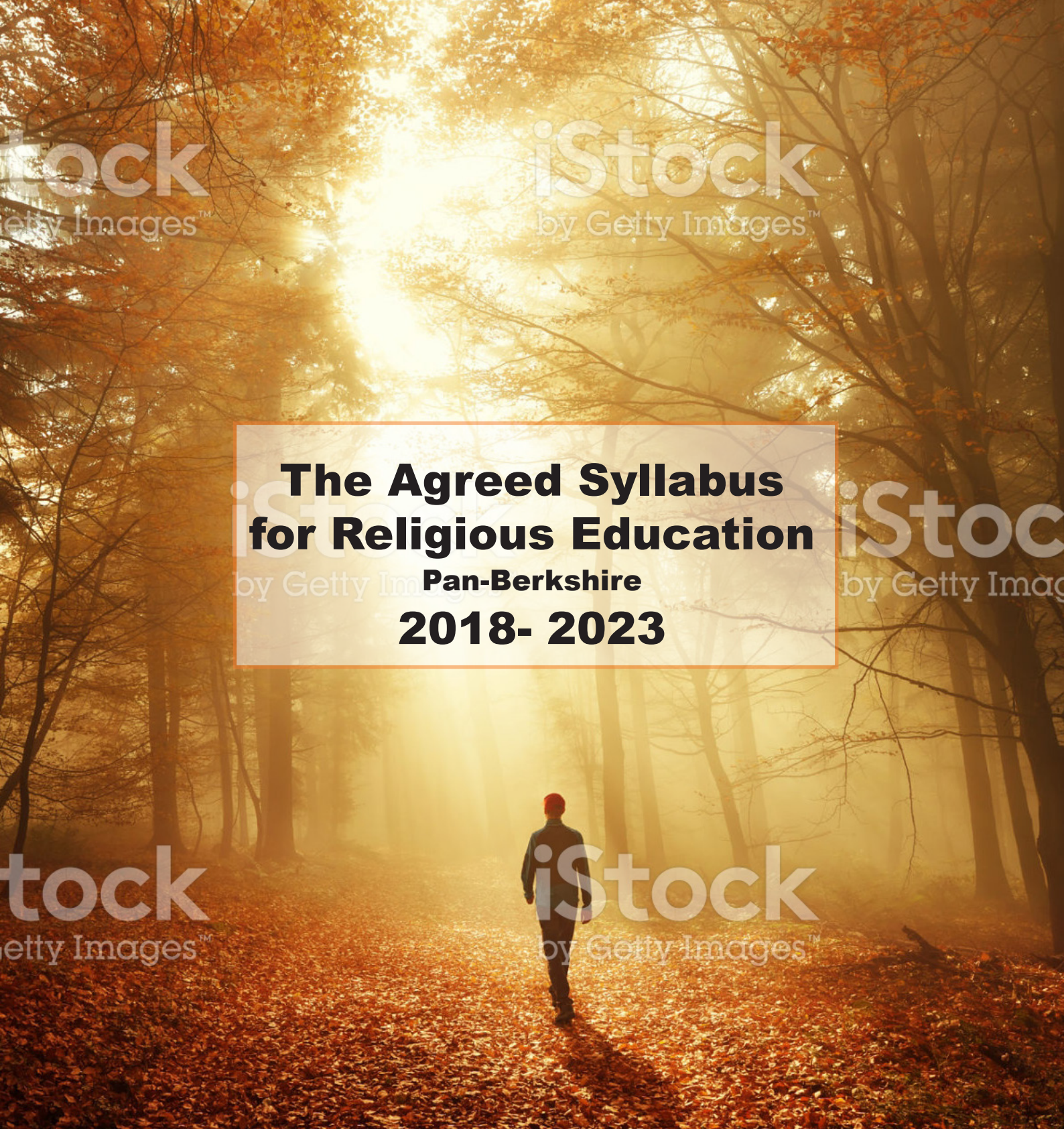




The Agreed Syllabus for Religious Education

Pan-Berkshire 2018- 2023

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The Agreed Syllabus for Religious Education Pan-Berkshire

Foreword

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Introduction

The basis for an agreed syllabus for Religious Education (RE)

The agreed syllabus should satisfy two key requirements:

- the law (as set out in the Education Act 1996)
- the aims of RE as defined by the local Agreed Syllabus Conference

The Legal Requirement

The Education Act (1996) requires that:

- RE should be taught to all pupils in full time education in schools, except for those withdrawn at the request of their parents (details to be found in DCSF publication: RE in English schools: Non-statutory guidance 2010, p27-30).
- RE in community schools and foundation schools not of a religious character, should be taught in accordance with the locally agreed syllabus, recommended by the Agreed Syllabus Conference to the Local Authority. In schools with a religious foundation, the RE curriculum offered is to be determined by the governing body in accordance with the trust deed. The governing body may recommend that the school follows the Local Authority's agreed syllabus.
- As part of the curriculum, RE should promote the 'spiritual, moral, social, cultural, mental and physical development of pupils'.
- An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act, 1996)
- The Education Act (1944) requires that an agreed syllabus 'shall not include any catechism or formulary which is distinctive of any particular religious denomination' (The Education Act 1944 section 26(2)). This is understood to mean that an agreed syllabus should not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.
- It is the responsibility of the Headteacher and the governing body to ensure that sufficient time and resources are given to RE in schools to meet the statutory requirements. It is important to note that the status of RE in Key Stage 4 and post-16, is not the same as most other subjects. Here, as well as in the other key stages, it is a compulsory subject for all pupils who have not been withdrawn by their parents.

Time for RE

Although time can be allocated to RE creatively and flexibly over school terms and the subject might be planned in combination with other subjects, this agreed syllabus has been based on the expectation that the following hours be devoted to RE:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

Key Stage 3: 45 hours per year

Key Stage 4: 40 hours per year

Withdrawal from RE

The right of parents to withdraw their children from Religious Instruction on conscience grounds was included in the Education Act of 1944. All subsequent legislation has retained the clause that allows parents to withdraw their children from all or any part of RE. It also protects teachers' right to withdraw from teaching the subject. Since 1944 the nature of RE has changed significantly from the nurture of children in a faith tradition to an open and educational enquiry. It is hoped that parents and teachers will feel comfortable with the nature and areas of learning found in this syllabus and that, as a consequence, few will feel the need to withdraw either their children or themselves from the subject.

However, every school should provide parents with information about the right of withdrawal (Further details can be found in DCSF publication: RE in English schools: Non-statutory guidance 2010.

The Agreed Syllabus for Religious Education Pan-Berkshire

The purpose, aims and importance of RE

The 2013 non-statutory 'National Curriculum Framework for RE' (Religious Education Council) states:

'Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn ABOUT and FROM religions and worldviews.'

('The phrase 'religions and worldviews' is used in the 2013 NCFRE to refer to Christianity, other principal religions represented in Britain, smaller religious communities and non-religious worldviews such as Humanism'. It is used in the same way in this agreed syllabus)

RE should help pupils to:

Learn ABOUT religions and worldviews by

- acquiring and developing knowledge and understanding of Christianity, other principal religions and worldviews represented in Britain, and the diversity within and between them as well as the commonalities they may share
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

This work includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices 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 also includes identifying and developing an understanding of ultimate questions and ethical issues from religious and non-religious perspectives.

Learn FROM religions and worldviews by

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

This work is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion and other belief systems. It develops pupils' skills of application, interpretation and evaluation. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, purpose and truth, and values and commitments.

