christians today Deepen their understanding of the Easter story through art, music and drama Consider the Gospels as sources of authority for Christians Devise a questionnaire to find out how Christians celebrate Easter 	<ul style="list-style-type: none"> Compare accounts of the same event witnessed and written about by different members of the class, and talk about why differences exist between the accounts Collect examples of the use of the word ‘miracle’ today, and compare these with miracle stories in the Gospels Share experiences of being ‘tempted’ to do something they know is wrong, and talk about how such temptations might be resisted Look at different pictures of Jesus; talk about their favourites and what the artist was trying to convey

Christianity 3a is continued on the next page.

KEY STAGE 3 – CHRISTIANITY 3a (continued)

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Jesus' teaching related to the contemporary world</p> <ul style="list-style-type: none"> • How Christians use the Bible in decision making • Personal and corporate Christian values as a response to the teaching of Jesus about forgiveness, love and service to God, repentance • How this is demonstrated through: <ul style="list-style-type: none"> – personal relationships, eg individual responsibility, roles in the family, 'love of neighbour' – social issues, eg work, crime, the use of resources – global issues, eg poverty, justice – individuals and organisations motivated by specific teachings of Jesus 	<p>Pupils could</p> <ul style="list-style-type: none"> • Relate the parables and teachings of Jesus to the world today, eg personal, social and global issues, and identify areas where Christians agree and disagree over these issues • Discuss the ways in which Christians interpret the Bible in different ways, and how they refer to it for help in making decisions about contemporary ethical and moral issues • Consider how Christian values, based on the teaching of Jesus, have affected British society • Consider the influence of interpretations of Scripture, traditions of the Church, prayer, example, precedent, reason and conscience, on Christian values and action 	<p>Pupils could</p> <ul style="list-style-type: none"> • Consider responses to questions of meaning in the light of Jesus' life and teaching • Share experiences, making important decisions in their lives, and what influences their choices • Share their own views on contemporary issues and how they came to those views • Make a group presentation that illustrates their feelings about the beauty of the natural world • Discuss what values they consider to be essential to their own lives and to the community • Reflect on the value of prayer • Reflect on what might be learnt from the ways in which Christians respond to difficulties in living up to their ideals
<p>The nature of the Church</p> <ul style="list-style-type: none"> • Terms of the Church and their meaning, eg the Body of Christ, holy, catholic, apostolic • How Christians experience the Holy Spirit in their lives through baptism, confirmation, worship (especially the Eucharist) and in their daily lives • How beliefs, and the corporate nature of the Church, is expressed in different ways through the liturgy – the rationale underlying varying forms of worship and ceremonies, and the meaning and different uses of hymns, psalms, songs, preaching and prayer • How the Bible is used in worship, as a basis of hymns, prayers and the liturgy • Why different Christian denominations exist: <ul style="list-style-type: none"> – issues which unite as well as separate Christian groups – the rise of the ecumenical movement 	<ul style="list-style-type: none"> • Talk with Christians about their understanding of the Holy Spirit • Visit Churches of different denominations and use their varying characteristics to illustrate some of the differences in belief and practice between denominations • Explore the nature of religious commitment for Christians • Explore the role of the Churches in the local community • Study ways in which the Eucharist is celebrated in different denominations • Make a graphic representation of the names used to describe the Church, and explain their meaning 	<ul style="list-style-type: none"> • Talk about their experiences of corporate worship • Reflect on their own experiences of commitment and what motivates them • Think about the importance of rituals in their own lives • Discuss why it is sometimes easier for people to divide rather than unite • Talk about their feelings and the consequences of unity and division within a group • 'Is the way to unity to look back or to look forward?' Discuss • Consider the possibilities of expressing feelings and attitudes through prayer

KEY STAGE 3 – CHRISTIANITY 3b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Christianity as a world religion</p> <ul style="list-style-type: none"> • The study of Christianity in one non-European country, with particular attention to: <ul style="list-style-type: none"> – how Christianity reached that part of the world – important Christians in the country, past or present – denominations and forms of community – leadership – styles of worship and celebrating festivals – music, art, architecture etc – language – use of the Bible 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discover when Christianity arrived and by what means • Make a bar-chart to show the distribution of the Christian population throughout the world • Find out about the World Council of Churches • Learn about important people in the Church in that country • Find out what branches of the Church are in that country • Find out who leads the Churches • Talk about differences, eg ways that festivals are celebrated • Discuss how Christians in that country express their beliefs in music, art etc, and how this is different from Great Britain • Find out about language, eg translations of the Bible, hymns and songs • Compare how the same celebration may take different forms in different cultures and countries • Explore how Christians from different cultures and nationalities relate to one another 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about the advantages and disadvantages of belonging to an international community which is held together by common beliefs and values • Tell others about something that has made them feel very enthusiastic, and which they have wanted to share with other people • Talk about when and why they sometimes want other people to come round to their way of seeing things • Make links with teenagers in a Church overseas and establish correspondence, sharing ideas and experiences • Consider what might be achieved by Churches around the world working together

