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**CORNWALL**  
**COUNCIL**



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# Foreword

It gives us great pleasure to commend this Agreed Syllabus to all Cornish schools.

The syllabus reflects hours of work on the part of the Agreed Syllabus Conference which met regularly between November 2009 and May 2011. During that time it kept abreast of national developments in educational thinking, undertook numerous consultations and scrutinised the text assiduously to ensure that this syllabus would be fit for purpose for the next five years.

One of the features of the 2011 Agreed Syllabus is that it has taken the concept of 'local' seriously. The focus of pupils on Cornwall will enable them to be religiously educated in this context and help promote their spiritual, moral, social and cultural development in our schools. Obviously this focus is set within the context of a larger national and international picture but it has been sadly missing in the experience of many pupils in Cornwall who are given the impression that religious

people, especially non-Christians, are far away people in far away places.

Our most sincere thanks goes to all those involved in this process and who have worked in partnership to ensure that this syllabus is of the highest quality, especially members of the Conference, officers of the Council, teachers involved in the writing groups as well as all those who took part in the consultations that were held throughout Cornwall. Our hope is that this syllabus will be widely used and thoroughly implemented in all Cornish schools, whether Community, Controlled, Aided, Academy, Free or Independent so that all Cornish children can share this rich entitlement to quality religious education as part of a broad and balanced curriculum which will promote their spiritual, moral, social and cultural development.



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# Introduction

## Religious Education is part of the core entitlement of all pupils in maintained school.

Religious Education forms part of the Basic Curriculum of every maintained school and is a requirement for academies under their funding agreement. As such RE holds a unique place within the curriculum and within Education Law, see the Education Act 1996 and the School Standards and Framework Act 1998. The Agreed Syllabus is the statutory mechanism by which RE is delivered in an LA's community and controlled schools and can be adopted by Aided schools and also by Academies, as well as Free schools, as a way of fulfilling the requirements of their funding agreements. Each LA has to review its Agreed Syllabus every five years and this review is undertaken by the Agreed Syllabus Conference. This Agreed Syllabus has been through the statutory process for review and as such it has tried to preserve the best of the previous Agreed Syllabus. Where changes have been made this has been in the light of compelling evidence and consultation to ensure the best provision for pupils in Cornwall's community and controlled schools.

Since the revision of the syllabus started in November 2009 the Conference consulted widely in Cornwall about the structure and content of the syllabus. Members of the Conference met with teachers, members of faith communities and representatives of the Cornish Humanist Association. On the basis of these consultations the Conference spent many hours going through the text to ensure that it was, as far as possible, a syllabus which is educationally sound and accurate in terms of content.

Teachers who know the previous syllabus well will see some significant changes. Firstly, the 'unit' structure has gone and the programmes of study are simpler. Content remains important but it aligns with the Faith Group Working Reports recommended by government. At KS1 schools are given the opportunity to study a religion of choice alongside Christianity whereas at KS2 they have to study Hinduism, Islam, Judaism and Sikhism – one in each year of a four year cycle or one per year in larger primary schools. Schools are free to teach which religion they choose alongside Christianity from those available in the syllabus.

Teachers will also notice that the coherence of delivering RE, especially Christianity, is for them to

achieve in their context. Progression in RE is based on the choices that different schools make and will need to be transparent both to teachers and learners.

The following pages set out the requirements for religious education in Cornwall's community and controlled schools. No one part of the document is more important than any other and all are worthy of consideration. Teachers using the syllabus should acquaint themselves with the whole document, especially the section **How to use the Agreed Syllabus** and the **requirements** for each Key Stage set out before each programme of study.

## The importance of RE

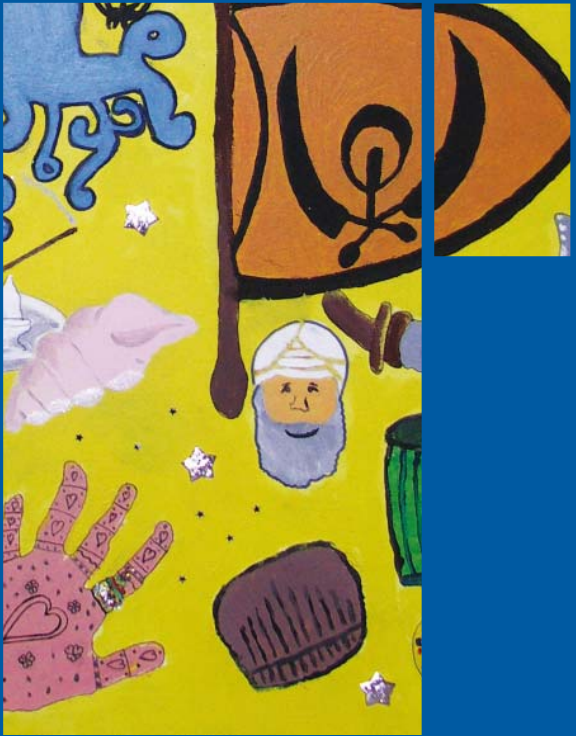
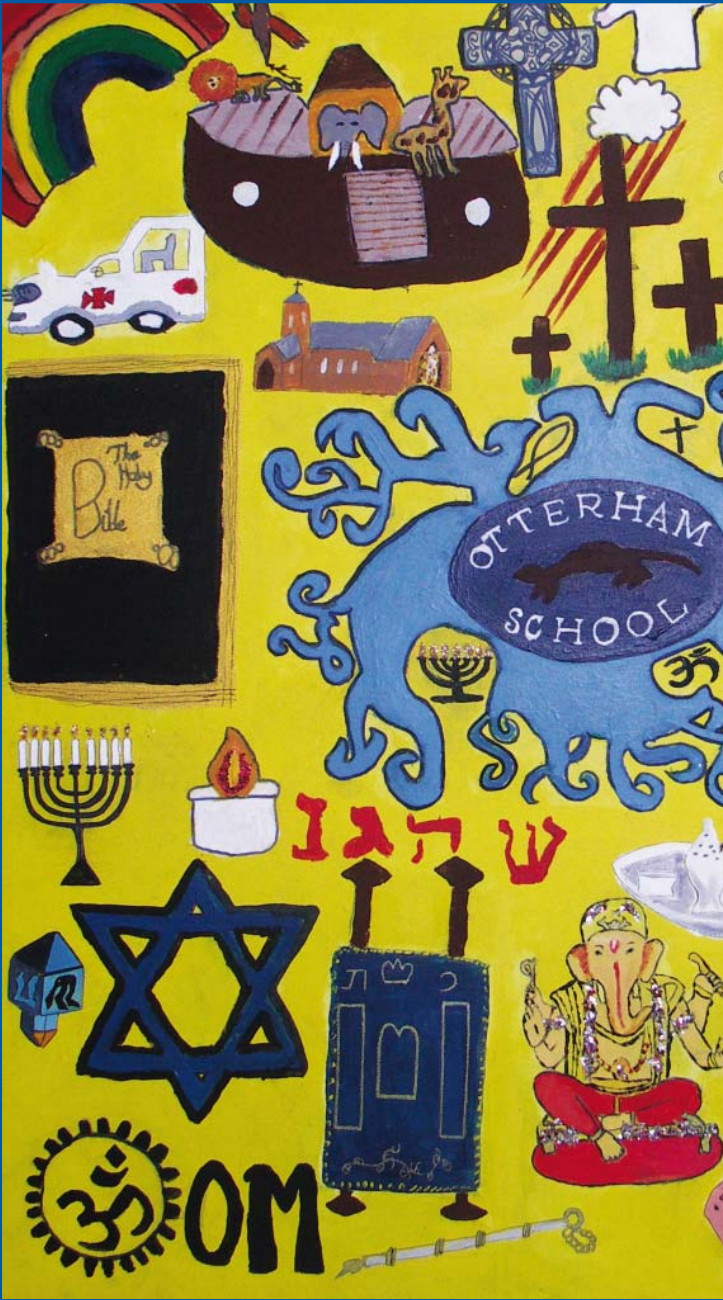
Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions,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

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

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

(The National Framework for Religious Education 2004)



# How to use the Agreed Syllabus

## Reception

The requirements for Reception classes are clearly stated in the section **Religious Education in Reception Classes**. Schools will need to show that they are fulfilling the requirement as set out there but they are free to develop their activities to fulfil the requirement and do not need to replicate the examples of activities in the programme of study.

- + It must be progressive
- + It must identify what pupils should know and understand by the end of each year and how that contributes to what they will going on to study in the next year

must also be met.

How a school develops a scheme of work for RE is up to the school itself.

## Key Stage 1

At Key Stage 1 schools using the syllabus will need to ensure that all the statements in the programme of study are met in relation to AT1 (Learning about religion) and AT2 (Learning from religion) as well as the breadth of study 3c – o. How schools deliver the programme of study is their business but it must have certain features:

- + It must be coherent
- + It must be progressive
- + It must identify what pupils should know and understand by the end of each year and how that contributes to what they will be going on to study in the next year

### Where Reception and KS1 are taught together

When pupils from Reception are taught within Year 1 or a whole Key Stage 1 class they should follow the Key Stage 1 programme of study. The focus of their attainment should be at Level 1.

### Where KS1 and KS2 are taught together

As the programmes of study mutually support each other it should be possible to plan work using common content and differentiated learning outcomes for pupils in different years. With regard to religious traditions other than Christianity teachers are free to draw upon any of the four religions specified for Key Stage 2 in consultation with other colleagues.

## Key Stage 2

As at KS1 schools using the syllabus will need to ensure that all the statements in the programme of study relating to AT1 and AT2 are met as well as the statements from 3c - q in the breadth of study. The difference between the key stages is that in KS2 these statements must be met twice, once at lower KS2 and once at upper KS2. As with KS1 the three requirements relating to the RE curriculum:

- + It must be coherent

## Key Stage 3

The requirement for this key stage is clearly set out in the section: **Requirements for Key Stage Three**. In this key stage there is greater flexibility for RE departments in secondary schools to develop their own schemes of work, especially as some schools may be completing the key stage by the end of year 8. All of the statements in the programme of study from 1a to 2f and 3d to q should be met at least once during the key stage.



## Religions to be taught at Key Stage 1 - 3

The pattern of religions to be taught at Key Stages 1 - 3 is as follows:

<b>Key Stage 1</b>	Christianity and a religion of choice by the school
<b>Key Stage 2</b>	Christianity, Hinduism, Islam, Judaism, and Sikhism
<b>Key Stage 3</b>	Christianity, Buddhism and Islam

It is clear that Christianity should predominate at each key stage and should feature in no less than 60% of the religious education taught. The other religious traditions should occupy no more than 40% of RE time over the key stage.

It is a requirement of the Agreed Syllabus that in any one academic year pupils should study Christianity and no more than one other religious tradition from those specified above. This allows sufficient focus and depth of study to enable effective learning to occur. It is also the case that pupils in Year 6 should follow a course which enables them to do an in-depth study of Christianity and the other religion being studied that year to enable pupils to consolidate their learning in religious education before they move to secondary school.

At times schools may wish to teach religions not in their key stage or not in the syllabus at all. This teaching should be clearly identified in the scheme of work, it must be for a specified amount of time and it may occur in an academic year where Christianity and one other religion are already being delivered.

An example of this in the past has been the desire to teach primary aged pupils about modern Paganism where there are the children of Pagan parents at the school. Schools are free to do this but must be clear about two things:

1. that the teaching of such a religious tradition is not at detriment to the programme of study and is at a level which clearly links attainment to the expectations of the syllabus;
2. that the school has clear justification for doing so based on evidence from the school.

It should not be the case that teachers focus on religions that they feel most comfortable with or that appear to be more relevant in their estimation.

## 14 - 19 Education

At 14-16 pupils must follow an accredited course of study in Religious Studies or RE. For pupils in the 6th Form a school must provide accredited qualifications that represent progression from KS4 in RS/RE. Schools must also provide RE for all 6th Formers who are not following an accredited course which meets the requirements of the programme of study. When a secondary school chooses an accredited course for their pupils to study that option must have **Christianity and one other religion** as set out in the programme of study to meet the requirements of the Agreed Syllabus.

## A secular world view, where appropriate

Each programme of study allows teachers to introduce pupils to secular world views where they think it is appropriate in different ways as indicated in each key stage. Often these views will be discussed in relation to beliefs, life practices and ethical issues as they arise in the context of teaching about a religion. For guidance on the appropriateness of content teachers should refer to the section of the Agreed Syllabus: **Secular World Views - Suggested Content.**

## Special education

The syllabus contains a section specifically targeted at pupils with severe and profound multiple learning difficulties. This section should be used in relation to such pupils irrespective of whether they are in a special school, in a special unit or integrated into mainstream classes. The special education section supports the programme of study for each key stage and the focus of learning should be clearly focused on the P scales found in that section.



## Time for religious education

Religious education should be 5% of curriculum time for Community and Controlled schools in any one academic year. Governing bodies of Aided schools who adopt the syllabus may set aside up to 10% of curriculum time for the delivery of RE, ensuring it has the appropriate denominational focus. The details for each phase of education are contained in the programmes of study..

## Religious Education

**The aim of Religious Education is to help pupils to:**

- + engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world

**A Religiously Educated pupil in Cornwall must have had the opportunity to:**

- + acquire knowledge and understanding of religions in Cornwall in the present day
- + acquire knowledge and understanding of how religious traditions have shaped the identity of Cornwall
- + 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 issues arising from the study of religions
- + reflect on their own beliefs, values and experiences as part of their study

## The teaching of religion in Religious Education

A primary purpose of religious education within the syllabus is for pupils to acquire and develop knowledge and understanding of Christianity and the principle religions represented in Great Britain.

To fulfil this purpose teachers need to recognise that there are things to know and understand which pupils need in order to be considered religiously educated. There can be no content-less RE which is about the acquisition of skills, rather skills are developed in RE relative to content. In this way RE can be considered as the corner stone of spiritual, moral, social and cultural education.

### The teaching of Christianity

The most significant religious tradition in Great Britain is Christianity. The majority of British people positively identify themselves with Christianity and nearly three-quarters of the Cornish population declared themselves to be Christian on the 2001 Census. Christianity shapes the lives of all citizens of the United Kingdom irrespective of their individual beliefs. Christianity shapes our year, our language and our culture. It continues to inform our moral perspectives.

Christianity, though, has posed problems for teachers. Teachers often associate the teaching of Christianity with some weak form of indoctrination whereas the teaching of other religious traditions is focussed on learning about other people who are interesting and who make up part of our multicultural society. Teachers worry that over-emphasis on Christianity will devalue other religious traditions and that because their pupils 'aren't religious' it is really irrelevant to them. Despite these feelings pupils need to know about and understand the place of Christianity within our culture and the impact that it is still having on the lives of individuals, communities and the nation. If they don't have this knowledge and understanding then schools are letting their pupils down by denying the majority their spiritual, moral and cultural heritage.

Schools need to look at their programme of study for the teaching of Christianity to ensure that it is coherent and that it has clear outcomes in terms of knowledge and understanding for each year a pupil is in school. The content for Christianity is divided in each key stage into five broad headings:

- + God;
- + Jesus;
- + The Church;
- + The Bible; and,
- + The Christian Way of Life.