It is of note that the 2013 NCFRE re-organises the RE curriculum into 3 strands:

- A. Know about and understand a range of religions and worldviews
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews

The Pan-Berkshire agreed syllabus incorporates these 3 strands but chooses to retain reference to Learning ABOUT and FROM religions and worldviews.

The importance of RE

- RE 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.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions and worldviews that offer answers to questions such as these.
- RE enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion and beliefs on individuals, families, communities and cultures.
- RE offers opportunities for personal reflection and spiritual development.
- RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- RE challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- RE encourages pupils to develop their sense of identity and belonging.
- RE enables pupils to flourish individually within their communities and as citizens in a pluralistic society and global community.
- RE has an important role in preparing pupils for adult life, employment and lifelong learning.
- RE enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- RE promotes discernment and enables pupils to combat prejudice.
- RE develops religious and theological literacy.

Using the syllabus to plan RE in schools

When planning RE units of work/enquiries in school, several elements have to be taken into consideration.

- 1. The two main strands of RE: learning ABOUT and learning FROM religions and worldviews need to be integrated to ensure holistic learning. Planning should combine both strands.**

Learning ABOUT

This aspect of RE is about pupils acquiring relevant subject knowledge in order to be able to apply it answering the key question. This syllabus sets out key questions, interpreted in relation to each of the principal religions mandatory in the Primary Phase and in Key Stage 3 to assist this process.

These questions need to be 'chunked' into focused areas of exploration and may be combined to create coherent units of study. Questions have been grouped to illustrate how religions can be understood to be about not only what people believe but how these beliefs inform behaviour and shape people's sense of belonging and what they do to show this.

Learning FROM

This aspect of RE is about pupils both

- interpreting their personal experiences in the light of their knowledge and understanding of religion. (This helps them in their attempts to make sense of life, themselves and issues of right and wrong)
- evaluating critically the truth claims made by religions and belief systems.

Professor Michael Grimmitt articulates these ideas which he referred to as 'personal' and 'impersonal' ways of evaluating learning FROM religions and worldviews.

- 2. Attainment expectations/descriptors help teachers to plan RE that is appropriately challenging**

Consideration needs to be given to the attainment descriptors during the initial planning process so teaching and learning can be planned accordingly. Work set should invite/enable a range of performance relevant to the pupils being taught.

3. Planning enquiries/units of study and designing the big questions

- Believing, behaving, belonging

Studying the beliefs of a religion without exploring how they are put into practice can be a challenging abstract endeavour. On the other hand, exploring how religious people live their lives without reference to their beliefs makes no sense. It makes planning a great deal easier, therefore, if schools see the questions about 'believing' as questions which run through every unit of work and give meaning to questions about 'behaving' and 'belonging'. Planning might start with questions about 'behaving' or 'belonging', grounding all enquiry in human experiences, whilst referencing all these experiences to beliefs which underpin lives of faith and belief.

- **Select the overarching big question for an enquiry from the overview questions in the syllabus**

Chunk this down into subsidiary questions to frame the enquiry.

- **Select the most relevant subject knowledge to be taught to best enable the enquiry question to be answered and the answer substantiated, and to ensure overall coverage of subject content across enquiries**

4. Creatively plan teaching and learning activities

Teaching and learning

The following flow chart is set out as the recommended method of planning teaching and learning in response to this syllabus. Essentially it follows a 4-step process: Engagement, Investigation, Evaluation, Expression.

It will ensure that pupils both learn about and from religion/beliefs in contexts that have relevance for them and at appropriately challenging levels of difficulty. In preparation, teachers will need the attainment descriptors and key questions for their key stage to hand.

However, there are many ways to plan and deliver effective RE and teachers have the professional freedom to decide on the most effective approaches to use for their pupils.

The 4-step teaching/learning process:

ENGAGEMENT

INVESTIGATION

EVALUATION

EXPRESSION

Select religion/worldview and relevant syllabus question(s)



Develop question(s) to create your own key question title.
This must be a Learning FROM 'impersonal' question which opens up the enquiry



Identify a key concept /human experience that underpins
being able to answer the key question

Concepts

'Concepts are essentially ideas which help us and our children make sense of our experiences of a great variety of things, objects, information, events and occurrences' (The Westhill Project RE 5-16, 1992). Concepts can be grouped, according to the Westhill Project, into three categories: shared human experience, general religious concepts, concepts specific to individual religions. Lists set out below are intended as examples of three categories of concepts. This is not an exhaustive list and teachers will think of additions to each selection.

The Agreed Syllabus for Religious Education Pan-Berkshire

Shared human experience	General religious concepts	Concepts linked with specific religions	
Authority Belief Belonging Celebration Change Commitment Community Creation Death Devotion Evil Fairness Family Forgiveness Freedom Good Growth Hope Identity Justice Kindness Life Love Loyalty Peace Prejudice Purpose Relationship Repentance Respect Reward Sacrifice Service Suffering Symbol Thankfulness Trust Truth Uniqueness Value Welcoming Wisdom	Asceticism Afterlife Belief Ceremony Deity Faith God Holy Initiation Interpretation Martyrdom Miracle Monotheism Mysticism Myth Orthodoxy Pilgrimage Prayer Prophecy Redemption Revelation Ritual Sacred Scripture Symbolism Worship	Christianity: Church Eternal life Fatherhood of God Grace Heaven Holy Spirit Identity Incarnation Jesus the Christ Love Mission Mother of God Resurrection Salvation Sin Trinity Word of God Unity Buddhism: Anatta Anicca Buddhahood Dhamma Dukkha Kamma Metta Nibbana Sangha Tanha Hinduism: Ahimsa Atman Avatar Bhakti Brahman Dharma Karma Maya Moksha Murti Nirvana Samsara Shakti Smriti Sruti Varana Yoga	Islam: Akhirah Allah Din Ibadah Imam Iman Islam Jihad Risalah Shari'ah Shirk Sunnah Tawhid Ummah Judaism: Brit/Covenant Unity of God Halakhah Israel/Zion Kashrut Mitzvah Shabbat Shalom Teshuvah Torah Tzedakah Sikhism: Ardas Gurmat Gurmukh Guru Haumai Hukam Ik Onkar Jivan Mukh Khalsa Langar Panth Rahit Sadhsangat Sat Nam Sewa Sikh Vand Chhakna

What to teach when

The next sections of the syllabus outline the requirements for RE in each key stage. The structure of the syllabus draws on the Non-statutory National Framework for RE (NCFRE), 2013, published by the Religious Education Council, but retains the Pan-Berkshire syllabus structure and key questions enquiry approach.

Early Years Foundation Stage

This section outlines the requirements for this stage and aspects of religions which should be explored, with examples provided from all six principal religions included in this syllabus.

These requirements are aligned to the 2017 Statutory Framework for the Early Years Foundation Stage (DfE).

Schools are responsible for ensuring their EYFS RE provision is always aligned to the most recent EYFS national framework.

It is a requirement of this syllabus that in exploring these areas of learning, children should encounter Christianity and at least one other religion.

The Early Years Foundation Stage Statutory Framework, 2017, describes the phase of a child's education up to the age of five. RE is statutory for all pupils of this age registered on the school roll. This statutory requirement for RE does not apply to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the Foundation Stage. However, many will agree it can form a valuable part of the educational experience of children throughout the key stage.

Children will come from a variety of cultural, religious and secular backgrounds. Some will come from overtly religious homes, some will have occasional experience of religion, others none at all. All children need to be valued whatever their backgrounds or belief systems. It is important that teachers take this variety of experience into account when planning.

A teacher is always guided by the needs of each individual child, and effective and careful planning ensures that these needs are met. The subject must be taught in accordance with the locally agreed syllabus or, in voluntary aided faith schools, in line with a syllabus approved by the governing body, which will have taken into account any requirements set out in the school's trust deed.