KEY STAGE 3 – CHRISTIANITY 3c

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Christianity in history</p> <ul style="list-style-type: none"> How understanding of Christianity is enriched by studying its past through a study of: <ul style="list-style-type: none"> – Jesus in writings of the first and early second centuries – episodes in the history of the Church – modern missionary movements 	<p>Pupils could</p> <ul style="list-style-type: none"> Investigate the literature outside the Gospels which contains references to the life and teachings of Jesus Learn about key episodes in the history and spread of the Early Church, eg Constantine Learn about the spread of Christianity beyond Europe, eg South America, India, Africa, and how Christianity affected these places Find out about one contemporary missionary society, eg Church Missionary Society (CMS) 	<p>Pupils could</p> <ul style="list-style-type: none"> Discuss the most effective forms of Christian mission
<p>Expressions of belief</p> <ul style="list-style-type: none"> Examples of how Christian beliefs, especially about God and Jesus, are expressed through: <ul style="list-style-type: none"> – creeds, eg the Apostles’ Creed, statements of belief, hymns and songs, symbols and the arts – writings of teachers and mystics – the lives of individuals and communities 	<ul style="list-style-type: none"> Study examples of creeds, writings, hymns and songs which illustrate key Christian beliefs Investigate the use of symbolism within classical Western art, and study the Christian beliefs it expresses Consider how the lives of certain individuals exemplify Christian values 	<ul style="list-style-type: none"> Appreciate the universal nature of questions of meaning and purpose Explore responses to questions of meaning Consider examples of other ways of expressing belief Try expressing their own feelings and beliefs in ways other than verbal or written
<p>Diversity in unity</p> <ul style="list-style-type: none"> An investigation into at least two contrasting Christian denominations or traditions, highlighting common beliefs, practices and values, as well as those which are different 	<ul style="list-style-type: none"> Make a comparative study of two Christian churches through visits, noting similarities and differences in belief, worship and ritual, as expressed by the layout of the building 	<ul style="list-style-type: none"> Discuss whether diversity of expression enriches or impoverishes their own lives Talk about the fears evoked by the prospect of change Reflect on their own relationships with people of different beliefs/cultures

KEY STAGE 3 – BUDDHISM 3a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<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>Pupils could</p> <ul style="list-style-type: none"> • Study the life of Gotama Buddha, with specific reference to the solution he found to the question of suffering in the world • Find out what Buddhists mean by ‘Enlightenment’ and how it can be achieved • Write a play about the life of the Buddha 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss the benefits and disadvantages of worldly wealth • Identify people they would describe as ‘wise’ and discuss their qualities • Discuss what people mean when they say they have ‘seen the light’
<p>Dhamma</p> <ul style="list-style-type: none"> • Wisdom and compassion in Buddhist teaching: <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"> • Consider Buddhist teachings on suffering, its causes and how it can be extinguished • Find a copy of the Four Noble Truths and the Noble Eightfold Path, and discuss their meaning 	<ul style="list-style-type: none"> • Explain the symbolism of the wheel and the lotus with reference to Buddhist teachings • Discuss the importance of having values by which to live, and compare different people’s moral values • Discuss the benefits of quietness, stillness and meditation • Suggest reasons for suffering • Make a collage to display the different forms of suffering in the world, and suggest how suffering might be overcome
<p>The Buddhist Community</p> <ul style="list-style-type: none"> • All Buddhists try to: <ul style="list-style-type: none"> – learn and practice 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"> • Compare the lives of lay and ordained Buddhists • Give a presentation on what is involved in being a Buddhist today • Interview a Buddhist about what it means to take refuge in the Sangha 	<ul style="list-style-type: none"> • Discuss the meaning and implications of greed, hatred and ignorance • Suggest how greed, hatred and ignorance might be overcome • Discuss the value of kindness and compassion • Share experiences about people who they think set a good example for them to follow

KEY STAGE 3 – BUDDHISM 3b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<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 	<p>Pupils could</p> <ul style="list-style-type: none"> Study in depth the life of Gotama Buddha Suggest ways in which Buddhists try to follow the example of Gotama Buddha Study posters or artefacts depicting different images of the Buddha, and explore the use of mudras and their significance 	<p>Pupils could</p> <ul style="list-style-type: none"> Compare feelings about ‘how things are’ or how they perceive the world Discuss their own questions of meaning which they are still puzzling over
<p>Buddhist teachings</p> <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 	<ul style="list-style-type: none"> Read selected texts from the Dhammapada, and discuss them with the class Design a poster of the wheel of life, with notes on the significance of each part Talk to Buddhists about how they try to implement Buddhist principles in their lives 	<ul style="list-style-type: none"> Give examples from their own experience of how cause leads to effect (in terms of thoughts, words and deeds) Consider any lessons that might be learnt from their own experience of cause and effect
<p>Buddhist practices</p> <ul style="list-style-type: none"> Festivals and daily ceremonies Meditation – the purpose of meditation 	<ul style="list-style-type: none"> Observe different forms of meditation, and talk to Buddhists about how meditation helps them in their lives 	<ul style="list-style-type: none"> Consider the value of solitude and quiet reflection in their own lives Share with each other favourite poems or stories on the theme of solitude and silence
<p>The Sangha</p> <ul style="list-style-type: none"> The geographical spread of Buddhism and the Sangha in different countries New movements in the 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 	<ul style="list-style-type: none"> Plot on a map the spread of Buddhism throughout the world Read about the Emperor Asoka and his contribution to the relief of suffering Interview a Buddhist about the Three Treasures Find out about the development of Buddhism in modern Britain Compare the importance of Bodhisattvas to different schools of Buddhism 	<ul style="list-style-type: none"> Identify major causes of suffering in the world today Suggest effective ways of working to overcome suffering, with reference to Buddhist teachings