These categories should form the structure of a pupil's knowledge and understanding of Christianity. Teachers should be especially careful not to 'secularise' the content of Christianity. Hence when teaching about Jesus' parables they should not be seen simply as interesting stories but as stories which have theological meaning which relate to concepts of God and humanity. Whilst RE in community and controlled schools is neither confessional nor denominational it is not simply religious studies. Teachers of RE should be careful not to secularize their pupils by assuming that they have no belief or are not born within a culture where religion is insignificant as a cultural force.

In terms of Cornwall pupils need to know and understand the impact that Christianity has had on Cornwall in all its various manifestations. The Cornish-Celtic heritage of Christianity with its plethora of saints, wells, pilgrimages and holy sites with special reference to St Michael the Archangel, St Petroc and St Piran will form an important part of a pupil's study in RE. Similarly a pupil could not be considered religiously educated in the Cornish context without understanding events such as the Prayer Book Rebellion of 1549 or the contribution that Methodism made to the development of Cornwall and the impact that Methodism still has on Cornish society. This is not to neglect the importance of other church communities for many in Cornwall which also need to be explored, whether the Roman Catholic Church, the Reformed Churches, the Church of England or the Orthodox Churches. The role of the churches, the revival of interest in Celtic Christian spirituality and the visible presence of Christianity in the Duchy give teachers a mandate to both investigate and celebrate Cornwall's unique spiritual heritage.

## Teaching the other principle religions represented in Great Britain

Since 1994 the principle religions have been regarded as: Buddhism, Hinduism, Islam, Judaism and Sikhism. Whilst the Jewish and Sikh communities nationally are very small they have played an important part in Britain, the British Empire and, more recently, the Commonwealth for centuries. Jews had a medieval presence in England and returned at the time of Oliver Cromwell but the first real expansion of the Jews in modern times occurred in the 18th century in Devon and Cornwall. The oldest Ashkenazi synagogue in the English speaking world is in Plymouth, sadly the Georgian synagogues of Falmouth and Penzance have long closed. Sikhs played an important part in the Raj and the British Empire, as can be seen from the Beacon monument to Sir Walter Raleigh Gilbert at Bodmin and whilst there are few Sikhs in Cornwall their importance nationally cannot be underestimated.

Hindus too play an important part in the life of Britain and whilst there is no visible community in Cornwall there are Hindus working here, especially in health care. The greatest concern for many teachers has been how to respond to Islamophobia, especially in light of the September 11th in New York and 7/7 in London. The idea that Muslims are somehow the enemy within is one that teachers find difficult to deal with. Teaching pupils about Islam is an important element of RE and teachers need to recognise that pupils may have pre-existing prejudices that might need to be deconstructed before effective teaching can take place.

Of all the non-Christian religions the largest in Cornwall, according to the census, is Buddhism. The majority of those who identify themselves with Buddhism were not born as such and it might be worth asking why Buddhism has become so popular with a minority of people in Cornwall whilst looking at its relationship to traditional Buddhism found among people from Asian and South East Asian contexts.

What is clear, though, is that there is good practice in teaching non-Christian religions. Here are some pointers:

- Schools are required to teach about non-Christian religions found in Great Britain, hence it is important for pupils to see where major populations of these people actually live. Census

information can give a real insight to pupils so they can connect with these people on a UK community basis. If there are such groups in Cornwall then it is important that pupils recognise that they are here too, and recognise the contribution they are making to our communities.

- It is also important to recognise that in relation to learning about religions there are three factors that pupils need to consider:
  - That there are human traditions that can be called 'religions'
  - That there are individuals who relate to those traditions
  - That those traditions are communicated to individuals through intervening groups

So there is a religion called Buddhism, individuals identify with Buddhism as a religion, the way that they have 'received' Buddhism is through a group or number of groups who transmit that tradition in a particular cultural context, such as the Tibetan tradition or one of the Theravadan or Mahayan traditions. Teachers should not give the impression that a religion is a simple-homogenous tradition, rather all religions are made-up of a family of traditions which come broadly under the umbrella of a single name. Therefore teachers need to be very careful not to stereotype a religion, its followers or individuals.

When teaching non-Christian religions there is not the time to be able to study them in the same depth that would be expected from a study of Christianity and what is being aimed at is to allow pupils to look through windows into the lives of others. Pupils might not be able to walk around the whole house or spend much time in the garden but they can broaden their perspectives on the world and what it is to be human for some people.

## Secular world views

The syllabus both allows and encourages the teacher to teach about secular world views where they feel it to be appropriate. Like the teaching of non-Christian religions it is not envisaged that pupils would have a comprehensive view of what constitutes secularism and its contribution to our national life. Pupils, though, should have an understanding that there are people who question the basis of religion and its role within a modern democratic society.

It is easy to characterise a secular perspective on religion as simply being anti-religious but this view should be avoided; although a study of why some secularists are anti-religious might be particularly interesting in the secondary phase of education. Many secular humanists are not necessarily against religion but want to state that there is an alternative to being religious. Secular humanists can disagree with each other in the same way that religious believers do. The purpose of teaching about secular world views is to show that there are alternative views to religious views of the world and that it is possible to live a fulfilled life without religion.

Teachers will need to be clear why they are teaching about secular world views in the context of religious education so as not to undermine the integrity of the world views held by different people.

## What religious education is not

RE is not about telling pupils what they should believe, likewise it is not about telling them that if they don't believe in a certain way they aren't a part of a tradition. What is clear, though, is that RE is not about presenting religions and beliefs as a supermarket where pupils can simply pick and mix what they want to believe and do. Religions are too complex and too culturally embedded to allow that and teachers do pupils no favours by simply presenting religions as opinions that cannot be proved or simply adopted. The development of critical thinking in RE is important if teachers are to enable religious education to inform the spiritual, moral, social and cultural lives of their pupils and such thinking needs to challenge pupils in their search for truth and the meaning of life.





## Attitudes to be fostered 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 fostered:

**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 be challenged;
- + willingness to develop values and commitments.

**b) Fairness** – this includes:

- + listening to the views of others with respect;
- + careful consideration of other views;
- + willingness to consider evidence and argument;
- + readiness to look beyond surface impressions.

**c) Respect** – this includes:

- + respecting those who have different beliefs and customs to one's own;
- + recognising the rights of others to hold their own views;
- + avoidance of ridicule;

- + discerning between what is worthy of respect and what is not;
- + appreciation that people's religious convictions are often deeply felt, recognising the needs and concerns of others.

**d) Self-understanding** – this includes:

- + developing a 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 after truth;
- + developing a personal interest in metaphysical questions;
- + an ability to live with ambiguities and paradox;
- + the desire to search for the meaning of life;
- + being prepared to reconsider existing views;
- + being prepared to acknowledge bias and prejudice in oneself;
- + willingness to value insight and imagination as ways of perceiving acknowledged realities.

**f) Openness** – this includes:

- + developing a sense of awe, wonder and delight.



## Relevant human experiences

KS1 Special	KS2 Exploring	KS3 Understanding	KS4 Evaluating
Who am I?	Personality Character	Self	Identity
Belonging and Family	Community and Unity	Society and Diversity	Culture
Wonder of the World	Dependence on the World	Value of the World	Value of the World
Celebrations	Tradition	Ritual	Inspiration
Fairness Sharing Caring Truth Honesty Rules	Respect Responsibility Relationships Right/Wrong Authority Freedom	Justice Ideal World Good and Evil Values Commitments Consequences The Law Leadership Freedom	Utopia Values Ethics Lifestyle Morality Freedom Authority Responsibility
Patterns	Mystery Symbols	Paradox Meaning and Purpose Truth and Belief	Origin and Destiny
Happy and Sad	Sacrifice	Joy and sorrow Pleasure and suffering	The problem of beauty
Admiration	Role Models	Motivation	Vocation

These features, identified above, help teachers to base their teaching of Religious Education on the real experiences of pupils and their families. They provide a means of linking the knowledge and understanding of religious faiths to the life of pupils in our society. They are not meant to be an exhaustive or exclusive list. Often these ideas will refer to or encompass others which are of equal value. They are also cumulative in character e.g. celebrating continues as an experience beyond Key Stage 1.

## 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;
- + ICT, especially resources targeted at pupils with learning difficulties;

- + libraries and books which cater for pupils with a variety of learning difficulties;
- + aids to allow access to practical activities within and beyond the school.

The Special Educational Needs Code of Practice should be implemented where appropriate, it should be noted that schools may not disapply a pupil from religious education at Reception, at Key Stages 1, 2, 3 or during 14 - 19 Education. Disapplication applies only to specified National Curriculum areas and schools should ensure they conform to the latest government guidance on disapplication.

## Skills and processes in Religious Education

The following skills are central to religious education and should be reflected in learning opportunities at all key stages:

### a) Investigation – this includes:

- + asking relevant questions;
- + knowing how to use different types of sources as a way of gathering information including libraries, books, ICT, the Internet and Intranet and how to be critical of those sources;
- + knowing what may constitute evidence for understanding religion(s);
- + observing and listening.

### 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.

### e) 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.

### f) Analysis – this includes:

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

### g) Synthesis – this includes:

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

### h) 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.

### i) Expression – this includes:

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

### j) Collaboration – this includes:

- + The ability to work together and learn from each other.

## The two attainment targets for Religious Education

### AT 1 Learning about Religions (Knowledge and Understanding of Religion)

**Learning about** religion is what pupils learn about beliefs, teachings and practices of the great religious traditions of the world. It is also what pupils learn about the nature and demands of ultimate questions, about the 'nature' of a faith response to ultimate questions, about the normative views of the human condition and what it means to be human as expressed in and through **Traditional Belief Systems** or **Stances for Living** of a naturalistic kind, about the discernment and interpretation of **Core Values**, about the shaping influences of religious beliefs and values on cultural and personal histories. This type of learning might be said to be initiating pupils into an 'impersonal or public mode of understanding'.

### AT2 Learning from Religion (Reflection on Meaning)

**Learning from** religion is what pupils learn from their studies in religion about themselves – about discerning ultimate questions and 'signals of transcendence' in their own experience and considering how they might respond to them, about discerning **Core Values** and learning to interpret them, about recognising the shaping influence of their own beliefs and values on their development as persons, about the unavoidability of their holding beliefs and values and making faith responses, about the possibility of their being able to discern a spiritual dimension in their own experience, about the need for them to take responsibility for their own decision-making, especially in matters of personal belief and conduct, and so on. This type of learning might be said to result in self-awareness and personal knowledge.

(Adapted from Michael Grimmitt (1987) **Religious Education and Human Development** page 225)

Attainment Target 1: Learning about Religions	Attainment Target 2: Learning from Religion
<p>This includes the ability to:</p> <ul style="list-style-type: none"> <li>Identify religious beliefs and teachings in order to give a coherent account of a believer's response to the world.</li> </ul>	<p>This includes the ability to:</p> <ul style="list-style-type: none"> <li>Explore human identity, personality and experience.</li> </ul>
<ul style="list-style-type: none"> <li>Describe religious practice and lifestyles in a religious tradition and compare and contrast that with others.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect upon questions of meaning and purpose.</li> </ul>
<ul style="list-style-type: none"> <li>Explain the meaning of religious language, story and symbolism.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and respond to values and commitments in themselves and others.</li> </ul>

## Note on the targets

Both targets provide a rounded programme of Religious Education. They are interdependent, of equal value, and are not meant to be taught separately.

The purpose of these targets is to aid the process of improving pupils' achievement by enabling teachers to monitor their progress and attainment. They also enable reports on pupils' progress in RE to be valid and accurate.

## Levels of attainment

This Agreed Syllabus has levels of attainment for AT1 and AT2 to help teachers identify how well pupils are achieving in RE relative to their age, seen in a wider national context. The levels are also there to guide teachers as to the appropriateness of the work they set for their pupils in each Key Stage. Teachers should

note that it is a requirement that a pupil's attainment in RE must be reported on each year. At the end of a Key Stage reporting must be done by giving a level of attainment. Where a pupil is attaining below Level 1 reporting should be relative to the appropriate P Scale found in the Special Education section of the Syllabus.

## Passing on information between key stages

It is a requirement of the Agreed Syllabus that when a pupil moves school, either to another school of the same phase or onto a school in the next phase, that the level of attainment achieved by the pupil in their RE shall be clearly indicated to the school to which they are going. In this way there should be better continuity and progression both within and between the key stages.

## Common requirements of the syllabus

Teachers should provide opportunities, as appropriate, for pupils to develop and apply the following common requirements through their work in religious education at all key stages. These requirements are in addition to the requirements for each key stage and phase of education as set out before the programmes of study.

### The Cornish element – Curriculum Kernewek

During their religious education, where appropriate, pupils should be given the opportunity to develop and apply knowledge and understanding of the characteristics of Cornwall and its role nationally and internationally. These opportunities should include reference to the cultural, economic, environmental and linguistic life of Cornwall as appropriate to the study being undertaken.

In each programme of study from Reception to Key Stage 3 there are specific outcomes related to teaching about religion in Cornwall and there is specific content to be drawn upon – which gets broader at each Key Stage. Teachers should draw up on this content to

inform religious education in some way in each year. In this way pupils will be able to encounter the rich spiritual and religious heritage of Cornwall as well as explore its relevance for many people living in Cornwall and beyond today.

### Communication skills

Pupils should be given opportunities to develop and apply their skills of speaking, listening, reading, writing and expressing their ideas through a variety of media where appropriate during their religious education.

### Mathematical skills

Pupils should be given opportunities to develop and apply their skills of number, shape, space, measures and handling data during their religious education.

### Information Technology skills

Pupils should be given opportunities, where appropriate, during their religious education (and in relation to it) to develop and apply their IT skills to obtain, prepare, process and present information and communicate ideas with increasing independence.

### Problem solving skills

Where appropriate, pupils should be given opportunities during their religious education to develop and apply skills of asking appropriate questions, making predictions and coming to informed decisions.

### Creative Skills

Opportunities should be provided, where appropriate, for pupils to develop and apply their creative skills, in particular, the development of expression of ideas and imagination, during their religious education.

### Personal and Social development

Pupils should be given opportunities, where appropriate, to reflect upon their own personal and social development in light of their learning in religious education. Such reflection should focus on their attitudes and values, personal and social skills and knowledge and understanding of themselves and others.



## Religious Education and the general teaching requirements

This section outlines the particular contribution religious education can make to the general teaching requirements of the National Curriculum.

### Religious education and inclusion

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

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

- + builds on and is enriched by the differing experiences pupils bring to religious education
- + meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

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

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

### Religious education and the use of language

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

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

### Religious education and the use of information and communication technology

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

- + make appropriate use of the internet or CD-ROM sources to investigate, analyse and evaluate different aspects of religious beliefs and practices, ultimate questions and ethical issues
- + use messaging, email or videoconferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life
- + use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion
- + use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions

- ✚ use equipment such as digital cameras and digital video to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

## Religious Education and Human Rights legislation

Article 9 of the Human Rights Act 1998 and Article 2 of the First Protocol protect the rights of European citizens in relation to freedom of thought and conscience. Article 9 ensures that European citizens have rights to **'freedom of thought, conscience and religion'**. This right includes freedom of expression in relation to one's own beliefs and freedom to change one's religion. Article 2 of the First Protocol expects the state to **'respect the right of parents to ensure such education or teaching in conformity with their religious and philosophical convictions'**. Both of these rights are subject to certain restrictions.