Exploring religions and cultures in the Foundation Stage provides rich opportunities for children's spiritual, moral, social and cultural development. This will also support children develop knowledge and understanding about where they belong within their family and the wider community. It will also promote the development of appropriate religious vocabulary.

They will be developing the following attitudes and skills:

- a sense of curiosity
- respect for themselves and others
- interest and enjoyment in discovery
- empathy and open-mindedness
- commenting and asking questions
- expressing feelings and preferences

Children should begin to explore the world of religion in terms of religious figures, books, stories, celebrations, times, places and objects and by visiting and/or having visitors from places of worship. Representatives of local religious communities, including children's family members, who can talk about their beliefs and experiences, could be invited into school to enrich pupils' learning.

The Pan-Berkshire SACRE Hub supports schools to do this through its ongoing 'Crossing the Bridges' Project.

They will use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own and others' feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Every teacher of young children knows that knowledge is not fragmented in the early years, and that learning is experiential and holistic. Children will learn to make sense of the world in their own way through play, first-hand experiences and people.

They will learn through:

- visual/spatial expressions shown in art and other creative activities
- auditory experiences listening to music, stories and rhymes
- kinaesthetic activities such as movement and games
- verbal/linguistic communication in a range of speaking and listening activities
- mathematical experiences by making simple models and patterns
- music and songs from different cultures
- naturalistic engagement with living things and the environment
- interpersonal skills offering co-operative opportunities.

RE can make a strong contribution to the following areas of learning in the EYFS curriculum:

Personal, social and emotional development

- **Self-confidence and self-awareness**

Children are confident to try new activities, say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

- **Managing feelings and behaviour**

Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

- **Making relationships**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Communication and language

- **Listening and attention**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

- **Understanding**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

- **Speaking**

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Understanding the world

- **People and communities**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- **The world**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- **Technology**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

- **Exploring and using media and materials**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- **Being imaginative**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

The Agreed Syllabus for Religious Education Pan-Berkshire

Key Stages 1-3

Structure

Which religions and worldviews are to be taught when?

The Non-statutory National Framework for RE (NCfRE) 2013, suggests that all pupils should be introduced to Christianity and the other 5 principal religions represented in Britain.

'From the ages of 5 to 19, pupils in schools learn about diverse religions and worldviews including Christianity and the other principal religions...all types of school need to recognise the diversity of the UK and the importance of learning about its religions and worldviews, including those with a significant local presence'. (NCFRE 2013)

The Pan-Berkshire agreed syllabus enables this by allocating specific religions to the Primary Phase and to Key Stage 3 as core areas of study. Christianity is included as a core area of study in each key stage and recommended to be taught in every year group.

Primary Phase (Key Stage 1 and 2, Year groups Reception (F2) to Year 6, Ages 5-11)

It is a mandatory expectation of this syllabus that during the Primary Phase pupils will encounter: Christianity in both Key Stages plus Hinduism, Islam, Judaism and Sikhism

(Buddhism and other religions and worldviews of local significance e.g. Baha'i, can be added at the school's discretion. Offering pupils an encounter with at least one non-religious worldview e.g. Humanism during the Primary Phase would be beneficial, but this is not a mandatory expectation of the syllabus)

The recommendation is that Christianity is taught in every year group with one other religion alongside it. Which 'other' religion features in each year group is up to the school to decide, as long as by the end of Key Stage 2 the following 5 principal religions have been encountered:

Christianity, Hinduism, Islam, Judaism and Sikhism.

Secondary Phase (Key Stage 3, Year groups 7-9, Ages 12-14)

It is a mandatory expectation of this syllabus that during Key Stage 3 pupils will encounter: Christianity plus Buddhism, Islam and Humanism (or one other secular worldview).

(Other principal religions e.g. Baha'i, can be included at the school's discretion, as can other religions and worldviews of local significance. This is deemed beneficial but is not a mandatory expectation of the syllabus)

The recommendation is that Christianity is taught in every year group with one other religion alongside it. Which 'other' religion features in each year group is up to the school to decide, as long as by the end of Key Stage 3 the following 4 principal religions/worldviews have been encountered:

Christianity plus Buddhism, Islam and Humanism (or one other secular worldview).

Structure

What subject knowledge relating to these religions and worldviews to teach when?

The Pan-Berkshire agreed syllabus advocates an enquiry approach to RE learning.

The syllabus is structured around key questions that progress in depth and breadth through the key stages.

Using the agreed syllabus, a suggested process:

1. Be familiar with the key questions for each stage (on the Key Questions Overview KS1-3)

2. Decide which religion/worldview will be the focus of the enquiry (unit of work)

3. Focus on the learning intentions and attainment descriptors

4. Consider the Learning FROM key questions (on the relevant Key Stage Grid)

5. Couple them with appropriate Learning ABOUT questions (on the relevant Religion/worldview Key Stage Grid)

6. Select the most relevant subject content (suggestions in the Content Grids in the Appendices)

7. Design the teaching/learning experiences

The Agreed Syllabus for Religious Education Pan-Berkshire

The questions have been grouped around three main foci of RE learning: believing, behaving and belonging.

Teachers will need to ensure they cover each focus (believing, behaving and belonging) by addressing:

- **all the key questions in a study of Christianity**
- **some of the questions for the other religions/worldviews mandatory in the Primary Phase or during Key Stage 3**
- where schools choose to include the study of non-mandatory religions or worldviews, teachers can select freely from the key and suggested questions.

The key questions may be re-shaped at each school's discretion and need not appear in exactly the same format as they appear in the syllabus, as long as re-shaped questions allow pupils to work with the appropriate CONCEPTS and achieve the attainment descriptors as appropriate.

There are many approaches to this learning. It can be packaged in the ways the teacher thinks will best facilitate learning.

The intention in providing the Content Grids in the supporting materials is to ensure that pupils' engagement with religious traditions is appropriate to the key stage in which they are working and to help teachers to identify the subject content most relevant to them.

RE 14-19

Throughout this phase, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally. They understand the importance of dialogue between and among different religions and beliefs. They gain a greater understanding of how religion and belief contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion in the world.

Learning about religion

Students should be taught to:

- 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
- think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions
- develop their understanding of the principal methods by which religions and spirituality are studied
- draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
- use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning from religion

Students should be taught to:

- 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
- develop their own values and attitudes in order to recognise their rights and responsibilities in the light of their learning about religion
- relate their learning in RE to the wider world, gaining a sense of personal autonomy in preparation for adult life
- 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.

The Agreed Syllabus for Religious Education Pan-Berkshire

Key Stage 4

All pupils have the statutory entitlement to study RE and in addition should have the opportunity to follow an externally accredited course for Religious Studies e.g. GCSE. Schools are encouraged to facilitate examination entry for as many students as possible, but this is not a requirement of this syllabus.

Post-16

When ever possible, students should have the opportunity to follow a course, or modules, which lead to external accreditation.

The recommended minimum time allocation for religious studies in this phase is six hours per year.

Key Questions Overview: Key Stages 1-3

Belonging	
Key Stage 1 - Are religious celebrations important to people? - Are symbols better than words at expressing religious beliefs? - Does it feel special to belong to a community?	
Key Stage 2 - Does participating in worship help people to feel closer to God or their faith community? - What do rites of passage tell us about people's beliefs? - Can the arts help communicate religious beliefs?	
Key Stage 3 Should people be allowed to express their spirituality in any way they choose?	