KEY STAGE 3 – HINDUISM 3a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Hindu beliefs</p> <ul style="list-style-type: none"> • God is worshipped in different forms and/or is believed to be formless. Some forms include Vishnu, Krishna, Rama, Lakshmi, Shiva, Ganesha, Kali, Durga • The concept of avatar, especially the ‘descents of Vishnu’ • Core concepts, eg atman, seva, karma, three gunas, dharma, samsara, moksha, Brahman • Beliefs about the universe 	<p>Pupils could</p> <ul style="list-style-type: none"> • Explore the symbols and their meanings associated with the different deities • Identify Hindu beliefs and values expressed through the Hindu gods • Interview a Hindu about some of the key concepts which underpin Hindu beliefs 	<p>Pupils could</p> <ul style="list-style-type: none"> • Talk about their own beliefs, eg about the ‘soul’, ‘duty’ and ‘life after death’, with reference to Hindu beliefs • Discuss their understanding of ‘duty’ and how it applies to their lives
<p>The Hindu way of life</p> <ul style="list-style-type: none"> • Ashramas – four different stages of life and their associated duties • Samskars – sacraments associated with birth and marriage 	<ul style="list-style-type: none"> • Consider how the importance of Ashramas might affect a Hindu’s personal, family and community life • Watch a video about birth and marriage rituals, note the symbols linked with each one and explore their meaning 	<ul style="list-style-type: none"> • Compare important changes that have happened in their own lives • Talk about the marks/characteristics of being a baby/child/teenager • Consider the value of ceremonies and rituals to mark important turning points or changes in life • Compare any such rituals or ceremonies in their own lives with those in Hindu traditions
<p>Observance of faith</p> <ul style="list-style-type: none"> • Worship: <ul style="list-style-type: none"> – 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 in India and in Great Britain • Festivals, eg Holi, Navaratri, Shivaratri 	<ul style="list-style-type: none"> • Suggest ways in which a Mandir might have similar and different functions in Great Britain and in India • Explain the importance of festivals for the Hindu community, and the stories and traditions which are associated with them • Observe the Arti ceremony within the Mandir 	<ul style="list-style-type: none"> • Consider why light and fire are used in rituals across religions, and the different interpretations given to these symbols • Consider the value of rituals and symbols in their lives
<p>Scriptures</p> <ul style="list-style-type: none"> • Names and nature of the sacred texts and how they are used by adherents, in particular: <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 	<ul style="list-style-type: none"> • Talk with Hindus about their favourite passages from the Hindu scriptures and why they are significant • Read or listen to passages from the Hindu scriptures • Compare the status of different Hindu scriptures 	<ul style="list-style-type: none"> • Consider the importance of traditional narratives, literature and values to individuals and communities • Share their responses to the Vedic account of Creation

KEY STAGE 3 – HINDUISM 3b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Key Hindu concepts</p> <ul style="list-style-type: none"> Ahimsa (non-violence) and its implications, eg vegetarianism Self-discipline, vrat (making vows), fasting Gunas (the three strands) – sattva (goodness), rajas (passion), tamas (ignorance and sloth) 	<p>Pupils could</p> <ul style="list-style-type: none"> Explore the ways in which Mahatma Gandhi developed ‘Ahimsa’ and self-discipline, both in South Africa and India Investigate the links between Jain and Hindu religion, especially with regard to Ahimsa Interview a Hindu about how the gunas are translated into daily life 	<p>Pupils could</p> <ul style="list-style-type: none"> Discuss reasons for vegetarianism among their friends, and compare these to the reasons a Hindu might give Give reasons why it is important to keep promises, or carry through a decision Compare ideas about self-discipline and talk about forms of self-discipline in Hindu life
<p>Hindu society</p> <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, defined by gender and age: <ul style="list-style-type: none"> – duties within the extended family – the equal importance of women 	<ul style="list-style-type: none"> Investigate the ways in which the caste system is expressed in Hinduism in Great Britain today Interview Hindus about issues facing Hindu families in contemporary British society 	<ul style="list-style-type: none"> Suggest whether there are ‘divisions’ or ‘groupings’ in the societies with which they are familiar, and if so, the nature of these groups Discuss the idea of heredity – what we inherit from the past Consider the value of Hindu teachings to questions related to age and gender
<p>Observance of faith</p> <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, Vrindavan Festivals, eg Dassehra, birthdays of Rama (Ramnavami) and Krishna (Janmashtami) 	<ul style="list-style-type: none"> Talk with Hindus about what their faith means to them in everyday life Find out why certain places have become pilgrimage sites for Hindus Show how different Hindu festivals demonstrate the diversity within Hinduism Suggest which qualities of Rama and Krishna are admired by Hindus 	<ul style="list-style-type: none"> Suggest how Hindu funeral rites may help people come to terms with death Suggest some of the questions, raised by death, about the meaning of life Relate the concept of life as a pilgrimage, or journey, to their own understanding of life
<p>Scriptures</p> <ul style="list-style-type: none"> 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 – the Vedas 	<ul style="list-style-type: none"> Explore some of Krishna’s teachings on yoga within the Bhagavad Gita Investigate the different ways in which Hindu scriptures are used for personal and corporate devotion 	<ul style="list-style-type: none"> Discuss why yoga and meditation have become popular in the West Relate their own questions of meaning to teachings within the Bhagavad Gita

KEY STAGE 3 – ISLAM 3a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Allah</p> <ul style="list-style-type: none"> • Muslims believe that Allah is the One True God who: <ul style="list-style-type: none"> – has no partners and nothing is comparable to Him (shirk, to regard anything as being equal or a partner to Allah, is forbidden) – is the Creator (signs of His creation) – provides all things – gives guidance through Messengers and Books 	<p>Pupils might</p> <ul style="list-style-type: none"> • Consider what Muslims mean when they say that Allah has no partners • Understand the meaning of ‘shirk’ and why it is unacceptable to Muslims (see Qur’an 112) • Read passages of the Qur’an which describe Allah as the provider of all good things, eg 10:5-6; 30:20-24; and 16:1-21, 66-70, 77-83 	<p>Pupils might</p> <ul style="list-style-type: none"> • Discuss their own beliefs about God • Identify modern equivalents to ‘idols’ and consider how people behave towards them • Consider human limitations in understanding questions about the universe, and consider the answers given to Islam
<p>Guidance and faith</p> <ul style="list-style-type: none"> • Sources of guidance include: <ul style="list-style-type: none"> – the Qur’an, the revealed book treated with respect, how the Qur’an was revealed – the Prophet Muhammad – 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"> • Encounter language which expresses key beliefs about the Qur’an, eg ‘guidance’, ‘message’ • Consider how and why the Qur’an is treated with respect • Become familiar with the variety of Islamic texts, through the study of short passages in the Qur’an and Sirah • Explain how messengers of Allah can be seen to exemplify Islamic beliefs and values 	<ul style="list-style-type: none"> • Discuss the guidance and teaching they have encountered which have made a lasting impact, and consider what distinguishes this guidance • Consider the contribution of Islamic teaching to an understanding of ‘respect’ and what this involves • Consider the contribution of accounts of the lives of the Prophets to their own understanding of spiritual experience
<p>Worship and belief in action</p> <ul style="list-style-type: none"> • Shahadah and acts of worship • Salah and wudu • Sawm and Id-ul-Fitr • Zakah and Khums • Hajj and Id-ul-Adha • al Fatihah (opening Surah of the Qur’an) 	<ul style="list-style-type: none"> • Explain the postures of salah as a demonstration of the Islamic attitude to Allah • Explore how the principles of equality are demonstrated by salah when it is performed in a group • Understand the importance of Sawm in relation to Islamic teaching on self-discipline • Explain the importance of Zakah and Khums to the Islamic community 	<ul style="list-style-type: none"> • Discuss the importance of self-discipline and how this might be achieved in their lives • Discuss the principles involved in giving to those in need, and the importance of Islamic teaching on this issue
<p>Islamic conduct and ethics</p> <p>Activities and relationships in:</p> <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"> • Understand the significance of Islam in the ordering of Muslim family life • Visit, or see pictures of, a mosque, and understand its functions and importance for the Muslim community • Study the health and social aspects of Islamic hygiene, dress and dietary habits 	<ul style="list-style-type: none"> • Discuss the value of a framework for relationships and interpersonal behaviour in the home • Discuss the importance of religion, culture, family and social structures in maintaining social stability and an individual sense of identity