The delivery and teaching of religious education must be sensitive to the rights of parents and pupils. It is not the place of teachers to belittle or deride the beliefs of parents and pupils and it is not appropriate that a teacher represents their views as unchallengeably right when it comes to their own religious or philosophical beliefs.

It is not the aim of the Agreed Syllabus to persuade pupils to be religious in the general sense or in any narrow sense. Religious education should provide opportunities for pupils to explore their world view – as appropriate with age and maturity – and the world views of others. To that extent religious education in Community and Controlled schools is non-confessional.

There may be times when pupils, discussing issues and beliefs, might want to explore religious and philosophical beliefs not catered for in the Agreed Syllabus. Teachers will need to make an assessment of that desire to see whether it would be appropriate in that context but need not feel unduly restricted by the syllabus itself. Likewise pupils may wish to express their own particular beliefs to others in their class. In such cases it should be ensured that the context is right for the pupil to do that in such a way that they will not be leaving themselves open to ridicule or misunderstanding. To this extent teachers will need

to establish good ground rules for the class to follow. In all of this, developing the skills of openness and tolerance is important. Nevertheless, this should not diminish the school's task in developing challenging and critical thinking.

It has been recognised that the use of artefacts can make a valuable contribution to religious education, although it should be noted that not all religious groups have such sacred objects. Whenever used artefacts should be treated with respect, indeed the way the teacher uses artefacts, and expects pupils to do so, gives powerful messages about respecting things which are significant to others. It has also to be recognised that some pupils, and the parents of those pupils, feel compromised by having to handle sacred objects from a faith other than their own. In this matter teachers need to be sensitive to the needs of those pupils and should not put them in a position where pupils feel uncomfortable with what they are being asked to do.

The primary religious educator is the parent. Where parents object in conscience to the religious education provided by the school as expressed in its basic curriculum, either in whole or in part, pupils may be withdrawn, in whole or in part, from that religious education. It is not the case that a pupil can withdraw themselves from religious education. Where withdrawal takes place it is reasonable, given the alternatives provided for in statute, that the parent takes personal responsibility for the religious education of the child. It is certainly not the case that a pupil should be withdrawn by their parent from religious education to support other areas of their learning, such as National Curriculum subjects or examination subjects.

There is no provision for schools to disapply pupils from religious education, either by policy or by circumstance, at any phase of education unless they have profound multiple learning difficulties or have been assessed as having learning difficulties so serious that they could not attain Level 1 of the levels of attainment in the Agreed Syllabus. In relation to Special schools who cater for such pupils a judgement must be made on a case by case basis with the presumption that all pupils will encounter religious education during their time at school.

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# Reception

Religious education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the foundation stage. This document therefore refers to Reception.



## Religious Education in Reception Classes

In the 1996 Education Act it is clear that all registered pupils in a school have the entitlement to religious education. This has meant, in practice, that RE was the only compulsory subject in Reception. In the previous Agreed Syllabus a section was provided for based on the National Framework for RE published jointly by the DfES and QCA in 2004. This was welcomed in 2005 and has had popular appeal as it fitted so well with the Foundation curriculum and supported the achievement of the Early Learning Goals.

The section presented here is the statutory mechanism through which RE in Reception is to be delivered. Where Reception classes are integrated into Year 1 classes, the Agreed Syllabus for KS1 should be followed for those pupils of Reception age focusing on the Level 1 learning indicators where appropriate.

The time allocation for RE in Reception for full time pupils is 5% of curriculum time. This approximates to 36 hours over the course of the year for pupils

entering the school in the Autumn term. RE should be clearly identified in teachers' planning to ensure that the requirement is being met and to enable parents to see what RE is being delivered. It is a statutory requirement that attainment in RE is reported upon at the end of the Reception year.

Other Early Years providers may also want to deliver some religious education to their pupils and this can be done by enhancing and developing materials previously produced for curriculum planning by QCDA.

The following pages set out what must be covered in RE during Reception Year and links it with the Early Learning Goals towards which all pupils should be working.

RE in Early Years should promote the spiritual, moral, social and cultural development of the child. In order to do this effectively, times for quiet reflection should be built into lessons. Teaching in RE should primarily focus on Christianity as this is the main cultural and religious heritage that pupils will encounter in Cornwall and other religious traditions should be brought in where they are relevant to the context or the outcome of a particular piece of work.



## The contribution of religious education to the early learning goals

The early learning goals set out what most pupils should achieve by the end of the foundation stage. The six areas of learning identified in these goals are:

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

Religious education can make an active contribution to all these areas but has a particularly important contribution to make to:

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

For each of these four areas, there are examples of religious education-related experiences and opportunities and an activity. Each activity is indicative only and is included to exemplify particular ways in which religious education-related activities contribute to the early learning goals.

## Personal, social and emotional development

### Examples of religious education-related experiences and opportunities

- + Pupils use stories of festivals from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- + Using a story as a stimulus, pupils reflect on the words and actions of characters and decide what they would have done in a similar situation. They

learn about the story and its meanings through activity and play.

- + Using role-play as a stimulus, pupils talk about some of the ways that people show love and concern for others and why this is important.
- + Pupils think about issues of right and wrong and how humans help one another.

### Example of an activity

Leading up to Christmas create a role play corner (home corner) as a nativity scene. The pupils have an opportunity to dress up as characters from the story of the birth of Jesus empathising with the key characters and sharing and developing language. They respond to the significant experiences of this Christian festival and begin to consider beliefs about Jesus.

## Communication, language and literacy

### Examples of religious education-related experiences and opportunities

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

### Example of an activity

Pupils will listen to a simple telling of the story of St. Piran. The pupils will retell the story to each other through play, using props they have made. They could also create a musical journey to accompany the story using their imaginations to bring the story to life. A collage story board might provide an opportunity for pupils to sequence events.

# Knowledge and understanding of the world

## Examples of religious education–related experiences and opportunities

- + Pupils ask and answer questions about festivals, as they occur naturally within their everyday experiences.
- + Pupils may visit places connected with a festival and learn words associated with a festival.
- + They handle artefacts with curiosity and respect.

### Example of an activity

Pupils could construct a large sukkah (from the Jewish festival of Sukkot – an autumn festival). They could collect special autumn treasures after going on an autumn sensory walk to decorate their sukkah

# Creative development

## Examples of religious education–related experiences and opportunities

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

### Example of an activity

Pupils look at signs of spring and new life and then create individual Easter gardens reflecting the Easter story. Pupils sow cress seeds into their gardens and watch the transformation from bare earth to lush growth.

Pupils could also design and make an 'egg cosy' which reflects both spring and the Christian celebration of Easter. An alternative to this might be the designing of eggs for Easter as found in the Ukrainian Christian tradition as a way of broadening pupils cultural experience.

**During Reception year, which is part of the foundation stage,** pupils will begin to explore the world of religion in terms of celebrating festivals. They will listen to and talk about stories. They will be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They will reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation and wonder of the world in which they live and the community around them.

### This will be done through:

Celebration and experience of Festivals

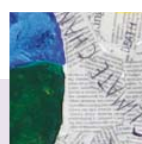
- + Harvest
- + Christmas
- + Lent
- + Easter
- + Pentecost/Whitsun

During the year include a minimum of two Cornish festivals e.g. St. Piran's Day, 'Obby 'Oss (Padstow), local saints days etc. to enable pupils to recognise key themes of human experience within their own lives and the lives of those around them.

Stories are also important and some of the stories from the New and Old Testament might provide a useful starting point for pupils in Reception.

# Key Stage 1

**Throughout Key Stage 1**, pupils explore Christianity and one other religion of the school's choice as set out below. They learn about different beliefs about God and the world around them.



## Requirements for Key Stage 1

1. This Programme of Study consists of:
  - a the purposes of the Programme of Study set out according to the two attainment targets for religious education, the Breadth of study, and,
  - b the content suitable at KS1 for Christianity and the religion to be studied alongside Christianity. Where teachers discuss secular world views with pupils they should look at the section **Secular World Views – Suggested Content** to guide them on what is appropriate for the key stage.
2. Community and controlled schools must meet all the requirements of the programme of study.
3. Christianity should figure in no less than 60% of the RE delivered in any one year and any other religion taught no more than 40% in any one year.
4. Schools are free to decide:
  - a What content is to be used from the Christianity section
  - b What religion to teach other than Christianity
  - c whether to teach Religious Education as a separate topic/subject in the curriculum or to integrate it with other curriculum areas.
5. Where Reception pupils are included with KS1 pupils the KS1 programme of study should be followed and where mixed age classes are taught incorporating KS1 and KS2, teachers may choose which religion other than Christianity to teach from the KS2 religions to be delivered.
6. The programme of study is intended to occupy approximately 36 hours per year in this key stage which is 5% of curriculum time in Community and Controlled schools.
7. This time allocation is in addition to acts of collective worship. RE may be linked with collective worship, for example by sharing common themes, but it is important to remember that RE is not the same as collective worship and both have distinct purposes.
8. Where the governing body of a Voluntary Aided school adopts this syllabus it will need to ensure a proper denominational focus for the teaching of Christianity. Christianity must form the focus for at least 60% of all RE. RE in Aided schools may take up to 10% of curriculum time at this key stage.



They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief (including non-religious beliefs about the world, where appropriate), especially for other pupils and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

**The programme of study is intended to occupy at least 5% of curriculum time at Key Stage 1 (this approximates to 36 hours per year). Schools must ensure they provide this time within the school day.**

## Knowledge, skills and understanding

### Learning about religion

**1** Pupils should be taught to:

- a explore a range of religious stories and sacred writings and talk about their meanings
- b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- c identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- d explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- e explore how religious believers communicate with God, each other and people outside their community
- f identify and suggest meanings for religious symbols and begin to use a range of religious words
- g explore how faith communities make a difference to communities in Cornwall.

### Learning from religion

**2** Pupils should be taught to:

- a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- b ask and respond imaginatively to puzzling questions, communicating their ideas
- c identify what matters to them and others, including those with religious commitments, and communicate their responses
- d reflect on how spiritual and moral values relate to their own behaviour
- e recognise that religious teachings and ideas make a difference to individuals, families and the local community
- f reflect on how living in Cornwall is shaped by its religious traditions from the earliest times.

## Breadth of study

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

### Religions

- a Christianity
- b A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism

### Themes

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

## Experiences and opportunities

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



# Key Stage 1 content

## Curriculum Kernewek

### Cornwall as a place of spiritual inquiry

The marks left on the landscape which makes us ask questions, such as why are there:

Celtic Crosses

Special festivals

Special people, such as St Petroc, St Piran and the Cornish Saints

Standing stones

Local stories and places of importance near the school.

## Christianity

### God

#### Description of God

Father – this means God who loves, cares and has authority,

Son – this means God who comes to be with us in the person of Jesus

The Holy Spirit - this Means God who is with us now, who brings us to the Father through Jesus

Creator – this means God who cares for the world and expects people to care for the world

#### Evidence of God

Ways of understanding God are revealed and confirmed through the Bible, especially in the example of Jesus as well as by looking at the natural world.

### Jesus as an historical figure

#### Key features of Jesus' life

Birth (Christmas)

Jesus' disciples and friends

Jesus as a healer

a teacher, e.g. the two greatest commandments

That he died (Good Friday)

and rose again (Easter Day)

ascended into Heaven (Ascension)

and sent his Holy Spirit (Pentecost)

#### Jesus in Christian experience

Jesus is a special person for Christians

Following Jesus changed, and continues to change, people's lives



## The Church

### Characteristics of the Church

Meaning of the term 'Church'

- A community of believers
- The name given to a variety of buildings where Christians usually meet

### Worship

Worship may include:

- Reading the Bible
- Listening to stories
- Teaching
- Singing
- Prayer
- Baptisms and weddings

### The Church's year

The Church's year is focused upon key celebrations of events in Jesus' life.

These celebrations include

- Sunday – the first day of the week and the celebration of the Resurrection throughout the year
- Christmas
- Easter

### Church structures and organisations

Things found in my local churches – seats, font, altar/table, Bibles, musical instruments

People who have a special role in the Church – ministers, elders, priests

Symbols (in some Churches) – cross/crucifix, liturgical colours, water, candles

## The Bible

### The nature of the Bible

The holy book of the Christian faith

### Types of writing

Stories  
Poems  
Sayings

### Uses of the Bible

Preaching and teaching in church

Christians read from it regularly in order to learn about their faith

## The Christian Way of Life

### God and humanity

Christians believe that everyone is important and of equal value

### Beliefs, values and experience

Christians try to follow the examples of Jesus, especially his teaching on love and forgiveness

Famous Christians who set an example for others to follow, e.g. saints and others who live(d) a life of service

### Personal and community action

This may be done in the contexts of relationships with family and friends and caring for others

## One of the following must be chosen for study in Key Stage 1

### Buddhism

**This section is structured around the Three Jewels: The Buddha, The Dhamma and the Sangha**

#### Buddha

##### The Buddha

Siddhartha Gautama an ordinary person and how he becomes 'awakened' (Buddha)

Stories from the life of the Buddha which show

- His concern to find an answer to the problem of suffering and unsatisfactoriness in life
- How suffering can be eased, e.g. the Buddha and Nalagiri the elephant, the Buddha and Angulimala

##### The Buddha image

As a focus for meditation to help people reflect on their lives and how they can be awakened

The values it communicates, e.g. tranquillity and compassion

#### Buddhist teaching

##### Compassion

The importance of compassion

Respect for all living things and the intention not to harm them

The importance of being generous, kind, truthful, helpful and patient

The expression of respect or gratitude by children to adults, especially parents and teachers. The duties of adults to children

##### Awareness

The importance of awareness

The importance of reflection and meditation

Being aware of thoughts, feelings and how they lead to actions

##### Stories that illustrate the Brahma Viharas

Loving kindness

Compassion

Sympathetic joy (happiness on someone else's account)

Evenness of mind (the capacity not to be tossed up and down emotionally by the things that happen in life)

The Jataka Stories

#### Symbols

The Lotus Flower

The Wheel

The Bodhi Tree

#### The Buddhist Community

Made up of lay people, monks, nuns and priests, ngakpa and ngakna

Different Buddhist traditions have different types of communities and traditions such as Theravada, Mahayana. Some of these differences are national, such as Burmese and Tibetan Buddhism

All Buddhists try to follow the example of the Buddha's life, and live by his teachings

### Hinduism

#### Concepts, Truths and Values

##### One God

Represented through many different images and names, eg Rama, Krishna, Shiva, Ganesha, etc

##### Values

- Devotion to God
- Respect for mother and Mother Earth
- Respect for father and ancestors
- Respect and care for other people and all living things