Believing	
Key Stage 1 - Is God important to everyone? - Does the world belong to God? - What can I learn from stories from religious traditions?	
Key Stage 2 - Do religious people lead better lives? - Do sacred texts have to be 'true' to help people understand their religion? - Should religious people be sad when someone dies?	
Key Stage 3 - To what extent is a person's purpose in life determined by their understanding of God? - To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? - Is it helpful that scientific advances/discoveries challenge people's beliefs? - Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?	

Behaving	
Key Stage 1 - Should people follow religious leaders and teachings? - Should people take care of the world?	
Key Stage 2 - Is religion the most important influence and inspiration in everyone's life? - Do all religious beliefs influence people to behave well towards others? - Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? - Is it possible to hold religious beliefs without trying to make the world a better place?	
Key Stage 3 - To what extent do people's religious/spiritual beliefs affect their personal relationships? - Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? - To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? - How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?	



**Key Stage 1,
Year Groups Reception to Year 2,
Ages 5-7**

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Learning FROM questions: Key Stage 1 (applicable to all religions and worldviews)

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

Belonging	Believing	Behaving
Does it feel special to belong to a community? • To what groups do you belong? • How do you show others you belong to these groups? • How does it feel to be part of a family, class, group etc? • Do you belong to anyone? Are religious celebrations important to people? • What times are important/special to you? • Why and how do you celebrate special times? • Why might other people celebrate different times? • How can we help other people celebrate their special times? Are symbols better than words at expressing religious beliefs? • How can symbols help us understand things? • What symbols do you use often? How and why do you use them? • How can clothes, colours and movements be symbols? • Can you think of a symbol for yourself that would tell others something about you?	Is God important to everyone? • Who is most important to you and why? • What ideas have you heard about God? What do you believe about God? • Does your family believe in God? Does the world belong to God? • What is your prized possession? Was it a gift or did you make/create it? • How/why do things belong to you? • What are the things that amaze you most about the world? • Does the world belong to anyone? What can I learn from stories from religious traditions? • What are your favourite stories? Why do you like them? Do you learn anything from them? • Have you learned anything about qualities like honesty, loyalty, courage in stories you have read? • What ideas have you learned from the stories we have heard from the Bible and other religious teachings? • What things/books are most special to you? Why are they special? How do you show they are special?	Should people follow religious leaders and teachings? • Whom do you admire and why? • Who are the people who help you decide what is right and wrong? • How do they help you decide what is right and wrong? • How can these people help you even when they are not with you? • Why do you think it is important to be kind and thoughtful towards other people? Are you kind to other people? How are people kind to you? • How can we tell if a person is a good person? • Do you always do what you think is right? Why? Should people take care of the world? • Why do so many people think it is important to look after the world? • Do you think it is important to look after the world? How could you help to look after the world? Do you do things to help look after the world? What sort of things?

CHRISTIANITY

Learning ABOUT Christianity in Key Stage 1: Some suggestions for how the key questions might begin to be unpacked. All 8 questions MUST be addressed in the study of Christianity.

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous pages, that pupils will explore beliefs in combination with questions about behaving and belonging.

Suggestions about content and attainment expectations are set out in the guidance material

Belonging
Does it feel special to belong to a community? • What does it mean to belong to a Christian family? • How do people belong to the Christian community? • How do Christians use their places of worship? • Does belonging to the Christian community make a difference to people? Are religious celebrations important to people? • How and why do Christians celebrate important festival times? Are symbols better than words at expressing religious beliefs? • How and why do Christians use symbols in - everyday life? - places of worship? - celebrations?

Believing
Is God important to everyone? • What did Jesus teach people about God? • Why do Christians believe Jesus was God's son? Does the world belong to God? • Do Christians believe the world belongs to God? • How do Christians believe the world came about? What can I learn from stories from religious traditions? • Why is/are the Christian Bible/Biblical stories important/sacred to Christians? • Why is the story of the life of Jesus so important to Christians? • What stories did Jesus tell and why did he tell them?

Behaving
Should people follow religious leaders and teachings? • Why and how is Jesus important to Christians? • Why and how is a vicar, priest or minister important to Christians? • How do Christians learn from the example of other Christians including leaders, parents etc? • How do Christians show reverence for the Christian Bible and show how important it is for them? Should people take care of the world? • Should Christians take care of the world?

HINDUISM

Learning ABOUT Hinduism in Key Stage 1: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Does it feel special to belong? - What does it mean to belong to a Hindu family? - How do people belong to the Hindu community? - How do Hindus use their places of worship? - Does belonging to the Hindu community make a difference to people? Are religious celebrations important to people? - How and why do Hindus celebrate important festival times? Are symbols better than words at expressing religious beliefs? - How and why do Hindus use symbols in - everyday life? - places of worship? - celebrations? - Rituals?	Is God important to everyone? - What do Hindus believe about God? - How are beliefs revealed in murtis? Does the world belong to God? - Do Hindus believe the world belongs to God? - How do Hindus believe the world came about? What can I learn from stories from religious traditions? - Why are Hindu scriptures/stories important/sacred to Hindus? - Why are stories of Hindu deities so important to Hindus?	Should people follow religious leaders and teachings? - Why and how are the examples set by Hindu deities important to Hindus? - Why and how are Hindu pandits important to Hindus? - How do Hindus learn from the example of other Hindus including leaders, parents etc - How do Hindus show reverence for their scriptures and show how important they are for them? Should people take care of the world? - Should Hindus take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

ISLAM

Learning ABOUT Islam in Key Stage 1: Some suggestions for how the key questions might begin to be unpacked:

Belonging
Does it feel special to belong? - What does it mean to belong to a Muslim family? - How do people belong to the Muslim community? - How do Muslims use their places of worship? - Does belonging to the Muslim community make a difference to people? Are religious celebrations important to people? - How and why do Muslims celebrate important festival times? Are symbols better than words at expressing religious beliefs? - How and why do Muslims use symbols in - everyday life? - places of worship? - celebrations? - Rituals?

Believing
Who do I believe I am? - What do Muslims believe makes a person special? - How do Muslims believe they should treat others? Is God important to everyone? - What did the Prophet Muhammad teach people about God? - Why are there not images of the Prophet Muhammad? Does the world belong to God? - Do Muslims believe the world belongs to God? - How do Muslims believe the world came about? What can I learn from stories from religious traditions? - Why is the Qur'an important/sacred to Muslims? - Why is the story of the life of the Prophet Muhammad so important to Muslims? - What stories did the Prophet Muhammad tell and why did he tell them?

Behaving
Should people follow religious leaders and teachings? - Why and how is the Prophet Muhammad important to Muslims? - Why and how is an imam important to Muslims? - How do Muslims learn from the example of other Muslims including leaders, parents etc? - How do Muslims show reverence for the Qur'an and show how important it is for them? Should people take care of the world? - Should Muslims take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

JUDAISM

Learning ABOUT Judaism in Key Stage 1: Some suggestions for how the key questions might begin to be unpacked:

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about behaving and belonging. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed, but it is a requirement of this syllabus that some questions from each of the areas of focus (believing, belonging, behaving) be explored. Suggestions about content and attainment expectations are set out in the guidance material.

Belonging
Does it feel special to belong to a community? - What does it mean to belong to a Jewish family? - What makes you feel you belong? - How do people belong to the Jewish community? - How do Jews use their places of worship? - Does belonging to the Jewish community make a difference to people? Are religious celebrations important to people? - How and why do Jews celebrate important festival times? - How are religious celebrations important to Jews? Are symbols better than words at expressing religious beliefs? - How and why do Jews use symbols in everyday life? - places of worship? - celebrations? - What roles do words and symbols play in expressing Jewish beliefs?