KEY STAGE 3 – ISLAM 3b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Key beliefs about Allah</p> <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 	<p>Pupils could</p> <ul style="list-style-type: none"> Become familiar with the attributes of Allah and what they contribute to an understanding of Islamic belief in Allah and Tawhid Consider what belief in Tawhid contributes to Islamic identity 	<p>Pupils could</p> <ul style="list-style-type: none"> Discuss words which they would use to describe God Discuss the problems and benefits of depending on other human beings
<p>Guidance and faith</p> <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 Muhammad¹ 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"> Find out how the Qur'an was recorded, organised and preserved Examine the life of the Prophet Muhammad in its historical context Study the compilation of Hadith Talk to Muslims about their belief in the Day of Judgement, Akhirah, and Qadar 	<ul style="list-style-type: none"> Discuss any people or writings which they believe have contributed to their own spiritual development Consider what might be learnt about obedience, responsibility and loyalty from Muslim adherence to the Qur'an and Sunnah Think about how the idea of accountability for actions might affect one's behaviour and moral choices
<p>Worship and belief in action</p> <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"> Explore how and why Muslims strive in the way of Allah Observe first hand, or through film, Islamic acts of worship, and consider how these acts relate to key Islamic beliefs and values 	<ul style="list-style-type: none"> Discuss the concept of commitment and its expression in daily life Discuss ways in which people set about self-improvement Discuss the value of regular prayer and other corporate activities for members of a group with shared beliefs and values
<p>Islamic conduct and ethics</p> <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 	<ul style="list-style-type: none"> Talk with Muslims about their concepts of obedience to Allah and 'Khalifah' Find out about links between Muslims and other 'people of the book' (Jews and Christians) Study the lives of influential Muslims, and show how they were motivated by Islamic beliefs and values 	<ul style="list-style-type: none"> Discuss the implications of a belief that human beings have a responsibility to care for the environment Discuss how people with similar and different beliefs and values can learn to live peaceably together

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 3a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>God</p> <ul style="list-style-type: none"> • Jewish beliefs about God expressed through the Shema, psalms, songs, prayers, stories and the Ten Commandments • Judgement and forgiveness – Rosh Hashanah, Yom Kippur, the Book of Life • Gratitude expressed through blessings, especially before and after meals 	<p>Pupils could</p> <ul style="list-style-type: none"> • Explore the contexts in which the Shema is used and understand what this says about its importance • Investigate the extent to which the Ten Commandments have influenced the values of Jewish and non-Jewish communities • Understand how the observance of Rosh Hashanah and Yom Kippur relate to Jewish teachings on repentance 	<p>Pupils could</p> <ul style="list-style-type: none"> • Give examples of poems or songs which express ideas that are important to them • Reflect on the relevance of Jewish teaching on forgiveness to their own experiences of forgiveness or forgiving • Suggest reasons why the Ten Commandments have been, and continue to be, influential
<p>The Torah and Tenakh</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"> • Explain the meaning of the symbolism of the Sefer Torah, its decoration and procession • Suggest reasons why the Torah is important to the Jewish people • Talk to a scribe about his work • Find out how Jewish children learn the Torah • Compare beliefs and attitudes towards the Hebrew text in the Orthodox and Progressive traditions 	<ul style="list-style-type: none"> • Think about what could be learnt from the lives of prominent characters in the Torah and Tenakh, eg Abraham and Ruth • Share experiences about belonging to a group and the special characteristics of groups to which they have belonged
<p>The Jewish home</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 	<ul style="list-style-type: none"> • Compare family life in both Orthodox and Progressive traditions • Explore the meaning of the symbolism of the Friday night meal and the celebration of Pesach • Talk to Jewish people about their views on the importance of Jerusalem • Understand why the Magen David and Menorah have become symbols of modern Israel 	<ul style="list-style-type: none"> • Discuss the importance to family life of coming together on a regular basis to share special occasions • Reflect on the importance of keeping cultural and religious traditions alive • Suggest some of the questions raised when someone dies, or when they think about their own death • Share experiences of objects or places which have a strong emotional or spiritual significance in their own lives
<p>Jewish worship</p> <ul style="list-style-type: none"> • Mishkan, Ark, Temple and Synagogue • The role of the Synagogue and the Rabbi 	<ul style="list-style-type: none"> • Learn about the historical development of Jewish places of worship and their influence on other religions • Find out about the work of a Rabbi • Read novels with a Jewish setting, eg Maisie Mosco 	<ul style="list-style-type: none"> • Visit a synagogue and talk about the atmosphere and feel of the building • Consider the value of having religious and spiritual leaders in the community