The importance of honesty and truthfulness

#### Family, community and traditions

##### Hindu traditions

Originally an Indian religion

Hindus live all over the world, and those living in Great Britain come from all over the world, many Hindus are now born in Great Britain and consider it to be their home



The importance of close contact between Hindus in Great Britain and their families in India

### **The Importance of the family**

Love and loyalty between all members of the extended family, eg respect for grandparents who often live with the family

The community as a family

## **Worship**

### **Festivals**

Important festivals, eg Divali, Vijay Dashami, Holi, Raksha Bandhan and the giving of rakhis, the birthdays of Rama and Krishna

Festival food

### **Puja in the home**

The shrine

The Arti ceremony

Prashad (food blessed and served after prayer)

## **Scriptures**

### **Names of important scriptures, for example**

Vedas

Bhagavad Gita

Ramayana

### **Stories about Rama and Krishna**

Rama's exile and return

The childhood of Krishna

# **Islam**

## **TAWHID (Oneness of Allah)**

The Islamic name for the One True God is Allah who

- Has no partner
- Is the Creator
- Provides all good things

## **IMAN (Faith)**

### **The Qur'an**

Is **the** revealed book for Muslims

It is treated with respect

## **Messengers of Allah**

Stories from the life of Prophet Muhammad

Stories about the Prophet, his family and children

Stories about other Prophets, eg Ibrahim

## **Angels**

Each person has two angels to watch over them

## **IBADAH (Worship and belief in action)**

### **Salah – one of the Five Pillars**

Daily salah is important for Muslims; salah can take place anywhere clean

Wudu (cleanliness before one can pray) is essential

### **Festivals**

- Id-ul-Fitr celebration of the successful completion of Ramadan (the month of fasting)
- Id-ul-Adha: celebration of Ibrahim's test of faith when he was asked to sacrifice his son

## **AKHLAQ (Character and moral conduct)**

### **Family life**

The birth of a child as a blessing (barakah)

Home life for children, including salah, respect for each other, parents, elders and children

### **Social life**

How people greet each other

The importance of visiting

The importance of good manners

How the family prepares for and celebrates festivals

Respect and kindness to guests

The importance of honesty

# **Judaism**

## **G-d**

### **Jewish belief about G-d**

G-d is One

G-d is the Creator

G-d cares for all people

## Torah

**The Torah is in the form of a scroll, or a book (Chumash), written in Hebrew and containing:**

Mitzvot (laws and rules) which set out how people should live

- the Ten Commandments

Sayings which express values

- 'Love your neighbour as yourself'
- 'Love the stranger because you were strangers in the land of Egypt'

Stories

- The Creation
- The Patriarchs, Matriarchs and Joseph
- Moses and Miriam

## The People and the Land

### Family life

The Jewish Home

- the mezuzah
- Shabbat, the day of rest
- the Friday night meal
- welcoming Shabbat
- lighting candles
- blessing the children
- blessings with wine
- challah
- eating as a family
- stories that Jewish children would hear in their families
- Hanukkah and Purim

### Israel

Israel has always been a special place for the Jews  
Jews live all over the world

# Sikhism

## Beliefs and Values

### Belief

Sikhs believe in One God who is  
The Supreme Truth  
The Creator of all things

## Values

The following values are important to all Sikhs

- Service to all (sewa)
- Working honestly to earn one's living (kirat karna)
- Sharing with others (vand chhakna)
- All human beings are equal

## The Gurus

### Stories about the ten Gurus

Guru Nanak

- Sikhism was founded by Guru Nanak in India
- stories from the Janamsakhis which tell about his youth and travels, eg feeding the poor and needy (Bhai Lalo, Duni Chand)

Guru Har Gobind

- story of Diwali - the Guru and his cloak

Guru Gobind Singh

- stories about his life, eg story of Bhai Khanaya showing concern for all humanity

### Guru Granth Sahib

The holy book of the Sikhs

## Community

### Family

Importance of the Sikh way of life

### Gurdwara

The place that houses the Guru Granth Sahib, and where Sikhs worship God and share a meal together (langar)

### Worshippers

Remove their shoes and cover their heads

Participate in singing, playing musical instruments and praying

Listen to hymns from the Guru Granth Sahib

## Practices

### Holy Days (Gurpurbs)

Birthdays of Guru Nanak and Guru Gobind Singh

Important festivals, e.g. Baisakhi

### Sikh appearance

Uncut hair

Turban

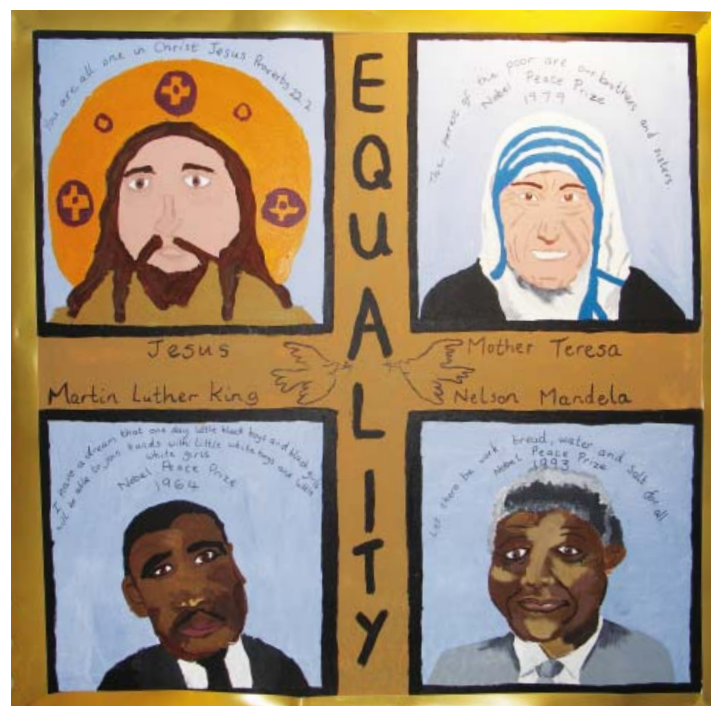
### Ceremonies

Naming

Marriage

# Key Stage 2

**Throughout Key Stage 2**, pupils learn about Christianity, Hinduism, Islam, Judaism and Sikhism, recognising the impact of religion and belief locally, nationally and globally.



## Requirements for Key Stage 2

### Exploring religion

#### 1 This Programme of Study consists of:

- a the purposes of the Programme of Study set out according to the two attainment targets for religious education, the Breadth of Study, and
  - b the appropriate content for study for Christianity and the four religions to be taught at KS2. Where teachers discuss secular world views with pupils they should look at the section Secular World Views – Suggested Content to guide them on what is appropriate for the key stage.
- 2 Controlled and community schools must deliver the programme of study in such a way that promotes continuity and progression over four years, hence they should ensure each statement in the **knowledge, skills and understanding** (1a - 2f) and **breadth of study** (3c - q) are covered at least twice.
- 3 Christianity should figure in no less than 60% of the RE delivered in any one year and any other religion taught no more than 40% in any one year.

#### 4 Schools are free to decide:

- a Which content to use in the delivery of Christianity from the content available below
  - b Which religion to teach alongside Christianity in any year and what content to focus on from that available below.
  - c Whether to teach Religious Education as a separate topic/subject in the curriculum or to integrate it into other curriculum areas.
- 5 Where mixed age classes are taught incorporating KS1 and KS2 teachers may choose which religion other than Christianity to teach from the selection found in Key Stages 2 to those classes.
- 6 The programme of study is intended to occupy approximately 45 hours per year in this key stage, which is 5% of curriculum time in Community and Controlled schools.
- 7 This time allocation is in addition to acts of collective worship. Religious Education may be linked with collective worship, for example by sharing common themes, but it is important to remember that Religious Education is not the same as collective worship and both have distinct purposes.
- 8 Where the governing body of a Voluntary Aided school adopts this syllabus it will need to ensure a proper denominational focus for the teaching of Christianity. Christianity must form the focus for at least 60% of all RE. RE in Aided schools may take up to 10% of curriculum time at this key stage.



They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. Pupils also recognise that not everybody has a religious perspective on the world but can nevertheless lead culturally rich and moral lives. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

**The programme of study is intended to occupy at least 5% of curriculum time at Key Stage 2 (this approximates to 45 hours per year). Schools must ensure they provide this time within the school day.**

## Knowledge, skills and understanding

### Learning about religion

- 1 Pupils should be taught to:
  - a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
  - b identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present
  - c describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
  - d identify and begin to describe the similarities and differences within and between religions
  - e investigate the significance of religion in the local, national and global communities

- f consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- g describe how people seek to communicate with God and how this informs the language of prayer and how they seek to communicate their beliefs within and beyond their communities
- h describe and begin to understand religious and other responses to ultimate and ethical questions
- i use specialist vocabulary in communicating their knowledge and understanding
- j use and interpret information about religions from a range of sources.

### Learning from religion

- 2 Pupils should be taught to:
  - a reflect on what it means to belong to a faith community, communicating their own and others' responses
  - b reflect on the impact of living in Cornwall and how this place helps to form their own and others' view of the world and the place of religion within it
  - c respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
  - d discuss their own and others' views of religious truth and belief, expressing their own ideas
  - e reflect on ideas of right and wrong and their own and others' responses to them
  - f reflect on sources of inspiration in their own and others' lives.



## Breadth of study

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

### Religions

- a Christianity
- b Hinduism, Islam, Judaism and Sikhism

### Themes

- c beliefs and questions: how people's beliefs about God, the world and others impact on their lives
- d teachings and authority: what sacred texts and other sources say about God, the world and human life
- e worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites
- f the journey of life and death: why some occasions are sacred to believers, and what people think about life after death
- g symbols and religious expression: how religious and spiritual ideas are expressed
- h inspirational people: figures from whom believers find inspiration
- i religion and the individual: what is expected of a person in following a religion or belief

- j religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life
- k beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

### Experiences and opportunities

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

# Key Stage 2 content

## Curriculum Kernewek

### Cornwall as a place spiritual inquiry

Why people feel attracted to Cornwall as a centre of spirituality and spiritual experience

The development of local celebrations which look beyond the origins of Christianity in Cornwall

### Cornwall as a place of Christianity

How Christianity came to Cornwall

The Celtic Church and why Celtic Christian spirituality has become so important for some in Cornwall in the 21<sup>st</sup> century

The Prayer Book Rebellion of 1549

The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in today's Cornwall

Catholic Emancipation in the 19<sup>th</sup> Century and its effects in Cornwall

The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today

The translation of the New Testament into Cornish

## Christianity

### God

#### The nature of God

The three persons of the Trinity, expressed through symbols and language

God as Father, Son and Holy Spirit

#### Description of God

Language, symbols, stories and songs describe God as Creator and sustainer

Loving

Ruler

Saviour

Just judge

### Evidence of God

Ways of understanding God rest upon important foundations which are revealed and confirmed through:

- + Scripture
- + Teaching of the Church
- + Human experience
- + The presence of the Holy Spirit in the lives of Christians
- + The natural world

### Jesus

#### Jesus as an historical figure

He lived at the time of the Romans

His story is told in the Gospels

#### Key features of Jesus' life

The life and teaching of Jesus as told in the Gospels:

His birth and its meaning

Baptism and temptations

Disciples, friends and followers

Teaching about the Kingdom of God in parables and miracles

The Beatitudes and the two greatest commandments

Holy Week and the Passion Narratives

The Resurrection

#### Jesus in Christian experience

The effect of Jesus on the lives of the individuals

Beliefs about Jesus – Son of God, Saviour

### The Church

#### Characteristics of the Church

The Church as a community of believers from all races and nationalities

#### Beliefs about the Church

The family of believers past and present

Guided by the Holy Spirit, it carries on the work of Jesus

### How the Church celebrates its identity

Baptism and confirmation

Ordination

Worship

### Worship

The Eucharist, the Lord's Supper, the Lord's Table, the Breaking of Bread, Mass, the Divine Liturgy

The use of silence and language in worship

Some prayers and their meanings, especially the Lord's Prayer

### The Church's year

The structure of the year around the key events in the life of Jesus and the history of the Church

How these events are celebrated in different parts of the world

- + Advent, Christmas and Epiphany
- + Lent, Holy Week and Easter
- + Ascension and Pentecost

### Church structures and organisations

How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community

### The history of the Church

Key figures in the history of the Church, especially with reference to Christianity coming to and developing in Great Britain

## The Bible

### The nature of the Bible

Basis of Christian faith

### Versions of the Bible in English

The Bible as translated from its original languages of Hebrew, Aramaic and Greek

Different translators and translations and how they shape the language of different churches

How the Bible has been translated into different languages found in the British Isles (Welsh, Gaelic, Scots, Cornish as well as youth speak and dialect Bibles)

### The Bible includes

- + The Old Testament, including the difference between Orthodox, Catholic and Protestant canons
- + The New Testament
- + The Apocrypha (in some traditions)

### Types of writing

Types of writing, with examples

- + history
- + law
- + wisdom
- + prophecy
- + Gospels
- + letters

A focus on the meaning and significance of stories

### Uses of the Bible

Personal devotion

In public worship

- + It is read in services
- + the Gospel often has special status
- + use of Psalms
- + readings for festivals

As a basis for art, song and culture

## The Christian Way of Life

### God and humanity

Beliefs that human beings

- + are made in the image and likeness of God
- + became sinful
- + can be redeemed

How these beliefs are expressed in stories and pictures

### Beliefs, values and experience

The foundations of Christian morality

- + The two greatest commandments
- + The Ten Commandments
- + The Sermon on the Mount

### Key Christian Values (Fruit of the Spirit)

Love	Joy
Peace	Patience
Kindness	Goodness
Faithfulness	Gentleness
Self-control	

### Personal and community action

This may be expressed in

- + personal relationships
- + caring and healing
- + attitudes to social issues
- + attitudes to global issues



How Christian beliefs and values are expressed through exemplars of the faith and through Christian organisations

### Significant life events

Birth and growing-up and how in some traditions these relate to baptism and confirmation but not other traditions

Marriage

Death and the different ways funerals are conducted

Different attitudes to the dead and why some Christians keep the commemoration of All Souls Day and others don't

## Hinduism

### Concepts, Truths and Values

#### God

God is worshipped in diverse forms and/or is believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga. The complementary attributes of deities as male and female

The concept of avatar

#### Key beliefs

The universe, and the endless cycle of creation, preservation and destruction

Reincarnation (the cycle of birth and death)

#### Religious symbols

Aum, The Lotus flower, The Swastika, The colour saffron

#### Gurus and disciples

The importance of spiritual teachers, eg holy people who visit Great Britain

#### Respect for

God

Other people

The cow and all forms of life

### Family, community and tradition

#### Hindu traditions

Hinduism is originally an Indian religion, encompassing many traditions, sects and movements

There are many Hindus living in Great Britain and other parts of the world

The importance of close contact with families in India

The importance of music, dance and drama

#### The importance of the family

Love and loyalty between all members of the extended family, eg grandparents often live with their family and are well respected

The community and the whole world as a family

How Hindu values and rituals are learnt in the home

#### The journey of life

The four different stages of life (ashramas) and their associated duties

Samskars, e.g. those associated with birth, initiation, marriage and death

### Worship

#### Puja at home and in the Mandir (temple)

The shrine

The Arti ceremony

The role of divine images in worship

Havan

Yoga, meditation and mantra

#### Festivals/the Hindu calendar

Varsha Pratipada

Birthdays of Rama and Krishna

Divali

Raksha Bandhan

Food associated with festivals and worship

Dassehra

#### The importance of pilgrimage

In India, e.g.