Believing
Is God important to everyone? - What do the Jewish Bible and Rabbinic writings teach people about God? - How do Jews believe they should treat other people? - How is the concept of God important? Does the world belong to God? - Do Jews believe the world belongs to God? - How do Jews believe the world came about? - Who does the world belong to? - How is the land of Israel important to Jews? What can I learn from stories from religious traditions? - What do Jews mean when they use the words 'Bible', 'Torah' and 'Tanach'? - Why is/are the Bible/Biblical stories and Rabbinic writings important/sacred to Jews? - How do the stories in the Bible and Rabbinic writings teach Jews how to live today?

Behaving
Should people follow religious leaders and teachings? - Why and how is the Torah important to Jews? - Why and how are rabbis important to Jews? - How are Rabbinic writings (Mishnah, Talmud, Codes of Jewish law) important to Jews? - How do Jews learn from the example of other Jews including leaders, parents etc? - How do Jews show reverence for the Torah and holy writings and show how important they are for them? - What do Jews learn from religious leaders and teachers Should people take care of the world? - Should Jews take care of the world? - What do the Torah and Rabbinic writings teach about our relationship with the world? - How do we express our partnership with God in creation in our lives?

SIKHISM

Learning ABOUT Sikhism in Key Stage 1: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Does it feel special to belong? • What does it mean to belong to a Sikh family? • How do people belong to the Sikh community? • How do Sikhs use their places of worship? • Does belonging to the Sikh community make a difference to people?	Is God important to everyone? • What did the gurus teach people about God? Does the world belong to God? • Do Sikhs believe the world belongs to God? • How do Sikhs believe the world came about? What can I learn from stories from religious traditions? • Why is Guru Granth Sahib important/sacred to Sikhs? • Why stories of the lives of the Gurus so important to Sikhs?	Should people follow religious leaders and teachings? • Why and how are the Gurus important to Sikhs? • Why and how is a Sikh teacher important to Sikhs? • How do Sikhs learn from the example of other Sikhs including leaders, parents etc? • How do Sikhs show reverence for the Guru Granth Sahib and show how important it is for them? Should people take care of the world? • Should Sikhs take care of the world?
Are religious celebrations important to people? • How and why do Sikhs celebrate important festival times? Are symbols better than words at expressing religious beliefs? • How and why do Sikhs use symbols in - everyday life? - places of worship? - celebrations? - Rituals?		

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

**Key Stage 2,
Year Groups 3-6,
Ages 8-11**

Learning FROM questions: Key Stage 2 (applicable to all religions and worldviews)

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

Belonging	Believing	Behaving
Does participating in worship help people to feel closer to God and their faith community? • Can you think of a place that has inspired you spiritually? What impact did it have on you? • Why do people find it important to meet with others who share similar ideas? • When have you felt closest to others who share similar ideas to you? • Are there times when you value being alone? Why? What do you gain from these times? • How do people express important feelings like thankfulness, joy, appreciation, love etc? • How do you remember/commemorate important events? • What have been the turning points in your life and how have they been marked? • Is it important to mark significant times in people's lives? Why? What do rites of passage tell us about people's beliefs? • Do you think it is important to mark milestones in people's life journey? Can the arts help communicate religious beliefs? • How do you express ideas that are most important to you? • Are there some ideas and experiences that are too difficult to express in words? • How could you express who you are without words? • Do you think it is important for people to be able to express their ideas and beliefs in a wide variety of ways? Why? • Which piece of art/music has personal significance for you?	Do religious people lead better lives? • How do your beliefs about God (which might be that there isn't one) influence your life and the way in which you choose to live it? • What do you think matters most in life? • What do you think is the purpose of life? • Is it important to live a good life? Do sacred texts have to be 'true' to help people understand their religion? • Can things be true in different ways? • How and from whom/what do you learn what is true? • How do you know you can rely on these sources of authority? • How do we decide what to believe? • Is it important for religious teaching to be written down? Should religious people be sad when someone dies? • Would you want people to be sad when you die or should they celebrate your life? • What do you believe happens to a person when they die? Why? • What does the word 'heaven' mean to you?	Is religion the most important influence and inspiration in everyone's life? • Who/what inspires you and why? • What or who has been the most important influence on your life? • Has being inspired or influenced by someone/something changed you in any way? How? • How and why might it be helpful to have an example to follow? • In what ways could you be a role model? • Do you think God guides people? Why? Do all religious beliefs influence people to behave well towards others? • What are the values, beliefs and ideas that guide your life and why? • How do you decide how to behave? • Must we always behave well towards others? • What do you see as being the value of the rules and codes? • How can we make amends for things we do wrong? Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? • Do you hold the same beliefs as your parents? • How does your family life influence the way you live? • Should children be free to make their own decisions about religion? • Are there any family traditions that give you a sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? • Is it possible for you to feel strongly about something and not act on it? • How do you respond to worldwide issues that affect the lives of others? How can you help? Do you think it is important to help? Why?

CHRISTIANITY

Learning ABOUT Christianity in Key Stage 2: Some suggestions for how the key questions might begin to be unpacked. All 8 key questions MUST be addressed in the study of Christianity.

Belonging	Believing	Behaving
Does participating in worship help people to feel closer to God or their faith community? - Why do Christians believe it is important to worship and worship together? - How are churches used for worship? - Why and how do Christians celebrate their festivals? - Why and how are rites of passage marked publicly? - What value do some Christians find in private prayer and worship? - Why and where do Christians go on pilgrimage? What do rites of passage tell us about people's beliefs? - How and why do Christians mark milestones in their life journey? Can the arts help communicate religious beliefs? - How have Christians expressed some of their most difficult ideas, beliefs and personal experiences through the arts	Do religious people lead better lives? - Does believing in God make a difference to how Christians live? - Do the teachings and example of Jesus provide a framework for leading a good life? - Do the teachings of the New Testament help Christians know what a good life looks like? Do sacred texts have to be 'true' to help people understand their religion? - How do different groups of Christians interpret the Christian Bible? - Are different types of writing in the Christian Bible true in different ways? - Is personal spiritual experience more important than the Christian Bible for Christians in understanding their religion? - How do Christians use the Christian Bible to learn about God, the world and human life? Should religious people be sad when someone dies? - What do Christians believe about life after death and why?	Is religion the most important influence and inspiration in everyone's life? - How does Jesus influence and inspire Christians? - How do Christians' beliefs about Jesus make a difference to their lives? - How do Christians' beliefs about the Holy Spirit make a difference to daily lives? - How has Christianity inspired the lives of some people? Do all religious beliefs influence people to behave well towards others? - By what rules, codes and traditions do Christians believe they should live their lives? - What difference does it make to try to live by these rules, codes and traditions? - Do all these rules, codes and traditions encourage Christians to behave well towards others? Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? - What might it mean to grow up in a Christian family? - How might a Christian background influence a child's sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? - How and why do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous pages, that pupils will explore beliefs in combination with questions about behaving and belonging. Suggestions about content and attainment expectations are set out in the guidance material.