KEY STAGE 3 – JUDAISM 3b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Jewish perceptions of God</p> <ul style="list-style-type: none"> • Understanding God – Shekhinah • The justice and mercy of God • The meaning of ‘Israel’ (‘He who struggles with God’) 	<p>Pupils could</p> <ul style="list-style-type: none"> • Understand how key stories in the Tenakh, eg Abraham and Isaac, Sodom and Gemorrah, exemplify the mercy and justice of God • Talk with Jews about why they do not utter the divine name, and what they mean by ‘struggling’ with God 	<p>Pupils could</p> <ul style="list-style-type: none"> • Consider descriptions of the Shekhina as a helpful vehicle for expressing spiritual experience • Consider how Jewish teachings might suggest answers to their own questions about God
<p>Responding to God</p> <ul style="list-style-type: none"> • Through tefillah (prayer) • Repentance (Rosh Hashanah and Yom Kippur) • Tzedeka (social justice) • The Amidah • Grace after meals 	<ul style="list-style-type: none"> • Show how Jewish belief in tzedaka relates to belief in the justice of God • Explore the beliefs expressed through the Amidah and grace after meals • Relate Jewish teaching about teshuva to the observance of Rosh Hashanah and Yom Kippur 	<ul style="list-style-type: none"> • Share experiences of having been forgiven and forgiving, and discuss what could be learnt from these experiences • Discuss the meaning of social justice, its significance for today and the relevance of teaching in the Tenakh, eg Amos, for modern society
<p>Interpretations of the Torah</p> <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"> • Learn a few key Hebrew words from the Tenakh, and find other contexts in which Hebrew is used today • Understand why the Noachide laws are important for Jews • Explore the various ways in which the Torah is interpreted and the status of these interpretations • Consider the influence of Halakhah on everyday Jewish life 	<ul style="list-style-type: none"> • Read stories or watch films, eg <i>Yentl</i>, which focus on learning the Torah and Talmud, and consider how they contribute to their own understanding of spiritual development • Discuss whether rules should have different applications in different circumstances • Consider the relevance of the Noachide laws for all people • Estimate the value of legend and tradition as symbols of cultural unity
<p>Jewish identity</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 	<ul style="list-style-type: none"> • Study the development of the modern state of Israel, and understand why the land has a historical importance for Judaism • Find out how the Jewish people have survived various phases of persecution over the last two millennia • Explore ways in which Jews relate to people of other religions • Identify cultural and religious differences between Ashkenazim and Sephardim 	<ul style="list-style-type: none"> • Identify factors that unite people who belong to the same community • Suggest what might be learnt from the Jewish experience about survival and the prevention of racism • Discuss what is meant by a ‘just society’, and how this might be achieved

KEY STAGE 3 – SIKHISM 3a

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Beliefs and Values</p> <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 Chhakra, Seva and Hukam 	<p>Pupils could</p> <ul style="list-style-type: none"> • Share questions about God which are often asked, and suggest how a Sikh might answer these questions • Suggest how distinctive Sikh principles for living, strictly implemented, would affect the life of a Sikh 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss the various ways in which people might show allegiance to a cause or set of values • Draw up their own principles for living and compare them
<p>The Gurus</p> <ul style="list-style-type: none"> • Outline of the lives of the ten Gurus and their significance • Guru Granth Sahib: <ul style="list-style-type: none"> – the revelation of God’s message – how it is cared for in the Gurdwara – significance of non-Sikh contributors 	<ul style="list-style-type: none"> • Discuss what Sikhs mean by ‘revelation’ or ‘God’s message’ • Explain the importance of the Guru Granth Sahib for Sikhs • Study key passages from the Guru Granth Sahib 	<ul style="list-style-type: none"> • Discuss the qualities of people in the past who they admire • Explore the quality of ‘wisdom’ and consider what makes a good teacher
<p>Worship</p> <ul style="list-style-type: none"> • In the home: <ul style="list-style-type: none"> – before sunrise and evening • In the Gurdwara: <ul style="list-style-type: none"> – the importance of the Sangat (Sikh contributors) 	<ul style="list-style-type: none"> • Interview a Sikh about what their daily worship entails and what it means to them • Find out what activities take place in a Gurdwara and how the sense of community is fostered 	<ul style="list-style-type: none"> • Consider why some people believe worship and prayer are important in their lives • Discuss experiences of belonging and also feelings of being alone
<p>Sikh identity and religious ceremonies</p> <ul style="list-style-type: none"> • The Five Ks – their origin, meaning and significance • Ceremonies: <ul style="list-style-type: none"> – marriage – death 	<ul style="list-style-type: none"> • Explain the significance of the Five Ks for a Sikh • Demonstrate what is distinctive about Sikhism • Explain what the marriage and funeral ceremonies reveal about Sikh attitudes to marriage and death 	<ul style="list-style-type: none"> • Examine the claim that rituals and ceremonies help people come to terms with significant times in life • Suggest activities which might unite a family or your class