- Varanasi
- Gangotri
- Vrindavan
- Ayodhya

Stories associated with pilgrimage, eg the story of the descent of the Ganges

The development of holy places in Great Britain

- focus on visits to various Mandirs as centres of worship and learning

## Scriptures

### Names and nature of the sacred texts

The Vedas, including the Upanishads

The Ramayana

The Mahabharata, including the Bhagavad Gita

The Puranas

How they are used by adherents to Hinduism

### Stories

Rama's exile and return

The childhood of Krishna

Stories with a moral, eg those from the Panchatantra or Hitopadesha

# Islam

## TAWHID (Oneness of Allah)

Allah's attributes revealed in the Qur'an

Signs of Allah's creation through nature

Human beings as the best of Allah's creation

Allah's guidance through Messengers and Books

## IMAN (Faith)

### The six articles of faith

Belief in:

- The Unity of God
- The angels (messengers) of God
- The books of God, especially the Qur'an
- The prophets of God, especially Muhammad
- The Day of Judgement
- The supremacy of God's will (predestination)

### Sources of Islam

Qur'an

Sunnah - the custom and practice of the Prophet Muhammad

Hadith- the record of the sayings and actions of the Prophet Muhammad

Stories from Sunnah, Hadith and Sirah

## Books of Guidance

The Qur'an as the final revelation and ultimate source of guidance

Muslims recognise that God has given other books such as the Scrolls of Ibrahim, Tawrah (Torah), Zabur (the Book of Psalms), Injil (Gospel)

How the Qur'an was revealed

## Messengers of Allah

- The Prophet Muhammad - his key role as
- the final Prophet recipient of the final Divine revelation in the Arabic language

Other Prophets associated with books of guidance, e.g. Ibrahim, Musa, Dawud and Isa

## Angels

Created by Allah

Obedient to Allah, eg Jibril (Gabriel)

With no free will

## Akhirah

Belief in the hereafter

## IBADAH (Worship and belief in action)

### The Five Pillars of Islam

#### Shahadah

The declaration of faith in the Oneness of Allah and in the Prophet Muhammad as His messenger, i.e. *lā ilāha illallāh, Muhammad rasūlu-llāh* (There is no god except Allah, Muhammad is the Messenger of Allah); with the understanding that Muhammad is the final messenger of God and the Seal of the Prophets amongst most Muslims.

#### Salah

Occurs five times daily

Focuses on Allah as the One True God

The different positions within salah and their meaning

Words of the Opening Surah of the Qur'an – al Fatihah

#### Sawn

Ramadan

- fasting from before dawn to sunset during this month as commanded by Allah in the Qur'an
- the lunar month during which the first revelation of the Qur'an occurred (Surah 96:1 - 5)

Eid-ul-Fitr- marks the successful completion of fasting in the month of Ramadan

Zakat-ul-Fitr- as an obligatory donation to ensure that the needy are able to participate in the feasting on

Eid-ul-Fitr

**Zakah**

Zakah- purification of wealth by obligatory contributions to the community fund

Khums - contribution (additional to Zakah) of one-fifth of net income paid by the Shi'ah community

**Hajj**

Hajj the pilgrimage to Makkah held every year and the obligation for a Muslim to go on Hajj once in a lifetime if able

**AKHLAQ (Character and moral conduct)****Family life**

Life events such as the birth of a child, marriage and the death of a family member

Leadership roles of father and mother within the family

Roles and responsibilities of all family members, the importance of looking after orphans

Features of living in a Muslim family, eg facilities for wudu, salah and dietary requirements

The importance of cleanliness

The importance of patience

**Social life**

Role of the mosque as social, religious, educational and welfare centre

The three most important mosques are the Haram Sharif in Makkah, the Prophet's Mosque in Madinah and al-Aqsa Mosque in Jerusalem

Feeding the poor and needy

Meaning of Ummah in Islam

People with responsibility in the community, eg Ulama (scholars)

Respect for teachers, elders, the learned and the wise

## Judaism

**G-d****Jewish belief about G-d**

G-d is One, good

G-d is the Creator

G-d cares for all people

**Belief exemplified through**

The Shema: mezuzah, tefillin, tzitzit

The first four of the Ten Commandments

Psalms and songs

Prayer

Tenakh stories

Wearing of kippah and tallit

**The importance of repentance and forgiveness**

Rosh Hashanah

Yom Kippur

The Book of Life

**The value and expression of gratitude**

Blessings before and after meals

General blessings

**Torah****The Tenakh**

Consists of Torah, Nevi'im and Ketuvim

Stories from the lives of the prophets, e.g. Elijah, Isaiah

Examples of writings, eg Psalms and Proverbs

**The importance of the Torah: written and oral**

The Sefer Torah and the work of the scribe

G-d giving the Torah at Mt Sinai and how different traditions understand the origins and nature of the Torah

Commandments, laws and rules (613 mitzvot) which set out how people should live

Sayings which express values

● 'Love your neighbour as yourself'

● 'Love the stranger'

**Stories**

● the Creation

● the Patriarchs and the Matriarchs

● the life of Moses

● the life of Rabbi Akiva and other rabbis from the Talmudic times

● the lives and stories of the Baal Shem Tov and Rabbi Nachman of Breslov

● the lives of Rabbis Leo Baeck and Hugo Gryn

Care for the world and the environment

### Study of the Torah

Reading of the weekly portion

The annual cycle of readings

Regular Torah study

Simchat Torah

Respect and honour for the Torah and G-d's name

### The People and the Land

#### Family life

The variety of ways of being Jewish, including Ashkenazi and Sephardi as well as Orthodox and Progressive

The mezuzah identifies the Jewish home

Shabbat

- the preparation
- the lighting of the candles
- blessing the children
- blessings using wine and challah
- quality family time
- the three Shabbat meals

#### Kashrut

Food laws

The kitchen

#### Life rituals

Brit Milah and girls' naming ceremony

Bar and Bat Mitzvah/Bat Chayil

Marriage

Funerals, mourning and remembrance

#### Festivals and celebrations

The calendar

The three Harvest and Pilgrim festivals

- Pesach (exodus and freedom - the miraculous crossing of the Red Sea)
- Shavuot (giving of the Torah) - the story of Ruth
- Sukkot (the festival of God's protection) – building a Succah

Worship and the community

- Mishkan: menorah and Ark
- Jerusalem: first and second Temples and the Western Wall
- the Synagogue: the community centre; place of prayer and study; its main features and components; historical developments, the role of the Rabbi

The Magen David: a modern symbol for Jews

### Diversity within the Jewish community

Orthodox, Masorti, Reform and Liberal Judaism

Differences of opinion and practice in relation to the place of women in the synagogue, the keeping of kosher and the nature of Jewish status as understood in different branches of Judaism

## Sikhism

### Beliefs and Values

#### Belief

Sikhs believe in One God who is

- the Supreme Truth
- the Ultimate Reality
- the Creator of all things

Gurbani (teachings of the Gurus)

#### Values

Meditation based on the scriptures (Nam Simran)

Earning by honest means (kirat karna)

Sharing (vand chhakna)

Service to all human beings (sewa)

Acceptance of God's will (hukam)

Equality of gender -all functions are shared by both men and women

Equality of race and creed -the oneness of humanity

### The Gurus

#### The lives and teachings of the ten Gurus

Guru Nanak, the first Guru -his call, journeys and teachings

Guru Arjan, the first martyr- compiled the Adi Granth; built the Golden Temple (Harmandir Sahib)

Guru Har Gobind -taught about earthly and spiritual authority ('Miri' and 'Piri')

Guru Tegh Bahadur- martyred for the principle of religious tolerance

Guru Gobind Singh -founded the Khalsa

#### The Guru Granth Sahib

The teachings of Guru Nanak and other Gurus and saints, outlining the principles and practices of Sikhism

Its guidance is treated as that of a living Guru

At festivals and special occasions there is a complete



unbroken reading from the Guru Granth Sahib (Akhand Path)

## Community

### Gurdwara

A place of Sikh worship, which extends a welcome to men and women of all races and creeds.

Features include

- congregation/community (sangar)
- common meal (langar)

Significant people include

- Granthi, who reads the Guru Granth Sahib and preaches and explains the text
- musicians and singers

The Golden Temple (Harmandir Sahib) and other historic gurdwaras

### Symbols

Ik Onkar (there is one God)

- appears at the beginning of each major composition in the scriptures

Khanda

- the Sikh symbol

## Practices

### Holy Days (Gurpurbs)

Birthdays of Guru Nanak, Guru Gobind Singh (Baisakhi)

Martyrdoms of Guru Arjan, Guru Tegh Bahadur and the Sahibzades (four sons of Guru Gobind Singh)

### Ceremonies, including

Naming

Turban tying

Amrit ceremony

Marriage

Death

### The Five K's (obligatory for the Khalsa)

Kesh, Kangha, Kara, Kachera, Kirpan

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# Key Stage 3

**Throughout Key Stage 3, pupils extend their understanding of Christianity and Buddhism and Islam in a local, national and global context.**

## Requirements for Key Stage 3

- 1** This Programme of study consists of:
  - a** the purposes of the Programme of Study set out according to the two attainment targets for religious education, the Breadth of study, and,
  - b** the appropriate content for pupils to learn in relation to Christianity, Buddhism and Islam. Pupils should have the opportunity to look at secular world views in relation to religious world views. The appropriate content for such opportunities is found in the section secular world views – suggested content
- 2** Each statement of the programme of study from the knowledge, skills and understanding section (1a - 2f) and from the breadth of study (3d - q) must be covered at least once during the Key Stage.

Christianity should occupy no less than 60% of the RE entitlement of pupils and Buddhism and Islam no more than 40% over the key stage.

Schools should teach Christianity and one other religion in any one year. Where Islam is studied during KS4, especially linked to GCSE, Years 7 and 8 should study Buddhism with Islam being studied

in Year 9 in preparation for Year 10. This would be reversed if a school were to opt for Buddhism at KS4. Where a school has a two year KS3 they would need to meet the requirements of programme of study and teach Buddhism and Islam during that Key Stage where one religion would be met in Year 7 and the other in Year 8.

- 3** Schools are free to decide:
  - a** where the content best fit within the key stage from the Christianity section; and,
  - b** what content is appropriate for the study of Buddhism and Islam where they are encountered.
- 4** The programme of study is intended to occupy 45 hours per year in this key stage and 5% of curriculum time across the Key Stage.
- 5** This time allocation is in addition to acts of collective worship. Religious Education may be linked with collective worship, for example by sharing common themes, but it is important to remember that Religious Education is not the same as collective worship and both have distinct purposes.

There is also an opportunity within the programme of study to investigate a religious community with local significance, where appropriate. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities – this should include secular approaches to significant issues, where it is appropriate to do so. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs.

They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

**The programme of study is intended to occupy at least 5% of curriculum time at Key Stage 3 (this approximates to 45 hours per year). Schools must ensure they provide this time within the school day.**

## Knowledge, skills and understanding

### Learning about religion

**1** Pupils should be taught to:

- a** investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- b** analyse the impact of social change on the nature of religion in Cornwall and how that is expressed in a variety of ways, both traditional and non-traditional
- c** investigate the impact that churches in Cornwall have on their local communities in both urban and rural contexts

- d** analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- e** analyse the language of prayer both within and between different religious traditions
- f** investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- g** analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- h** discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
- i** apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
- j** interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- k** interpret a variety of forms of religious and spiritual expression.

### Learning from religion

**2** Pupils should be taught to:

- a** reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments
- b** reflect on how living in Cornwall helps to form their own and others' identities and why some people come to live in Cornwall as a place which is seen to be both mythical and mystical
- c** evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas
- d** express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
- e** reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
- f** express their own beliefs and ideas, using a variety of forms of expression.



## Breadth of study

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

### Religions and beliefs

- a Christianity
- b Buddhism and Islam
- c A significant local faith tradition and secular world views, where appropriate

### Themes

- d beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death
- e authority: different sources of authority and how they inform believers' lives
- f religion and science: issues of truth, explanation, meaning and purpose
- g expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms
- h ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil
- i rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship

- j global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment
- k interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs

### Experiences and opportunities

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



# Key Stage 3 content

## Curriculum Kernewek

### Cornwall as a place of spiritual inquiry

The development of modern Paganism and its importance for many in Cornwall

The importance of pre-Christian sites for modern Pagans

How modern Paganism is diverse and how this diversity is expressed in Cornwall

### Cornwall as a place of Christianity

The development of a Celtic Christian awareness in many churches and how this is based on a particular view of early Christianity in Cornwall

The role of Christianity in the shaping of Cornish institutions

The response of churches to social issues, the presence of street pastors in Cornish towns

The continuing importance of Methodism for Cornwall today

The significance of churches and chapels as spiritual and cultural centres throughout Cornwall, including the Cathedral

The development of the Free Church and house church movements in Cornwall

The variety of denominations in Cornwall and how many of them work together through local Churches Together groups and why some churches decide not to work within the Ecumenical framework

### Cornwall as a place of non-Christian religions

The importance of Buddhism in Cornwall as the second largest identifiable religious tradition, its origins in Cornwall and its various expressions

The development of a Muslim community in Cornwall and its diversity as a result of its limited numbers

The recognition that there are other smaller religious traditions in Cornwall that have a historic presence, e.g. Baha'i and Jewish traditions

## Christianity

### God

#### The nature of God

God is revealed as the Holy Trinity, three persons in one God as expressed in the different versions of the Nicene Creed

God the Father

- + Creator through the Word by the power of the Holy Spirit
- + The nature of the 'Fatherhood' of God in relation to Jesus and the community of believers

God the Son incarnate; true God and true man as revealed through

- + the incarnation
- + the resurrection, ascension and second coming (parousia)

God the Holy Spirit who

- + the relationship between the Spirit, the Father and the Son, who
  - + guides
  - + comforts
  - + gives understanding and insight
  - + inspires
  - + who is constantly present in the life of the church and the believer

#### Descriptions of God

Attributes of God expressed through:

- + The writings of Christian teachers and mystics
- + Hymns and songs
- + Symbols and the arts

#### Evidence of God as revealed through:

- + The Scriptures
- + Tradition
- + Creeds
- + Human experience
- + Reason
- + The natural world

## Jesus

### Jesus as an historical figure

Contemporary and later evidence, e.g. Josephus and Tacitus

### Key events in the life of Jesus as presented in the Gospels

How each writer portrayed Jesus

His humanity and divinity as seen through his

- + birth
- + baptism
- + teaching and healing
- + transfiguration
- + relationships with others
- + suffering and death, resurrection and ascension

Jesus as the fulfilment of Old Testament prophecies

### Jesus in Christian experience

How Jesus is experienced and expressed in:

- + The lives of individuals
- + Meetings, rituals, prayers and festivals of the Church
- + The relation of Jesus' teachings to the contemporary world

## The Church

### The nature of the Church

The meaning of key terms:

- + the Body of Christ
- + fellowship
- + communion of saints
- + guided by the Holy Spirit

Baptism, confirmation, communion, marriage, different types of ministry in the church including ordination and how these may mean different things in different denominations

How members of churches live their lives and how Christians face the issues surrounding the value of life and death, including how churches commemorate death in light of the resurrection of Jesus from the dead.