HINDUISM

Learning ABOUT Hinduism in Key Stage 2: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Does participating in worship help people to feel closer to God or their faith community? - Why do Hindus believe it is important to worship and sometimes worship together? - How are shrines used for worship? - Why and how do Hindus celebrate their festivals? - Why and how are rites of passage marked publically? - What value do some Hindus find in private prayer and worship? - Why and where do Hindus go on pilgrimage? What do rites of passage tell us about people's beliefs? - How and why do Hindus mark milestones in their life journey? Can the arts help communicate religious beliefs? - How have Hindus expressed some of their most important ideas, beliefs and personal experiences through the arts and symbols?	Do religious people lead better lives? - Does believing in God make a difference to how Hindus live? - Do the teachings and example of deities provide a framework for leading a good life? - How do different deities help to reveal the nature and will of God? Do sacred texts have to be 'true' to help people understand their religion? - How do Hindus interpret their holy writings for today? - How do Hindus use their holy writings to learn about God, the world and human life? - Is personal spiritual experience more important than the holy writings for Hindus in understanding their religion? Should religious people be sad when someone dies? - What do Hindus believe about life after death and why?	Is religion the most important influence and inspiration in everyone's life? - How do different deities influence and inspire Hindus? - How do Hindus' beliefs about God/deities make a difference to their lives? - How have Hindu beliefs and teachings inspired the lives of some people? Do all religious beliefs influence people to behave well towards others? - By what rules, codes and traditions do Hindus believe they should live their lives? - What difference does it make to try to live by these rules, codes and traditions? - Do all these rules, codes and traditions encourage Hindus to behave well towards others? Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? - What might it mean to grow up in a Hindu family? - How might a Hindu background influence a child's sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? - How and why do Hindus respond to global issues?

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about behaving and belonging. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (believing, belonging, behaving) be explored. Suggestions about content and attainment expectations are set out in the guidance material.

ISLAM

Learning ABOUT Islam in Key Stage 2: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Does participating in worship help people to feel closer to God or their faith community? • Why do Muslims believe it is important to worship and worship together? • How are mosques used for worship? • Why and how do Muslims celebrate their festivals? • Why and how are rites of passage marked publically? • What value do some Muslims find in private prayer and worship? • Why and where do Muslims go on pilgrimage? What do rites of passage tell us about people's beliefs? How and why do Muslims mark milestones in their life journey? Can the arts help communicate religious beliefs? • How have Muslims used the arts to express important ideas, beliefs and personal experiences	Do religious people lead better lives? • Does believing in God make a difference to how Muslims live? • Do the teachings and example of the Prophet Muhammad (pbuh) provide a framework for leading a good life? • Do the teachings of the Qur'an help Muslims know what a good life looks like? Do sacred texts have to be 'true' to help people understand their religion? • How do different groups of Muslims interpret the Qur'an? • Are Islamic writings 'true' in different ways? • Is personal spiritual experience more important than the Qur'an for Muslims in understanding their religion? • How do Muslims use the Qur'an to learn about God, the world and human life? Should religious people be sad when someone dies? • What do Muslims believe about life after death and why?	Is religion the most important influence and inspiration in everyone's life? • How does the Prophet Muhammad (pbuh) influence and inspire Muslims? • How do Muslim understandings of and beliefs about the Prophet Muhammad (pbuh) make a difference to their lives? • How has Islam inspired the lives of some people? Do all religious beliefs influence people to behave well towards others? • By what rules, codes and traditions do Muslims believe they should live their lives? • What difference does it make to try to live by these rules, codes and traditions? • Do all these rules, codes and traditions encourage Muslims to behave well towards others? Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? • What might it mean to grow up in a Muslim family? • How might a Muslim background influence a child's sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? • How and why do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

JUDAISM

Learning ABOUT Judaism in Key Stage 2: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Does participating in worship help people to feel closer to God or their faith community? - How is communal worship important in Judaism? - How and why do Jews pray? - How are synagogues used for worship? - How and why do Jews celebrate their festivals? - How and why are rites of passage marked publicly? - What family rituals do Jews observe at home? ? - What places are special for Jews and how is this holiness expressed? - What functions do synagogues fulfil?	Do religious people lead better lives? - Does believing in God make a difference to how Jews live? - What is the role of belief in God for Jews? - Do the Torah and Rabbinic writings provide a framework for leading a good life and make clear what a good life looks like? Do sacred texts have to be 'true' to help people understand their religion? - How do Jews understand truth in their sacred texts? - How do different groups of Jews interpret the Bible and Rabbinic writings? - How might different types of writing in the Bible and Rabbinic writings be true? - How do Jews use the Bible and Rabbinic writings to learn about God, the world and human life? Should religious people be sad when someone dies? - What do Jews believe about life after death and why? - How should Jews respond to death?	Is religion the most important influence and inspiration in everyone's life? - How has Judaism inspired the lives of some people? - How do Jewish beliefs and teachings make a difference to Jews' lives? Do all religious beliefs influence people to behave well towards others? - By what rules, codes and traditions do Jews believe they should live their lives? - What difference does it make to try to live by these rules, codes and traditions? - How do all these rules, codes and traditions encourage Jews to behave towards others? Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? - How does performing commandments/mitzvot and following Jewish traditions (eg. kashrut, Shabbat) help a person to develop a Jewish identity? - What might it mean to grow up in a Jewish family? - How might a Jewish background influence a child's sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? - How and why do Jews respond to global issues of human rights, fairness, social justice and the importance of the environment? - How does Judaism motivate Jews to make the world a better place? - From a Jewish perspective, what is the best way to help others?
What do rites of passage tell us about people's beliefs? - How and why do Jews mark milestones in their life journey? Can the arts help communicate religious beliefs? (How do the arts help communicate religious beliefs) - What symbols do Jews use to express their beliefs and values? What is the role of music in Jewish identity and culture? - How do life-cycle rituals link individuals to their communities? - How do Jews welcome children into the community? - How do Jews celebrate their children coming of age? - How do Jews celebrate marriage?		

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

SIKHISM

Learning ABOUT Sikhism in Key Stage 2: Some suggestions for how the key questions might begin to be unpacked:

Belonging
Does participating in worship help people to feel closer to God or their faith community? • Why do Sikhs believe it is important to worship and worship together? • How are Gurdwaras used for worship? • Why and how do Sikhs celebrate their festivals? • Why and how are rites of passage marked publicly? • What value do some Sikhs find in private prayer and worship? • Why and where do Sikhs go on pilgrimage? What do rites of passage tell us about people's beliefs? • How and why do Sikhs mark milestones in their life journey? Can the arts help communicate religious beliefs? • How have Sikhs expressed some of their most important ideas, beliefs and personal experiences through the arts?

Believing
Do religious people lead better lives? • Does believing in God make a difference to how Sikhs live? • Do the teachings and example of the Gurus provide a framework for leading a good life? • Do the teachings of the Guru Granth Sahib help Sikhs know what a good life looks like? Do sacred texts have to be 'true' to help people understand their religion? • How do different groups of Sikhs interpret the Guru Granth Sahib? • Are different types of writing in Guru Granth Sahib true in different ways? • Is personal spiritual experience more important than Guru Granth Sahib for Sikhs in understanding their religion? • How do Sikhs use Guru Granth Sahib to learn about God, the world and human life? Should religious people be sad when someone dies? • What do Sikhs believe about life after death and why?

Behaving
Is religion the most important influence and inspiration in everyone's life? • How do the Gurus influence and inspire Sikhs? • How do Sikhs' beliefs make a difference to their lives? • How has Sikhism inspired the lives of some people? Do all religious beliefs influence people to behave well towards others? • By what rules, codes and traditions do Sikhs believe they should live their lives? • What difference does it make to try to live by these rules, codes and traditions? • Do all these rules, codes and traditions encourage Sikhs to behave well towards others? Does living out parents' religious beliefs/traditions e.g. Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? • What might it mean to grow up in a Sikh family? • How might a Sikh background influence a child's sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? • How and why do Sikhs respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about behaving and belonging. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (believing, belonging, behaving) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.