KEY STAGE 3 – SIKHISM 3b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>God</p> <ul style="list-style-type: none"> • Descriptions of God in the Mool Mantar 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss each of the descriptions of God, as described in the Mool Mantar • Explain what is distinctive about the Sikh perception of God, as described within the Mool Mantar 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss their own understanding of God, if appropriate, and consider how this is similar and different to ideas expressed in Sikhism
<p>Gurus</p> <ul style="list-style-type: none"> • Examples to show the contribution of the Gurus to the furtherance of Sikh teaching on: <ul style="list-style-type: none"> – equality – religious tolerance – service to the sick – human rights 	<ul style="list-style-type: none"> • Investigate what Sikhism has to say on issues such as human rights and religious tolerance • Interview a Sikh about their view of other religions • Explore the historical links between Sikhism, Hinduism and Islam in Northern India 	<ul style="list-style-type: none"> • Find and discuss the United Nations Declaration of Human Rights • Collect newspaper articles which illustrate how human rights are being upheld and ignored
<p>Worship</p> <ul style="list-style-type: none"> • Further explore worship in the home and in the Gurdwara • Installation of the Guru Granth Sahib every morning and laying to rest at night • The special status of the Japji Sahib 	<ul style="list-style-type: none"> • Read examples of hymns in the Guru Granth Sahib, and consider their meanings • Suggest what the ceremonies of installation and laying to rest say about the significance of the Guru Granth Sahib to Sikhs • Consider how important messages are conveyed through Sikh worship, eg equality 	<ul style="list-style-type: none"> • Consider the importance given to the home in some religious traditions • Discuss the significance of symbol and ritual in daily life • Share special prayers or sayings with the rest of the class
<p>The Sikh Way of Life</p> <ul style="list-style-type: none"> • Rahit (obligations) – keep the Five Ks • Kurahit (prohibitions): <ul style="list-style-type: none"> – never use tobacco, alcohol or harmful drugs – never commit adultery – never eat meat which has been ritually slaughtered • How the above relate to contemporary issues 	<ul style="list-style-type: none"> • Suggest the implications of Rahit and Kurahit for Sikhs living in Great Britain • Explore the significance of not eating meat which has been ritually slaughtered 	<ul style="list-style-type: none"> • Discuss things in their own lives which they would regard as obligations • Discuss the value of having absolute rules in life which can never be broken

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.

KEY STAGE 4 – CHRISTIANITY 4a and 4b

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Contemporary Christian teachings on theological issues, for example:</p> <ul style="list-style-type: none"> • The existence and nature of God • The nature and value of worship • The problem of suffering • The basics of morality • Eschatology – eternal life, judgement, parousia • God and humanity • Mission and evangelism 	<p>Pupils could</p> <ul style="list-style-type: none"> • Prepare a presentation to show Christian belief in God as truth, life, love, spirit, creating, sustaining, ruling, judging and saving • Talk with Christians about their belief in eternal life • Evaluate the extent to which Christianity has influenced contemporary values • Compare different Christian views on evangelism and mission • Explore Christian teaching on suffering 	<p>Pupils could</p> <ul style="list-style-type: none"> • Consider the limitations of human language in expressing the nature of God • Explore the value of metaphor, allegory and symbolism as a means of expressing deeply held feelings and convictions • Debate the nature and existence of God, with reference to evidence in Scripture, tradition, creeds, human experience, reason and the natural world • Reflect on their beliefs about 'life after death' and discuss them with others • Make a group presentation on suffering in the world; its causes and possible solutions • Explore responses to questions about the meaning, nature and purpose of life
<p>Contemporary Christian teachings in relation to current issues, for example:</p> <ul style="list-style-type: none"> • Religion and science (including medical ethics) • Violence, aggression and racism • Gender roles • Secularisation • Concern for the environment • Attitudes towards other religions 	<ul style="list-style-type: none"> • Examine how Christian thinking on these issues is influenced by scripture, tradition, prayer, reason, conscience and example • Attitudes to the Bible as a source of authority or decision making, taking account of literal, allegorical and critical approaches, diverse views of the contents, inspiration and authority of the Bible, Christian perspectives on the nature of humanity and human destiny exemplified through the doctrines of Creation, the Fall, salvation, and the summing up of all things 	<ul style="list-style-type: none"> • Consider Christian teaching on the sanctity of life and its bearing on ethical dilemmas • Consider the wisdom of holding fast to values and principles, whatever the circumstances • Reflect on Christian teachings about the world as God's creation in relation to environmental issues • Consider whether there are conflicts between religion and the sciences • Reflect on and evaluate their own responses to moral questions, and the beliefs and principles that underpin these responses

Christianity 4a and 4b is continued on the next page

KEY STAGE 4 – CHRISTIANITY 4a and 4b (continued)

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Jesus in Christian experience</p> <ul style="list-style-type: none"> The relevance of Jesus' teaching for today, expressed through: <ul style="list-style-type: none"> contemporary views of Jesus compared with the Gospel texts lives of Christians through the ages festivals, rituals and celebrations of the Church portrayal of Jesus through the arts 	<p>Pupils could</p> <ul style="list-style-type: none"> Watch a film based on the life of Jesus, identifying passages in the Gospels relating to episodes in the film, and evaluating the accuracy and interpretation of the film Study the lives of prominent Christians, and consider how they were motivated by the example and teaching of Jesus 	<p>Pupils could</p> <ul style="list-style-type: none"> Respond to presentations of Jesus in contemporary novels, films and poetry Listen and respond to settings of Christian texts to music, eg the Requiem Mass Look at, and respond to, icons depicting Jesus, and talk about the purpose and value of icons in developing spirituality
<p>The nature of Church worship</p> <ul style="list-style-type: none"> The purpose of prayer and worship Reasons for differences in forms of worship, Church structure, organisation and authority seen through: <ul style="list-style-type: none"> patterns of worship relationship to national life and culture The impact of Christianity on areas of life such as education, moral norms, social institutions, customs and traditions, government, law and monarchy, art, literature and music 	<ul style="list-style-type: none"> Research the role of the Churches in the development of education Compare the role of the Church of England with other churches in relation to Government and monarchy Explore the importance of prayer and worship for Christians 	<ul style="list-style-type: none"> Participate in periods of reflective silence and, where appropriate, discuss their own responses Reflect on the human need to worship Consider the importance of belonging to a group for the development of personal identity Consider the implications and responsibilities of commitment to a cause or to a person
<p>The Bible</p> <ul style="list-style-type: none"> The nature of the Bible Types of writing in the Bible Uses of the Bible, eg worship and devotion, inspiration for the arts, theological understanding, personal understanding Attitudes to the Bible, literal and critical approaches, eg diverse views over contents, inspiration and authority 	<ul style="list-style-type: none"> Make a display to summarise the structure of the Bible, its original languages, types of literature and different translations Talk to Christians of different traditions about their attitude to the authority of the Bible List the uses of the Bible, which demonstrate its special status, and explain what these uses suggest about the feelings of Christians towards the Bible Read examples of Bible reading notes and discover their purpose and importance for those who use them 	<ul style="list-style-type: none"> Discuss occasions when they have felt 'inspired', and how this affected them Talk about the value of having both critical and inspirational responses to writing, music and art Reflect on things which have an emotional or spiritual relevance in their own lives, and the reason for their importance