### Worship

- + The Holy Trinity as the focus of devotion through which Christians express their faith.

### Worship takes a variety of forms

- + Liturgical and non-liturgical worship
- + the beliefs underlying various forms of worship
- + The purpose of activities that lie at the heart of worship, e.g. hymns, psalms, verses, songs, silence, preaching, praying, meditation and contemplation

### The Church's year

How different churches understand their year, celebrate different events and how these reveal something about the way that different churches have different theological and cultural emphases

Relationship of the main events in the life of Jesus and others, such as saints, to major festivals and celebrations

How the Western, Eastern Orthodox and Oriental Orthodox Christian Churches have similar yet different calendars and what that might mean for Christians living in Cornwall, especially around the date of Easter.

### Church structure and organisation

Churches are organised around a wide variety of patterns of leadership and often have differing views on centralisation.

### Important aspects of Church history

The history of the early Church

The geographical spread of the Church

Missionary movements, with particular reference to those originating in Cornwall

The range of denominations, traditions and fellowships in Great Britain today

- + their historical origins
- + the main similarities and differences between them

The Ecumenical movement and why some churches are committed to it and others do not engage with it

### Contemporary expressions of Christianity

New ways of being Church, including:

- + new approaches to worship, including craft and dance
- + responding to the needs of different groups within the community, such as young people and the elderly or to specific minority ethnic communities, such as migrant workers

## The Bible

### The nature of the Bible

Linguistic origins: Hebrew, Aramaic, Greek

That the Bible is inspired and the ways that different Christians understand the nature of inspiration in relation to the Bible

### Types of writing

The Bible was written over a long period of time and includes History, Prose, Poetry, Wisdom and Prophecy among other types of literature

### Uses of the Bible

How the Bible is used

- + In public worship
- + For private study and meditation
- + For guidance in decision-making
- + For inspiration
- + As a basis of hymns, prayers, songs and the liturgy

### Attitudes to the Bible

Christians interpret the Bible in a variety of ways

Christians also take different approaches to reading the text of Scripture, which include:

- + literal
- + allegorical
- + devotional
- + theological interpretations

## The Christian Way of Life

### God and humanity

Christian values and conduct are also deeply influenced by the beliefs that:

- + Human beings are made in the image and likeness of God and therefore have a unique value
- + Humanity is sinful and in need of redemption
- + Human beings exist within communities and those communities are both shaped by and shape beliefs, attitudes and values

### Beliefs, values and experience

Christian values are based on the centrality of

- + God's law as revealed in the Old Testament, especially the Ten Commandments and the New Testament
- + forgiving and forgiveness'
- + love and service to God
- + response to the teaching of Jesus

Christians do not necessarily agree in debates over personal, social or global issues, but their thinking and argument draws upon

- + scripture and its interpretation
- + the creeds
- + tradition
- + prayer
- + example
- + reason
- + the natural world
- + inspiration by the Holy Spirit

### Personal and communal commitment and action

This may be expressed in:

- + Personal relationships and how the way individuals relate to each other is based on the teachings of Jesus contained in the Gospels and the Epistles
- + Social issues, how Christians work together in their communities to improve the lives of those around them; the commitment to social justice, issues relating to equality
- + Global issues and how Christians seek to care for the environment and respond to issues of poverty and injustice beyond their communities
- + How Christians and their churches promote artistic and cultural life within their communities, e.g. art, architecture, literature and music

### Significant life events

Why significant life events are celebrated so differently in different denominations as result of their theology, anthropology and history

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# Buddhism

## Buddha

### Gotama Buddha

An Enlightened human being who understood the truth about the way things are but is not considered to be a god or God

He discovered the way to overcome dissatisfaction (dukkha)

### His Enlightenment

Prince Siddhartha Gotama gave up everything in search of the way to end suffering

His Enlightenment as a source of compassion and wisdom

All living things have the potential for Enlightenment, but humans are best placed to attain it

### Buddhas

Previous Buddhas

Buddhas to come (eg Metteya)

Bodhisattvas in the Mahayana tradition, e.g. Kwan-Yin (Bodhisattva of compassion)

Mahasiddha in the Tibetan tradition, especially Padmasambhava and Yeshe Tsogyel

### The place of the Buddha in Buddhism

The Buddha represents the supreme example to his followers and also reminds them of their need to develop their innate potential for Enlightenment

Transcendental nature of the Buddha is emphasised in the Mahayana tradition

Tantric imagery and mandalas

Traditions without images, such as some schools of Zen

### Images of the Buddha

Images of the Buddha (and Mahayana Bodhisattvas) are not actually worshipped, but are focal points to remind Buddhists of the Dhamma and to uplift the mind

Offerings of flowers, incense and light, accompanied by verses in praise of the Buddha, Dhamma and Sangha

## Buddhist teaching

### The teachings of the Buddha

From the Buddhist scriptures, e.g. the Dhammapada

The truth of the teachings should be verified through personal experience (rebirth and kamma)

### The different vehicles through which Buddhism is carried

Theravada

Mahayana

Vajrayana

Each encapsulating elements of renunciation, liberation and transformation

### Buddhist practice

The importance of study, practice and faith in your own Buddha nature and ability to achieve enlightenment

Practice consists of

- taking refuge in the Buddha, Dhamma and Sangha
- living by the Five Moral Precepts
- following the teaching of the Buddha
- meditation
- developing the perfections (parami)

Buddhist practice is based on the belief that people have pure hearts and are beginninglessly enlightened

Buddhists believe that our true nature has been obscured by greed, hatred and ignorance sometimes seen as attraction, aversion and indifference, and that by living skilfully it naturally reveals itself

### Festivals and daily ceremonies

The Three Treasures

The offering of flowers, incense and light

Many festivals differ, depending upon the country and culture where they are celebrated. All festivals celebrate the birth, Enlightenment and Parinibbana of the Buddha

The Tibetan and Chinese New Year celebrations

### Types of meditation

There are many different kinds, e.g. on

- loving kindness (metta)
- Insight (vipassana)
- Calm and concentration (samatha)
- Sitting (Zazen)
- Breathing (Shi-ne)



**Purposes of meditation**

To overcome anger and ill will and to develop loving kindness

To develop composure and attentiveness

To discover joy and peace

To learn to understand the true nature of things

Enlightenment

**Buddhism is a way of wisdom. Understanding is more important than belief**

How wisdom and insight arise through the practice of mindfulness

**Nirvana (Nibbana)****The state of Enlightenment**

“Blowing out” of the fires of greed, hatred and ignorance, and the state of perfect peace which follows

**Buddhist texts**

Study of selected texts, e.g. Dhammapada, Metta Sutta, Lotus Sutra, Heart Sutra

**The Three Signs of Being or marks of existence**

- Anicca - the fact of impermanence
- Dukkha- all life is unsatisfactory and involves suffering
- Anatta-the teaching that the notion of the self or soul is a serious illusion arising out of self-centeredness and false perception. This illusion is the source of all suffering. That which continues after death is unresolved kamma. Reincarnation continues until Enlightenment is attained. How different traditions understand this

**The Four Noble Truths**

- The existence of impermanence: Dukkha
- That dissatisfaction arises from impermanence: Samudaya
- That dissatisfaction and all that comes with it, such as suffering can end: Nirodha
- The way to achieve this is by following the Middle Way, also known as the Noble Eightfold Path: Magga

**The Buddhist community****The ordained (monks, nuns and priests)**

How this is expressed in different Buddhist traditions, such as Ngakpas, Ngakmas, Naljorpas and Naljormas in a Tibetan tradition

Functions

- To develop loving kindness and compassion
- To work towards Enlightenment

- To become free from greed, hatred and ignorance
- To obey the rules of the Order, eg Vinaya and the taking of vows
- To learn and practice the Dhamma
- To teach, guide and counsel all who wish to learn or seek advice
- To conduct ceremonies and daily office
- To study the texts

**Lay persons**

Functions

- To work to develop loving kindness and compassion
- To work towards Enlightenment
- To work to overcome greed, hatred and ignorance
- To contribute to society in a positive and beneficial way
- To learn and practice the Dhamma
- To support the monastic Sangha or temple

**Bodhisattvas**

Those aspiring to Buddhahood

The Buddhist community is working towards the ideals expressed in the form of the Buddha and exemplified in the Bodhisattvas and

Arahants

**Geographical spread of Buddhism**

A comparison of Buddhism in different countries

Important influences in the spread of Buddhism, eg the Emperor Asoka

The spread of Buddhism in the West and its adaptation to different societies

**Buddhism and 21st century society**

Practical work, e.g. peace movements, prison chaplaincies, hospitals and hospices

Important contemporary Buddhist figures such as The Dalai Lama

**The traditions**

Ties, development and spread of different Buddhist traditions, e.g. the Theravada, Mahayana and Vajrayana (Tibetan Buddhism). Chan and Zen Buddhism in their different forms

New movements in the East and West, especially Triratna Buddhism, the New Kadampa Tradition and Soka Gakkai. How the Network of Buddhist Organisations works across various communities and traditions

# Islam

## TAWHID (Oneness of Allah)

### Allah

Key beliefs about Allah; in-depth study of Tawhid and the attributes of Allah recorded in Surah 1, Surah 112 and Surah 59: Ayats 22-24 (59: 22-24), eg ar- Rahman - All Gracious and ar- Rahim - All Merciful. The 99 beautiful names of Allah

The importance of Tawhid

How Tawhid permeates all aspects of thought and practice

The different classifications of Tawhid, e.g. Tawhid Ibadah (unity of worship)

## IMAN (Faith)

### Sources of Islam

Qur'an - the final revelation; selected texts concerning

- the unchanging nature of the Qur'an
- allegorical passages
- structure, compilation and commentaries

Sunnah, eg Hadith

- compilation, structure and authority
- selected Hadith, eg Hadith Qudsi, and compilers such as al-Bukhari, al-Kafi and Muslim
- authority established by Isnad (chain of transmission)

### Sources of authority

Qur'an - the only authoritative version of the Qur'an is in Arabic translations are considered as interpretations of the text and not to be used as authorities

- the main source for Shari'ah (Islamic Law) - a path to be followed
- textual study of Qur'anic ayats related to Shahadah

### Messengers of Allah

Messengers chosen by Allah to

- transmit revelation
- set an example, ideals to live by

25 Prophets mentioned in Qur'an (peace be upon them)

Muhammad, the final Prophet- imparter of Divine revelation and establisher of the Ummah - his life in detail

### Akhirah

Akhirah - life after death

This life is a trial and preparation for the hereafter

All deeds are recorded by the angels

Human accountability to Allah for all actions

Day of judgement

Rewards of paradise/punishments of hell

Impact of these beliefs on philosophical and theological considerations and on individual human responsibility

### Qadar

Qadar is Allah's final control of the fulfilment of destiny

## IBADAH (Worship and belief in action)

### Jihad

- Personal, individual struggle, in the way of Allah, to achieve self-improvement
- Campaigning for the truth
- Helping the oppressed
- Defence of the faith and the Muslim community

### Jumu'ah

Attendance at Friday congregational salah

Recommended acts of Worship

Du'a – prayers of supplication made

- To give thanks
- To ask forgiveness
- To pray for others

### Sadaqah

A charitable offering made of one's own volition. Sadaqah need not be financial; a smile may be a sadaqah

All acts directed to the welfare of society

### Sawm

Fasting, often done

- To follow the Sunnah of the Prophet Muhammad
- As purification

### Umrah

Visit to Makkah at any time of year. Not a substitute for Hajj

### Implementation of Shari'ah

Political, economic, social and religious aspects of Shari'ah

How a Muslim can bring Shari'ah into everyday life

Issues relating to the practice of Islam in a non-Muslim

environment and how Muslims must obey the law of the land in which they live unless it contravenes one of the Five Pillars or Six Articles of Islam

### **Da'wah**

Helping people to understand Islam

Developing spiritually by trying to be a good example

Spreading truth

### **AKHLAQ (Character and moral conduct)**

#### **Family life**

Distinctive features of the home and the conduct of family members

Relationships, roles and responsibilities

Hygiene, diet and modesty in all aspects of life

Sexual relations only permissible within marriage

#### **Humanity**

Human beings attain a state of peace through obedience to Allah

Humans are Khalifah (custodians), servants charged with caring for all Creation

All created from one soul

Mutually interdependent

Diversity within the unity of the Ummah, eg Muslims from all over the world living in Great Britain

### **Islamic culture**

Respect for people of other faiths

Lives of influential Muslims - religious exemplars, scholars, scientists, artists, etc

How they are motivated by Islamic beliefs and values

### **Islamic view of personal, social and contemporary issues**

Islamic world view as a viable alternative to both capitalism and communism

Care for the environment

Animal rights

Morality and health education

Usury and interest – Islamic economics

Islamic education

Islamic organisations in Great Britain

How different groups have sought to build organisations that would give them a voice in the British context and how they work across different Islamic traditions for the good of British Muslims

How some Islamic groups are based on denominational differences and how others are based on national, cultural and linguistic differences

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# Ages 14 - 19

Throughout this phase, pupils analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth.

## Requirements for 14 - 19

- 1** Schools are required to provide an accredited course at Key Stage 4 for all pupils and are encouraged to do so in 6th Forms.

The accredited courses offered must include Christianity, at least one other religion from the religions studied at Key Stages 1 to 3 and a secular world view. It does not follow that pupils must be examined in more than one religious tradition but they must have had a clear opportunity to develop their thinking in relation to more than one religious tradition.

It should also be noted that whilst pupils at KS4 must follow a Section 96 listed course it does not follow that they must be examined in that course if it is felt that they may not be able to attain a grade in that course. Nevertheless, pupils have a right to have their work accredited and schools have a responsibility to offer a range of qualifications to meet the needs of all learners in their school relative to religious education.

- 2** At Key Stage 4 schools are free to decide:
  - a** which courses they think best meets the needs of their pupils
  - b** whether to offer one or more forms of accreditation to pupils, or whether to put different examinations together to create a more meaningful accreditation for pupils (such as pupils studying more than one Short Course GCSE to make a Full Course GCSE)
- 3** At Key Stage 4 the programme of study is intended to occupy approximately 45 hours per year and 5% of curriculum time over the Key Stage. At 16 - 19, where an accreditation is not followed, the programme of study should not be less than 20 hours per year.
- 4** This time allocation is in addition to acts of collective worship. Religious Education may be linked with collective worship, for example by sharing common themes, but it is important to remember that Religious Education is not the same as collective worship and both have distinct purposes.