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**Key Stage 3,
Year Groups 7-9,
Ages 12-14**

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Learning FROM questions: Key Stage 3 (applicable to all religions and worldviews)

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

Belonging	Believing	Behaving
Should people be allowed to express their spirituality in any way they choose? - How effectively do religions express their beliefs through the arts? - Why are the arts so often used to express religious beliefs? - Do you think human beings have a spiritual 'side'? How and why do some experiences give rise to feelings that are called spiritual? How might spiritual feelings be distinct from emotional feelings? - What is worship? Is all worship religious? - Which of the styles of worship you have learned about might most attract/interest/inspire you and why? - How might the wearing of symbols, including religious symbols, help someone and/or antagonise others? - Is it acceptable to express your spirituality in a way that causes harm to yourself and/or others? - How could the expression of one person's beliefs/spirituality contravene the human rights of another?	To what extent is a person's purpose in life determined by their understanding of God? - What are the main arguments for the existence/non-existence of God? - What do you believe about God and why? - What do you consider to be the purpose of human life and why? What does it mean to have a free will? - How does your understanding of God make a difference to your sense of purpose in life? To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? - Is it important to be able to tell if something is true or not? Why? - How do you decide what is true, right and wrong? - What is meant by conscience? - Is it important to you that other people share the same ideas about truth, right and wrong? - What part does the media play today in influencing ideas of truth, right and wrong? - Is truth absolute? Is it helpful that scientific advances/discoveries challenge people's beliefs? - To what extent are you influenced by scientific and/or religious thinking in working out what is true, right and wrong? Why? - Does it matter whether you have thought about what science and religion say about issues? Why? - How does it feel when your beliefs are challenged? - To what extent do religion and science challenge each other equally? - Is time something that goes in circles or straight lines? Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs? - What is the value of discussion with people who have very different ideas from your self? - Is it important for spouses/partners to share the same faith/beliefs? Why? - Are everyone's views about religion/religious beliefs equally important? - What do you think are the advantages and disadvantages of there being different ways of belonging to each religion? - Can all religions/belief systems be true? - One God, many or none - what do you think and why? - What causes religious intolerance? - To what extent does religious disagreement and religious intolerance influence the world around us?	To what extent do people's religious/spiritual beliefs affect their personal relationships? - What influences you in your relationships with others? - How important are loyalty and forgiveness in relationships? - What might your responses to relationships reveal about your beliefs? Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? - How important is it to you to make the most of all your rights? Why? - What importance do you give to your responsibilities? - Should rights always be accompanied by responsibilities? - How do you decide/know what your responsibilities are? Are they different at different times? - Do you think it is important to protect the rights of others? Why? - Do all religions promote the same human rights and responsibilities? To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? - Is it important to be aware of global issues? Why? - What do you think are the most important current global issues and why? - Is it important to do 'one's bit' in relation to global issues? Why? - To what extent do you agree with the idea that 'one person can make a difference'? - Is it important to you to play a part in your community? Why? How can you do this? - Do you believe all people are equal? Why? - What responsibilities do humans have towards animals? - Do you think worldwide peace is a possibility? How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict? - Why might it be beneficial to have people with diverse ideas in a team? How might this cause difficulties? - Have you ever benefited from being with/working with people who are very different from yourself? How? - What might be the benefits of people getting to know others from different backgrounds, cultures and religions? What might be the challenges? - Is it always possible to solve differences through talking or is fighting sometimes inevitable? - Do you think social and religious harmony are possible locally, nationally and globally?

CHRISTIANITY

Learning ABOUT Christianity in Key Stage 3: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Should people be allowed to express their spirituality in any way they choose? • How do Christians express their beliefs in worship? • How do Christians express their beliefs and experiences through the arts? • How do Christians make their beliefs known publically?	To what extent is a person's purpose in life determined by their understanding of God? • What do Christians believe about the nature of God as revealed in the Doctrine of the Trinity? Why? • What do Christians understand to be the purpose of human life? • What do Christians believe about their place in the world? To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? • How do Christians use the Christian Bible to help them decide what is true, right and wrong? • How do Christians use Christian writings to help them decide what is true, right and wrong? • What is the role of Christian leaders in helping people to understand what is true, right and wrong? Is it helpful that scientific advances/discoveries challenge people's beliefs? • How do Christians resolve the conflict between theories of evolution and the creation narratives found in Genesis? • In what ways have modern advances in medicine and other sciences challenged Christians? Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs? • How do Christians understand and respond to denominational diversity?	To what extent do people's religious/spiritual beliefs affect their personal relationships? • How might being a Christian influence your family life? • How might being a Christian influence your relationships with friends and partners? • How might being a Christian influence your approach to caring for yourself? Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? • How might Christian beliefs influence approaches to the rights and responsibilities of being a citizen? • Why do Christians believe it is important to protect the rights of others? • Should Christians take active roles in their communities? If yes, how? Why? To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? • Why and how might Christians get involved with global issues such as social justice and matters of environmental sustainability? How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict? • Why and how might Christians from different denominations choose to work together? • Why might Christians find it difficult to live and work alongside people whose Christian beliefs/practices are different from their own?

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous page, that pupils will often explore beliefs in combination with questions about behaving and belonging. Suggestions about content and attainment expectations are set out in the guidance material.

BUDDHISM

Learning ABOUT Buddhism in Key Stage 3: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Should people be allowed to express their spirituality in any way they choose? • How are Buddhist beliefs reflected in meditation? • How are the key beliefs of different Buddhist groups expressed in the symbolism and art of the Buddhist tradition? • How do Buddhists make their beliefs known publically?	To what extent is a person's purpose in life determined by their understanding of God? • Why does Buddhism have little to teach about God? • What does Buddhism teach about the nature of life? • What do Buddhists believe about death and the purpose of life To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? • How do Buddhists use Buddhist writings to help them decide what is true, right and wrong? • What is the role of Buddhist leaders/teachers in helping people to understand what is true, right and wrong? Is it helpful that scientific advances/discoveries challenge people's beliefs? • How do the teachings of Gotama Buddha relate to scientific enquiry? • How might modern advances in medicine and other sciences challenge Buddhists? Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs? • How do Buddhists understand and respond to diversity within Buddhism?	To what extent do people's religious/spiritual beliefs affect their personal relationships? • How might being a Buddhist influence your family life? • How might being a Buddhist influence your relationships with friends and partners? • How might being a Buddhist influence your approach to caring for yourself? Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? • How might Buddhist beliefs influence approaches to the rights and responsibilities of being a citizen? • To what extent do Buddhist teachings encourage Buddhists to protect the rights of others? • Should Buddhists take active roles in their communities? If yes, how? Why? To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? • How and why might Buddhists get involved with global issues? How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict? • How and why might people from different expressions of Buddhism work together? • Are there any reasons why Buddhists might find it difficult to live and work alongside people whose Buddhist beliefs/practices are different from their own?

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about behaving and belonging. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (believing, belonging, behaving) be explored.

Suggestions about content and attainment expectations are set out in the guidance material.