KEY STAGE 4 – BUDDHISM 4

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<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 potential for Enlightenment • Images of the Buddha’s work as a focal point to remind Buddhists of the Dhamma and to uplift the mind • Diversity of different images reflects the variety of Buddhist schools of thought 	<p>Pupils could</p> <ul style="list-style-type: none"> • Illustrate, relating to the life of the Buddha, reasons why he is held in esteem by his followers • Show how Buddhists try to follow the example of the Buddha’s compassionate nature • Examine the difference between the way in which Theravada and Mahayana Buddhists regard the Buddha 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss different views about the value and ethics of using images as aids to worship and contemplation • Compare and contrast images of the Buddha from different parts of the world, and discuss the qualities and feelings they convey
<p>Buddhist teachings</p> <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) 	<ul style="list-style-type: none"> • Explore in depth the meaning of ‘nirvana’ in Buddhism • Read examples of Buddhist texts, eg Dhammapada, Metta Sutta, Lotus Sutta and talk about their meaning • Talk with Buddhists about what they mean by the concept of ‘no self’ 	<ul style="list-style-type: none"> • Discuss what Buddhists mean by ‘Enlightenment’, and identify issues about which they would wish to be ‘Enlightened’ • Consider experiences of feeling peace or ‘at peace’, and the circumstances necessary to achieve this • Discuss what they believe to be major causes of suffering and how suffering might be overcome
<p>Buddhism in the 21st century</p> <ul style="list-style-type: none"> • The Sangha in different countries • The purpose of the Sangha – work towards Enlightenment • Adaptation to western society • Rise, development and spread of different traditions, eg Theravada, Mahayana and Vajrayana • New movements in the East and West • Practical work, eg peace movements, prison chaplains, hospitals and hospices 	<ul style="list-style-type: none"> • Compare some of the different Buddhist traditions, eg Theravada/Mahayana, and how they have spread throughout the world • Examine the place of the Dalai Lama in Buddhist traditions • Identify ways in which British Buddhists contribute to society 	<ul style="list-style-type: none"> • Discuss shared goals or ambitions with groups or communities to which they belong • Suggest reasons why Buddhism has spread to the West
<p>Buddhist attitudes to contemporary issues</p> <ul style="list-style-type: none"> • The environment • Peace and conflict 	<ul style="list-style-type: none"> • Explore what the Assisi Declarations have to say about Buddhist attitudes towards the environment • Discuss key passages from the Dhammapada in relation to the issue of peace and conflict 	<ul style="list-style-type: none"> • Consider what is distinctive about Buddhist attitudes to the environment and to the issue of peace and conflict

KEY STAGE 4 – HINDUISM 4

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Hindu philosophy</p> <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 yoga, jnana yoga, and bhakti yoga (and, sometimes, raj yoga) – systems of philosophy (advaita and dvaita) • The relationship of Hinduism with other Indian religions 	<p>Pupils could</p> <ul style="list-style-type: none"> • Explore some of the key ideas about Brahman within the Upanishads • Talk with Hindus about their understanding of Brahman and the particular deities to which they offer devotion • Explore the main characteristics of Kali yuga • Interview Hindus about the three marg and which school of thought they find useful in relation to their own lifestyle 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss their own responses to Upanishadic teaching on Brahman • Compare the traditional Hindu views of time with Western ‘linear’ views • Discuss why yoga has become so popular in the West and whether or not it is really the same as Hindu yoga
<p>The four aims of life</p> <ul style="list-style-type: none"> • Dharma • Artha • Kama • Moksha 	<ul style="list-style-type: none"> • Investigate the four aims of life and what they mean, and how they are translated into daily life 	<ul style="list-style-type: none"> • Talk about their own aims in life and compare them with the four aims of Hinduism • Explore whether or not there are any shared values within the class as a whole
<p>Worship</p> <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"> • Explore the diversity of expression within different Hindu communities and why certain deities are given more emphasis in different families and Mandirs • Investigate the location and significance of key pilgrimage sites • Explore the use of mantras in Hindu traditions 	<ul style="list-style-type: none"> • Think about the value of stillness and quietness for contemplation • Consider the importance of self-knowledge • Consider the value of learned prayers and sayings
<p>Scriptures</p> <ul style="list-style-type: none"> • Further explore the nature and use of scriptures by adherents. 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 	<ul style="list-style-type: none"> • Read selected key passages from the Vedas, especially the Rig Veda • Explore some of the core Hindu concepts as they are set out within the Upanishads • Interview Hindus about their favourite passages within the Bhagavad-Gita, and explore why it is so popular amongst Hindus • Consider why Hinduism prefers to refer to itself as Sanatan Dharma 	<ul style="list-style-type: none"> • Consider the significance of key passages from the Hindu scriptures for contemporary moral issues • Consider what can be learnt from Hindu attitudes to materialism • Discuss the nature of ‘truth’ • Consider the value of traditional epics and sagas for community identity