They investigate issues of diversity within and between religions and other belief systems and the ways in which religion, belief and spirituality are expressed in philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions and beliefs on individuals, communities and societies, locally, nationally and globally. They understand the importance of dialogue between and among different religions and people of good will. They gain a greater understanding of how religions and beliefs contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion and belief in the world.

**The programme of study is intended to occupy at least 5% of curriculum time at Key Stage 4 and post-16 (this approximates to 45 hours per year at Key Stage 4 and at least 20 hours per year at 6<sup>th</sup> Form).**

**Schools must ensure they provide this time within the school day.**

## Knowledge, skills and understanding

### Learning about religion

- 1 Pupils should be taught to:
  - a investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments
  - b think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions
  - c develop their understanding of the principal methods by which religions and spirituality are studied
  - d draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
  - e use specialist vocabulary to evaluate critically both the power and limitations of religious language.

### Learning from religion

- 2 Pupils should be taught to:
  - a reflect on the nature of personal experience and how that can be shaped by the context in which they find themselves
  - b reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
  - c develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion
  - d relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life
  - e develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.

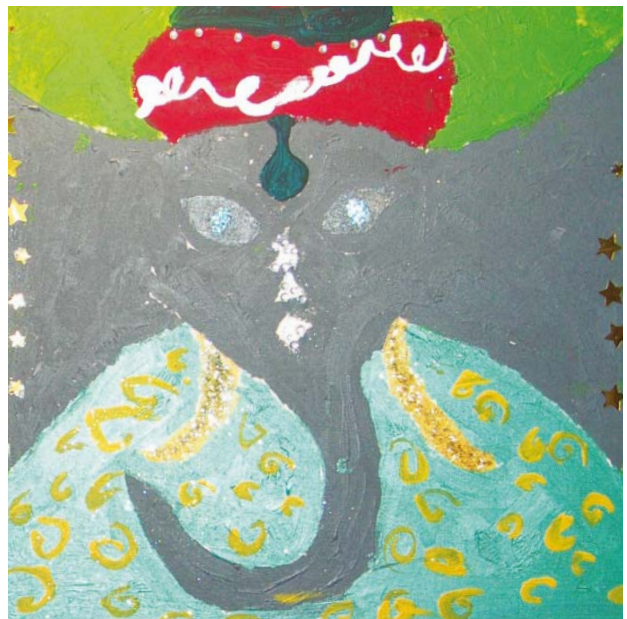
## What must schools do?

Schools must provide religious education to every student in accordance with legal requirements. Religious education is a statutory subject for all registered pupils, including pupils in the school sixth form, and forms part of the every school's basic curriculum.

- + it is a requirement in Cornwall LA schools that religious education should be taught through an accredited course for all pupils aged 14 - 16 approved under Section 96 of the Learning and Skills Act 2000.
- + All schools with 6<sup>th</sup> Forms must provide an option for pupils aged 16 - 19 to follow an accredited course which represents progression from previous accredited courses. For pupils who do not follow an accredited course the school must provide meaningful religious education for at least 20 hours per year which meets the knowledge, skills and understanding set out above.

Although it is not a requirement in that colleges of further education provide RE for all 16 – 19 pupils it is the recommendation of this Agreed Syllabus that religious studies courses are provided so that pupils wishing to follow such courses should be able to do so. It is also recommended that colleges of further education promote courses in religious studies and philosophy as part of a broad and balanced education.





## How should schools fulfil their requirement to provide religious education to all registered pupils?

Schools should plan for continuity of provision of religious education that is progressive and rigorous from key stage 3 for all pupils. In terms of content choice the following applies:

- + the study of **Christianity, and one religion** from those studied at KS1 - KS3 at KS4 and
- + **Christianity and one religion** from those studied at KS1 - KS3 to be studied at 6th Form,
- + A secular world view, where appropriate, at both 14 -16 and 16 - 19.

All courses should provide opportunities within and beyond school for learning that involves first-hand experiences and activities involving people, places and events (for example the local area, places of worship and community activities, public meetings, and places of employment, education, training or recreation). Pupils will have different experiences of religious education according to the courses chosen.

# Secular World Views Suggested Content

At times non-religious world views may arise and the following is intended as a guide to the appropriate content focus at each key stage

## KS1

### There are people who have no religious tradition

#### Philosophical ideas

Human beings can work out for themselves what is good and bad and sometimes make laws to make good societies

Humans are responsible for what they do and we should always try to make sure that what we do causes no harm to others and the environment

Human beings need to work together to make a better world even though they have different beliefs and cultures

#### Life practices

People can celebrate birth, marriage and death without reference to religion

#### Humanism

The Happy Human Symbol symbolising that all human beings have a right to be happy

## KS2

### There are people who have no religious tradition

#### Philosophical ideas

Since the Enlightenment the idea of 'Reason' has become increasingly important in the way that people understand and think about the world.

Science is a major way of understanding the world and should inform the actions of human beings when it will improve their lives

Human beings need to work together to make a better world because they cannot rely on the idea that a supernatural force will come to their aid

People can find their own moral purpose and meaning of life without believing in God

Secularist thinkers to include Jeremy Bentham, John Stuart Mill and Bertrand Russell

#### Life practices

People with no religious beliefs still celebrate birth, marriage and death

Funerals do not refer to life after death

#### Humanism

The British Humanist Association

Why it began, how it campaigns and why it continues in its work

## KS3

### There are people who have no religious tradition

#### Philosophical ideas

The nature and primacy of 'Reason' and how this has been a developing philosophical idea since ancient times

The rejection of religion from an empiricist view and belief in the critical importance of some kinds of evidence over other kinds of evidence - such as scientific evidence over personal feeling

The questioning of mythical ways of looking at the world and the challenging of 'religious authority and authorities' whilst understanding the sincerity of believers

The importance of human rights and democracy as a way at arriving at of what is of value and how society should be governed

Secularist thinkers to include Susan Blakemore, AC Grayling, Philip Pullman and Claire Rainer

#### Life practices

The importance of ethical issues to secularists without accepting absolute values

The tolerance of people with different lifestyles and beliefs provided their practices do not harm others

How celebrations of birth, marriage and death draw upon and reject certain religious traditions and the reasons for this

#### Humanism

The British Humanist Association and the National Secular Society

Their respective histories and where they agree and disagree on important topical issues

# Religious Education in Special Education

This supplement is specifically designed for Special Schools (whose pupils have Profound and Multiple Learning Difficulties [PMLD] and Severe Learning Difficulties [SLD]) and schools with special units with pupils who are categorised PMLD and SLD. It may also be adapted for the growing number of PMLD and SLD pupils in mainstream schools.





The supplement is designed to provide the content and standards to be developed through the educational career of a pupil who is unable to fully access the Agreed Syllabus. The supplement follows the pattern of the Agreed Syllabus. Content for the programme of study at each Key Stage is clearly indicated in this section and complements that found in the programmes of study in the other parts of the Agreed Syllabus.

Planning the educational experience of pupils is the key to good educational development and to this extent the units clearly identify the appropriate P Scales to enable the development of Individual Education Plans (IEPs). The supplement has been designed to allow teachers to focus on one area of learning per term that is evidenced through the learning indicator. Reporting to parents in RE and the forming of IEPs should be based on the evidence gathered relating to the learning indicators focused on during the year under report.

As with the programmes of study in other parts of the Agreed Syllabus the religious tradition to be studied in the main is Christianity, occupying no less than 60% of RE curriculum time. The other religious traditions

followed should reflect those in the other programmes of study for Reception, KS1 -3, and 14 – 19 education as indicated in the following section. Where secular world views arise schools should consult the section **secular world views – suggested content.**

As with RE in mainstream schools the entitlement of a pupil in special education is:

- + 36 hours per year at Key Stage 1
- + 45 hours per year at Key Stages 2,3 and 4
- + post-16 entitlement is 5% of curriculum time

RE can be delivered discretely or through topics combined with other curriculum areas although the RE content related to the areas of learning should be evident both in planning and in the observable outcomes as described in the supplement.

### Content in the special education context

Special schools, ARBs and schools with pupils who cannot attain at Level 1 will need to adapt the context of RE for their pupils. The content section needs to be read in light of the P Scales at the end of this section.



## Key Stage 1

The religions to be encountered at KS1 are Christianity and one other from the range of religions to be found in the agreed syllabus and a secular world view, where appropriate.

### Christianity

#### God

The Creation story – explore themes within the creation story

What the world looked like when it was newly created

Looking after the world we live in

Bible stories about responsibility for the way we live and 'our' responsibility to care for the world e.g. Noah's Ark

Celebrating the beauty of the world e.g. through singing hymns and psalms, prayer and festivals

Celebrating our world – e.g. Harvest Festival giving thanks for God's gifts

#### Jesus

Concept of God – God's rules for us to follow – the two great commandments of Jesus in the Gospels

What makes us who we are – Personal identity – Baptism – Naming Ceremony along with the themes of Religious identity - Sense of belonging – Christian community

Family – birth of Christ – Jesus' family

Jesus – friends and friendship – Disciples.

Common themes - beliefs–moral codes

Festivals/Celebrations – Giving and Receiving  
-Thinking of others e.g. Easter, Harvest festival, Christmas, birthdays/Saints days

#### The Church

Think about a special place/places

Place that is special to Christians – e.g. Easter Garden, Gethsemane, Lourdes; St Piran's Oratory, Perranporth

Look at parts of buildings/religious buildings – including differences and similarities where appropriate - windows, columns, doors, pews, arches

Design a stained glass window – explore use of windows for depicting Bible stories

Design a special building – think of its function/use

Make a model of a church – think about parts of an Anglican or Catholic church – aisle, altar, choir stalls, vestry, lectern, pulpit, font, organ, belfry, etc or a Non-Conformist church/chapel – baptistery, communion table, pulpit, organ etc.

Special people – icons, 'heroes' (fictional/real)

Special people in Christianity – Jesus, Mary, Joseph, the Apostles and saints through the ages

Special people in the Bible - Old Testament - Noah, David, Elijah

New Testament - Jesus, Peter, Paul

Jesus and his disciples, both at the time of Jesus and now

Looking after others – Good Samaritan; Jonah and the whale.

A day in the life of a Christian – which could include clergy, monks and nuns, those who have given their life to proclaim the gospel

#### The Bible

Special books – stories we like/dislike

Respect for books/Handling books appropriately

The Bible – a special book for Christians – why is the Bible special?

The Old and New Testament – types of writing in the Bible

Stories and parables from the Bible and focusing on the messages in the story e.g. Parable of the Sower, The Good Samaritan, the Lost Coin etc



## The Christian Way of Life

Special times for Christians

Christening/Baptism

Weddings

Main elements in Festivals

Special Times (local community): St Piran's Day; Local celebrations and holy days

Festivals: Harvest Festival: Giving thanks for God's gifts and sharing those gifts with others

Christmas and Easter -- The Easter Story

## Buddhism

Where a school wants to study Buddhism at KS1 they should refer to the KS1 section for mainstream schools, above.

## Key Stage 2

At Key Stage 2 pupils will encounter Christianity every year and one other religion from: Hinduism, Islam, Judaism and Sikhism. All four non-Christian religions should be encountered during the Key Stage, hence one year per religion, as in mainstream schools. The suitable content is set out below.

### Christianity

#### God

The world around us - local environment/ surroundings

Types of environment

Natural - water, desert, forest/wood

Man-made - buildings, towns, cities, religious buildings/places- including Buildings, Graveyards/ Cemeteries (nature)

Use of water (holy water) flowers, wreaths, Christingle (orange) and other uses of natural things in worship

The Creation story in Genesis

Harvest - Giving thanks for God's gifts

Parable of the Sower; Jesus in the wilderness

#### Jesus

Introduction – what makes us special?

Concept of God – God's rules for us to follow

What makes us who we are?

+ Personal identity – Baptism – Naming Ceremony

+ Religious identity

+ Sense of belonging – Christian community

Family – Jesus' family – birth of Christ

Jesus – friends and friendship

Rituals – Celebrations - Giving and Receiving

-Thinking of others - Harvest, Christmas

The importance of Jesus, - God's voice/ presence on earth

#### The Church

Local, national and international Christian leaders

Hierarchical roles within Christianity

The importance of the Vicar, Priest, Minister for spiritual and moral guidance

The Church- features of the church - inside and out - importance of different parts of the church and how churches might differ from each other.

How the church is used, including people's roles and responsibilities

Activities within the church - ceremonies and celebrations

Dress code - what the congregation/ celebrants (priest, vicar, minister etc) wear during a public act of worship

#### The Bible

The use of the Bible in different churches during services

Important stories for Christians, such as the story of Jesus' death and resurrection and stories from the Acts of the Apostles about the early church – Paul on the Road to Damascus

How Christians read the Bible for inspiration and guidance on a daily basis both from the Old and New Testaments

#### The Christian Way of Life

The festivals of Easter, Pentecost and Christmas and how they are celebrated by different churches

Local festivals, such as St Piran's Day and other Cornish Holydays

The role of baptism, confirmation and marriage for some Christians

## Hinduism at KS1 and KS2

### God and gods

Key figures in Hinduism, including deities - Shiva, Krishna, Hanuman, Ganesh, Vishnu

Religious leader(s)/Brahmins, gurus, sadhus

The importance of family and marriage ceremonies

Divali (Rama and Sita)

A day in the life of a Hindu - worship at home and in the Mandir

### Being a Hindu

Hindu identity - clothes worn - Sari material - dressing up

Names and threads

Namaskara (Naming ceremony) for Hindu children

Festival of Raksha (protection) Bandhan (tie) - 'Brotherly protection'. Amulets of coloured thread tied on boys wrists by sisters and given sweets, gifts given in return (usually money)

Festivals/Celebrations - Divali, Holi, Ganesh Chaturthi (birthday)

### Hinduism and the world

Hindu story of creation - explore themes within the creation story

Looking after the world - respect for life

Vegetarianism as a way of life for some Hindus - respect for all living things.

Celebrating the world we live in

Celebrating our world: Vasanta Panchami/ Saraswati Puja (Spring) Mahashivratri (Great Shiva Night)

Ratha Yatra (Celebrated in various places including London - Chariot Journey with images of Krishna conveyed in procession)

### Significant places for Hindus

Places that are special – India, Ganges - Festival - Kumba Mela

Features of a Mandir - significance of the Doorways

How to enter a Mandir - rituals followed when entering to worship

Significance of Shrines - at home and in the Mandir - Amrit ceremony

Ashrams - community meeting places

Celebrations in the Mandir - Janamashtami/Krishna Jayanti (Birthday of Krishna), Durga Puja/Navaratri ('nine nights')

### Special writings for Hindus

Sacred Text – Ramayana; Bhagavad Gita; Puranas

-Sruti and smriti as different types of revelation

Stories of Rama and Sita; Krishna; Ganesh and Shiva

Festival/celebration - Rama Navima (Rama's birthday)

Story of the Enlightened Butcher from the Mahabharata

- what the key messages are within the story
- compare/contrast with an Aesop's Fable; Grimms fairy tale; Hans Christian Anderson etc.