HINDUISM

Learning ABOUT Hinduism in Key Stage 3: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Should people be allowed to express their spirituality in any way they choose? - How do Hindus express their beliefs in worship at home and in the mandir? - How do Hindus express their beliefs and experiences through the arts? - How do Hindus make their beliefs known publically?	To what extent is a person's purpose in life determined by their understanding of God? - What do Hindus believe about the nature of God - What do Hindus understand to be the purpose of human life? - What do Hindus believe about their place in the world? - How do Hindus beliefs in reincarnation make a difference to the ways in which they live? To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? - How are Hindu scriptures and other writings used by different Hindus to decide what is true, false, right and wrong? - What is the role of Hindu leaders in helping people to understand what is true, right and wrong? Is it helpful that scientific advances/discoveries challenge people's beliefs? - How do Hindu beliefs and teachings influence Hindu responses to scientific understandings of the world and scientific advances? Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs? - How do Hindus understand and respond to diversity within Hinduism?	To what extent do people's religious/spiritual beliefs affect their personal relationships? - How might being a Hindu influence your family life? - How might being a Hindu influence your relationships with friends and partners? - How might being a Hindu influence your approach to caring for yourself? Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? - How might Hindu beliefs influence approaches to the rights and responsibilities of being a citizen? - To what extent do Hindus believe it is important to protect the rights of others? - Should Hindus take active roles in their communities? If yes, how? Why? To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? - Why and how might Hindus get involved with global issues such as social justice and matters of environmental sustainability? How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict? - Why and how might Hindus from different traditions choose to work together? - Why might Hindus find it difficult to live and work alongside people whose Hindu beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

ISLAM

Learning ABOUT Islam in Key Stage 3: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Should people be allowed to express their spirituality in any way they choose? • How do Muslims express their beliefs in worship? • How do Muslims express their beliefs and experiences through the arts? • How do Muslims make their beliefs known publically?	To what extent is a person's purpose in life determined by their understanding of God? • What do Muslims believe about the nature of God? Why? • What do Muslims understand to be the purpose of human life? • What do Muslims believe about their place in the world? To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? • How do Muslims use the Qur'an to help them decide what is true, right and wrong? • How do Muslims use Islamic writings to help them decide what is true, right and wrong? • What is the role of Muslim leaders in helping people to understand what is true, right and wrong? Is it helpful that scientific advances/discoveries challenge people's beliefs? • How do Muslims resolve the conflict between theories of evolution and the creation? • In what ways have modern advances in medicine and other sciences challenged Muslims? Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs? • How do Muslims understand and respond to diversity within Islam?	To what extent do people's religious/spiritual beliefs affect their personal relationships? • How might being a Muslim influence your family life? • How might being a Muslim influence your relationships with friends and partners? • How might being a Muslim influence your approach to caring for yourself? Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? • How might Muslim beliefs influence approaches to the rights and responsibilities of being a citizen? • Why do Muslims believe it is important to protect the rights of others? • Should Muslims take active roles in their communities? If yes, how? Why? To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? • Why and how might Muslims get involved with global issues such as social justice and matters of environmental sustainability? How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict? • Why and how might Muslims from different denominations choose to work together? • Why might Muslims find it difficult to live and work alongside people whose Muslim beliefs/practices are different from their own?

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about behaving and belonging. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (believing, belonging, behaving) be explored. Suggestions about content and attainment expectations are set out in the guidance material.

JUDAISM

Learning ABOUT Judaism in Key Stage 3: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Should people be allowed to express their spirituality in any way they choose? - How do Jews express their spirituality in worship? - How do Jews express their values and experiences through the arts? - How do Jews make their identity and beliefs known publically?	To what extent is a person's purpose in life determined by their understanding of God? - What does Judaism teach about the nature of God? - What does Judaism teach about the purpose of human life? - What does Judaism teach about the place of Jews in the world? - Can someone who has lost faith in God still be a good Jew? To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? - How do Jews use the Torah and other Jewish writings to help them decide what is true, right and wrong? - What is the role of Jewish leaders in helping people to understand what is true, right and wrong? Is it helpful that scientific advances/discoveries challenge people's beliefs? - How do Jews resolve the apparent conflict between theories of evolution and the creation narratives found in Genesis? - In what ways have modern advances in medicine and other sciences challenged Jews? Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs? - How important is it for Jews to marry other Jews? - How do Jews understand and respond to the variety of religions in the world? - How do Jews understand and respond to diversity within Judaism?	To what extent do people's religious/spiritual beliefs affect their personal relationships? - How might being a Jew influence your family life? - How might being a Jew influence your relationships with friends and partners? - How might being a Jew influence your approach to caring for yourself? Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? - How might Jewish beliefs influence approaches to the rights and responsibilities of being a citizen? - To what extent do Jews believe it is important to protect the rights of others? - Should Jews take active roles in their communities? If yes, how? Why? To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? - Why and how might Jews get involved with global issues such as social justice and matters of environmental sustainability? How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict? - Why and how might Jews of from different traditions choose to work together? - Why might Jews find it difficult to live and work alongside people whose Jewish beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

SIKHISM

Learning ABOUT Sikhism in Key Stage 3: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Should people be allowed to express their spirituality in any way they choose? - How do Sikhs express their beliefs in worship? - How do Sikhs express their beliefs and experiences through the arts? - How do Sikhs make their beliefs known publicly?	To what extent is a person's purpose in life determined by their understanding of God? - What do Sikhs believe about the nature of God? - What do Sikhs understand to be the purpose of human life? - What do Sikhs believe about their place in the world? To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? - How do Sikhs use Guru Granth Sahib to help them decide what is true, right and wrong? - How do Sikhs use Sikh writings to help them decide what is true, right and wrong? - What is the role of Sikh leaders in helping people to understand what is true, right and wrong? Is it helpful that scientific advances/discoveries challenge people's beliefs? - In what ways have modern advances in medicine and other sciences challenged Sikhs? Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs? - How do Sikhs understand and respond to diversity within Sikhism?	To what extent do people's religious/spiritual beliefs affect their personal relationships? - How might being a Sikh influence your family life? - How might being a Sikh influence your relationships with friends and partners? - How might being a Sikh influence your approach to caring for yourself? Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? - How might Sikh beliefs influence approaches to the rights and responsibilities of being a citizen? - Why do Sikhs believe it is important to protect the rights of others? - Should Sikhs take active roles in their communities? If yes, how? Why? To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? - Why and how might Sikhs get involved with global issues such as social justice and matters of environmental sustainability? How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict? - Why and how might Sikhs from different traditions choose to work together? - Why might Sikhs find it difficult to live and work alongside people whose Sikh beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out the guidance material.

HUMANISM

Learning ABOUT Humanism in Key Stage 3: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Should people be allowed to express their spirituality in any way they choose? • How do Humanists express their beliefs together? • How do Humanists express their beliefs and experiences through the arts? • How do Humanists make their beliefs known publicly?	To what extent is a person's purpose in life determined by their understanding of God? • What do Humanists believe about God? • What do Humanists understand to be the purpose of human life? • What do Humanists believe about their place in the world? To what extent do religions/secular philosophies help people decide what is true and what is right and wrong? • How do Humanists use writings and research to help them decide what is true, right and wrong? • What is the role of Humanist leaders in helping people to understand what is true, right or wrong? Is it helpful that scientific advances/discoveries challenge people's beliefs? • In what ways have modern advances in medicine and other sciences challenged Humanists? Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs? • How do Humanists understand and respond to diversity?	To what extent do people's religious/spiritual beliefs affect their personal relationships? • How might being a Humanist influence your family life? • How might being a Humanist influence your relationships with friends and partners? • How might being a Humanist influence your approach to caring for yourself? Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities? • How might Humanist beliefs influence approaches to the rights and responsibilities of being a citizen? • Why do Humanists believe it is important to protect the rights of others? • Should Humanists take active roles in their communities? If yes, how? To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live? • Why and how might Humanists get involved with global issues such as social justice and matters of environmental sustainability? How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict? • Why might Humanists find it easy or difficult to live and work alongside people whose Humanist beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

The Agreed Syllabus for Religious Education Pan-Berkshire

Attainment and assessment

THIS SECTION NEEDS TO BE THOUGHT THROUGH IN LIGHT OF CHANGES ETC

Should the detail be in the Appendix?

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