KEY STAGE 4 – ISLAM 4

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Allah</p> <ul style="list-style-type: none"> • His attributes • The importance of Tawhid • How Tawhid permeates all aspects of thought and practice 	<p>Pupils could</p> <ul style="list-style-type: none"> • Encounter the variety of the attributes of Allah (Surah 59:22-24) • Consider how Tawhid permeates all aspects of Islamic thought and practice 	<p>Pupils might</p> <ul style="list-style-type: none"> • Reflect on how naturally occurring patterns, eg snowflakes, honeycombs, spiders’ webs, might contribute to an understanding of Tawhid
<p>Iman (faith)</p> <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"> • Through selected passages of the Qur’an, identify some sources of Shariah • Talk to Muslims about their belief in Akhirah • Find out about authority and leadership in Islamic communities 	<ul style="list-style-type: none"> • Consider the impact of religion on history, tradition and values • Discuss the possible impact of belief in accountability on a person’s moral decision-making • Compare their own experiences of examples of responsibility and the nature of effective leadership
<p>Belief in action</p> <ul style="list-style-type: none"> • 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 understand Islam 	<ul style="list-style-type: none"> • Through the study of Qur’anic text, consider the human rights guaranteed by the application of Shari’ah • Compare rights under the Shari’ah with aspects of British legal practice • Consider current issues relating to the development of Muslim community life in Great Britain and Europe 	<ul style="list-style-type: none"> • Discuss what they consider to be fundamental human rights and how these might be upheld • Consider the importance of the law for community and social stability • Consider the extent to which laws are indebted to religious principles and traditions • Reflect on the implications of being a member of a minority in a society dominated by different cultural norms
<p>Islamic conduct and ethics</p> <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: <ul style="list-style-type: none"> – care for the environment/animal rights – usury and interest – morality and health education 	<ul style="list-style-type: none"> • With reference to Qur’anic text, examine the relevance of Islamic teaching to a variety of contemporary issues • Examine how Muslims relate to non-Muslims in a multi-faith society 	<ul style="list-style-type: none"> • Consider ways in which societies are interdependent and what happens to individuals when ethical parameters break down • Discuss the implications of implementing an Islamic world view

KEY STAGE 4 – JUDAISM 4

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>God in Jewish thought and teaching</p> <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 	<p>Pupils could</p> <ul style="list-style-type: none"> • Give examples from Jewish writings of perceptions of the intervention of God in historical events • Talk to Jewish people about their understanding of God and how this understanding affects their daily life 	<p>Pupils could</p> <ul style="list-style-type: none"> • Discuss the meaning of ‘providence’ • Consider instances where people have claimed ‘divine intervention’
<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"> – pikuakh nefesh (saving life) – tikun olam (mending the world) – green issues • Pikei 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"> • Examine the implications of applying the Torah strictly, living in 21st century Britain • Show how Jewish responses to contemporary ethical issues draw upon Jewish belief • Explore ways in which Halakkha has taken account of modern technology, eg on Shabbat observance • Encounter examples of Holocaust literature, poetry and art 	<ul style="list-style-type: none"> • Discuss sources of guidance for making their own decisions on ethical issues, and the value of such guidance • Reflect on Jewish teaching on contemporary issues, eg green issues, and issues related to medical ethics • Estimate the importance of traditions and rituals in their own lives • Consider the questions raised by the Holocaust about God, suffering and the nature of humanity, and a variety of answers to these questions • Discuss what might be learnt from people who recorded their experiences of the Holocaust
<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 	<ul style="list-style-type: none"> • Compare different attitudes towards the land of Israel among British Jews • Understand the importance of archaeology as an academic discipline in Israel today • Investigate the history of Jewish immigration to Israel • Explain the similarities and differences between Jewish groups that are culturally or religiously diverse • Consider how the Jewish people have maintained their identity despite centuries of dispersion 	<ul style="list-style-type: none"> • Consider what other people might learn from Jewish strategies for preserving their identity in the Diaspora • Discuss strategies which might contribute to positive relationships between people of different faiths and cultures • Consider whether they feel they have a cultural identity, and if so, how it is best preserved

KEY STAGE 4 – SIKHISM 4

KNOWLEDGE AND UNDERSTANDING	LEARNING EXPERIENCES RELATED TO AT1	LEARNING EXPERIENCES RELATED TO AT2
<p>Attributes of God</p> <ul style="list-style-type: none"> • Transcendence, immanence, grace, benevolence • Names for God, eg Waheguru, Ram, Allah 	<p>Pupils could</p> <ul style="list-style-type: none"> • Interview Sikhs about what their faith in God means to them in their daily lives • Explore the significance of the different names for God, especially the use of names from other religions such as Ram and Allah 	<p>Pupils could</p> <ul style="list-style-type: none"> • Reflect upon their own experiences and whether there have been significant moments in their lives of light, intuition, revelation etc • Discuss the significance of names and naming
<p>Sikh attitudes to contemporary issues</p> <ul style="list-style-type: none"> • The unity of the Gurus’ teachings and their guidance on issues such as peace and conflict, racism, social and political justice etc • Also attitudes to issues such as: <ul style="list-style-type: none"> – personal relationships – family (the importance of married life) – the environment – inter-faith dialogue 	<ul style="list-style-type: none"> • Research Sikh attitudes to contemporary issues and compare them with at least one other religious tradition • Explore what happens during a Sikh wedding ceremony, and discuss what it reveals about the Sikh attitude to marriage and family life • Find a copy of the Assisi Declaration, and see what Sikhs have to say about the environment 	<ul style="list-style-type: none"> • Respond to contemporary issues through discussion and the creative arts • Compare Sikh responses to contemporary issues with their own views • Discuss the responsibilities associated with marriage and bringing up a family
<p>Gurdwara</p> <ul style="list-style-type: none"> • 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"> • Explore whether there is any concept of ‘authority’ within Sikhism • Find out about Sikhism in India, especially in the Punjab, and why the Golden Temple is so important • Devise a map showing the main distribution of Sikhs within Great Britain and throughout the world today, and discuss the findings and evaluate their significance 	<ul style="list-style-type: none"> • Discuss the concept of community and how and why the world is becoming a ‘global village’
<p>Sikh Community (Khalsa Panth)</p> <ul style="list-style-type: none"> • The organisation of Gurdwaras 	<ul style="list-style-type: none"> • Visit a Gurdwara and investigate its role within the Sikh community • Interview a Sikh about how Gurdwaras are organised and the different roles within the community 	<ul style="list-style-type: none"> • Explore the different roles they have within the variety of communities to which they belong