### Celebrating as a Hindu

Family celebrations, Anniversaries, weddings, Namaskara (Naming ceremony)

Divali – Rama's journey to rescue Sita; Holi

Khumba Mela – 'pilgrimage' to the Ganges River  
Dussera (dance/celebration)



## Islam at KS1 and KS2

### God

Tawhid, The 99 beautiful names of Allah, The Shahadah  
 Submission to the will of Allah  
 Khalifah - stewardship of God's planet  
 5 Pillars  
 - sense of belonging/community

### The prophet and the prophets

Stories of the prophets from Islamic tradition  
 The Story of Joseph in the Qu'ran  
 The life and journeys of the Prophet Muhammad  
 The prophet as a model for the way people should live

### How a Muslim should live

What Muslims believe in – the teachings of the Qu'ran  
 - sacred text for Muslims  
 - handling the Qu'ran.  
 Muslims should read the Qu'ran regularly - all chapters begin with the 'Bismillah' – which is Arabic and means – 'in the name of Allah, the compassionate, the merciful'  
 Look at Arabic writing  
 Stories from the Qu'ran and Muslim tradition

### Celebrating as a Muslim

The birth of the Prophet  
 The Holy Month of Ramadan  
 Eid-ul-Fitr  
 Eid-ul-Adha  
 Special days for Shia Muslims

### The five pillars of Islam

- Shahadah
- Salat
- Saum
- Zakat
- Hajj

The importance of Jihad - struggling to control yourself and to be good, defending those who are too weak to defend themselves

The importance of sadakah - giving help to those in need.

**Other content may be taken from that found in the section for mainstream schools.**



## Judaism at KS1 and KS2

### G-d

Creation story in Genesis

Adam and Eve

Environments and special places for Jews-  
Synagogue, Western Wall (Kottel), Israel, the new  
year for trees (Tu b'Shevat) and the importance of  
gardens

Moses - parting of the Red Sea  
- Burning bush/wilderness

### Torah

The Torah in Jewish life, how it is used in the  
synagogue

Stories from the Jewish Bible, such as Ruth  
and Esther, as important stories for Jewish self  
understanding

How Jews should study some Torah on a daily basis

### Jewish living

What makes us special? Jewish identity/dress

Identifying members of the Jewish faith (Orthodox,  
Masorti, Reform, Liberal)

Important stages in the life of a Jew

Family - Family life - The importance of Shabbat.

The festivals of Rosh Hashanah and Yom Kippur as  
the most important festival of the Jewish year

Celebrating Pesach, Shavuot and Sukkot, including  
celebration of Shabbat

Important moments in the life of a Jew from birth to  
marriage

### The Jewish community

G-d's Messengers - Moses, Abraham

Religious leaders

Roles of significant figures in Jewish life

The importance of dress codes and appearance/  
religious identity

Rituals and services observed within the Jewish  
tradition

The synagogue - features of the building inside and  
out

How the synagogue is used - people's roles and  
responsibilities

Activities within the synagogue - ceremonies and  
celebrations

Dress code – Tallit (prayer shawl) Tephillin (small box  
worn by some during morning prayer fastened to  
head and left arm – containing scriptures) Kippah

## Sikhism at KS1 and KS2

### Wahiguru

The oneness of God who created all things and loves them all equally

That goodness comes from God and if we are open to him He will help us to be good

### The Gurus

The Ten Gurus - different roles of Gurus and the teachings of some of the Gurus

Golden Temple (Harmandir Sahib) at Amritsar as a sacred place

Importance of the Gurdwara - unifying communities in different countries.

Stories of the Ten Gurus including:

- Guru Nanak, Gobind Singh

### The Guru Granth Sahib

Religious text

- Guru Granth Sahib - respect for the holy book - how to handle the book

Use of the Guru Granth Sahib in Sikh life including its use in the Gurdwara and in the home

- the role of the Granthi
- stories from the Guru Granth Sahib

### The sangha – community

The Ten Gurus - different roles of Gurus and the teachings of some of the Gurus

Golden Temple (Harmandir Sahib) at Amritsar as a sacred place

Importance of the Gurdwara - unifying communities in different countries.

Local religious leaders (the Granthi)

The Gurdwara - features of the Sikh temple

The functions of the gurdwara

- prayer/worship
- community meals (Langhar)
- Sharing and service (Sewa)

Dress code for people attending the Gurdwara including: removal of shoes, washing of feet/ body etc

### Sewa – service

What makes a Sikh special?

Identifying members of the Khalsa - dress

Significance of the surnames Singh and Kaur

Family life - The importance of Sewa (service to the community)

Important stages in the life of a Sikh

## Key Stage 3

At KS3 pupils encounter Christianity, Buddhism and Islam. Christianity must be taught in every year and schools are free to decide whether to teach Buddhism or Islam alongside Christianity in any particular year. If Buddhism or Islam are to be taught at Key Stage 4 then two years should be given to the religion not taught at post - 14..

### Christianity at KS3

#### God

God as the creator of the world and how, as a result, humanity has certain responsibilities

Creation story - look at the events - think about each day

How Christians speak about God

Guidance for living - The 10 Commandments, Jesus' Two Commandments and his parables.

#### Jesus

Why Jesus is important for Christians

Stories of Jesus and how they help Christians live their lives

How the stories of Jesus point to his identity

Why Jesus died and what Christians believe about his resurrection

The ways in which Christians think Jesus is experienced in the world today

### The Church

What is a Christian?

What do Christians believe in?

Key figures in Christian life - God, Jesus, Mary and Joseph

Key figures in Christianity today - vicars, priests, nuns etc

Christian communities - how Christians live, including monks, nuns and priests in some traditions

Important places for Christians and their lives - church, chapel.

Religious beliefs in everyday life

Helping/caring for others

Rules for living

Discuss different types of communities: schools, clubs, church

Structures of societies and people's roles within them, such as clergy, lay readers/preachers etc. Jesus as a model for Christians and Christian living

Visits to local places of interest/worship, other schools, colleges, and participate in activities where appropriate.

Drama activities/mime of different jobs, roles e.g. teacher, shopkeeper, policeman.

Drama activities/mime of actions and consequences of actions such as hitting or being kind, polluting or being responsible for clearing up waste/rubbish

## Christianity at KS3

### The Bible

The Bible

- + parts of the Bible - Old and New Testament
- + Old Testament - Noah's Ark, Daniel in the Lions Den
- + New Testament - Jesus' Teachings in parables such as the Good Samaritan, the Parable of the Sower etc and what these teach us/tell us about ourselves and others

Types of writing in the Bible - Psalms, poetry, reporting of historical events

Festivals: Easter, Harvest, Christmas

### The Christian Way of Life

What is a Christian/What do Christians believe in?

Key figures in Christianity today - vicars, priests, nuns etc

Christian communities - how Christians live, including monks, nuns and priests in some traditions

Important places for Christians and their lives - church, chapel.

Religious beliefs in everyday life

Helping/caring for others

Rules for living

## Buddhism at KS3

### Buddhism

The Buddha

The story of Siddharta Guatama and his enlightenment

5 Precepts

Refrain from:-

- harming and killing all living things
- sexual misconduct
- abuse of alcohol and drugs
- wrong speech
- taking what is not freely given

### The Buddhist Way

The Buddha and the significance of the four noble truths, Middle Way for Buddhists

Middle Way (Eightfold Path)

- right livelihood
- right understanding
- right actions
- right thought
- right speech
- right effort
- right mindfulness
- right concentration

Living the path as a member of a sangha

### Buddhist texts

Pali Canon - the original content of the canon

Tripitaka and other sacred texts

Parable of the Mustard seed in the Buddhist tradition

Parable of the Elephant

Parable of the burning house

Sacred texts and their use for moral guidance

## Islam at KS3

### God

Tawhid, The 99 beautiful names of Allah, The Shahadah

Submission to the will of Allah

Khalifah - stewardship of God's planet

5 Pillars

- sense of belonging/community

### The Prophet

Muhammad

What is a Muslim - how do they dress, what do they eat, where do they live? etc

Islamic communities - where Muslims congregate to worship - calling people to prayer (minaret)

Important places for Muslims - Mecca - Prayers facing Mecca - Pilgrimages to Mecca

Religious beliefs in everyday life

Helping/caring for others

Rules for living - daily prayers

### The Qu'ran

What Muslims believe in - the teachings of the Qu'ran

- sacred text for Muslims
- handling the Qu'ran.

Muslims should read the Qu'ran regularly - all chapters begin with the 'Bismillah' - which is Arabic and means - 'in the name of Allah, the compassionate, the merciful'

Look at Arabic writing

Stories from the Qu'ran and Muslim tradition

## Key Stage 4

At this key stage pupils should be given the opportunity to encounter Christianity and one religion of choice from those available in the syllabus. Teaching should focus around the following themes:

- + The questions that people ask about the meaning and purpose of life and the answers given to those questions
- + The role that religions play in local, national and international communities
- + How people from different religions work together to help others and how they sometimes come into conflict
- + The variety of different religious expressions within the same religious tradition and how that reflects difference of belief and culture
- + The lives of significant believers who have made a difference to the world
- + The sources of authority religious people look to and how they have shaped society even for non-religious people

Where possible religious education should be contributing to a pupil's attainment in such a way that it helps them gain accreditation where appropriate, such as ASDAN qualifications. Similarly, RE should be contributing to the development of basic skills that would enable pupils to reach their potential as they enter the adult world.



## Religious Education Special Education at 16 - 19 years old

The following should form the core experience of pupils in RE at post - 16 where they are not following an accredited course in RE or a school based scheme which includes a religious education element.

Areas of Learning	Learning Indicators
<b>Understanding and evaluating relationships, morality and acceptable codes of behaviour</b>  Programmes of study at Post 16 should incorporate elements of life skills including: <ul style="list-style-type: none"> <li>+ Socially acceptable behaviour, including personal responsibility for own code of conduct and rules governing society</li> <li>+ Personal autonomy and assertiveness</li> <li>+ Values and belief structures</li> <li>+ Respect for others</li> </ul> Nature of relationships and roles and responsibilities within them	<b>Understanding and evaluating relationships, morality and acceptable codes of behaviour</b>  Pupils should have achieved optimum potential in respect of personal autonomy, relationship skills and social skills and awareness
<b>Understanding and evaluating the impact of religion on life</b>  Where possible, pupils should be given the opportunity to study Christianity plus one other religion in depth as they impact on society and/or personal action; one module from the following may be chosen: <ul style="list-style-type: none"> <li>+ Religion in the media</li> <li>+ Religion and conflict</li> <li>+ Religion and society</li> <li>+ Religion and morality</li> <li>+ Religion and the spiritual quest</li> </ul> Religion and a choice of topic determined by the pupils	<b>Understanding and evaluating the impact of religion on life</b>  The production of a portfolio of work relating to the subject chosen which shows skills relating to the gathering of information and its communication to others

# Religious Education

## P Scales

**P1** (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted.

**P1** (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, becoming still in response to silence. They may give intermittent reactions, for example, vocalising occasionally during group celebrations and acts of worship.

**P2** (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, briefly looking around in unfamiliar natural and man-made environments. They begin to show interest in people, events and objects, for example, leaning towards the source of a light, sound or scent. They accept and engage in coactive exploration, for example, touching a range of religious artifacts and found objects in partnership with a member of staff.

**P2** (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing that they have enjoyed an experience or interaction. They recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, repeating a simple action with an artefact. They cooperate with shared exploration and supported participation, for example, performing gestures during ritual exchanges with another person performing gestures.

**P3** (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, prompting a visitor to prolong an interaction. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, stroking or shaking artefacts or found objects. They observe the results of their own actions with interest, for example, when vocalising in a quiet place. They remember learned responses over more extended periods, for example, following a familiar ritual and responding appropriately.

**P3** (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting an adult to sing or play a favourite song. They can remember learned responses over increasing periods of time and may anticipate known events, for example, celebrating the achievements of their peers in assembly. They may respond to options and choices with actions or gestures, for example, choosing to participate in activities. They actively explore objects and events for more extended periods, for example, contemplating the flickering of a candle flame. They apply potential solutions systematically to problems, for example, passing an artefact to a peer in order to prompt participation in a group activity.

**P4** Pupils use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings. They show they understand 'yes' and 'no'. They begin to respond to the feelings of others, for example, matching their emotions and laughing when another pupil is laughing. They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.

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

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

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

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

# Attainment in RE

The attainment targets for religious education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of Key Stages 1, 2 and 3.



As with the National Curriculum subjects, the attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. Apart from their summative use, these level descriptions can be used in assessment for learning.

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

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

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

**Learning from religion** is concerned with developing pupils' reflection on, and response to,

their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

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

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



## Assessing attainment at the end of a key stage

The two attainment targets, **Learning about religion** and **Learning from religion** are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets. In deciding on a pupil's level of attainment at the end of a key stage teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels. Schools must report to parents on pupils' progress in religious education each year. It is important to note that not all aspects of religious education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.



## The use of levels of attainment

The levels of attainment are designed to be used at the end of a key stage. As such the levels cannot be divided into sub-levels as there is no progression within a level. The levels are broad statements of attainment at a specific age and therefore it is not appropriate to use them all the time to assess pupils work. Levels work well when they inform planning. Teachers should think of what is appropriate for pupils to study by looking at the programme of study for the key stage and the level generally expected for that age group. In this way planning can include appropriate challenge for pupils in their learning and focus teaching around the standards expected.

## Reporting in levels at the end of a Key Stage

Community and controlled schools must report on the level attained at the end of a key stage to the following:

- + Parents in relation to their child
- + To a school that a pupil is moving onto
- + To the Local Authority.

Aided and non-Local Authority schools may also wish to pass this information on to the LA so that they can contribute to SACRE's monitoring of standards in religious education

## The levels of attainment

The level descriptions for

### Attainment target 1:

**Learning about religion** refer to how pupils develop their knowledge, skills and understanding with reference to:

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

The level descriptions for

### Attainment target 2:

**Learning from religion** refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

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

## Level 1

### Attainment target 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

### Attainment target 2

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

## Level 2

### Attainment target 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

### Attainment target 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

## Level 3

### Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

### Attainment target 2

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

## Level 4

### Attainment target 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

### Attainment target 2

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

## Level 5

### Attainment target 1

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

### Attainment target 2

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

## Level 6

### Attainment target 1

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

### Attainment target 2

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

## Level 7

### Attainment target 1

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

### Attainment target 2

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

## Level 8

### Attainment target 1

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

### Attainment target 2

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

## Exceptional performance

### Attainment target 1

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

### Attainment target 2

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

# List of people involved in producing the Agreed Syllabus for RE from 2009-2011

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### Committee A

**Bonnie Rockley**  
**Reverend Mike Coles**

### Committee B

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**Giles Freathy**

### Committee C

**Anna Corbett**, Chairman  
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### Committee D

**Bert Biscoe**  
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Cornwall Council would like to thank all the teachers and pupils involved in Celebrating RE/The Barnabas Awards 2011 whose artwork has contributed to the design of this syllabus.







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Printed on recycled paper  
May 2011 JN 27405